Brevard Community College=s Faculty Handbook has been prepared for the information and convenience of the faculty. It is designed to serve as a useful reference to college policies, regulations, and procedures.

While general discussion of various topics is presented in the handbook, details should be obtained from the College=s Policy Manual or Operational Procedures Manual. Copies of the manuals are located with your Campus President or Department Chair.

Although this handbook summarizes important information for faculty, it in no way replaces documents that govern College operation and your rights and duties as an employee. These include (but are not limited to) Federal and State Law and Regulations, BCC Policy and Operational Procedures Manuals, the current BCC-UFF Contract, and other planning documents. As such documents change, this booklet provides only general information. Questions about individual problems should be addressed to your Campus President or Department Chair.

Acknowledgments
Thank you to all who contributed to the 2001-2002 Faculty Handbook. Special thanks to everyone in Collegewide Publications and Collegewide Printing Services for their tireless efforts and diligence in editing and printing the current version of the handbook. The committee thanks Kirsten Russell for her dedication and patience as the new format evolved.

The handbook is a work in progress, and your comments and suggestions are welcomed.

The 2001-2002 Faculty Handbook Committee:
Margaret Barnwell, Ed Beasley, Mary Nardo, Don Williams, Bill Willmot
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</table>
I. Introduction
Message from the District President

Welcome to the 2001-2002 academic year at Brevard Community College. The past three years have been a challenging and enlightening experience for me as your district president, and probably the same for you. This year will be no different.

Although we will face different issues and encounter varying situations, we will achieve our goals — not only because of our individual fortitude and dedication to students, but because of the additional strength we gain when working together.

The student — first and foremost — is our customer, protégé, and focus. If we keep the student’s welfare, education, and goals in mind, we cannot help but mold ourselves into the institution that we can and should be.

At the same time, we need to recognize that we are each other’s customers and need to continue to improve staff-to-staff communications, keeping in mind that how we treat each other has an important impact on how our students and the public view us.

Your ideas and expertise are always welcomed and valued at BCC, and I ask that you continue to share them with us. I am making some important changes on key College committees, which should give increasing input from the faculty to decisions affecting your service.

Our mission to provide lifelong learning opportunities continues and is possible only with everyone’s participation.

Best wishes for a successful academic year.

Thomas E. Gamble
District President
PRINCIPLES OF ADMINISTRATION
For Brevard Community College

1. Honesty and integrity in all aspects of College administration, by the administration and by all who work for us, must be the guiding principles. Nothing should be done that might be interpreted as being shady or dishonest. No special favors should be either solicited or accepted by virtue of college offices. If there is any doubt whether actions by College staff might raise such questions . . . we do not do it.

- We must be prepared at all times to put anything we do on the table for all the public to see. Such is the trust and expected stewardship of a public institution.

2. Quality — of instruction, of training, of service — will be the College watchword. Being average is unacceptable.

3. All that we do must be done with the best interests of the College as a whole in mind, rather than to benefit one segment or another of the institution.

4. The faculty and students are the reason why we are all here and have jobs. We must treat both with respect and honest concern. We must not permit abuse of either by anyone working for us.

5. College faculty and staff are asked to take personal initiatives to move the College ahead, keeping in mind that we need to function as a team and work in concert.

6. Supervisors are admonished to seek out and reward creativity in reporting personnel at all levels. Status or rank is not as important as personal initiative and the improvement of services.

7. Supervisors are expected to work with their reporting staffs in an open, constructive teamwork manner, rather than in a hierarchical, top-down, manager-dominated manner. Every employee deserves respect, to be treated fairly. Criticize in private; praise in public!

8. Supervisors should expect their staffs to do their very best. When they fail, teach and assist them to do better. If, after reasonable opportunities to perform in the desired manner, they do not, replace them.

9. Supervisors should lead by example both on and off the College campus. We cannot expect those who work for us to act accordingly unless we set the pace.
10. Communicate — Communicate — Communicate!

- with your staff
- with the District/College Presidents
- with each other
- with College publics
- often
- regularly

11. All College staff need to listen to and hear what employees and the public have to say.

12. College faculty and staff are urged to operate in accord with the ethic that suggests:

- giving rather than taking
- service to others
- caring for others over satisfying personal ego needs

13. Supervisors should organize and systemize their areas of responsibility.

- distinguish between policy and procedure
- organize so that if you are gone tomorrow, no one will know
- set and communicate standards of performance and achievable goals

14. As role models for our students and the community, and as members of the higher education academy, faculty and staff should act, speak, and dress professionally.

15. Keep the President informed at all times. The role of President is a 24 hours per day, seven days per week job. No surprises!

16. The President's door is always open to College faculty, staff and students as well as the community.

17. All College units are to be operated within the framework of Board of Trustees policy at all times:

- stay within approved budgets
- no personnel will be hired without going through prescribed college procedures and open searches conducted
- no purchases over stated limits without open bidding
- seek to change bad policy rather than ignore it

18. Everyone needs to keep Community Relations and Marketing involved in what is happening in the College at every turn so that they can tell our story in an accurate and timely manner.

- seek opportunities to tell the positive BCC story
- seek opportunities to talk to our public

19. Change is inevitable. All faculty and staff need to demonstrate flexibility and responsiveness to change so that the College as a whole can move ahead in harmony!

Thomas E. Gamble
District President
II. General Information
Faculty Handbook
Mission Statement

Our Vision
Brevard Community College (BCC) is committed to
Being our Community=s Center for
• Quality Teaching and
• Lifelong Learning

Our Mission
To provide accessible, quality educational programs and services to our diverse population. The College prepares students to be lifelong learners, responsible community members, and productive citizens of a rapidly changing world.

Brevard Community College fulfills its mission by offering the following:

• Undergraduate Studies and Associate Degrees to pursue a Baccalaureate Degree.
• Technical and vocational training for Associate Degrees and Certificates for entering the workforce, improving professional skills, and developing new competencies.
• Instructional support services such as advisement and career guidance.
• Activities supporting cultural enrichment, economic development, sports, wellness, and quality of life.
• Workshops and classes for personal growth, developmental instruction, and lifelong learning.

Our Philosophy
The College embraces the following key values and beliefs:

• Respect for the individual (courtesy / civility): Central to our philosophy is respect for the individual, manifested through courtesy and civility in every endeavor.
• Continuous improvement / professional competence: Recognizing that we exist in a dynamic environment, we foster innovation to promote continuous improvement in student, employee, and organizational development.
• Passion for learning: As an educational catalyst, the College sparks the flame of human curiosity by creating an environment to ignite and sustain a passion for lifelong learning.
• Leadership, empowerment, integrity: We value leadership styles that engender trust and confidence, and empower people to make sound decisions.
• Teamwork, sense of belonging: We encourage a sense of belonging by employees and students by promoting an atmosphere of teamwork that embraces the College=s mission and goals.
• Service: We provide quality service to students, colleagues, and the community with the intention that all those served achieve higher levels of success and satisfaction.
• Accountability: Through systematic review and evaluation, we are publicly accountable to achieve our mission.
• Sense of achievement: We value achievement and reward those who strive to do their best.

Instructional Goals
The goals of BCC provide the following:

• Freshman and sophomore level university parallel programs that will prepare the student for upper division baccalaureate studies.
• Vocational and technical programs that will prepare the student for employment.
Faculty Handbook

- Community education programs for college staff and the public that will provide opportunities for individuals and groups to pursue varied educational and personal objectives.

- Economic development and continuing education programs that consist of leadership training and services, as well as workshops and conferences that meet the special training needs of the county and cooperative research activities with other colleges, universities, and companies.

- Instructional Support Service (Student Development and Learning Resources) including academic advisement, career guidance, financial aid, student activities, policies and procedures that address Students’ Code of Conduct, maintenance of adequate student records, and computer resources.

- Multicultural and International Programs that encourage an increased understanding of countries, diversity, and other cultures.

- Programs of health, fitness, and wellness that help participants improve or maintain their physical well-being. A special emphasis is placed on maintaining the college as a drug free workplace.

- Activities that provide cultural opportunities and enhance the quality of life of the community.

By continually working toward attaining these goals in a climate of open communication among faculty, staff, students, administrators, and the community, the College strives to foster the enrichment of the cultural, intellectual, civic, recreational and occupational life of the community it serves. At BCC, the emphasis is on learning and on the student as an individual.

A master’s degree or its equivalent in experience and training is the minimum requirement for most A.A. faculty members. Faculty members are carefully selected to ensure depth in their field of teaching and an awareness of the unique needs of community college students. Every effort is made to allow the instructor to devote full-time talents and energies to the prime responsibility of teaching.

BCC is designated by the state to provide all post-secondary and adult technical and vocational education for persons who have completed or dropped out of high school and who desire preparatory or supplemental instruction for employment. The College is also authorized under federal law to enroll non-immigrant alien students.

The College offers courses and curricula designed to provide the first two years of course work leading to a bachelor’s degree and includes both general education and specialized lower division courses. The Associate in Arts degree is awarded for successful completion of these academic programs.

Additionally, programs and courses designed to prepare persons for an occupation without subsequent training or education are offered. The Associate in Science degree is awarded to students completing a technical program who desire employment at a level between the professional and skilled worker.

The Post-Secondary Adult Vocational Certificate is awarded upon the completion of a technical program that prepares the student for employment at a skilled level. Courses taken in the occupational area, due to their specialized content, may or may not be transferable.

Developmental and compensatory education is offered to prepare the student for successful entrance into college level instruction. Those students who need assistance in the transition from high school to college or those who have been away from formal education for a number of years are given the opportunity to reach college level work through specialized coursework in mathematics, reading, and writing.

Professional Development and Community Education courses are offered on each campus. These provide required continuing education, advanced certifications and personal enrichment opportunities for the community without the requirements of admission to the College.
### FALL TERM 2001

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 15</td>
<td>Wednesday</td>
<td>Faculty Report</td>
</tr>
<tr>
<td>August 16</td>
<td>Thursday</td>
<td>Welcome Back Day --- Collegewide</td>
</tr>
<tr>
<td>August 20</td>
<td>Monday</td>
<td>Fall Term begins</td>
</tr>
<tr>
<td>August 24</td>
<td>Friday</td>
<td>Last day to drop with refund of fees or change to audit status</td>
</tr>
<tr>
<td>September 3</td>
<td>Monday</td>
<td>Labor Day Holiday (Saturday classes will meet on Sept. 1.)</td>
</tr>
<tr>
<td>September 7</td>
<td>Friday</td>
<td>Last day to apply for CLAST</td>
</tr>
<tr>
<td>October 6</td>
<td>Saturday</td>
<td>CLAST administration</td>
</tr>
<tr>
<td>October 18</td>
<td>Thursday</td>
<td>Collegewide Inservice Day; No Classes for Students</td>
</tr>
<tr>
<td>October 22</td>
<td>Monday</td>
<td>Last day to apply for December graduation</td>
</tr>
<tr>
<td>November 1</td>
<td>Thursday</td>
<td>Last day to withdraw from classes with grade of A, W, @</td>
</tr>
<tr>
<td>November 12</td>
<td>Monday</td>
<td>Veterans Day Holiday</td>
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<tr>
<td>Nov. 22-24</td>
<td>Thursday-Saturday</td>
<td>Thanksgiving Day Holidays</td>
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<tr>
<td>Dec. 10-14</td>
<td>Monday-Friday</td>
<td>Final Exams</td>
</tr>
<tr>
<td>December 22</td>
<td>Saturday</td>
<td>Graduation (4:00 p.m. &amp; 7:00 p.m.)</td>
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### SPRING TERM 2002

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<tr>
<td>January 2</td>
<td>Wednesday</td>
<td>College Re-opens; Staff Reports</td>
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<tr>
<td>January 3</td>
<td>Thursday</td>
<td>Faculty Report</td>
</tr>
<tr>
<td>January 7</td>
<td>Monday</td>
<td>Spring Term Begins --- First Day for Students</td>
</tr>
<tr>
<td>January 11</td>
<td>Friday</td>
<td>Last day to drop with refund of fees or change to audit status</td>
</tr>
<tr>
<td>January 18</td>
<td>Friday</td>
<td>Last day to apply for CLAST</td>
</tr>
<tr>
<td>January 21</td>
<td>Monday</td>
<td>Martin Luther King, Jr., Birthday observance (Regular Saturday classes will meet Saturday, January 19.)</td>
</tr>
<tr>
<td>February 16</td>
<td>Saturday</td>
<td>CLAST administration</td>
</tr>
<tr>
<td>March 13</td>
<td>Wednesday</td>
<td>Collegewide Inservice Day; No Classes for Students</td>
</tr>
<tr>
<td>March 18</td>
<td>Monday</td>
<td>Last day to apply for May graduation</td>
</tr>
<tr>
<td>March 22</td>
<td>Friday</td>
<td>Last day to withdraw from classes with grade of &quot;W&quot;</td>
</tr>
<tr>
<td>March 25-30</td>
<td>Monday-Saturday</td>
<td>Holidays --- Spring Break; College Closed</td>
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<tr>
<td>May 3</td>
<td>Friday</td>
<td>Last Day to Apply for CLAST</td>
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<tr>
<td>May 6-9</td>
<td>Monday-Thursday</td>
<td>Final Exams</td>
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<tr>
<td>May 18</td>
<td>Saturday</td>
<td>Graduation (4:00 p.m. &amp; 7:00 p.m.)</td>
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### SUMMER TERM A 2002

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<tbody>
<tr>
<td>May 13</td>
<td>Monday</td>
<td>Summer A begins</td>
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<tr>
<td>May 15</td>
<td>Wednesday</td>
<td>Last day to drop with refund of fees or change to audit status</td>
</tr>
<tr>
<td>May 27</td>
<td>Monday</td>
<td>Memorial Day Holiday (Regular Saturday classes will meet Saturday, May 25.)</td>
</tr>
<tr>
<td>June 1</td>
<td>Saturday</td>
<td>CLAST administration</td>
</tr>
<tr>
<td>June 7</td>
<td>Friday</td>
<td>Last day to withdraw with a grade of A, W, @</td>
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<tr>
<td></td>
<td></td>
<td>Last day to apply for August graduation</td>
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<tr>
<td>June 21</td>
<td>Friday</td>
<td>Examination Day/Summer A Term Ends</td>
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<tr>
<td>June 25</td>
<td>Tuesday</td>
<td>Summer Term B begins</td>
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<tr>
<td>June 27</td>
<td>Thursday</td>
<td>Last day to drop with refund of fees or change to audit status</td>
</tr>
<tr>
<td>July 4</td>
<td>Thursday</td>
<td>Independence Day Holiday (Saturday classes will meet as scheduled.)</td>
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<tr>
<td>July 8</td>
<td>Monday</td>
<td>Last day to withdraw from twelve-week summer courses</td>
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<tr>
<td>July 22</td>
<td>Monday</td>
<td>Last day to withdraw from classes with grade of &quot;W&quot;</td>
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<tr>
<td>August 5</td>
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<td>Examination Day/Summer B Term ends</td>
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<td>August 10</td>
<td>Saturday</td>
<td>Graduation (4:00 p.m. &amp; 7:00 p.m.)</td>
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Revised: May 22, 2001
# Faculty Calendar 2001-2002

## FALL TERM 2001

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<tr>
<td>15 (Wednesday)</td>
<td>12</td>
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<td>20 (Monday)</td>
<td>Faculty Report</td>
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<td>SEPTEMBER</td>
<td>20</td>
<td>20</td>
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<tr>
<td>3 (Monday)</td>
<td>Labor Day</td>
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<td>OCTOBER</td>
<td>22</td>
<td>21</td>
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<tr>
<td>18 (Thursday)</td>
<td>Collegewide Inservice Day</td>
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<td>NOVEMBER</td>
<td>19</td>
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<tr>
<td>12 (Monday)</td>
<td>Veterans Day Holiday</td>
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<td>22-24 (Thursday-Saturday)</td>
<td>Thanksgiving Day Holidays</td>
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<td>DECEMBER</td>
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<tr>
<td>10-14 (Monday-Friday)</td>
<td>Final Exams</td>
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<tr>
<td>22 (Tuesday)</td>
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Total Work Days: 84

## SPRING 2002

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<td>7 (Monday)</td>
<td>Faculty Report</td>
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<td>FEBRUARY</td>
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<td>20</td>
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<td>MARCH</td>
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<td>16</td>
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<td>25-30 (Monday-Saturday)</td>
<td>Spring Break</td>
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<td>APRIL</td>
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<td>MAY</td>
<td>9</td>
<td>4</td>
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<td>6-9 (Monday-Thursday)</td>
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<tr>
<td>10 (Friday)</td>
<td>Faculty Workday</td>
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<tr>
<td>18 (Saturday)</td>
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Total Work Days: 86
## Faculty Calendar 2000-2001

### SUMMER A 2002

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<td>MAY</td>
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<tr>
<td>13 (Monday)</td>
<td>Summer A Begins</td>
<td>13</td>
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<tr>
<td>27 (Monday)</td>
<td>Memorial Day Holiday</td>
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<tr>
<td>JUNE</td>
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<tr>
<td>21 (Friday)</td>
<td>Summer A Ends/Exam Day</td>
<td>17</td>
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<tr>
<td>24 (Monday)</td>
<td>Faculty Workday</td>
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**Total Work Days** 30  29

### SUMMER B 2002

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<tr>
<td>25 (Tuesday)</td>
<td>Summer B Begins</td>
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<tr>
<td>JULY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 (Thursday)</td>
<td>Independence Day Holiday</td>
<td>21</td>
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<tr>
<td>AUGUST</td>
<td></td>
<td></td>
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<tr>
<td>5 (Monday)</td>
<td>Summer B Ends/Exam Day</td>
<td>5</td>
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<tr>
<td>6 (Tuesday)</td>
<td>Faculty Workday</td>
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<tr>
<td>10 (Saturday)</td>
<td>Graduation 4:00 PM &amp; 7:00 PM</td>
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**Total Work Days** 30  29

### Total Student Days (Fall, Spring, Summer A & Summer B) 220

### Total Faculty Work Days

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<tr>
<td>Fall, Spring, Summer A</td>
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<td>Fall, Spring, Summer B</td>
<td>200</td>
</tr>
<tr>
<td>Fall, Spring, Summer A, Summer B</td>
<td>230</td>
</tr>
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</table>

Revised May 22, 2001
For Your Safety and Security

Smoking is not permitted in any BCC facility. Food and drinks are not to be brought into the classrooms.

Parking areas are provided for instructors and designated by yellow parking lines; handicap parking is designated by blue lines. You are, however, required to display a faculty decal on the left hand side of the rear bumper (or left lower rear window) of your vehicle if you park in areas reserved for faculty and staff. These can be obtained at the Security Office on each campus or center between the hours of 7:00 a.m. and 9:00 p.m., Monday through Friday.

Security
There are campus security guards on each campus 24 hours per day, seven days a week. Promptly report all disturbances and missing items and equipment to Security and the Campus President’s office at your campus.

<table>
<thead>
<tr>
<th>Telephone</th>
<th>Cell Phone</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>Cocoa</td>
<td>62911</td>
<td>403-5907</td>
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<tr>
<td></td>
<td></td>
<td>Building 14, Room 181</td>
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<tr>
<td>Melbourne</td>
<td>32911</td>
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</tr>
<tr>
<td>Palm Bay</td>
<td>22911</td>
<td>403-5911</td>
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<td>Patrick (Air Force Security Police)</td>
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<td>42911</td>
<td>403-4200</td>
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<tr>
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<td></td>
<td>Building 4, Room 157</td>
</tr>
<tr>
<td>Director of Collegewide Safety &amp; Security</td>
<td>62524</td>
<td>403-5903</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Building 14, Room 152 / 153</td>
</tr>
</tbody>
</table>

Safety
Instructors maintain primary responsibility for all aspects of safety. Instructors should constantly monitor the classroom/laboratory environment to ensure that the facilities and equipment are safe. For example, broken or weakened tables and chairs present a serious hazard that could severely injure an unsuspecting student. Care should be taken with audio visual equipment to be sure that cords and carts do not pose a hazard to students who are entering or leaving the room. Report safety concerns to the Department Chair immediately.

Faculty and students have a right to be protected from exposure to hazardous materials, which include wearing safety glasses for eye protection and other appropriate safety apparel. Courses that use chemicals or other materials must include a disclosure of information (in advance) to the student as well as a complete and thorough explanation of procedures to be followed.

Emergencies (Students)
In the event a student is injured or is otherwise in need of emergency treatment, take the following steps:

1. Provide first aid within capabilities.
2. Inform Security and/or the Campus President. Report the specific location of the accident and the type of assistance needed.
3. Security will make arrangements for an ambulance if needed. In the event none of the offices can be reached and the injury is of a serious nature, an ambulance should be contacted immediately. Students should be informed that, in accordance with the Student Handbook, the college is not responsible for ambulance or medical expenses incurred. The phone number for Ambulance Services is 911.
4. As soon as possible (within 24 hours) after the emergency, an Incident Report must be completed and a copy forwarded to Security and Campus President. These incident report forms are available through the Department Office at each respective campus.

Emergencies Other Than Student
1. Injuries to Employees: Same as students except that the Office of Human Resources must be notified within 24 hours of injury and a Worker’s Compensation Form must be completed. Blank forms are available in the Office of Human Resources and the Campus President at your campus.
2. Fire: There are fire alarms in all buildings. If the fire alarm rings, evacuate the building. The building should be empty within 3 minutes after the alarm rings.
3. Disaster: Most of the permanent buildings on each campus are designated as disaster shelter areas. In addition, Buildings 1 and 10 (Melbourne) and Buildings 3 and 20 (Cocoa) are designated as Red Cross Hurricane Shelters.
Facilities

COCOA CAMPUS

Building 2---George Washington Carver Administration Building
Located on the east side of the campus, the Carver Administration Building houses collegewide administrative offices for the District President, Educational Services, Business Affairs, Human Resources, BCC Foundation, BCC Development, Business and Industry Training Center, and several collegewide grant programs.

Building 3---Clark Maxwell, Jr. Lifelong Learning Center
A cooperative effort of Brevard Community College and University of Central Florida, the Center is the first such joint-use facility for two colleges in the State of Florida. This unique instructional and service facility contributes to the goal of providing area residents an opportunity to realize maximum personal potential and attain career goals while remaining in Brevard County.

The BCC/UCF Joint-Use Computer Lab, Theatre 360, Child Care Center, the Cocoa Campus Community and Professional Education, Intensive English Program, Continuing Education Computer Lab, and Wendi offices are housed in this facility.

Building 4---Bernard Simpkins Fine Arts Center
Houses classrooms as well as faculty and department offices of the music, art, drama, humanities, and communications disciplines. Additional rooms include theater workshops, costume and dressing rooms, art studios, piano studio, piano/computer lab, music theory classroom, and choral/instrumental rehearsal classrooms with respective libraries and storage facilities. On the ground floor, you will find a 547-seat auditorium and Smaller Experimental Theater for college and community use.

Building 5---Rodney S. Ketcham Business Building
The Hospitality, Legal Assisting, Social Science and Business and Computer Science programs classrooms, labs, and staff including the Business/Computer Science Department Office are located here. The Campus President is also located in this building (005-127).

Building 6---Barnes and Noble Bookstore
The Bookstore, located west of the Business Center, offers a complete line of textbooks, college supplies, and gift items. It is recommended that students attend class prior to purchasing their textbooks.

\[
\begin{align*}
\text{Bookstore Hours (Fall and Spring):} & \\
\text{Monday - Thursday} & : 8:30 \text{ a.m. - 7:30 p.m.} \\
\text{Friday} & : 8:30 \text{ a.m. - 12:00 noon}
\end{align*}
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\[
\begin{align*}
\text{First Two Weeks of Term:} & \\
\text{Monday - Thursday} & : 8:00 \text{ a.m. - 8:00 p.m.} \\
\text{Friday} & : 8:00 \text{ a.m. - 5:00 p.m.} \\
\text{First Saturday} & : 8:00 \text{ a.m. - 12:00 noon}
\end{align*}
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\begin{align*}
\text{Summer Hours:} & \\
\text{Monday - Thursday} & : 9:00 \text{ a.m. - 6:00 p.m.} \\
\text{Friday} & : 9:00 \text{ a.m. - 1:00 p.m.}
\end{align*}
\]

Building 7---Irene H. Burnett Science Building
Houses the Mathematics and Science facilities, classrooms, labs, faculty and staff including the Math and Science Department Office. A master classroom enables faculty to use multi-media delivery of instruction.

Building 9---Dr. Mary Cathryne Park Classroom Building
Office for Students with Disabilities, classrooms, reading, foreign language and Radio & TV faculty offices and the Language Lab are located here. Also available for eligible students is Student Support Services (SSS). This program provides financial aid counseling and tutoring for students who meet the criteria of SSS. Students should contact Ms. Gail McKinley, Director, at 632-1111 ext. 64291 for application and information.
Building 11---Ralph M. Williams, Jr. Student Center
This building is under construction to create a new Student Welcome Center. However, the cafeteria is located on the first floor and is open Monday through Friday from 7:30 a.m. to 1:30 p.m. Summer hours: Monday - Friday 7:30 a.m. - 1:00 p.m. The Community Dining Room for college/community meetings and dinners is located in the north wing of the Student Center.

Building 12---BCC/UCF Joint-Use Library
The professionally staffed Joint Use Library provides increasing resources to support the curriculum of the University of Central Florida (UCF), Brevard Community College, and the community patrons of Brevard County.

The 110,000-square-foot 3-story library contains the newest technology in computerized information systems. Networked computer stations provide access to many databases, including Internet, with all data bases available to library patrons. Video and data linkages to all campuses provides sharing of educational resources throughout the state. The number of on-line students continues to increase and challenge library capabilities.

Library Hours:
Monday - Thursday .................................. 7:30 a.m. - 9:00 p.m.
Friday .................................................. 7:30 a.m. - 5:00 p.m.
Saturday ............................................... 9:00 a.m. - 5:00 p.m.

The Cocoa Campus Learning Lab is located on the third floor of the joint-use library. The lab is a comprehensive academic support unit which is equipped with four integrated learning systems, computers, audio and video cassette stations, laser discs, computer software and printed materials to assist students with mathematics, communications, reading, and foreign language.

Lab Assistants/Tutors provide one-on-one assistance and are scheduled daily. The System for Applied Individualized Learning (SAIL) provides remediation to students enrolled in Postsecondary Adult Vocational (PSAV) programs.

Faculty make-up exams are proctored by appointment only. A photograph identification is required; no children are allowed in the facility during the testing appointment. Students may schedule appointments by calling x63200.

Learning Lab Hours:
Monday - Thursday .................................. 8:00 a.m. - 8:30 p.m.
Friday .................................................. 8:00 a.m. - 4:30 p.m.
Saturday ............................................... 9:00 a.m. - 4:30 p.m.

Testing Hours (By Appointment Only):
Monday - Thursday .................................. 9:00 a.m. - 7:00 p.m.
Friday & Saturday .................................. 9:00 a.m. - 3:00 p.m.

Building 13---Roger W. Dobson Learning Resources Center
Houses the WBCC-TV offices and studios, Title III office, and offices of the Distance Learning staff.

BCC Television Station
WBCC-TV, Channel 68 operates 18 hours per day, seven days a week from 6:00 a.m. - 12:00 midnight. Educational and general interest programming is provided in addition to credit courses via television. Station programming is available to a viewing audience of over 400,000 Brevard residents. Cable subscribers may receive programming on Cable Channel 5 in addition to open broadcasting on UHF Channel 68.

Operated by professional staff and student assistants, WBCC-TV is a joint effort with the University of Central Florida and the Brevard County School District.

Building 14---Vocational Center
Contains general classrooms, faculty offices, specialized equipment and laboratories in industry-related programs including Air Conditioning, Electricity, Graphic Design, Photography Drafting, Fire Science, as well as Campus Security Offices.
Faculty Handbook

Building 16---Industrial Center
Classrooms, well-equipped labs and faculty offices are provided for industry-related vocational programs support including automotive technology, welding and machining.

Building 17---Technical Center
Houses classrooms, faculty offices and labs for some BCC Allied Health programs, including Medical Assisting and Surgical Technology. In addition, it is a temporary facility for Distance Learning offices and labs.

Building 18---Dr. J. Bruce Wilson Gymnasium
The Physical Education faculty, offices, classrooms, activity facilities, and a large, well-equipped fitness center are located here. This is the home court for the BCC Titan men’s and women’s Basketball Team. An Olympic size swimming pool is adjacent for use by the College and community.

Building 19---Astronaut Memorial Hall and Planetarium
The BCC Planetarium and Observatory contains a multi-media classroom for astronomy courses, the largest public access observatory in Florida featuring a 24-inch Cassegrain reflector, a unique 200 seat planetarium theater, a 150 seat Iwerks large-format film theater, and two exhibit halls featuring science and space-related exhibits.

Planetarium programs, laser shows, and Iwerks movies are presented regularly to the public on evenings and weekends and to K-12 school field trips weekday mornings throughout the school year.

The BCC Planetarium is the only planetarium theater in the United States to feature both digital and mechanical replications of the night sky. After extensive renovations in 1994, the planetarium was the site for the 12th Biennial Conference of the International Planetarium Society.

Building 20---Allied Health Building
Houses health care programs in well equipped classrooms, laboratories and the Allied Health Division Offices. The Dental Clinic and Cosmetology lab serve patrons from the community. A lecture auditorium is also located here.

MELBOURNE CAMPUS
Opened in 1971, the campus in the pines is located at the corner of Post and Wickham Roads on a wooded 120-acre site.

Building 1---Administration and Instructional Building
Houses Office of the Campus President, Dean's Office, Business Office, Cashier's Office, Business Department, Communications Department, faculty offices, general classrooms, Foreign Language Lab, switchboard, Melbourne campus security, Financial Aid, Office for Students with Disabilities, and the Student Services Center, which includes Admissions / Records, Advisement, Career Center, and Assessment.

Building 2---Philip F. Nohrr Learning Resources Center
The library is located on the second floor. The collection consists of nearly 50,000 books, 350 periodical subscriptions, and a variety of electronic resources, including CD-ROM databases, LINCC and LUIS online catalogs, and the Internet. A staff of professional librarians and support personnel is available to provide assistance in the use of library materials and services. The Media department, located on the first floor, provides audiovisual equipment to support the campus instructional programs.

Library Hours:
Monday - Thursday .........................7:30 a.m. - 9:00 p.m.
Friday ..................................................7:30 a.m. - 5:00 p.m.
Saturday .............................................9:00 a.m. - 12:00 noon
Computer Assisted Instruction Lab
The Computer Assisted Instruction (CAI) laboratory and general classrooms are located on the first floor of the Learning Resources Center. The CAI laboratory contains computers and software programs designed to assist students in achieving their educational goals. Professional assistance and tutoring is available in writing, reading, mathematics, and other discipline areas.

CAI Lab Hours:
Monday - Thursday .................. 8:00 a.m. - 8:00 p.m.
Friday .................................. 8:00 a.m. - 5:00 p.m.
Saturday .................................. 9:00 a.m. - 1:00 p.m.
Building 3---Barnes and Noble Bookstore
Located in the Learning Resource Center, offers a complete line of textbooks, college supplies, and gift items.

Bookstore Hours:
Monday - Tuesday ...........................................8:30 a.m. - 6:00 p.m.
Wednesday - Thursday .....................................8:30 a.m. - 5:00 p.m.
Friday ............................................................8:30 a.m. - 1:00 p.m.

First Week of Term:
Monday - Thursday ...........................................8:00 a.m. - 8:00 p.m.
Friday ............................................................8:00 a.m. - 5:00 p.m.
First Saturday ................................................10:00 a.m. - 1:00 p.m.

Summer Term:
Monday - Thursday ...........................................8:30 a.m. - 4:30 p.m.
Friday ............................................................8:30 a.m. - 1:00 p.m.

Building 4---Lecture Auditorium
The Auditorium is used as a combination lecture hall and auditorium for both academic and special events.

Building 5---Science Building
Houses Science Department, faculty offices, classrooms, and laboratory facilities for a variety of academic programs.

Building 6---Health and Physical Education Building
The Liberal Arts Department office, faculty offices, general classrooms, gymnasium, weightroom, and racquetball courts are located in this building, which serves as home court for the BCC Lady Titan Basketball team. The BCC Baseball Titans and the Women’s Volleyball teams are based on the Melbourne Campus.

Building 7---Multi-Purpose Classroom Building
This building contains the Mathematics / Technologies Department office, faculty offices, general classrooms, computer science laboratories, and drafting and design labs. Large instructional areas, which include a video instructional television center, are on the first floor.

Building 8---Criminal Justice Center
Houses the Brevard Police Testing Program and the Criminal Justice, Law Enforcement, Corrections, and Probations Programs. Includes general classrooms, faculty offices, Defensive Tactics, and Crime Scene Technology.

Building 9---King Center
The Maxwell C. King Center of the Performing Arts offers nationally and internationally acclaimed acts including recording artists, Broadway musicals, comedy, and drama presentations, symphony orchestras, operas, lectures, and exhibits. Also includes Blackbox Theater, art studios, music rooms, classrooms, and faculty offices.

Building 10---Betty P. Parrish Student Center
Includes Center for Service Learning, Community Education and Small Business Development Center, Financial Aid, Capsule office, Student Government office, lounges, meeting rooms, and a cafeteria open Monday through Friday from 7:30 a.m. to 2:00 p.m. Summer hours: Monday through Friday 8:00 a.m. to 1:00 p.m.

Also located in Building 10 is the Harry T. and Harriette V. Moore Center for Multicultural Activities, which was established to promote racial harmony. The Center hosts workshops and seminars.

Building 12---Child Care Center II

Building 13---Child Care Center I
PALM BAY CAMPUS
Located near the intersection of I-95 and Malabar Road, the Campus offers expanded technical educational facilities as well as university parallel curriculum. A wide range of academic, technical, vocational, and continuing education classes plus student services and advisement are available.

Building 1---Barnes and Noble Bookstore
The Campus Bookstore in Room 138 carries a complete line of textbooks, school supplies, and gifts. In addition, computer software is available at an educational discount only to faculty, staff, and students.

Bookstore Hours:
Monday - Thursday ........................................ 8:30 a.m. - 7:30 p.m.
Friday .......................................................... 8:30 a.m. - 1:00 p.m.

First Week of Term:
Monday - Thursday ........................................ 8:30 a.m. - 7:30 p.m.
Friday .......................................................... 8:30 a.m. - 4:00 p.m.
Saturday ....................................................... 10:00 a.m. - 1:00 p.m.
Building 1, Room 138---P.B. Java Cyber Café

Building 2---Library Science Building
Building 2 houses the offices of the department chairs in room 156 and faculty offices on the second floor. An open computer lab is in room 235, and 226E is a media room. Room 329 is the office of the campus president. The third floor houses classrooms; offices; and labs for Chemistry, Biology, Physics, Microbiology, GIS, Anatomy and Physiology, Physical Science, and Astronomy.

Learning/Language Lab
The Palm Bay Campus Learning/Language Lab provides specialized software, videos, and other materials that allow students to fulfill lab requirements for prep classes, vocational programs, CLAST retests, and foreign language courses. A number of computer-aided instructional programs in a variety of subjects are also available. Communications, science, mathematics, and Spanish tutors are scheduled throughout the week to provide one-on-one assistance. Lab staff will proctor tests on a space available basis and by appointment only. Students must provide a picture I.D. or the test will not be administered. Students can schedule appointments by calling the lab at 632-1111 x22214.

Learning Lab Hours:
Monday - Thursday ................................. 10:00 a.m. - 7:30 p.m.
Friday ...................................................... 8:30 a.m. - 2:30 p.m.
Saturday (Fall Semester) ......................... 8:30 a.m. - 10:30 a.m.

Testing Hours (by appointment only):
Monday & Wednesday ............................ 10:00 a.m. - 7:30 p.m.
Fridays .................................................... 8:30 a.m. - 2:30 p.m.
Saturdays ................................................ 8:30 a.m. - 10:30 a.m.

Learning Resource Center
A fully equipped, professionally staffed library is available providing printed and electronic resources to student, faculty, and the community. Complete library services are provided with increasing emphasis on networking and remote data access.

Library Hours:
Monday - Thursday ..................................... 7:30 a.m. - 9:00 p.m.
Friday ...................................................... 7:30 a.m. - 5:00 p.m.
Saturday .................................................. 9:00 a.m. - 12:00 noon

Community and Professional Education
Community and Professional Education faculty offer students the opportunity to gain from their experience by offering a myriad of non-credit classes. These classes can include leisure, personal growth, and professional development classes. Community and professional education prepares students to be responsible community citizens.

TITUSVILLE CAMPUS
Opened in 1979, the Titusville Campus is located on a 120-acre site on U.S. #1, just north of Parrish Medical Center. In addition to its one-half mile of Indian River Lagoon shoreline, the campus is adjacent to the Kennedy Space Center, Merritt Island Wildlife Refuge, and Canaveral National Seashore.

Building 1---N. Earl Jones Occupational Building
Building 1 on the Titusville Campus houses the Learning Lab, Student Development and Student Government offices, Computer Laboratories, Vocational Shops, faculty offices, general classrooms, Office Technology Center and Community Education facilities.

Computer Lab Hours:
Monday - Thursday ..................................... 8:00 a.m. - 10:00 p.m.
Friday ...................................................... 8:00 a.m. - 5:00 p.m.
Saturday .................................................. 9:00 a.m. - 4:00 p.m.
Faculty Handbook

Learning Laboratory
Staffed by professional personnel, the Lab (located in Room 118) is equipped with computers, teaching machines and programmed materials to enable students to meet learning goals. Professional assistance and tutoring are available in reading improvement, writing, mathematics, and several social and natural sciences.

Learning Lab Hours:
Monday - Thursday ........................................ 8:00 a.m. - 8:00 p.m.
Friday ......................................................... 8:00 a.m. - 5:00 p.m.

Testing Hours:
Monday - Thursday ........................................ 8:30 a.m. - 12:00 noon
1:30 p.m. - 6:30 p.m.
Friday ......................................................... 8:30 a.m. - 12:00 noon
1:30 p.m. - 3:00 p.m.

Building 2---Confined Space Simulator
This unique classroom uses a simulation tank to train individuals on best practices for working in a confined space.

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Bldg | Description | Contact Information
---|-------------|----------------------
1 | N. Earl Jones Building | 632-1111 ext. 4200
2 | Confined Space Simulator | 632-1111 ext. 4200
3 | Student Center | 632-1111 ext. 4200
4 | John Henry Jones Gymnatorium | 632-1111 ext. 4200
5 | Frank Elbert Williams Learning Resources Center | 632-1111 ext. 4200
6 | Child Care Center | 632-1111 ext. 4200

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Brevard Community College
Building 3---Student Center
Open at all hours when classes are offered, the Student Center houses the Bookstore, the Community Activity Room (CAR), Statewide Florida Water Pollution and Control Operators Association offices (FWPCOA), Florida/NASA Business Incubator Center, and Adult Education offices.

The Bookstore offers a complete line of textbooks and college supplies.

*Bookstore Hours (Fall and Spring):*
- Monday - Thursday: 9:00 a.m.-1:00 p.m.; 4:00 p.m.-6:00 p.m.
- Friday: Closed

*First Week of Fall and Spring Terms:*
- Monday - Thursday: 8:00 a.m. - 8:00 p.m.
- Friday: 8:00 a.m. - 5:00 p.m.
- Saturday: 10:00 a.m. - 1:00 p.m.
- Summer A - Wednesday: 9:00 a.m. - 1:00 p.m.; 4:00 p.m. - 6:00 p.m.

Building 4---John Henry Jones Gymnatorium
The gymnatorium is designed to serve both as athletic facility and a campus auditorium, including racquetball courts, a complete Wellness-Fitness Center, classrooms, and faculty offices for the Mathematics and Physical Education Departments.

The Wellness-Fitness Center is operated under a joint venture with Parrish Medical Center as the *Fitstop* and provides open access to students and faculty and access by fee to the public.

*Fitstop Hours:*
- Monday - Friday: 6:00 a.m. - 8:00 p.m.
- Saturday: 8:00 a.m. - 12:00 noon

In addition to supporting college functions, the gymnatorium is available on a rental basis to the community at large. It is used for concerts, sporting events, and community functions seating up to 2,300 people.

Building 5---Dr. Frank Elbert Williams Learning Resource Center
A fully equipped, professionally staffed library is available, providing printed and electronic resources to student and community patrons alike. Complete library services are provided with Internet access, resource networking, and remote data access. The library building also contains classrooms, the Language Lab, faculty offices for the Communications, Behavioral/Social Sciences, Prep Writing and Prep Reading Departments, and the campus administrative offices.

*Library Hours:*
- Monday - Thursday: 7:30 a.m. - 9:00 p.m.
- Friday: 7:30 a.m. - 5:00 p.m.
- Saturday: 9:00 a.m. - 12:00 noon

*Language Laboratory*
Staffed by a foreign language specialist, the lab (located in Room 155) is equipped with audio and visual equipment and materials to support the languages offered. Professional assistance and tutoring are available.

*Language Lab Hours:*
- Monday - Thursday: 8:00 a.m. - 8:00 p.m.
- Friday: 8:00 a.m. - 2:00 p.m.
- Saturday: 9:00 a.m. - 12:00 noon

Building 6---Child Care Center
The Child Care Center is designed and equipped for pre-kindergarten children and offers planned programs for children ages two through five. Child care is available for children of students, faculty, and staff, as well as the public.
PATRICK CENTER
The Center at Patrick Air Force Base is an off-campus extension of Brevard Community College serving the beach areas from Cape Canaveral to Sebastian Inlet. All classes on the base are open to the public.

University parallel and technical and vocational classes are offered at Patrick Air Force Base during both day and evening hours. This wide variety of courses permits students to complete all of the general education requirements for university parallel programs as well as selected technical and vocational programs at the Center.

Registration for all classes for any campus, admission to the College, student advisement, and assessment can be accomplished at the Patrick Center between 8:00 a.m. and 4:30 p.m. For information, contact the Center at 632-1111, extension 54011.

SPACEPORT CENTER
BCC=s Spaceport Center, located at NASA=s John F. Kennedy Space Center in Florida, is a branch of Brevard Community College dedicated to developing, promoting, and delivering technical training, professional development, and college-level transfer courses for the aerospace workforce for NASA, the Air Force at Cape Canaveral Air Force Station, the Navy at the Naval Ordnance Test Unit (NOTU) at Port Canaveral, and their contractors.

Spaceport Educational Services
Through the Spaceport Center, BCC offers a full service educational support center for degree-seeking students and for those who wish to update their professional skills and competencies through a variety of credit and non-credit courses, special workshops, and customized programs. In addition to its traditional classes, BCC offers online courses that fit the schedule flexibility required by those who work in the aerospace industry. BCC advisors provide guidance to help students find the courses and times that fit almost any schedule. Qualified college instructors are available to teach classes on-site or at remote locations. For additional information contact Spaceport Center Educational Services at (321) 449-5046.
Aerospace Technician Training Program
As Florida continues its development and growth of a skilled aerospace workforce, Brevard Community College has been designated to develop and deliver a two-year degree program for aerospace technicians. In accomplishing this work, we are developing a skills standards program aimed at achieving national certification with the aerospace industry, government organizations, and academic institutions in cooperation with an Aerospace Technology Advisory Committee and community colleges serving regions across the country where aerospace activity is most prevalent. The Applied Associate of Science Degree program opens in the fall of 2001 and is accepting program-specific applications now. The aerospace technician training program is offered at the KSC Visitor Complex, and these courses are available without security badging. For more information, contact BCC Aerospace Programs at (321) 449-5060.

COMMUNITY AND PROFESSIONAL EDUCATION PROGRAMS
As part of the College=s mission to provide educational services to the community, BCC offers Continuing Education programs on a wide variety of subjects designed to upgrade job skills, improve marketability, and provide ever-expanding personal and professional enhancement both to staff and the general public. Continuing Education at BCC is flexible, providing Continuing Education Units (C.E.U.=s) for licensed professionals, practical hands-on applications, customized training, and new programs on request. Courses are divided into two categories, Continuing Workforce Education (CWE) and Recreation and Leisure courses.

Continuing Workforce Education
These courses are designed for professional development. C.E.U.=s may be awarded. Fees vary.

Recreation and Leisure
These courses are designed for personal development. Fees vary.

For more information on college non-credit offerings and applications, call the Continuing Education Office at any campus.
III. Policies and Procedures
Employment Policies and Operational Procedures

National, state and local laws, rules, regulations, agreements and contracts provide the guidance and direction for employment policies and procedures at BCC. Employment information provided in this handbook is summarized and condensed from such authoritative sources; however, it is subordinate to those sources and is not intended to replace or supersede any of them.

EMPLOYMENT POLICIES
The BCC Policy Manual, Section 300, contains policies regarding employment as established by the Board of Trustees. Many of these are summarized, paraphrased, or reproduced in this section. Highlights of the operational procedures used in the implementation of these policies and other matters of employee concern are contained in Section II. The following policies are addressed:

- Office of Human Resources: Records and Responsibilities
- Criteria for College Employment
- Salary, Benefits, and Payroll Matters
- Termination, Transfer, & Retraining
- Leaves of Absence
- Ethics and Comportment
- Performance Appraisal of Employees
- Grievance/Complaint Resolution
- Employee Developed Materials

Office of Human Resources (HR): Records & Responsibilities

The Office of Human Resources serves all employees of the College through a uniform system of personnel management. The office is responsible for administering areas such as recruiting and employment procedures, salaries, contracts, benefits, records, transfers, leave, termination, retirement, equity programs, employee relations, and telephone/reception services.

College Policy directs the HR Office to maintain individual personnel files for each college employee containing such documents as application, transcripts, emergency data, medical and insurance benefit information, payroll forms and transactions, the employment job description, leave records, performance reports and other documentation as required. Medical and insurance benefits information for individual employees is maintained in a separate file in the Benefits Office.

Individual personnel records are open for inspection by the employee and officials of the College who are responsible for the supervision of the employee. Under the Florida Public Records statute and other state and federal laws pertaining to public records, the College may be required to release non-exempt information from personnel files.

Criteria for College Employment

Minimum employment standards are established by the District President or designee for each position at the College. These, plus experience and other factors, serve as a basis for selection and for determining the initial salaries. Full-time faculty normally hold annual or continuing (tenure) contracts in which the member’s academic rank is specified. Part-time faculty (adjuncts) are employed to teach up to 80% of a full-time faculty load and hold the rank of “Lecturer.” Minimum qualifications:

a. Faculty employed in one of the university parallel (AA degree) programs must hold an earned master’s degree from any regionally accredited institution, with 18 graduate semester hours in the primary teaching area to which assigned.

b. Faculty employed in one of the technical (AS degree) programs at the College must:
   (1) hold an earned masters degree from any regionally accredited institution, with specialization related to the subject matter to be taught and have acquired a minimum of 2 years of successful, full-time employment experience at the technical, mid-management or professional level directly related to the instructional area;
   -OR-
   (2) hold a bachelors degree from any regionally accredited institution with specialization related to the subject matter to be taught; have acquired a minimum of 3 years of successful, full-time
employment experience at the technical, mid-management or professional level directly related to the instructional area.

c. Faculty employed in one of the occupational/professional (certificate) programs at the College must:
   (1) hold an earned masters degree from any regionally accredited institution, with specialization related to the subject matter to be taught and have acquired a minimum of 2 years of successful employment experience at the skilled-employee level related to the instructional area;
   -OR-
   (2) hold a bachelors degree from any regionally accredited institution with specialization related to the subject matter to be taught and have acquired a minimum of 3 years of successful employment experience related to the instructional area;
   -OR-
   (3) hold a high school diploma (or its equivalent) and have acquired a minimum of 6 years of successful employment experience related to the instructional area, 2 years of which are in the skilled or journeyman level.

d. Librarians must hold a professional, graduate-level degree in library science from any regionally accredited institution.

e. Instructors of non-credit courses must hold at least the bachelor's degree from any regionally accredited institution or equivalent professional experience in the field, and should have attributes and experience which help them relate to the needs of a broad spectrum of students.

f. All faculty must hold a valid license or certificate (Florida or National) if such is required in order to practice the licensed or certified occupation which the faculty member is employed to teach.

Factors in addition to the above criteria which may enter into selection for employment are:

- Type and extent of educational preparation;
- Previous experience in field;
- Type and extent of educational preparation;
- Recognized achievements in the field;
- Personal recommendations;
- Personal interviews by college employees;
- Professional knowledge relevant to position;
- Knowledge of and commitment to the community college philosophy of education.

*Note: The employment of a member of the family of a college employee may be authorized except in a position where one employee, directly or indirectly, is supervised by a family member.

Salary, Benefits, and Payroll Matters

Guidance for establishing salary and other contractual arrangements for full-time instructional personnel is found in the collective bargaining agreement between the College and the UFF-BCC union.

Part-time instructional personnel will be issued contracts covering the days, the clock hours, or the term for which they have been employed to teach. Part-time faculty will be paid at the established credit-hour rates when teaching credit-hour courses and at non-credit rates when teaching or facilitating non-credit courses, seminars, and workshops. Part-time faculty salaries are based on level of education (degree) and other relevant factors.

Qualified full or part-time employees may be employed under a supplemental contract to teach on an adjunct basis. When authorized by the supervisor, all full or part-time employees may, under a supplemental contract, be temporarily assigned significant responsibilities outside the duties covered by their regular employment.

Compensation of full-time faculty members include eligibility for a variety of benefits in addition to salary. These include but are not limited to participation in medical and insurance plans, retirement programs, paid holidays, and leaves of absence.

Full-time faculty members will be paid in 24 equal pay periods per year (See Appendix A for a list of payroll dates). Any faculty member may choose a lump sum payoff of his/her contract balance upon completion of all assigned duties relating to the member’s base contract. If the employee elects to receive the lump-sum
payment, appropriate adjustments will be made at that time to ensure that coverage of insurance and other authorized deductions or reductions are maintained.

Part-time faculty will be paid in equal increments on a semi-monthly basis during the period of the teaching contract once the recommendation has been received and approved by the Human Resources Office.

Paychecks for instructors will be mailed to an address specified by the instructor. For your convenience, direct deposit can be arranged through the Collegewide Payroll Office.

An instructor will not be paid travel to and from the place of instruction. Instructors may be paid travel and per diem to attend workshops out of county if the travel is directly related to the subject being taught, and would be of benefit to the College. Such travel must have the campus president’s prior approval.

Employee checks or deposits are subject to a variety of federal, state and local adjustments. Each full-time college employee will be informed of which payroll adjustments are mandated and which are available optionally. Some of those adjustments will occur prior to federal tax and social security adjustments and some will occur subsequent to such withdrawals. For example:

Approved pre-tax payroll reductions may include, but are not limited to, the following:

- Health insurance premiums;
- Group term-life insurance premiums (to a maximum amount);
- Long-term disability premiums;
- Optional-benefit-account premiums (to a maximum amount);
- Tax-sheltered annuities (to a maximum amount).

Approved post-tax payroll deductions may include, but are not limited to, the following:

- Group term-life insurance premiums (above maximum amount eligible for pre-tax payroll reductions with the college’s carrier);
- United Way;
- U.S. Government Savings Bonds;
- BCC Foundation and the King Center for the Performing Arts;
- Individual Retirement Accounts (IRA’s); and annuity programs (403b, etc.)
- Florida Association of Community Colleges, and the United Faculty of Florida at BCC (an employee may request deductions for no more than 2 eligible organizations)*
- Work-uniform allotments;
- Community Educators Credit Union;
- Other insurance premiums (an employee may request deductions for no more than 1 eligible Florida insurance company).**

* An eligible organization is one for which not less than 20 employees request to be included on the list for deductions.

** Eligibility depends upon licensing and payment to the College of a one-time fee of $50.00 paid by the company for placement on the list.

Transfer, Termination, and Reduction in Force (RIF)
College administration is responsible for determining the required number of faculty positions in each discipline area on each campus and center. Transfer, Termination, and RIF procedures are found in the Collective Bargaining Agreement between the College and the UFF-BCC.

Leaves of Absence
Employee absences must be duly authorized by the appropriate supervisor and subsequently reported and recorded (See Appendix A for samples of leave forms). An employee whose absence does not meet this criteria or an employee who fails to return to the assigned work-place in a timely fashion will forfeit compensation for the time away from duty and may be subject to disciplinary action, including termination. The various types of leave which are available to full-time faculty are discussed below and are more fully explained in the college Operational Procedures Manual.

SICK LEAVE: Covers employee (and family) sickness and emergencies;
Faculty Handbook

WORKERS’ COMPENSATION SICK LEAVE: Sick leave for job-related illness or injury;
PERSONAL LEAVE FOR FULL-TIME FACULTY: Four days a year with pay (charged to sick leave) and up to 90 days a year without pay. Leave must be requested by leave form at least 10 days in advance;
CHILD BIRTH/ADOPTION OF INFANT LEAVE: Employee may make use of accumulated sick leave and leave without pay;
PROFESSIONAL LEAVE: With or without pay, for personal educational goals;
EXTENDED PROFESSIONAL LEAVE: With (partial) pay for educational benefits accruing to the College;
LINE-OF-DUTY LEAVE: Off-site duty assignment;
ADMINISTRATIVE LEAVE: Up to one year while temporarily serving in an administrative role;
MILITARY LEAVE: For mandatory military, National Guard or reserve duty;
COURT DUTY: Jury duty or subpoenaed as a witness;
FAMILY & MEDICAL LEAVE: Covers employee (and family) for serious health condition or childbirth/adoptions.

Ethics and Comportment
Employees of the College will adhere to the statutory code of ethics, which includes, but is not limited to, the following behavioral guidelines:

1. No college employee shall accept any items, services, other employment, or favors which might tend to influence the individual’s independence of judgment toward the discharge of official college duties;
2. No college employee shall attempt to use his/her official college position to secure special privileges;
3. No college employee shall disclose or use confidential college information for personal benefit or engage in any business which might require the employee to do so.
4. No College employee shall have a significant business relationship with a person or firm engaging in or seeking to engage in business with the College or with any direct support organization of the College.
5. No college employee shall solicit support for a political candidate (including self), during college-duty hours or on college property.

A college employee who becomes a candidate for public office shall notify the District President upon qualifying for the election, and shall adhere to statutory guidelines regarding acceptable political activity for public employees. A successful candidate for an office which requires part-time responsibilities away from the college campus shall report to the District President immediately after the election in order to evaluate the compatibility of the dual responsibilities.

Outside Employment
A college employee engaged in any form of employment outside the College must perform college duties without interference or conflict deriving from such employment. The employee will submit an “Outside Employment” form through the Campus President to the Human Resource Office, describing the nature of that employment. Employees of the College engaged in outside employment must submit a “Notice of Outside Employment” form to the immediate supervisor, describing the nature of that employment. A copy of this form will be forwarded to the Associate Vice President for Human Resources to be placed in the employee’s personnel file.

The college administration may question the propriety of any employee’s outside employment activities and may require the employee to confer with the appropriate college officials to determine a proper course of action. When an individual’s outside employment reduces work performance at the College or brings discredit to the College, the individual will be offered an opportunity to give up such outside employment or his/her position at the College.

No Brevard Community College employee may engage in selling any goods or materials to students, parents,
or other college employees on college property, except where such sales occur as a regular part of the employee's assigned duties. No Brevard Community College employee is permitted to do business with the Board, faculty, or administrative personnel involving the sale of any product or service to the College except with specific prior approval of the District President.

Faculty members who receive compensation for private tutoring will not use college facilities for such purposes, nor will they do such tutoring during scheduled hours of service to the College. Compensation may not be received for tutoring students enrolled in one's own class.

College employees will not endorse a product in a manner which implies an endorsement by the College.

**Performance Appraisal of Personnel**

The objective of the employee evaluation process is to assist personnel in professional development and in the achievement of stated college goals. An evaluation is conducted in accordance with the Performance Enhancement Program.

For instructional personnel, a major purpose of the Performance Enhancement Program is to assess faculty performance and suggest professional development strategies which should facilitate student learning. Non-teaching instructional personnel are evaluated in ways which relate to their job descriptions and the objectives of the department served.

Details of the performance enhancement plan for teaching faculty are found in Article 13 of the collective bargaining agreement between the College and the UFF-BCC and a copy is included in Appendix F of this handbook.

**Grievance/Complaint Resolution**

1. **Grievance:** A grievance is a circumstance which is believed to be a misapplication of, a deviation from, or a violation of law, regulations, college policy, or an existing contract.

2. **Complaint:** A complaint is a claim or charge stating facts which allege a misapplication of, deviation from, or violation of law, regulations, college policy, or existing contract.

Grievance/Complaint Resolution Procedures are published in the Operational Procedures Manual. Grievance procedures for instructional personnel who allege that a specific provision of the UFF/BCC Agreement has been violated will be processed according to the procedure established in the Collective Bargaining Agreement.

**Employee-Developed Materials**

The College acknowledges the need to define ownership rights to copyrightable or patentable property, thereby protecting the rights of those who create intellectual or artistic property and those who support that creation. The following are examples of creative and intellectual works:

- Written materials
- Lectures
- Visual materials or aids
- Musical or dramatic works
- Film, video, audio, or broadcast materials
- Computer software and hardware
- Sound recordings
- Inventions
- Pictorial or sculptural items

In order to determine the respective rights of the College and of college employees with regard to copyrights, patents, or royalties arising from employee-developed materials, the College must distinguish between employee-initiated and supported work and work supported by the College or by external funding.

Support may take the form of, but is not limited to:

- Salaries;
- Release time for college-assigned duties;
Faculty Handbook

- Graphics, printing, secretarial or media services;
- Supplies or equipment usage.

To distinguish between the various types of work, the following guidelines apply:

**INDEPENDENT WORK**: A college employee owns all rights to copyrights, patents or royalties arising from non-college-assigned work which has involved only insignificant use of college resources or facilities and which was primarily created while the individual was not on duty for the College.

**COLLEGE-INITIATED AND SUPPORTED WORK**: The College owns all rights to college-initiated and college-supported work developed by employees as a result of specific college assignments or tasks involving significant use of college resources, time and facilities.

**COLLEGE-ASSISTED WORK**: The College and an employee shall enter into a written agreement which requires either:

- a) A reimbursement to the College for institutional time or resources used in developing the creative work, or
- b) Joint ownership of all royalties, copyrights, patents, and their disposition.

Failure to execute a written agreement will not deprive the College of its right to an equitable percentage of royalties, copyrights or patents or to require equitable reimbursement for college support.

**SPONSOR-SUPPORTED WORK**: The rights to all copyrights and patents developed by an employee whose salary is partially or totally supported by external funding are assigned per the written agreement between the employee and the supporting agency.

College employees will inform the College of the development of copyrighted or patented work and of royalties received for the work. Additional information on Copyright/Patent is presented in **Appendix B**.

**Equal Access/Equal Opportunity**

In accordance with applicable Federal and State laws as well as College Policy, Brevard Community College does not discriminate in any of its policies, procedures, or practices on any basis, including race, color, national origin, political affiliation, marital or veteran status, sex, sexual orientation, disability, religion, or age. Faculty members play a key role in recognizing equity as an important issue in their interaction with students, in the classroom, and in the workplace.

**Harassment Policy**

**POLICY STATEMENT**: It is the policy of the District Board of Trustees that each employee and student be allowed to work and attend Brevard Community College in an environment free from any form of improper discrimination. Harassment of any nature is prohibited whether it be sexual, racial, or based on national origin. Harassment is a form of discrimination and is conduct unbecoming of a College employee or student. (This policy also applies to employment applicants and prospective students.)

**NOTIFICATION REQUIREMENTS**: This document shall be included in all future publications of Student Handbooks, Full-time and Adjunct Faculty Handbooks and similar handbooks issued for other employees and will provide basic steps of due process available to the complainant.

**DEFINITION OF HARASSMENT**: Harassment includes unwelcome sexual conduct or request for sexual favors and verbal or physical conduct reflecting on an individual’s race, ethnic background, national origin, gender or disabling condition which has the purpose or effect of creating an intimidating, hostile or offensive educational or work environment, has the purpose or effect of unreasonably interfering with the individual’s work or school performance or participation; or otherwise adversely affects an individual’s employment or educational opportunities.

**DEFINITION OF COMPLAINT**: Complaints consist of disagreements between employees and/or students concerning the following:

- Sexual harassment;
- Discrimination.
PROCEDURES FOR FILING A COMPLAINT: Any employee or student having a complaint concerning sexual harassment may discuss it with the Dean of Student Development, Department Chair, Campus President, or the Associate Vice President for Human Resources. Due to the nature of the allegation and information received, confidentiality will be preserved wherever possible. Any employee or student having a complaint concerning harassment which is racial or based on national origin may discuss it with the Dean of Student Development, Department Chair, Campus President, or the with the Associate Vice President for Human Resources who will attempt to resolve the differences between the parties involved. Such a discussion should occur within ten (10) days of the allegation and should include as much specific information as possible, including names and positions of persons involved, identification of witnesses, if any; the time, place and details of the incident leading to the allegation.

A written statement of the complaint may be necessary for any action to be taken.

ACTION: Once a written complaint has been filed with any of the offices designated to receive a complaint, it will be investigated by the Associate Vice President for Human Resources. He/she will forward a recommendation to the District President for determination of action to be taken. The District President will render a decision and advise the appropriate parties.

DISCIPLINARY ACTIONS: Any employee or student of this institution who is found to have harassed another employee or student, or to have filed a false claim, will be subject to disciplinary action up to and including termination, suspension, and or expulsion; within the provisions of applicable current Board rules.

Further information on Equity and/or Harassment is available from Mrs. Joni Oglesby, Associate Vice President for Human Resources, Building 2, Room 113, Cocoa Campus at extension 63780.

OPERATIONAL PROCEDURES
The BCC Operational Procedures Manual is the official reference for college approved procedures except as modified or augmented by the Agreement between the College and the UFF/BCC. Highlights and summaries from the Operational Procedures Manual presented in this Handbook are for convenient reference only and do not replace or supersede the Manual or other official documents as an authoritative source. The following procedures are addressed:

Pre-employment procedures
Post-employment procedures
Holidays
Travel
Contractual & Non-Contractual Matters
Academic Rank
Awarding of Continuing Contract
Maintenance of Continuing Contract
Outside Employment

Leave
Salary Schedules and Staffing Changes
Benefits
Community Linkages
Employee Evaluation
Professional Comportment
Employee Grievances
Conflict of Interest Issues
Resignation and Separation Procedures

Pre-Employment Procedures
The full-time faculty recruiting process begins with the Campus President furnishing the Office of Human Resources with a request to announce a position vacancy. Positions may be posted internally only or to the general public, or both.

If approved for filling, the position vacancy may be posted by the Office of Human Resources in a college publication and on a personnel announcement form for institutional dissemination. Current employees interested in being considered for the position must respond in person, by telephone, or by written communication either postmarked or received in the Office of Human Resources by 5 pm on the closing date or before finalists have been selected. A copy of the notice of a new faculty position or vacancy will be given to the UFF-BCC.

If not posted or filled internally, the position will be publicized to the public through some or all of the following:

- Jobline telephone system;
- Newspapers and journals;
- Internet (BCC Homepage)
The Office of Human Resources will forward all qualified applicants’ applications to the appropriate supervisor of the open position. The supervisor will:

- Check credentials and references;
- Interview all finalists (complete interview forms); faculty input may be solicited, but will be advisory only;
- Refer applications of 3 finalists, whenever practicable, along with recommendation(s) through the appropriate channels to the Office of Human Resources.

Before the recommendation is forwarded to the District President for approval, if required, the Associate Vice President for Human Resources will check the application for completeness, ensuring that at least two acceptable references have been checked and that transcripts and other documentation have been received as applicable.

To determine salary to be recommended to the District President, verification of previous experience in other colleges, universities and school systems is necessary. Potential employees may be required to attest to their years of experience with a properly notarized affidavit. Verifiable work experience is creditable for technical and vocational faculty. Credit for the following experience will not normally be granted:

- Employment as a graduate assistant;
- More than 10 years of eligible experience;
- A year in which one-half (or fewer) days were worked in a normal contract period and/or teaching field;
- Part-time teaching experience;
- High school teaching experience.

After the District President has acted upon the recommendation, if required, the Associate Vice President for Human Resources will:

- Notify supervisors of the decision;
- Include appointment in actions for the Board of Trustees;
- Initiate personnel/payroll action;
- Notify unsuccessful candidates.

Part-time faculty (adjuncts) recruiting is usually initiated by Department Chairs or other immediate supervisors with the coordination and approval of Campus Presidents.

The recommendation for appointment for part-time instructional personnel will follow the guidelines set forth for the appointment of full-time personnel, involving the Associate Vice President for Human Resources and the District President as required. Part-time faculty shall not be contracted for more than 80% of a full teaching load.

When the absence of a faculty member is projected for ten or less days, the faculty member must make arrangements for a qualified substitute in coordination with the Department Chair. A substitute-pay authorization form will be completed and submitted monthly, or at the end of the employment period to certify the attendance of the substitute faculty and request payment for service.

When the absence of a faculty member is projected for more than ten days, a recommendation must be submitted for approval to the Office of Human Resources concerning:

- How the individual’s duties will be covered;
- The appointment of a temporary replacement

The faculty member’s absence may be covered in one of three ways:

- The absent faculty member’s teaching load can be distributed among qualified college faculty at the
substitute pay rate;
- A temporary replacement may be hired in the same manner in which faculty positions are normally filled;
- One or more instructors may be employed as replacements at the pay rate for substitute faculty

All new full-time or part-time faculty members must meet the minimum qualifications for college employment, addressed in the policy section.

The term of employment for all externally-funded positions is dependent on the availability of funds. The Office of Human Resources will inform each employee (in writing) of such.

Service in an externally-funded or temporary faculty position will not be counted in determining eligibility for a continuing contract.

Post-Employment Procedures
All new employees shall be processed in by the Office of Human Resources before or during the first day of work. Each new full-time employee will be given an initial orientation and information including but not limited to the following:

- List (and explanation) of required and optional payroll deductions;
- Description of college health and life insurance plans;
- Florida State Retirement plan information;
- Institutional information concerning employee benefits;
- College “Drug Policy,” Harassment Policy, Leaves of Absence, Sick Leave Pool, and other matters of interest.

Each new full-time employee will fulfill the following requirements:

- Application form;
- Complete an I-9 form;
- Submit identification documents for review and verification;
- Submit official transcripts;
- Complete form for Florida State Retirement System;
- View videos on: the college Drug Policy, (which includes possible sanctions for violations); on toxic substance avoidance; and on the Americans with Disabilities Act;
- Sign a loyalty oath (notarized); sign a drug-free certification (on application);
- Choose a health-care option;
- Complete a W-4 form;
- Complete an emergency form;
- Complete outside employment form;
- Complete worker’s compensation managed care form;
- Complete preventing sexual harassment training and submit certificate of completion;
- Signature of approval on reference forms.
- Driver’s Approval Request Form (if use of college vehicle is anticipated)
Faculty Handbook

Each new part-time employee shall provide the following to the Office of Human Resources:

- Application form;
- Complete worker’s compensation managed care form;
- Official Transcripts, if required;
- W-4 form;
- Verification of experience (if requested);
- Loyalty oath (notarized);
- Emergency form;
- Drug-free Certification form (on application);
- Signature of approval on reference forms;
- I-9 form; along with appropriate documents for review and verification;
- Retirement participation form;
- Driver’s Approval Request Form (if use of college vehicle is anticipated)

Holidays
The following holidays are observed by Brevard Community College:

- Martin Luther King Day (3rd Monday in January);
- Spring Break Week (as designated by the BCC calendar)
- Memorial Day (Last Monday in May);
- Independence Day (July 4th);
- Labor Day (1st Monday in September);
- Veterans Day (November 11);
- Thanksgiving (4th Thursday and Friday in November);
- Winter Break (Christmas Eve Day, December 24, through New Year’s Day, January 1)

When a holiday falls on a Saturday or Sunday, the preceding Friday or following Monday (respectively) shall be observed as a holiday.

Travel
College employees and members of the Brevard Community College Board of Trustees may be reimbursed for travel expenses when on college business.

For in-county travel, a reimbursement form must be submitted. For out-of-county travel, a line-of-duty leave of absence must be supported by a timely submitted and approved Out-of-District Travel Authorization Request & Reimbursement Form, indicating the estimated expenses to be incurred, the departure and return dates of the travel, and the destination and purpose of the trip.

The supervisor of several employees traveling to a common destination will determine whether a car pool or the use of a college vehicle could result in an economy measure for the College. The supervisor may base approval for travel reimbursement on the stipulated use of the car pool or the college vehicle. Only one member of a car pool will be reimbursed for the authorized and approved mileage driven.

Sharing of hotel rooms is encouraged wherever possible in order to reduce lodging expenses to the College.

Sample leave forms and travel request/reimbursement forms are presented in the Appendix.

Details of ticket purchase procedures and authorized reimbursement information is contained in Section 306 of the Procedures Manual.

Contractual and Non-Contractual Requirements
Faculty contract information is provided in both the Procedures Manual and the UFF/BCC Agreement. Where duplication of information or inconsistency appears, the Agreement takes precedence for full-time faculty personnel.

Full-time instructional faculty will receive a contract upon a form as prescribed by the Commissioner of Education for a specified number of days. Part-time faculty are normally employed on a course-by-course basis. Instructional personnel contracts may be conditioned on a minimum number of students.
Faculty Handbook

Anyone who accepts in writing a written offer of a position, then reneges without Board of Trustees approval, shall be reported to the executive director of community colleges, who shall notify presidents. The person shall be ineligible for Florida community college employment for one year from the date of the infraction.

Full-time faculty members schedules and contractual obligations are set forth in the UFF/BCC Agreement.

Academic Rank

Academic rank has no relationship to the establishment of instructional salaries.

A full-time faculty member wishing his or her assignment of rank to be reviewed for potential change should submit all relevant materials to the Campus President by September 10. Not later than September 15 of each year, the Campus Presidents will evaluate all candidates for assignment of faculty rank or for promotion in rank. Promotion of one rank may be authorized infrequently by the District President for merit.

Recommendations will be made by October 1 to the Associate Vice President for Human Resources. Any exceptions to the regularly-established procedure or criteria for assigning faculty rank must be approved by the District President.

All full-time faculty will be assigned rank according to the established standards for preparation and experience. The following definitions are used in evaluating faculty rank:

- **Experience**
  College teaching and in the case of vocational and technical faculty, other work experience relevant to the person’s position at the College;

- **Educational preparation beyond the Master’s Degree**
  Courses taken for credit subsequent to receiving the Master’s Degree (criteria for M+30 and M+60 salary steps are not the same as for faculty rank);

- **Preparation equivalent to the Bachelor’s Degree**
  A Standard Certificate (professional-technical);

- **Preparation equivalent to the Master’s Degree**
  A Post-Standard Certificate (professional-technical).

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<thead>
<tr>
<th>FACULTY RANK</th>
<th>EDUCATIONAL PREPARATION</th>
<th>MINIMAL EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Bachelor’s Degree</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Master’s Degree</td>
<td></td>
</tr>
<tr>
<td></td>
<td>equivalent of above</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Bachelor’s Degree</td>
<td>10 Years</td>
</tr>
<tr>
<td></td>
<td>Master’s Degree</td>
<td>3 Years</td>
</tr>
<tr>
<td></td>
<td>Master’s + 30 or 60 hours equivalent + 30 or 60 hours</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Doctoral Degree</td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Master’s Degree + 15 hours</td>
<td>10 Years</td>
</tr>
<tr>
<td></td>
<td>equivalent + 15 hours</td>
<td>6 Years</td>
</tr>
<tr>
<td></td>
<td>Master’s Degree + 30 hours equivalent + 30 hours</td>
<td>“ “</td>
</tr>
<tr>
<td></td>
<td>Master’s Degree + 60 hours equivalent + 60 hours</td>
<td>3 Years</td>
</tr>
<tr>
<td></td>
<td>Doctoral Degree</td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>Master’s Degree + 60 hours</td>
<td>9 Years</td>
</tr>
<tr>
<td></td>
<td>Doctoral Degree</td>
<td>6 Years</td>
</tr>
</tbody>
</table>
Awarding of Continuing Contract
Full-time faculty members who, after three to four years of successful service, meet all of the requirements as explained in Chapter 6A-14.041 FAC, including successful performance of duties and demonstration of professional competence, will be considered for a continuing contract recommendation by the District President of the College. The District President may recommend and the Board may approve an annual contract if an employee does not meet the required standards for a continuing contract or if the required duties and responsibilities of the position have been restricted or will be needed for a limited time. A recommendation to issue such annual contracts will be made and submitted to the Board on or before April 1 preceding the college year for which the contract is to be effective.

Maintenance of Continuing Contract
During each 6-year period of employment beginning with the awarding of a continuing contract and ending on June 30 of the sixth year of that contract, each faculty member must have accrued six semester hours (or nine quarter hours) of graduate credit from a regionally accredited institution of higher education. Undergraduate credit may be approved as an exception when the proposed course has special relevance to the faculty member’s discipline or professional development. In order to fulfill some or all of this requirement, a faculty member may choose to accumulate non-credit units in college approved activities. One unit (equivalent of one credit hour) equals 32 contact hours. Proposed activities/coursework will be reviewed by a campus-based committee. The faculty member will be given written notice of approval/disapproval within 14 days after submission of the request. It is the responsibility of faculty members to retain their individual certification of unit credit for contract maintenance. Upon receipt of the written request and supporting documentation from the faculty member, the Human Resources Office will post the information to the personnel record. Faculty members who have not met the required six (6) hours or units by March 1 of the year in which required will be notified prior to April 1 that they will be returned to annual contract status if the requirement is not met by June 30. For details of permissible activities and procedures for approval of activities, see the Procedures Manual 307.1.5, Article 23 of the UFF/BCC Agreement, and the Staff and Program Development (S&PD) Handbook.

Resignation and Separation Procedures
Separation (termination) of employment which may be initiated by the College and the details of disciplinary options that may result from failure to maintain acceptable comportment and productive work standards are found in Section 312 of the Operational Procedures Manual and Section 302.04 of the Policy Manual.

When an employee leaves college employment, he or she must visit the Office of Human Resources on the last day physically present on the college campus in order to:

- Turn in all keys and BCC ID Badge
- Remit a completed Clearance Form
- Sign forms indicating disposition of benefits

The Office of Human Resources will then release the employee’s final paycheck. If the employee remains on the payroll after his last day on campus, the final paycheck may be mailed.

Work Certification
All adjuncts as well as full-time faculty on overload or supplemental assignment will receive “certification” forms which are to be signed to certify compliance with all the requisites of the job. The form is to be returned immediately to the supervisor’s office (for his or her signature) after which it will be submitted to the Payroll Office. (This procedure allows the Payroll Office to process the next paycheck.)

Toward A Drug-Free Campus and Community
Brevard Community College is committed to helping students succeed academically, in obtaining desired jobs, in performing well on the job, as community members, and in life in general. There is overwhelming evidence that illegal drug use and alcohol abuse dramatically reduce a student’s chances of succeeding in all of these
Faculty Handbook

key areas.
Documentation has clearly established that using illegal drugs and misusing alcohol and prescription drugs can bring about failure for any student or employee, no matter how promising or hard working. This evidence comes from highly respected scientific and scholarly sources. Therefore, the college has developed a strong anti-drug policy.

To maintain a drug-free environment, all applicants for enrollment or employment are required to sign a drug-free certification as a condition of acceptance or employment. In the event that a student or employee violates this contractual agreement, sanctions may be imposed according to policy up to and including termination or expulsion. Referral counseling and appeal procedures are available.

Inquiries concerning the policy to the College may be directed to the Associate Vice President for Human Resources, Administration Building, Cocoa Campus. The policy is administered by the Office of Human Resources, the Offices of the Campus Presidents and the Campus Deans of Educational Services.
IV. Academic Affairs
Faculty Handbook

Academic Affairs

INSTRUCTIONAL SERVICES INFORMATION
For information and/or assistance from 8:00 a.m. to 5:00 p.m daily, contact your Department Chair, Dean or Campus President. After 5:00 p.m. contact the Evening Coordinator or the Campus Switchboard.

During Summer sessions, daytime hours are from 8:00 a.m. to 4:30 p.m.

Telephone numbers for the Evening Coordinators or Evening Contacts are:

<table>
<thead>
<tr>
<th>Campus or Center</th>
<th>Telephone Number</th>
<th>Evening Coordinator / Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cocoa</td>
<td>632-1111</td>
<td>63701 Angie Powers</td>
</tr>
<tr>
<td>Melbourne</td>
<td>632-1111</td>
<td>32670 Dianna Jenkins</td>
</tr>
<tr>
<td>Titusville</td>
<td>632-1111</td>
<td>42233 Marion Sabins</td>
</tr>
<tr>
<td>Palm Bay</td>
<td>632-1111</td>
<td>22911 Campus Security</td>
</tr>
<tr>
<td>Patrick</td>
<td>632-1111</td>
<td>54011</td>
</tr>
</tbody>
</table>

ACADEMIC POLICIES

Academic Freedom
The concept of academic freedom is the premise on which is based the right of students and faculty to pursue knowledge, to conduct research, to publish, to seek truth, to probe, to examine, to question, to disagree and to state opinions without fear of condemnation or reprisal.

Academic Responsibility
The concept of academic freedom must be accompanied by an equally demanding concept of academic responsibility which properly includes activities both within the classroom and outside the educational environment.

As a representative of an educational institution and a person of learning, a faculty member occupies a special place in the community, yet such community status imposes special obligations. Faculty (and other employees of an educational institution) must realize that the public may judge the institution by the behavior of those associated with it. Hence, at all times, the educator must adhere to the following guidelines, among others:

- An educator should be accurate when making assertions, exercise appropriate restraint, and show respect for the opinions of others as well as for the law.
- An educator who enjoys a tenured status must maintain competence as a teacher and scholar;
- A faculty member must be careful to allow responsible freedom of expression and dissent from students within the classroom, encouraging the presentation of both sides of controversial issues which are presented as a proper part of the course content;
- A faculty member should refrain from introducing controversial material into the classroom when the material has no direct relevance to the curriculum being taught in that classroom;
- Disruptive acts which interfere with or deny the freedom of speech or the freedom to be heard in a college classroom or on the campus are the antithesis of academic freedom and responsibility and must not be tolerated;
- In the event that an educator is asked for an opinion about an issue, it should be made clear that the individual is not a spokesperson for the institution, unless so designated by an appropriate college official.

Academic Affairs Decision Making Process
The organization of BCC's Academic Affairs encourages decision making at the lowest level of the organization as possible, while at the same time providing for collegewide consistency and coordination of academic offerings. An organization has been developed which provides for both “campus-based” as well as “collegewide-based” decisions. Two positions that are key to the operation and communication at the campus/center level are the Department Chair and the Campus President. Two positions are key to collegewide coordination and communication: the Curriculum Coordinator and the Curriculum Chair.
Campus-Based Decisions
The process by which decisions are made at the campus level is depicted in Figure 1. Resolutions of issues and concerns regarding the operation and delivery of programs are handled at the campus level.

Figure 1

Campus-Based Decisions

CAMPUS PRESIDENT
| DEPARTMENT CHAIR
| FACULTY

The Department Chair provides support for the faculty in the process of program and curriculum development, delivery and evaluation. The Department Chair is a full-time faculty member designated to serve as coordinator of a specific program(s) or area(s) and instruction at the campus level, and reports to the appropriate Campus President. The specific duties and responsibilities of the Department Chair are given in Figure 2.

Figure 2

Role Definition: Department Chair

1. Coordinates class scheduling both within the department and collegewide.
2. Assists faculty in the securing and maintaining equipment, supplies, facilities and information.
3. Coordinates tasks which lead to implementation of department or program goals and objectives.
4. Works with the Campus President in identifying needs for faculty development and recommends programs to serve those needs.
5. Conducts performance reviews of adjuncts and may assist with the scheduling of performance reviews of full-time faculty.
6. Maintains liaison with other areas of the college and external agencies, including articulation with state universities, area high schools, and pertinent professional organizations in their disciplines as directed by the Campus President.
7. Performs other duties as assigned by the Campus President.
Collegewide Curricula Decision Making
As depicted in Figure 3, central to the coordination of Academic Affairs across the campuses and centers of BCC and the process by which collegewide curricula decisions are made, are the Curriculum Coordinators and Curriculum Chairs. Curricula ideas, issues and concerns raised at the campus level are discussed in collegewide discipline-related meetings convened by the Curriculum Chair/Coordinator. These meetings facilitate communication among faculty across the college, encourage exchange of content expertise and successful teaching and learning strategies, and address other issues such as textbook selection, prerequisites.

Figure 3

Collegewide-Based Decisions

STATE COMMON COURSE NUMBERING AGENCY
(if warranted)

DISTRICT PRESIDENT

EDUCATIONAL PROGRAMS COMMITTEE

ACADEMIC MANAGEMENT TEAM

AVP OF EDUCATIONAL SERVICES/DEAN OF TECHNICAL EDUCATION

CURRICULUM CHAIR

CURRICULUM COORDINATOR

CAMPUS PRESIDENT

DEPARTMENT CHAIR

FACULTY
Faculty Handbook

The Curriculum Coordinator is the initial person with whom the faculty make contact when they wish to change a course plan or add/delete a course from the curriculum. The Curriculum Coordinator provides assistance in course revisions, textbook approval/changes, and mediation of issues relating to curriculum content (See Appendix C for the Curriculum Change Process and accompanying forms). Figure 4 provides the role definition for the Curriculum Coordinator.

<table>
<thead>
<tr>
<th>Role Definition: Curriculum Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Curriculum Coordinator is the person who:</td>
</tr>
<tr>
<td>1. Convenes meetings of faculty within the discipline to discuss collegewide discipline-related items;</td>
</tr>
<tr>
<td>2. Deals with all faculty who want to discuss or work through topics related to their curriculum or to a specific course within their curriculum;</td>
</tr>
<tr>
<td>3. Is the initial person with whom faculty make contact when they wish to change a course plan or add/delete a course from the curriculum;</td>
</tr>
<tr>
<td>4. Provides help to faculty in the organization of and writing of proposed courses and programs;</td>
</tr>
<tr>
<td>5. Is the person to spearhead textbook approval/changes, etc.</td>
</tr>
<tr>
<td>6. Mediates among faculty who hold opposing viewpoints as to curriculum content or equipment;</td>
</tr>
<tr>
<td>7. Reviews all new course plans for content-related and signs off on course plans;</td>
</tr>
<tr>
<td>8. Coordinates the effort to:</td>
</tr>
<tr>
<td>1) Help in the effort to compile collegewide information on CLAST competencies taught in BCC’s curriculum;</td>
</tr>
<tr>
<td>2) Spearhead curriculum review in designated disciplines;</td>
</tr>
<tr>
<td>3) Advise and review curriculum for telecourses and online courses.</td>
</tr>
</tbody>
</table>

The Curriculum Chair may be responsible for clusters of disciplines, providing leadership to the Curriculum Coordinators and the second review for proposed courses, course changes, and other curriculum-related matters. The role definition for Curriculum Chair is provided in Figure 5.

<table>
<thead>
<tr>
<th>Role Definition: Curriculum Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Curriculum Chair is the person who:</td>
</tr>
<tr>
<td>1. Typically is responsible for clusters of disciplines, giving oversight to the work of the CURRICULUM COORDINATORS;</td>
</tr>
<tr>
<td>2. Provides a second collegewide viewpoint for proposed courses, course changes, and other curriculum-related matters;</td>
</tr>
<tr>
<td>3. Provides leadership for and information to CURRICULUM COORDINATORS when pertinent;</td>
</tr>
<tr>
<td>4. Advises and reviews production of telecourses;</td>
</tr>
<tr>
<td>5. Provides the final signature to a proposed course plan or program, providing a second collegewide perspective to the proposal; serves as liaison to educational programs committee.</td>
</tr>
<tr>
<td>6. If warranted, convenes meetings of discipline cluster to provide information relevant to disciplines.</td>
</tr>
</tbody>
</table>
Faculty Handbook

Faculty members are mainly selected for collegewide curriculum coordinating assignments, while Campus Presidents and other academic administrators are selected for curriculum chair assignments. These assignments are given in the Appendix.

Textbooks
Required texts for sequential courses shall be selected by all college-wide faculty teaching those courses during a meeting convened by the curriculum coordinator. Signatures of originator, the department chair, curriculum coordinator, and the curriculum chairperson are required.

Required texts for sequential distance learning or hybrid courses shall be jointly selected by faculty teaching those courses if the mode of delivery is better supported by alternate materials. Signatures of the originator, department chair, curriculum coordinator and the curriculum chairperson are required. A copy of the completed form should be sent Dean of Distance Learning.

Required texts for non-sequential courses shall be selected by campus-wide faculty teaching those course. Signatures of the originator, department chairperson, curriculum coordinator, and campus president are required.

Required texts for non-sequential distance learning or hybrid courses shall be selected by faculty teaching those courses. Signatures of the originator, department chairperson, curriculum coordinator, and campus president are required. A copy of the completed form should be sent to the Dean of Distance Learning.

Supplemental texts and materials may be selected by individual faculty teaching those courses. Signatures of the originator, department chairperson, and campus president are required.

Once texts are adopted, they will be reviewed every three years or as editions change. Supplemental texts can be reviewed as necessary.

Desk Copies of Adopted Textbooks
Instructor desk copies can be obtained through your Department Chair from the Bookstore. Faculty secretaries may also order complimentary desk copies from publishing companies.

Grading Policies
Students will be awarded letter grades for work undertaken at BCC. Used in GPA computation are:

- A Excellent 4 points
- B Good 3 points
- C Fair 2 points
- *D Poor 1 point
- F Failure 0 point

* A “D” grade earned in English, math, humanities, social or behavioral science course work will not satisfy general education requirements for the A.A. degree. Re-registration is required if a grade of “N” or “U” is earned in ENCV 0001, ENCV 0010, MATV 0012, MATV 0024, or MATV 0020. Students with a grade of “S” at the end of the term of any highest level prep course may “sit” for the State Exit Exam and must pass this test to progress to college-level coursework.

Not used in GPA computation are:

- AU Audit
- I Incomplete
- N Progressed but did not achieve course objectives. Student must re-enroll.
- S Satisfactory
- U Unsatisfactory
- W Withdrew

Withdrawal (W), Forgiveness, and Maximum Attempts Policy
A student may choose to withdraw from a course without a grade penalty up to an officially announced date during each semester. Withdrawal forms are available from campus Admissions/Registration and Student Development offices (see the Appendix). Tuition refunds are not awarded for withdrawals (except through the appeals process or for students who are receiving Federal financial aid and withdraw
Faculty Handbook

during the first 60% of their first semester at BCC). Any student receiving Federal financial aid who withdraws or is administratively withdrawn from all courses within the first 60% of the term may be required to repay grant disbursements.

Withdrawals can be initiated by the student, the instructor or proper college official upon request to the campus Admissions office. The grade of “W” will be assigned. Instructors will inform students in writing of their grading and attendance policy at the beginning of the term and must notify students immediately upon the determination that absenteeism (usually more than 15% of class hours) is excessive and that satisfactory progress cannot be achieved. A withdrawal may affect one’s scholarship, financial aid and/or Veteran’s benefits; therefore, the student should contact the Financial Aid office in the event of withdrawal. After the last date to withdraw, the instructor may assign a grade of “F”; however, students may appeal to the instructor based upon extenuating circumstances.

**PER STATE BOARD RULE:**

1. **Withdrawal Policy**
   a. The student may withdraw without academic penalty from any course by midpoint in the semester. Withdrawals after that date would be granted through established institutional procedures.
   b. The student will be permitted a maximum of TWO (2) withdrawals per course. Upon the third attempt, the student WILL NOT be permitted to withdraw and will receive an earned grade for that course.

   **NOTE:** It is the student’s responsibility to complete a withdrawal form.

2. **Forgiveness Policy**
   a. Allows repeats of courses where “D” and “F” grades were earned.
   - Limits to TWO (2) the number of repeated attempts per course.
   - Students transferring to other institutions either public or private should contact that institution regarding transfer policy for “forgiven” courses. Also, retaking a course may impact a student’s specific financial aid package. Contact the Financial Aid office.

   **NOTE:** It is the student’s responsibility to notify the Admissions office that a course was repeated for grade forgiveness purposes.

**IMPORTANT! MAXIMUM ATTEMPTS PER COURSE**

A student may have only three attempts per course including the original grade, repeat grades and all withdrawals (“counting” begins term 97-4). A fourth attempt may be allowed only with approval of the Campus Dean of Student Development based upon an academic appeals process which requires documenting major extenuating circumstances. In addition, students may be required to pay 100% of the direct instructional cost of $171.64 / semester hour (Florida Resident, 2001-2002), College Credit, for course repeats (upon the third attempt for both college prep and college credit courses). Students who want to pursue an appeal should consult an advisor.

**Repeating Courses**

Students who repeat a course for which they have received a “D” or “F” must notify Collegewide Records for recalculation of their cumulative GPA. No course may be repeated for grade point purposes after graduation. Some senior institutions count all hours attempted and all quality points earned.

A course may be counted only once toward meeting graduation requirements except where permitted by course description. **Note: VA benefits may not be received for repeat courses assigned a “D” grade unless a grade of “C” or higher is required by SBE Rule 6A-10.30 (Gordon Rule).**

**Audit (AU)**

Vocational and college preparatory courses may not be audited. Auditing a course allows a student to take a course for enrichment, but receive no credit. Students must pay the regular tuition fee to audit a class. To change enrollment from credit to audit or audit to credit, a student must contact the Admissions and records Office before the established deadline. A grade of “AU” will be awarded the student.

**Grade Point Computation**

A student may determine the grade points for each course by multiplying the number of quality points the grade is worth times the number of credit hours the course carries. For example a “B” in a 3-credit course
is worth 9 points and a "A" in the same course carries 12 points. The grade point computation is found by adding the total point values for all courses and dividing by the total number of credit hours attempted during the same period of time.

Quality Point: \[ A = 4 \quad B = 3 \quad C = 2 \quad D = 1 \quad F = 0 \]

For example:
- ENC 1101: Grade A (4) Credits (3) 4 X 3 = 12
- MGF 1113: Grade F (0) Credits (3) 0 X 3 = 0
- SPN 1100: Grade C (2) Credits (4) 2 X 4 = 8

Points (18) divided by Attempted Credits (9) = 2.0 grade point average.

Students must earn a cumulative GPA in all college work attempted of 2.0 or higher for graduation. While a student may earn a cumulative average of 2.0 which includes grades of “D” or “F,” grades below “C” may not be acceptable for transfer at some colleges and universities.

Incomplete (I)
An "I" may be given in courses where the student has not completed a minimum amount of the required course work by the end of the term. The student must make arrangements to have the “I” changed to a grade by the instructor during the next full semester (summer terms not considered in this time limit). If no change is initiated during the next full semester, the "I" will revert to an "F" on the student's permanent record. An "I" received in the term of graduation will be calculated as a “F” grade for purposes of computing the student’s GPA for graduation. If the course work is completed, resulting in a passing grade, the student’s transcript will be amended and a final GPA calculated. An Incomplete Grade Form must be completed and filed in the department office. (See Appendix) When the student completes the work the faculty must immediately file a Grade Change Form with the departmental office. (See Appendix)

Scholastic Honors
Dean’s List: published at the end of each term (Fall and Spring) lists students who have earned six or more credits having a grade point average of 3.25 to 3.74. Honors List: published at the end of each term (Fall and Spring) lists all students who have earned at least six credit hours with a grade point average of 3.75 - 3.99. President’s List: published at the end of each term (Fall and Spring) lists all students who have earned at least six credit hours with a grade point average of 4.0. An “F” or “I” in any course precludes a student from being listed on Dean’s, Honors, or President’s list.

Academic Warning/Suspension
Under federal regulations, VA educational benefits will be discontinued for those veteran benefit students whose GPA falls below 2.0 in two consecutive terms. Students in this situation should contact the campus VA Office immediately for assistance in applying for reinstatement benefits.

STUDENT CLASSIFICATIONS/REGULATIONS

Regular Student
Is one who has provided the college with all required admission credentials and is officially working toward a degree or program certificate.

Unclassified Student
Is any student not a candidate for a degree or certificate but taking credit courses. Admissions credentials are required. Students holding Bachelor’s degrees need to provide only their college transcript confirming their degree. Full-time teachers presently employed by the Brevard County School Board need to provide only verification of employment. Transient students must submit a statement from their resident college indicating approval of their course selection.

Non-Credit Student
Is one who enrolls in college non-credit courses or for credit courses on an audit basis.

Full-Time Student
Is registered for 12 or more semester hours of credit or 24 clock hours in vocational programs.

Part-Time Student
One who is registered for less than 12 semester hours of credit or less than 24 clock hours in vocational programs.

**Freshman or Sophomore Status**
A student completing less than 30 hours of acceptable credit is classified as a freshman while a student completing 30 or more semester hours of acceptable credit is classified as sophomore.

**Schedule Change**
Students whose classes have been cancelled and students having schedule errors will be given schedule change assistance in the campus Admissions/Registration Office during the add/drop period.

**Course Waiver/Substitution**
A prerequisite or other required courses may be waived or substituted upon recommendation of the appropriate Department Chair and approval of the Campus President. The appropriate documents must then be filed with the Campus Admissions/Registration Office. Copies of the Petition for Course Waiver and Course Substitution forms are included in the Appendix.

**Veteran Students Attendance**
Students receiving veterans benefits will be identified on the roll. It is particularly important that attendance reporting for veterans be done in a timely fashion. You are to notify your campus VA Office by using a notification form which is available in your Department Office or campus VA Office if a veteran has exceeded your published attendance policy.

If a veteran student exceeds the maximum authorized absences after the last day to withdraw with a grade of “W”, the instructor will notify the appropriate campus VA Office of the excessive absences noting the last day of attendance. A notification form is available in the Department Office or in the campus VA Office. A grade of “F” will be assigned on the grade roll.

It is the policy of the Veterans Administration that veteran students who withdraw from a class after the normal add/drop period or are administratively withdrawn will be required to repay all benefits received for those classes unless mitigating circumstances are determined as excusable by the Veterans Administration. The only exception to this policy is that VA will allow students to withdraw one time for a maximum of six credit hours without having to furnish mitigating circumstances and/or repay benefits. Veteran students may be readmitted to class and benefits restored if extenuating circumstances were involved, documented, and accepted by the instructor.

**Final Examinations**
At the end of each term, a special final examination schedule is followed. Students attend all classes in accordance with the schedule for that period. Students may not be excused from taking a final examination which is required as part of a course.

**Prep Exit Tests**
Since Fall Term 99-4, the State of Florida has required that all prep students pass a standardized exit exam in their highest level of “prep” courses in order to earn an “S” grade.

**College Level Academic Skills Test (CLAST)**
CLAST is an achievement test that measures the communication and computation skills which community college and state university faculty members expect of students completing the sophomore year in college.

Students seeking the Associate in Arts degree and who have earned at least 18 semester hours of college credit may take the examination on any regularly scheduled date.

* Passing scores for the award of A.A. degrees and for admission to upper division status have been established by the State Board of Education as follows:

<table>
<thead>
<tr>
<th>Date跨度</th>
<th>阅读（S）</th>
<th>写作（S）</th>
<th>计算（S）</th>
<th>作文（S）</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/01/84 - 07/31/86</td>
<td>260</td>
<td>265</td>
<td>260</td>
<td>4</td>
</tr>
<tr>
<td>08/01/86 - 03/31/89</td>
<td>270</td>
<td>270</td>
<td>275</td>
<td>4</td>
</tr>
<tr>
<td>10/01/89 - 03/30/91</td>
<td>295</td>
<td>295</td>
<td>285</td>
<td>4</td>
</tr>
</tbody>
</table>
Faculty Handbook

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Score 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/01/91 - 09/30/92</td>
<td>295</td>
<td>295</td>
<td>290</td>
<td>5</td>
</tr>
<tr>
<td>10/01/92 &amp; thereafter</td>
<td>295</td>
<td>295</td>
<td>295</td>
<td>6</td>
</tr>
</tbody>
</table>

*Acceptable scores subject to change.

Students must present scores meeting the minimum standards in effect at the time they initially took the test. Students meeting certain criteria may be exempt from taking the CLAST. Students will need to see their advisor for specific information.

FACULTY SUPPORT SERVICES
Center for Service-Learning
Service-Learning, the integration of community service and academic study, is a powerful teaching methodology that is immersed throughout the college’s curriculum. Over 110 instructors offer service-learning course options in about 325 course sections each semester at Brevard Community College. The Center for Service-Learning recruits, places, and supports thousands of students annually in these meaningful and often life-changing experiences. The Center has established working relationships and partnerships with 335 community organizations or projects. Enrich your courses and student learning through helping our community. For faculty, the Center for Service-Learning:
- Provides technical resources, including faculty guides, syllabi examples, workshops, peer mentoring, and materials on how to incorporate service-learning into regular courses.
- Does the routine of student recruitment, placement, service documentation, and follow-up to allow instructors to concentrate on assessing learning.
- Acts as a liaison, connecting faculty and students with community agencies.
- Tailors student placements to course content and requirements.
- Delivers classroom presentations about service-learning.
- Provides recognition and incentives for service-learning course development and effective utilization.

If you wish more information or want to use service-learning as a pedagogy, contact the Service-Learning office on your campus:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Building and Room</th>
<th>Phone &amp; Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cocoa</td>
<td>Building 17, Room 128</td>
<td>632-1111 Ext. 62410</td>
</tr>
<tr>
<td>Melbourne</td>
<td>Building 10, Room 213</td>
<td>&quot; Ext. 33150</td>
</tr>
<tr>
<td>Titusville</td>
<td>Building 1, Room 181</td>
<td>&quot; Ext. 42010</td>
</tr>
<tr>
<td>Palm Bay</td>
<td>Building 1, Room 156N</td>
<td>&quot; Ext. 22219</td>
</tr>
</tbody>
</table>

Collegewide Publications and Collegewide Printing Services
Collegewide Publications and Collegewide Printing Services provide complete graphic design and printing services collegewide. Faculty requests for services should be initiated on the Collegewide Printing Form. (See Appendix for copies of this form).

The College Publications Office offers graphic design, copy editing, and typesetting services for producing brochures, booklets, newsletters, flyers, posters and other publications. Limited word processing service is also available for faculty/staff. Office hours are 8:00 a.m. - 5:00 p.m. (Summer hours: 8:00 a.m. - 4:30 p.m.). For information and assistance, please call the office at Cocoa ext. 62973.

Collegewide Printing Services is a full-service print shop featuring a large assortment of colored papers and binding options. Extended office hours: Fall 7:00 a.m. - 5:00 p.m. (Summer hours 7:00 a.m. - 4:30 p.m.). After receipt of camera copy, a 12-hour or less turn-around time for simple xerographic reproduction is available for all campuses. All tests are safety sealed for security. Special requests are always welcome from instructional staff. Also available is a print-on-demand system, enabling users to send files via the college network directly to Collegewide Printing Services for a variety of print options. For information call Cocoa ext. 64608.

Staff and Program Development (S&PD)
BCC provides faculty members with numerous opportunities for professional growth and development through the Office of Staff and Program Development.
A comprehensive and growing number of educational activities, services, and faculty recognition programs have been designed to meet faculty needs. Among these are:

- Project Grant Awards
- Extended Professional Leave
- Tuition Reimbursements
- On-Campus Workshops
- Graduate-Level Courses
- Travel funds For Professional Development
- World of Work Program
- Annual Faculty Lecture
- Distinguished Educator Award
- New Faculty Season Premiere Seminar
- Leadership Challenge Program
- Endowed Faculty Chair Program
- Chalklines
- Horizons
- Teaching for Success Newsletter
- Collegewide Faculty/Staff Inservice Days

The Committee on Staff and Program Development is an integral part of the operation of the S&PD Program. Through representation on the eleven-member Committee, all BCC faculty and staff have an opportunity to influence policies and procedures governing the program and to suggest activities to be conducted.

Complete details of this program are contained in the Staff and Program Development Handbook, available from the Dean of Staff and Program Development. Call 632-1111 x 63660 for information, or explore the web site at www.brevard.cc.fl.us/spd.

**Office for Students with Disabilities**

The Office for Students with Disabilities (OSD) assists faculty in the teaching/learning process by providing reasonable accommodations for students with documented disabilities. Section 504 of the Rehabilitation Act of 1973 defines an individual with a disability as a person who “has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.” The “Section 504 Compliance Handbook” states that physical impairments include such things as physiological disorders, contagious diseases, cosmetic disfigurements or anatomical losses in one or more of the following systems: neurological, musculoskeletal, respiratory, cardiovascular, reproductive, digestive, genito-urinary, hemic, lymphatic, skin, or endocrine. Mental or physiological disorders include conditions such as mental retardation, organic brain syndrome, emotional or mental illness, and learning disabilities. Major life activities include self-care, manual tasks, walking, seeing, hearing, speaking, breathing, sitting, standing, reaching, thinking, concentrating, reading, interacting with others, learning, reproducing, sleeping, and working.

Students are responsible for providing documentation of their disabilities to the OSD from a qualified diagnostician or health professional in the appropriate field. Accommodations are then determined by OSD personnel and approved by the Director. Support services include proctoring and administration of classroom and placement tests, academic advisement, services of a learning disabilities specialist, use of adaptive furniture and software, services of a sign language interpreter, assistance with course substitution and test waivers, and other services as needed. All services are free, and information is kept confidential and cannot be released without permission from the student.

The second major service that the OSD provides is that it serves as a resource for faculty and staff. Personnel from the office will speak in SLS classes and others as requested, and will also speak at department meetings. If faculty members have concerns about a particular student and they believe that the student might have a disability, they should not hesitate to contact the OSD for suggestions. Additionally, if a faculty member has a question regarding the accommodations approved for a student, or if he/she would like information as to how to better serve a student with a specific disability, that professor should contact the Director of the OSD or the Disability Services Specialist on his/her campus: Titusville, ext. 42011; Cocoa, ext. 63606; Melbourne, ext. 32180; Palm Bay, ext. 22019.

For further information on the subject of disabilities, a handbook is available online and from the OSD.

**Title III Strengthening & Development Grant Program**

Programs within the Title III Strengthening and Development grant are designed to improve student retention, transfer, and completion rates, especially for students at risk. All four components offer faculty members opportunities for professional and curriculum development.
COMPONENT I: STUDENT DEVELOPMENT AND SERVICES: This component establishes student Welcome Centers on each of the four campuses with one-stop centers to serve new and returning students. It also provides a partnership between Educational Services and Instruction that assists students. Faculty and Educational Services staff

- serve as academic advisors and assist with orientations.
- serve as student mentors.
- showcase their programs.

COMPONENT II: ACADEMIC AND PROGRAM DEVELOPMENT: The second component focuses on establishing CAI labs and a WWW classroom and assists with curricular/pedagogical shifts to a learning-centered college that values diversity. It also provides

- CAI multi-disciplinary, collaborative lab on the Titusville Campus for at-risk students, which will link Prep Math/Reading students in a learning community.
- CAI science technology, cooperative learning lab on the Palm Bay Campus.
- WWW interdisciplinary electronic classroom for fall 2001 on Melbourne Campus, which will serve Prep Reading/Writing students in a linked community.

Faculty proposals build learning-centered curriculum projects, which assist in paradigm shifts from traditional curriculum to those that are learning centered and student-outcomes oriented. Title III also supports the infusion of diversity in the curriculum.

COMPONENT III: PROFESSIONAL DEVELOPMENT: In addition to staff development, faculty have opportunities to participate in professional development activities:

- Title III / S&PD Joint Workshops for hour graduate or in-service credit
- In-Service Day Workshops, as attendees and/or presenters
- Conference registrations and presentation support
- Curriculum project / proposal grants
- Faculty Advisor training
- Technology Training
- Recognition in the Title III quarterly newsletter, Innovations
- Diversity training
- Learning-Centered Leadership Team support

COMPONENT IV: TECHNOLOGY DEVELOPMENT: This component is designed to ensure that the use of technology is infused in the curriculum and learning environment by offering

- computer and software training for faculty and students
- Discover software for the College Success courses for career discovery and exploration
- faculty-developed video presentations for classroom use and distance courses.
- Telephony and Smart Card programs.
- a new elective computer literacy and research course linking two disciplines.
- Title III Web site for faculty/staff forms and information: http://www.brevard.cc.fl.us/t3

The Title III program is a large district-wide program that partners with many of the college departments, but faculty members are the most important ingredient in each of the four components, for they have the largest impact on students and student success, retention, and completion. For more information on how you can become involved, you can reach the Director, Patricia Hare, at 632-1111, ext. 63271.

FACULTY ADMINISTRATIVE RESPONSIBILITIES

Before class begins, you will need to respond to the following:

Employment Forms
Official college transcripts MUST be on file.

Once hired, you must complete employment forms. Completed forms may be submitted through your supervisor to the Human Resources Office. Information will include employment application, IRS
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withholding form, personal data sheet, and loyalty oath. For more information regarding this, contact the Office of Human Resources. (See Appendix E for Instructional Personnel Checklists.)

Instructional Material
Textbooks, instructor's manuals and course plans are available from your department chair and/or faculty secretary.

Library Cards
Library cards are issued by the Library and can be used for checking out books and resource materials from the LRC/Library.

Keys
Keys for your classroom are obtained from the Department Chair or the Campus President’s Office.

Parking Decals
Parking decals may be obtained from the security office at each campus/center. Vehicle information, including license number, will be required before decals can be issued.

Work Schedules
Work schedules are to be reviewed by Department Chairs and then posted. Appendix E provides an example of a work schedule for a full-time faculty member carrying a regular load of 15 credit hours per term.

Several guidelines should be adhered to when completing your work schedule:

1. On-campus hours should designate the time when the instructor arrives on campus and when he/she leaves each day. If the instructor leaves campus during the day (example: for lunch), he/she must exclude that time and indicate return to campus -- for example, 7:30 to 12:00; 1:00 to 3:30.

   The on-campus hours totaled for each day should add up to 35 hours for the week.

2. Advisement time should be indicated in 60 minute hours rather than 50 minute ones. Advisement time for a regular load should total 10 hours, with at least one hour scheduled per day.

3. The line at the end of the advising hour blanks is for the room number where the advisement takes place -- either the instructor’s office or a place where there is telephone access to the instructor (a lab or shop for instance).

4. If the instructor carries an overload, his/her teaching total at the bottom will increase as well as his/her advisement total. He/she must add 1/2 hour of advisement a week for each overload class.

An example of a work schedule is provided in Appendix E for an adjunct teaching one 3-credit hour course during a regular term.

   1. The adjunct is required to show 1/2 hour of advisement a week for each course that he/she teaches. On the line at the end of the advising hour blanks, indicate the number of the adjunct office or the place where the advisement will be done. If other than an office, there must be telephone access to the instructor.

   2. Adjunct instructors need not indicate on-campus hours.

Teaching Faculty Workload Criteria

FULL-TIME:

1. 35 hours per week total

2. Minimum of 25 hours per week in student contact. “Student Contact” means “In Class” or “Posted in Office.”

3. Minimum of 1 hour daily in the office.

4. Minimum of 5 hours weekly in the office.

5. No supplemental contract will be written for an overload which exceeds 6 credit hours per regular semester or 3 credit hours per summer term.
PART-TIME:

1. Minimum of 30 minutes of scheduled time (in addition to class time) per week, per course, of availability to help any student who needs help.

2. Adjunct faculty will normally be assigned no more than 80% of a full teaching load. Only in extreme circumstances will the Campus President authorize a teaching load of over 80%.

Performance Review of Faculty

The BCC Performance Enhancement Program (PEP) is used for faculty evaluation and includes student appraisal of instruction. Components include a self-appraisal, student evaluation, observation by the supervisor or mutually agreed upon peer, setting of future goals, and summary of progress toward previous goals. All components are prepared in writing and discussed with Campus Presidents. During the first semester and periodically thereafter, faculty performance is reviewed on administrative and instructional procedures by their supervisors, which includes:

- Following college policies and procedures.
- Distributing course outlines, course objectives, and attendance/grading policy statements to students at the beginning of the term.
- Explaining policy statements to students at the beginning of the term.
- Beginning and ending classes on time.
- Using the departmentally approved text(s).
- Maintaining control of class and/or discussion.
- Contacting the department chairperson and/or the appropriate director/dean for the resolution of questions or problems.
- Being consistently prepared for class with appropriate materials. Communicating course content clearly and effectively to students.
- Demonstrating mastery of subject matter.
- Using appropriate methods of instruction.
- Making effective presentations.
- Using proper grammar.
- Encouraging student participation.
- Being available for questions from students.
- Covering course content as prescribed by college course plan.
- Treating students fairly.
- Administering standard student appraisals of instruction in a professional manner.
- Turning in grades on time.

A complete copy of the BCC Performance Enhancement Program, including appraisal instruments, is included in Appendix F.

Copyright Law Guidelines

As you prepare for your class, you may want to develop handouts, supplemental resources, audio-visual materials and items to enrich your instruction. This is encouraged, but you must be aware of the copyright limitations.

As an educator, you must know about the copyright law and how it applies to the work that you perform. At some point all educators are likely to be faced with an event or activity that bears directly on the copyright law. The law limits what you may copy, under what conditions, and for what purposes. Authors and producers have specific rights under the law that cannot be denied. The law was also designed, however, to enable educators and students to have access to information and to reproduce copyrighted materials under clearly defined limitations for educational purposes. An understanding of the concept of “fair use” is a key factor in determining what may or may not be copied.

The federal copyright statute governs the reproduction of works of authorship. In general, works governed by copyright law include such traditional works of authorship as books, photographs, music, drama, video and sculpture, and also software, multimedia, and databases. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice. As a result of changes in copyright law, works published since March 1, 1989, need not bear a copyright
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notice to be protected under the statute. Consequently, you should assume that whatever material you wish to copy is protected under copyright law.

These conditions only hint at the complex and vague nature of “fair use” and your ability as an educator to use materials in your classroom. Additionally, the conditions of “fair use” are in a constant state of change. To assist you in determining a “fair use” of copyrighted materials, the library has prepared a resource for your perusal. Point your browser to http://www.brevard.cc.fl.us/lrc/legal.htm for links to current information regarding developments in copyright law.

After the class starts, you need to know the following:

Cancelled Classes
Sometimes a class that has been scheduled does not have sufficient enrollment. However, faculty may be asked to meet the class the first day in case enrollment increases. In any event, your supervisor will notify you by the end of the student refund period if your class has been cancelled.

Class Rolls
Paper copies of class rolls are available only through your department secretary. You can view your class roll on the web and print from that at any time:

1. Sign on to web: http://register.brevard.cc.fl.us/
2. Click on: Login to Secure Area
3. Enter User ID: (your faculty identification number)
4. PIN: (enter your PIN number. If you have forgotten your PIN, contact your DEPARTMENT SECRETARY)
5. Click on: Login
6. Re-enter PIN: Login
7. Click on: Faculty & Advisors
8. Click on: Summary Class List, select term, select CRN.

At the beginning of each term, dates the web will be open and instructions for attendance reporting, early alert, checking discrepancy rolls, and inputting final grades will be provided. Since students will be entering and leaving your class during the first week, you must check your rolls daily. Be sure you do not have someone attending your class whose name does not appear on your roll. If there are any discrepancies between the roll and the students in attendance, and the student does not have his registration receipt, you must refer the student to the admissions and records office. Students must not remain in class if they are not registered for the class.

Class lists on the web reflect current registrations. As a transaction is done in the Banner system, it is immediately visible on the web. Federal regulations mandate that student attendance be reported, so it is mandatory that you report the last date of attendance for students who never attend or stop attending your class. Students who never attend should be annotated on the mid-term class list with a mid-term grade of NA—Never Attended and Last Attend Date of the first day of the term. You will be provided the dates the mid-term screens will be open on the web for inputting this information.

INSTRUCTIONS FOR LAST ATTEND DATE AND EARLY ALERT NOTIFICATION ON THE WEB:

1. Sign on to web: http://register.brevard.cc.fl.us/
2. Click on: Login to Secure Area
3. Enter User ID: (your faculty identification number)
4. PIN: (enter your PIN number. If you have forgotten your PIN, contact your DEPARTMENT SECRETARY)
5. Click on: Login
6. Re-enter PIN: Login
7. Click on: Faculty & Advisors
8. Click on: Mid-Term Grades
9. Term: Select appropriate term
10. Select CRN Submit CRN. (Note: If you are teaching a course that does not appear on your list, notify your department secretary immediately.)
11. Under “Grade” enter NA for a student who has never attended your class. During the Early Alert notification period only, enter an X for a student who may be in academic jeopardy.
12. Under “Last Attend Date”: this is only for students who never attended or have stopped attending your class. For a student who stopped attending, enter the last date he did attend. For a student who never attended, enter the first day of the term.

13. When you are finished, click on Submit Changes

14. If you have additional courses, at the bottom of current class list, click on CRN Selection. Select another CRN and repeat process

15. When all of your courses are complete, click on Exit in upper right corner.

**Reinstating a Student**

If students are dropped or withdrawn by mistake or come to you with a valid excuse for reinstatement, you may submit a memo to your department chair requesting reinstatement of the student. The department chair should forward the request through the Campus President to the Admissions & Records Office.

**Attendance**

Regular class attendance is expected. However, in an emergency causing the student to be absent, it is the student’s responsibility to initiate arrangements with the instructor to complete missed work. The instructor decides if the student should be permitted to make up work missed or, in case of excessive absences, if he or she should be administratively withdrawn. Normally, “excessive absences” is defined as being absent more than 15% of class hours. Faculty members may establish more rigorous attendance standards for their individual classes.

Instructors will inform students in writing of their grading and attendance policy at the beginning of the term and must notify students immediately upon the determination that absenteeism (usually more than 15% of class hours) is excessive and that satisfactory progress cannot be achieved. Extenuating circumstances must be documented and last day of attendance and reason for withdrawal must be indicated on the withdrawal form. After the last date to withdraw, the instructor should assign the grade of “F” to those students who exceed the established attendance standards for the class. However, if a student who is assigned an “F” due to excessive absences appeals to the instructor for a grade change based on extenuating circumstances, the instructor may elect to pursue an exception to college policy.

**Financial Aid & Withdrawal**

Per Federal Regulations, students receiving Title IV Federal Financial Aid who withdraw from all courses during the first 60% of the Term may be required to repay funds disbursed. Students should contact the Financial Aid Office for clarification of their repayment responsibilities.

All withdrawal forms must be signed by an advisor or Admissions & Records specialist in order to be processed. Last day to withdraw from the 2001 Fall Term is November 1.

**Early Alert**

Designed to improve student retention, the Early Alert program is an academic intervention system that “alerts” students who are having academic difficulty. Instructors identify students who are having academic difficulty in a particular class. Before the withdrawal deadline, a letter is sent to these students to inform them of their academic trouble and to recommend that they meet with their respective instructor(s) and/or Student Advisor.

**Religious Holidays**

Upon submitting an advance written request to the instructor, a student will be granted an excused absence for religious holidays. Instructors are to provide assignments and/or exams without penalty for those students who request to be excused for religious observances as mandated by federal and state statutes. Students excused for religious observances are responsible for material covered during their absences and are expected to meet the class requirements for those days without undue delay.

**CLAST Skills Verification/Gordon Rule**

The state of Florida requires that students meet certain competencies in math, reading, English language skills, and writing to receive their Associate in Arts degree. Talk with your supervisor to be sure you are meeting the state mandated requirements if you are teaching courses that meet the general education requirements.

**Department Meetings**
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Full-time faculty are required to attend department meetings unless they have class duty. Part-time instructors are not required to attend but are encouraged to do so.

Legal Assistance
Legal services at college expense may be provided for employees who may be sued for action that occurs in performance of their assigned duties, as set forth in State Board of Education (SBE) regulations.

Schedule Changes and Substitute Teachers
Contact your Department Chair before making any changes in your schedule. Arranging for substitutes for classes is done during pre-planning. A copy of designated substitutes is kept in the office of the Department Chairs. If in an emergency you cannot make a class and you do not have time to find a substitute, contact your Department Chair if the hours are between 8:00 a.m. and 5:00 p.m. After 5:00 p.m., Monday through Thursday, notify the evening coordinator or contact the campus switchboard. Someone must meet the class.

If for any reason an adjunct misses teaching a class, his/her pay will be reduced by the proportionate number of hours missed teaching times your hourly rate.

Class Hours and Breaks
Each instructor is obligated to maintain the hours for which the class is committed.

Scan-Tron Machines
Scan-Tron machines are located on each campus. Ask your Department Chair for the location of the machines. Scan-Tron machines will quickly scan tests as well as provide an item analysis.

Mail Messages
Each department has its own location for mail delivery and messages. Your students may leave messages with your department or on voicemail. Check with your supervisor for procedures.

Office Hours
It is important for the classroom instructor to be available for student conferences. The students depend on being able to contact faculty during posted times. These hours are part of the state-mandated minimum for student contact.

Your supervisor will distribute faculty work schedule forms. Please indicate your class schedule and advisement hours. Submit your schedule to your department chair for approval. Your department chair will initial the faculty work schedule and return it to you for posting. Schedules must be posted where accessible to students.

Photocopier Machines
Photocopies are available in department offices for faculty only. They should not be used to make great numbers of copies. Collegewide Printing Services, located on the Cocoa campus, is available for your additional printing needs.

Student Discipline/Academic Dishonesty
See College Catalog or Student Handbook for Student Rights and Responsibilities and Student Code of Conduct.

Student Withdrawal
Students have the option to withdraw from class by the published withdrawal date (consistent with the Maximum Attempts Policy). You should note this date on the college calendar, notify students of its significance, and be prepared to answer questions students may have about their grades. Be sure to clarify your attendance policy.

Ending the Class:
Final Examination
Final examinations must be given during the scheduled exam days. Exams may be given early to individuals with special needs; however, they are not to be given early to an entire class. Faculty are obligated to teach a full term and should not release their classes prior to the scheduled final exams.
Grade Rolls
Printed copies of your grade rolls are available only through the web by request to your department secretary. You must enter your grades through the web, using the instructions at the end of this section. Dates and times the web will be available for grade input will be published through the BCC Mail. You can enter your grades through any computer that has web access.

You will need to know your Personal Identification Number (PIN). Your PIN is your personal certification to the accuracy of your grade roll. You should be the only person who knows your number, as you will use it to access all information pertinent to you on the Faculty Web Server. Allowing anyone else to use your PIN is a violation of policy and could jeopardize the security of your personal records.

When entering grades through the web:
• You must enter a grade for every name on the class list. Use the pull-down menu to select grade.
• You may not enter a grade of "W" or "AU" on the final grade roll. Students who have been withdrawn will be indicated on your roll.
• If you have a student in your class whose name does not appear on your roll, prepare a “Grade Change Form” and send it through your department chair to the Admissions & Records office. Contact the student to make him/her aware of the problem.
• If a student is on the class list and has never attended or stopped attending the class, enter the last date the student attended the class and give him a grade of “F.”
• Do not post or publicly announce grades or discuss a student’s academic records with anyone other than the student (including parents, if the student is 18 years of age or older). At your discretion, you may accept self-addressed, stamped envelopes or post cards from the students so that they can receive their grades prior to mailed reports. Students can also view their grades on the web approximately 2 hours after the deadline for grade input. (See Family Education Rights & Privacy Act information on page ___ of this handbook.)

Instructions for entering final grades on the web:
1. Sign on to web: http://register.brevard.cc.fl.us/
2. Click on: Login to Secure Area
3. Enter User ID: (your faculty identification number)
4. PIN: (enter your PIN number. If you have forgotten your PIN, contact your DEPARTMENT SECRETARY)
5. Click on: Login
6. Re-enter PIN: Login
7. Click on: Faculty & Advisors
8. Click on: Final Grades
9. Term: Select appropriate term
10. Select CRN Submit CRN. (Note: If you are teaching a course that does not appear on your list, notify your department secretary immediately.)
11. Under “Grade” enter appropriate grade. If student stopped attending your class, enter last date of attendance. If student never attended class, enter first day of term date.
12. When you are finished, click on Submit Changes
13. If you have additional courses, at the bottom of current class list, click on CRN Selection. Select another CRN and repeat process
14. When all of your courses are complete, click on Exit in upper right corner
15. If you discover you have made a mistake, you can go back onto the web and make changes until the grades are rolled to history, which will be immediately following the final deadline for inputting grades.

After classes end:
Grade Appeals
You need to leave a phone number and address with your supervisor, indicating how and when you can be reached to answer grade appeal questions. Grade appeals, related to extenuating circumstances beyond the student’s control, are processed through the Student Academic Appeals Committee process described in the college catalog.

Grade Changes
Faculty Handbook

To change a grade, submit a grade change form to your supervisor who will forward the form to the Admissions/Registration Office. The student’s transcript will be changed. Grade changes should not be hand-carried by the student.

Incomplete Grades
It is your responsibility to complete an Incomplete Grade Form, give a copy to the student and file a copy with your supervisor. Students should be told how they can contact you once an incomplete grade has been contracted. After the assignments or tests are completed by the student and graded by you, file a grade change form (see above). Make sure to consult the catalog for a deadline. After the deadline, the “I” grade will automatically be changed to an “F” if not completed.

Family Educational Rights and Privacy Act, FERPA
Enacted by Congress in 1974, the FERPA (also known as the Buckley Amendment) conditions federal educational funding on providing student access to, as well as maintaining the privacy of, educational records.

The BCC Catalog describes procedures and practices in compliance with this law, such as access, review, and challenge of records; release of student records; and designation of “Directory Information.” The following information is offered as a guideline and is not intended to be comprehensive.

Guidelines for Faculty:

1. **DO** refer requests for information from the educational record of a student to the Director of Collegewide Admissions / Records, Cocoa Campus.

2. **DO** keep only those individual student records necessary for the fulfillment of your teaching or advising responsibilities. Private notes of a faculty member concerning a student and intended for the faculty member’s own use are not part of the student’s educational records.

3. **DO** keep any personal professional records relating to individual students separate from their educational records. Private records of instructional or other educational personnel are to be kept in the sole possession of the maker and are not to be accessible or revealed to any other person, except a substitute.

4. **DO NOT** keep purely personal notes (for example, from a committee meeting recommending students for a particular program) in the student’s file, as they will become accessible to the student. Official committee minutes are likely to be considered accessible.

5. **DO NOT** display student scores or grades publicly in association with names, Social Security Numbers, or other personal identifiers. If scores or grades are posted, use some code known only to you and the individual student. In no case should the list be posted in alphabetic sequence by student name.

6. **DO NOT** put papers, graded exam books, or lab reports containing student names and grades in publicly accessible places. Students are not to have access to the scores and grades of others in class in ways that allow other students to be identified.

7. **DO NOT** request information or access a student’s file by computer unless you have a “legitimate educational interest” and are authorized to access the information. Records that are annotated “Confidential” indicate that the student has requested no directory information be released. These records require extreme precaution in the access or release of information.

8. **DO NOT** share student educational record information, including grades or grade point averages, with other faculty or staff members unless their official responsibilities identify their “legitimate educational interest” in that information for that student.

9. **DO NOT** share information from student educational records, including grades or grade point averages, with parents or others outside the institution without written permission from the student.

10. **WHEN IN DOUBT, DO** err on the side of caution and **DO NOT** release student educational information. Contact the Director of Collegewide Admissions / Records for guidance.

INSTRUCTIONAL RESPONSIBILITIES

Brevard Community College
Understanding Your Students

BCC Student Characteristics

Brevard Community College students span a wide variety of ages and interests from the dually enrolled high school student who aspires to a baccalaureate degree to the mature, retired adult who has always wanted to learn more. In addition, some students come to upgrade their job skills while others retrain to seek new employment. The average age of community college students is now 29, and most attend college part-time. These students are trying to balance the demands of a family, job, and college, and some are single parents with childcare problems. Therefore, these college students need your guidance, support, and interest to help them achieve their goals.

Characteristics of the Adult Learner

Community college students generally are nontraditional students, as they tend to be older (over 30), to be first-generation learners, to work 30 hours or more per week, to have more life experiences and family responsibilities than the younger traditional students. Of these students, 40-50% are under-prepared, or at-risk academically. Therefore, it is important to consider under what conditions and how adults tend to learn best. In addition, more than in the universities, the community college population tends to reflect the ethnic composition of the institution’s locale. Minority students constitute over 25 percent of the nation’s community college enrollments. Meeting the needs of diverse populations and issues concerning diversity are faculty concerns that demand to be addressed in planning curriculum and in instruction.

- Adult learners have more work experience than traditional students. Thus, they expect to be respected as adults, and they function best when their self-concept is not threatened. It is important to make the adult learner feel accepted and comfortable in a learner-centered classroom. Faculty who function as mentors and as facilitators of learning meet student success more readily.

- Adult learners are experienced in living, thus often have a rich reservoir of life experiences on which to draw. They may also possess techniques that they have developed throughout life, which may be drawn from and which may contribute to their educational successes. It is not uncommon that some of these outside experiences may be quite different from those of the instructor. Yet, the composite of these student life experiences, if shared, may enrich the learning environment and may enhance the instructor’s role as a facilitator of learning.

- Adult learners seek to learn things they believe that they need to know, rather than information that they ought to know. It is important to help direct them towards the learning objectives of the course by permitting them to focus on what they need to know, while not overlooking what they ought to know. At times, this may be frustrating, but when placed in the proper perspective it can be a very effective motivator in helping the adult learner to achieve the objectives of a course.

- Adult learners have a problem-centered orientation to learning. Thus, the most effective teaching strategy is one that encourages discussion and other activities where the students are actively involved and the instructor is a facilitator of learning, rather than an authority figure. If learning is placed first, the role of the student will change from a passive receptor to an active participant. The challenge for the faculty is to meet the course objectives with activities that encourage learners to become active participants.

The community-college instructor of adult students is responsible for organization of the learning experiences that must meet the course objectives, while at the same time respecting the diversity of the students and their life experiences and facilitating as they become actively involved in their own learning. By understanding the characteristics of the adult learner, a faculty member can allow for a variety of activities that coincide with these characteristics and enhance the student’s ability to meet the course’s learning objectives. Instruction in a community college that is a learning-centered college is challenging, yet immensely rewarding for both the student and the instructor.

The Learning-Centered College Initiative

The Learning Centered Leadership Team (LCLT), comprised of faculty, staff, administrators, and students from each campus, provides guidance and assistance to the faculty by providing a forum for ongoing discussions on learning-centered issues and concepts by sharing experiential classroom activities, providing methods of authentic assessment of learning, and involving all employees in this transformational process.
In 1999, Brevard Community College began its journey to become a more learning-centered college that extends beyond semantics into a major philosophical shift for the college. In simple terms, it means holding a common value of placing learning first and providing educational experiences for learners any way, anyplace, anytime. A learning-centered college focuses on the learner, which for the faculty means helping students to make passionate connections to learning, and accurately assessing that the learning has taken place. This concept will require an educational delivery system design that meets the needs of the society in which we work and live, for the kinds of students who attend the college, and by utilizing and applying new learning research.

To further assist the faculty and staff in making this transformation, a Learning-Centered Resource Center is established and located at the Cocoa campus library. Materials are available for distribution college-wide. The LCLT initiative offers training and workshops throughout the year. For more information or to become involved with this initiative, please call Susan Lamm-Merritt at ext. 32930 or Barbara Baird at ext. 33152.

Preparing for Class

Before the First Class
The most satisfactory teaching and learning experiences come when both instructor and student are prepared. Your preparedness will set you apart as a professional and provide the direction needed by students to obtain the skills and knowledge required of your course.

You may begin by reading the course description in the college catalog and determining if the course is part of a sequence or prerequisite to other courses. Review the objectives listed on the official college course plan (this can be obtained from your Department Chair). Research available supplements, such as computer software or periodicals. Then, discuss the course with a full-time faculty member or assigned mentor to gather hints for lectures, assignments, and organizational techniques.

Developing a Syllabus

REQUIRED SYLLABUS CONTENT The College requires certain basic information for a course syllabus. At the instructor’s discretion, additional course information considered helpful to the student may also be included. The required information includes:

- **Term and Year:** If same syllabus is used in a following term, term and year must be updated.
- **Course Number:** e.g., ENC 1101
- **Course Title:** e.g., Communications I
- **Pre-requisite Course Number:** Included only if applicable
- **Instructor's Name:**
- **Office Room Number:**
- **College Telephone Number:** College number and extension
- **E-mail Address:**
- **Advisement Hours:**
- **Text (s):** Author/Title/Edition
- **Course Description:** See course plan provided by Department Chair
- **Course Objectives:** See course plan
- **Course Competencies:** See course plan. If course includes specific CLAST skills, note that fact and asterisk each of those competencies on syllabus.
- **Outline of Course Work:** Outline daily or weekly reading, writing, project, test assignments; or generally outline a list of major writing, project, test assignments that will be used as basis for student’s final grade.
- **Late Work or Make-up Work:**
- **Grading Procedure:** Explain in exact terms procedures used in calculating student’s final average. Having this information in print is vital if grade is questioned or appealed.
- **Grading Scale:** Although instructor may establish his/her grading scale, the college has specific grading policies. See current term’s Catalog.
- **Attendance Policy:** Establish a clear policy concerning absences and tardies which reflects college and VA attendance guidelines. See current term’s Catalog.
Withdrawal Policy: State the college withdrawal date for the term and if student must carry responsibility for his/her withdrawal. Include the college policy governing students not withdrawn by that date. See current term’s Catalog.

Gordon Rule Courses: A statement specifying that the course is a Gordon Rule course and what that means.

CLAST Skills: A list of CLAST skills taught or reinforced in the course.

Gordon Rule courses must have a specific statement regarding number of words required. The instructor must also specify how the requirement will be met i.e., research paper, reaction paper, etc. These are some of the things the Department Chair will be noting when he/she receives your handouts. A list of CLAST Skills can be obtained from your Department Chair.

“I-Mail” for Students is Here!
All current students have been assigned accounts and each new student, both credit-seeking and continuing education will receive accounts when they register. Accounts will remain active while a student is enrolled and through one full-length term of non-enrollment. Students may access their accounts through on-campus computer computers with student internet access or from their home computers if they have an internet service provider. Requests for campus-wide messaging via I-Mail should be directed to your Campus Dean of Educational Services; requests for collegewide-messaging via I-Mail should be directed to Dr. Judy Bilsky. Faculty are requested to include the following information in their course syllabi in the future:

<table>
<thead>
<tr>
<th>“I-MAIL” – E-MAIL FOR BCC STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Go to:</strong> <a href="http://imail.brevard.cc.fl.us">http://imail.brevard.cc.fl.us</a></td>
</tr>
<tr>
<td><strong>User ID:</strong> User ID is last name + last 3 digits of your social security number</td>
</tr>
<tr>
<td>(Example: doe999)</td>
</tr>
<tr>
<td><strong>Password:</strong> Same as User ID</td>
</tr>
<tr>
<td><strong>E-Mail Address:</strong> Last name + last 3 digits of your social security number @imail.brevard.cc.fl.us</td>
</tr>
<tr>
<td>(Example: <a href="mailto:doe000@imail.brevard.cc.fl.us">doe000@imail.brevard.cc.fl.us</a>)</td>
</tr>
</tbody>
</table>

To change password: Click on Change Password. (The College recommends that students change their password.)

To forward I-Mail to existing e-mail accounts: Click on Change Mail Forwarding Information. (Do this today if you regularly use another e-mail account and your BCC I-Mail will be automatically forwarded to that address.)

**Students:** Check your “I-Mail” regularly from home or school to receive school announcements and communicate with your instructors!

Questions regarding the use of I-Mail should be directed to your Campus Admissions Office.

Detailed calendar of lessons, session by session or week by week may be helpful in structuring the class. To prepare your detailed course calendar, begin by listing specific dates of the class meetings. Next, using the college catalog, note holidays, exam times, withdrawal dates, and any other important dates. After you have surveyed the required course objectives, decide what you want to have accomplished at certain points in the term. Then, either by unit or content study, schedule projects, reports, tests, special assignments, review sessions, textbook pages, and discussions. Balance the reading and assignments over the term so you and the students do not feel burdened or rushed at the end.

Detailing such a syllabus will help students plan their work accordingly and emphasize that organization is part of quality. If possible, have your syllabus duplicated to hand out during the first class session. A copy is to be deposited in the department office for student inquiries.

**First Class Session**
Your first class meeting should be carefully planned since it sets the tone for the entire term. You are the role model after which students will pattern their behavior.

- Arrive before the scheduled beginning of class since this action will inform your students that you expect punctuality.
Faculty Handbook

- Write the course name, number and section on the board. Make sure students are in the right class.
- If they are not, take a copy of the class schedule with you, and assist students in finding the correct room. If you are not sure of the location, send them to Educational Services.
- Introduce yourself, write your name on the board, give your background, and describe something interesting about yourself or your course.
- Hand out the course syllabus. Ensure that late arrivals receive a copy.
- Introduce the textbook(s) to the class. Literally, show the students the text so they know specifically what they are to purchase. Note where text information is on the syllabus. For an evening class, allow students to go to the bookstore before it closes.
- Review every item on the syllabus, especially noting policies regarding attendance (excused and unexcused absences), tardiness, and late assignments. Remember that the syllabus is your contract with students. Highlight your availability, grading criteria, course objectives, and special assignments or tests. Since many students are grade conscious, carefully explain your grading system and the criteria for earning an "A."
- If your course is part of a sequence or follows a prerequisite, explain how the courses are related. Then review what the students have learned and what they are going to learn. Discuss the purpose of the course.
- Inform students of learning resources (e.g., Learning Resource Center, tutoring, etc.) available to them outside of class and how they can use them.
- Take attendance. Check each name on the class roll carefully; ask if any names were not called. Examine the students’ registration schedules, and add their names and student numbers to your roll if they belong in the class. If a roster is not available, have students sign an attendance sheet. Make sure to ask students what they prefer to be called. Discipline is easier and students relate better when they are called by name, so learn students’ names as quickly as possible.
- Review college rules and emergency procedures. Note that smoking is not allowed in buildings; neither are cellular phones, and audible pagers; eating and drinking are not permitted in the classrooms.
- Assure students that the class will use standard English in oral and written communications.
- If applicable, give diagnostic exams or writing samples.
- If time permits, learn a little about your students by (1) asking them to complete a student fact sheet or list of questions prepared by you, (2) having them individually share information about themselves, or (3) pairing students and having them introduce their partners. Information might include name, major, present job, related courses, expectations of the class or college, and unique characteristics of the individual. This activity may also be completed at the next class session.
- You might want to organize a phone tree or buddy system for your class. In case of an emergency when a class might be cancelled, each student would be responsible for calling one other student in the class who, in turn, would pass the information along to the next student on the phone tree list. In a buddy system, each student shares his/her name and phone number with two other classmates, whereby they can check on assignments, form study groups or answer questions about homework.
- At the end of the session, assign the lesson for the next class period, highlighting key points in the reading and outlining any written work.

The Teaching / Learning Process

Instructional Tips

Following are some suggestions to enhance classroom instruction.

- Set a good example; be punctual and be organized. Begin and end class on time.
- Be excited about course content and students’ reaction to it. Be confident and enthusiastic.
- Make assignments explicit; prepare handouts for complex assignments.
- Increase reading comprehension by noting major points to be studied and key definitions.
• Review previous class content before discussing new ideas.
• Assist students in reviewing materials to be covered on quizzes and exams.
• Allow ample time for communication.
• Use a variety of learning strategies, such as the following:

  Audio-visual materials  Guest speakers
  Brainstorming          Tools
  Case Studies           Library instruction (schedule classes in advance)
  Computer Simulation    Oral reports
  Constructivism         Panel discussions
  Cooperative or Collaborative Learning Primary research
  Critiques by students  Problem solving
  Cultural presentations Role playing
  Debates                Service-Learning option
  Dramatic reenactment   Shared experiences
  Field trips (see supervisor for forms) Videotaping
  Group projects         Web-based presentations

**Tips for Student-Faculty Interaction and Student Retention**
Positive interaction builds students’ self-confidence and reinforces learning. Following are some suggestions to enhance interaction and increase retention.

• Use positive language. Tell students that you want them to succeed: “I’m on your side. I’m not here to flunk you.” Stress a positive “you can handle it” attitude. Avoid negative pronouncements: “Only five students out of twenty will pass this class.”

• Give students oral compliments when they are doing well, especially on a one-to-one basis. Some students are embarrassed by praise within a group.

• Try to say a few friendly words to each student during the term. Show interest in all students and do not neglect less-skilled students.

• Write a personal note or call students who miss class.

• Respond to student ideas so students know that their contributions are valuable. Well-timed encouragement can make the difference between persevering and dropping out.

• Emphasize your willingness to answer questions and explain problems at the students’ convenience.

• Urge students to talk with you about problems and work conflicts before dropping out. Often your supervisor can suggest alternatives so students can complete the course.

• Correct plagiarism by using the following comments: “You haven’t given credit here. I’m glad you took the time to look up the information, but you must give credit. I’ll accept the paper after you document it correctly.”

• Treat the students as mature adults, letting them know that you expect them to act responsibly.

• Create a non-threatening classroom environment where students feel free to respond, ask questions, and engage in learning activities without intimidation.

• Be honest and direct in your opinions and attitudes toward students and the subject matter. Do not be afraid to admit a mistake or that you do not know all the answers.

**Tips for Student Evaluation**
Grades are a form of motivation. Therefore, it is important that the students know how they will be evaluated and be shown ways to improve their work. Miscommunication between you and your students about grades often results in hard feelings and appeals. Following are some suggestions to improve student evaluation.

• Tests give feedback to you as well as the students about comprehension of material. If test results are not what you expected, see if the test content corresponds to the objectives, lectures, and reading assignments.

• Give specific and timely feedback concerning test results. Allow time in class to verbally critique results, identify areas that need improvement, and respond to students’ questions.
Faculty Handbook

- Return written assignments promptly; the next class period is ideal, and no longer than a week on most assignments. Extensive papers may take a couple of weeks. Do not have research projects due the last day of class.
- Collect and respond to all work (not necessarily with a grade).
- Personalize responses to student essays, exams, and homework. Note areas that need improvement so students can correct their errors on future assignments.
- Find something positive to say about every written assignment. Students are sensitive; they often feel you are judging them rather than their work.
- Frequently provide feedback concerning students' progress in the class, including attendance. Take initiative to talk with students who are doing poorly and advise them of available services.
- In college prep classes, such as English, reading, and math, the term grade may be based on improvement or final exams rather than an average of all work.

Disruptive Behavior
Faculty should consult the Student Handbook and the College Catalog for a description of the Students’ Rights and Responsibilities, Student Code of Conduct, Disciplinary Sanctions, and Student Disciplinary Procedures. When an instructor determines that a student is disrupting a class, the following steps may be taken:

A. The instructor may tell the student to leave the class and to wait in the unit area until the instructor joins him/her there to determine the appropriate course of action. When the instructor meets the student, actions taken could include:
   1. Securing assurance from the student that he/she will refrain from further disruptive behavior.
   2. Directing the disruptive student to the Dean of Student Development, where the instructor will join the student and the dean at a pre-arranged time. At this meeting, the situation will be reviewed and appropriate action will be taken.

   Should the student refuse to leave the classroom, the instructor may request that Security remove the student and accompany him/her to the Office of the Dean of Student Development. The instructor should then join the student and security officer in the Office of Student Development as soon as possible.

B. Depending on the nature of the disruption and the agreement reached by the instructor, student and dean, disposition could include:
   1. Conditional return of the student to the classroom.
   2. Expulsion of the student from the class involved.
   3. Expulsion of the student from BCC.

The Campus President must be informed if any of the above steps are taken.

Students with Psychological Disabilities
There are many types of mental illnesses including anxiety disorders (Panic Disorder, Post-Traumatic Stress Disorder, Obsessive-Compulsive Disorder, Social Phobia), personality disorders, bipolar disorders, schizophrenia, and others; therefore, it is difficult to generalize behaviors resulting from them. Considered to be physical brain afflictions, they disrupt a student’s ability to think, feel, and relate to others. According to the National Alliance for the Mentally Ill, mental illness is more common than cancer, heart disease, or diabetes, and more than five million Americans suffer from an acute episode of mental illness each year.

Students with psychological difficulties are often a challenge to faculty because the disability itself may be invisible and because their behavior may range from disruptiveness to indifference. Some conditions may be temporary while others are chronic, and the behaviors that are manifested in class can be quite varied. Symptoms that mental illness might be present are: delusions, hallucinations, cognitive deficits, blunted affect, poverty of speech, anhedonia, apathy, increased motor activity, or elevated mood. Depression is one of the most common mental disorders in which a student may present the following: an appearance of apathy, disinterest, inattention, impaired concentration, irritability, or fatigue. Anxiety is also a prevalent condition on the college campus and may fall within normal limits and actually assist in the learning process. However, in its severe form, it can adversely affect learning by reducing the ability to concentrate and by distorting perceptions. It may be manifested by constant talking, complaining, joking, crying, extreme fear, panic, or withdrawal, and the student may experience lightheadedness, heart palitations,
and/or hyperventilation. In addition to the many psychological disorders from which students may suffer, they may also be affected by side effects from the medications that are prescribed for these conditions. A result of mental illnesses in the college setting may be inadequate performance of class assignments and inappropriate classroom behavior. It is important to remember that students with these disorders have little control over their disabilities.

The rules, laws, and responsibilities for students with psychological disabilities are the same as those that pertain to students with other types of disabilities. However, if a student is manifesting behavior that is affecting classroom management, the following suggestions may be considered:

1. Speak with the student privately about his/her inappropriate conduct. Clearly state the boundaries of acceptable behavior in your class. It may be appropriate to have a witness to your conversation.
2. Only speak about the student's behavior in your class. Do not attempt to counsel, treat, or diagnose.
3. If threatening behavior occurs, depending upon the severity, refer the student to the Dean of Educational Services, call Security, or dial 911.
4. If the student is registered with the Office for Students with Disabilities (OSD), the student may be sent to that office. If it is not known if the student is registered with the OSD, that office may be called, and if the student has signed a release, the personnel there might be able to discuss the case and provide suggestions.
5. According to Circles of Care, one should use the following strategies for managing conflict:
   A. Avoid blaming
   B. Speak in a calm voice
   C. Use clear, short statements to highlight the main points
   D. Elicit the student's point of view
   E. Focus on specific behaviors
6. Utilize the attached tips by Circles of Care for Responding to a Crisis, and Effective Communications in Crises.
7. If the student is requesting assistance, he/she may be referred to one of the following community resources:
   A. Circles of Care Intake Services (24 hours) - 722-5257
   B. Crisis Services of Brevard (24 hours) 211

**Responding to a Crisis**
During an intervention, your safety is a major consideration. The possibility of injury exists regardless of your background, experience, and relationship with the parties in crisis. For that reason, remember the following safety procedures:

1. If possible, always intervene with a partner. This is especially true when there is more than one person in crisis.
2. Approach the crisis or potential crisis slowly and carefully. Take time to survey the surroundings for clues that might help later. Although time is critical, the precautions you take at the outset may prevent problems later.
3. Observe the person(s) in crisis. What is he/she doing? What must you do immediately to stabilize the situation? Do it!
4. Note any objects in the room that could be used in a violent way. A heavy ashtray or an innocent pencil could become a lethal weapon in the hands of a violent person.
5. Be aware of all other persons in the room, and note all persons who enter after you arrive. Assume nothing. Observe both the verbal and nonverbal behavior of everyone in the room.
6. Be prepared for unexpected behavior of significant others in the immediate area.
7. Initially step into the area or room only a few feet at a time. Proceed only as far as it seems safe.
8. If possible have the person sit down. The potential for violence seems to be lower when everyone is seated.
9. Know where the entrances and exits are. Select an appropriate place to sit so you can be safe.
10. Sit in the following manner: feet solidly on the floor with heels and toes touching the floor; hands unfolded on your lap; your body leaning slightly forward toward the person. This position accomplishes two important functions:
   • It gives the person the feeling that you are attentive to what is being said and experienced.
   • It permits you to respond immediately should you be physically threatened. Although a crossed-leg, folded-arm position, or a similarly relaxed position, may be comfortable, it can reduce your ability to respond quickly should an immediate response be needed.

11. Attempt to speak with the person at eye level.

12. Avoid standing above the person in an authoritarian or parental manner. If the person chooses to remain standing, you should remain standing too.

13. Do not turn your back on the person or allow the person to walk behind you.

14. Do not position yourself in a corner from which you cannot exit.

15. Stand in the following manner: feet placed shoulder-width apart; one foot slightly behind the other; weight on the rear leg; knees slightly bent; hands folded, but not interlocked, on the upper abdomen or lower chest; arms unfolded. This unrestricted stance permits instant response to a physical threat. Hands placed in one’s pockets are suspect, and having to remove your hands increases your response time. Folded arms can be threatening and can also impede your response. Maintaining your weight on the rear leg with knees slightly bent permits quick movement in almost any direction without affecting balance.

Guidelines for Effective Communication in Crises

1. Listen effectively
   • Fully hear what the other person is saying.
   • Maintain eye contact if at all possible.
   • Let the other person talk freely.
   • Try to comprehend what the other person is saying.
   • Listen for both feelings and content.
   • Paraphrase the other’s statements to gain clarification.
   • Ask for clarification when necessary.
   • Don’t let your own feelings get in the way of understanding what the other person is trying to say.

2. Respond descriptively
   • Don’t be evaluative in your response; evaluative statements tend to elicit defensiveness.
   • Keep in mind that “rightness” or “wrongness” may not be the issue.
   • Remember, effective communication is not a contest; a “win or lose” mentality is inappropriate.
   • Learn all you can about the other person’s thoughts and feelings.
   • Use descriptive statements and reveal your reactions to the other person.

3. Use your own feelings.
   • Remember that feelings are important in communicating and that they are always present.
   • Practice expressing your feelings.
   • Take responsibility for your feelings.
   • Use “I” messages rather than “you” messages; “I” messages reduce threat to the other person.
   • Use descriptive statements that contain feelings.
   • Be clear and specific about your feelings.

4. Assess needs
   • Consider the needs of all involved.
   • Address issues over which the person has actual control.
   • Avoid being judgmental and critical; avoid preaching.

5. Make timely responses
   • Deliver responses at the time they are most important.
   • Deliver responses as soon as possible after the behavior that requires response.
   • Do not store up old concerns for later discussion.
V. Distance Learning Courses
Faculty Guidelines for Teaching Distance Learning Courses

Brevard Community College offers three types of Distance Learning courses, Telecourses, Online Courses, and Televised Interactive Educational Courses (TIE). Unless specifically addressed herein or otherwise stated, all existing College policies and procedures apply to the Distance Learning curriculum.

Without diminishing the importance of traditional methods, the College has responded to student demand to make distance learning courses (telecourses and online courses) an increasingly important element in the delivery of instruction at Brevard Community College. The purpose of BCC’s online courses is two-fold: (1) to expand access to the college’s degree programs and courses and (2) to expand opportunities for BCC faculty members and staff through the use of the global network.

The Associate Vice President of Distance Learning will work closely with Campus Presidents and Department Chairs to determine enrollment caps, number of sections, and overall scheduling of online courses.

Curriculum
The BCC “Collegewide-Curricula Decision Making” process shall be followed for the development of all new or revised distance learning courses. The Department Chair and the Office of Distance Learning may provide support for the faculty in the process of distance learning program and course development.

Instructional support for Online Course instructors is provided through the instructor’s campus department. This includes internal coordination of textbooks, scheduling of classes, recommendation of online course faculty, and other instructional support as necessary for a smooth operation of online course delivery.

Textbooks
Distance Learning textbook selection shall follow the existing BCC guidelines as outlined in the Faculty Handbook. All textbook and resource material information for online courses shall be posted in the online syllabus and updated on the web-based textbook form by the stated due dates. (See the Distance Learning Faculty Manual for more information on this process.) The instructor is responsible for all changes, updates or amendments to textbook or resource material information.

Class Size, Faculty Compensation and Ownership Rights
The College has in place procedures and practices which address the areas of faculty compensation for distance learning instruction and faculty ownership rights for production of electronic media used in distance learning courses.

Salary arrangements for instructional personnel are established by the collective bargaining agreement between the College and the UFF-BCC.

Telecourses
Communications I and II (minimum 6,000 word writing requirement)
• Single section maximum of 39 students
• Students 40 through 77 count as an independent study
• Second section initiated at 78

Area IV (minimum 3,000 word writing requirement)
• Single section maximum of 53 students
• Students 54 through 91 count as an independent study
• Second section initiated at 92

All other courses
• Single section maximum of 60 students
• Students 61 through 98 count as an independent study
• Second section initiated at 99

Online Course
Online course sections will be considered as part of the faculty member’s regular load.
A section will have a minimum of 15 enrolled (unless otherwise approved for a lesser number by the Campus President).

A section will have a maximum of 25 enrolled.
- Students 26 through 29 will count as an independent study
- When the section reaches 30 students, the section will be split into two sections.

Independent study pay rate will be 1/15 of the appropriate class rate times the number of students.

For each online section, the faculty member will be permitted to account for advisement and on-campus time outside of the “traditional” locations and times, such as at home. The number of hours will be based on the credit hours of the course as indicated in the table of Article 20, Section 2 of the collective bargaining agreement between the College and the UFF-BCC.

TIE course class size will be determined by Department Chair and Campus President

As appropriate to meet BCC course objectives and plans, it may be necessary to assign a faculty member the responsibility for multimedia production and/or major development of distance learning course materials. The College supports and encourages development of scholarly and creative works and educational materials. For your reference, the BCC Copyright and Patent Procedure is included in Appendix B.

Syllabi
All distance learning courses shall have a course syllabus which complies with the “Required Syllabus Content” as set forth in the BCC faculty handbook. Instructors are required to complete the Web-based syllabus form for every distance-learning course by the stated due dates. (See the Distance Learning Faculty Manual for more information on this process.)

Orientation
Student orientation is mandatory—orientation can be presented on-line, in-person via televised broadcast, or by other means of interactive communication.

Evaluation of Learning Outcomes

Assignments: Regardless of the types of assignments used by the instructor, a key factor for student success is turnaround time and feedback. The more specific the feedback and/or written comments the instructor can provide to students, the better.

Examinations: As much as possible, exams should be made available for online delivery. The Learning Labs on each campus are available to proctor both online and hard copy testing. Students living out of the county will be responsible for obtaining a suitable proctor that meets the approval of the instructor.

The Learning Labs on each campus are available to assist you in scheduling individual testing for students. Students may take scheduled or makeup exams at any campus, provided that an appointment is made in the Learning Lab. Distance learning instructors should be sure to find out the hours of operation of the Learning Lab on each of the campuses. General Learning Lab procedures for exam administration are included in Appendix G.

Testing
The distance learning classes will follow general college testing procedures. Instructors are required to administer a minimum of one proctored exam, per course. Distance learning faculty may require physical attendance for testing purpose if such is required to meet course goals and or objectives as determined by the instructors. Online testing is available to all instructors and learning lab testing facilities may be utilized by distance learning faculty and students by appointment. Distance Learning faculty may require students who are Brevard County residents to test at one of our BCC campus Learning Labs. (See the Distance Learning Faculty Handbook for more information on Learning Lab online testing procedures.)
Discrepancy Rolls
Due to TITLE IV federal funding regulations, it is mandatory that all faculty report students’ last date of attendance in their courses. To allow instructors the convenience of inputting this information as efficiently as possible, the Web will be opened during scheduled times, and the information can be input directly on the students’ records. During these time periods, instructors must verify their class list and enter the last date of participation of students who have never participated or are no longer participating in the online class. This is the same as verifying a discrepancy roll: students who are enrolled but are not on the class roster must be referred to the Office of Distance Learning; students who have never participated or stopped participating must have the last date of participation entered. (See the Distance Learning Faculty Handbook for more information on updating discrepancy rolls on the Web.)

Faculty Evaluation
All full-time faculty at the College are evaluated in accordance with the BCC Performance Enhancement Program, which is designed to assist faculty in professional development and in the achievement of stated college goals. To assure the continued standards of the distance learning courses, students are asked to complete the Student Appraisal of Instruction for each telecourse section each term, and online students are asked to complete the Student Appraisal of Online Instruction for each section of each course taught. Faculty receive results of the appraisal forms after grades are submitted.

Specific and Unique Responsibilities of Online Course Instructors
Due to the unique environment in which online courses are delivered, certain duties of an online instructor are different from those of the telecourse or classroom instructor. Often they can be even more demanding and much more critical to the success of the online student. Online course faculty are responsible for:

- Obtaining approval from their Department Chair and Curriculum Coordinator to develop a course for online delivery.
- Developing course content that meets or exceeds the written course objectives and requirements.
- Providing a welcome letter, syllabus, a course outline and/or lesson notes, discussion forum, evaluation tools (tests, projects), and links to the learning resource center and evaluation of instruction, within the online classroom. It is important that the distinction is made that online courses are not self or independent study, but a structured learning environment, where students are accountable to the same standard as in the campus classroom.
- Providing current and accurate web based information on assignments, grading, course materials and instructor contact information.
- Responding to student messages in a timely manner, usually within 48 hours of receipt.
- Providing textbook and resource material information to the bookstore and videotape information to the Learning Resource Center and the Online Programs Coordinator, by the established deadlines.
- Obtaining permission to use any copyrighted materials in their course, including the use of videotaped material.

BCC@Home: Accessing e-mail from Remote Sites
As email is the preferred method of communication for most distance learning faculty, BCC has set up a method wherein instructors can access their BCC Outlook email accounts from home. The procedure is as follows:

- After logging on to computer through an ISP, click on Internet Explorer.
- In address window, type: https://web3.brevard.cc.fl.us/exchange.
- At first security alert dialogue box, click ok to view page over secured connection.
- At second security alert dialogue box, click yes to proceed.
- At security information dialogue box, click yes to display nonsecure items
- At BCC@Home page, type: last name and first two letters of first name, Strike enter or ok.
- At Network Password dialogue box type: BCC/last name and first letter of first name ex: (BCC/Smithj)
Faculty Handbook

- Tab and then type your password. You may save this password by checking the box on the bottom left hand side of this dialogue box.
- Click ok.

Distance Learning Staff and Support
The delivery of distance learning courses to our students is a cooperative effort among many individuals at Brevard Community College:

- Associate Vice President of Distance Learning
- Online Student Advisor
- Multi-Media Manager
- WBCC Production Staff
- Web and Data Services Staff
VI. Adjunct Faculty
Adjunct Faculty Cross-References

This Adjunct Faculty cross-reference is intended to assist part-time faculty to find pertinent information quickly. Each adjunct instructor is advised to review the entire manual as he or she will find information of interest. The topics selected here are considered mandatory information needed by every adjunct instructor.

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<td>Telephone Numbers for Evening Coordinators</td>
<td>Academic Affairs</td>
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<tr>
<td>Academic Freedom and Academic Responsibility</td>
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<tr>
<td>Textbooks and Grading Policies</td>
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</tr>
<tr>
<td>Student - Maximum Attempts Per Course</td>
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<tr>
<td>Assigning Grade of Incomplete (I)</td>
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<td>51</td>
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<tr>
<td>Student Classifications/Regulations</td>
<td></td>
<td>51, 52</td>
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<tr>
<td>Veteran Student Policies</td>
<td></td>
<td>52</td>
</tr>
<tr>
<td>Final Examinations</td>
<td></td>
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</tr>
<tr>
<td>Faculty Support Services</td>
<td></td>
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</tr>
<tr>
<td>Collegewide Printing Services</td>
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<tr>
<td>Faculty Administrative Responsibilities</td>
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<td>56-57</td>
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<tr>
<td>Class Rolls, Attendance, Holidays</td>
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<td>58-60</td>
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<td>Department Meetings</td>
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<td>Schedule Changes/Substitute Teachers</td>
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<td>Mail, Office Hours, Photocopies</td>
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<td>Student Discipline/Academic Honesty</td>
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<td>Student Withdrawal</td>
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<td>Final Examination, Grade Rolls, Grade Appeals/Changes</td>
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<td>61-62</td>
</tr>
</tbody>
</table>
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VII. Appendices
## Appendix A

### Faculty Pay Schedule

**2001 - 2002**

<table>
<thead>
<tr>
<th>PAYROLL ID #</th>
<th>EDIT DEADLINE</th>
<th>PAY DATE</th>
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<tbody>
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<td>07/13/01</td>
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<td>SM14</td>
<td>07/24/01</td>
<td>07/31/01</td>
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<tr>
<td>SM15</td>
<td>08/08/01</td>
<td>08/15/01</td>
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<td>SM16</td>
<td>08/24/01</td>
<td>08/31/01</td>
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<td>SM17</td>
<td>09/07/01</td>
<td>09/14/01</td>
</tr>
<tr>
<td>SM18</td>
<td>09/21/01</td>
<td>09/28/01</td>
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<tr>
<td>SM19</td>
<td>10/08/01</td>
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<td>SM20</td>
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<td>SM21</td>
<td>11/07/01</td>
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<td>SM22</td>
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<td>11/30/01</td>
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<td>SM23</td>
<td>12/07/01</td>
<td>12/14/01</td>
</tr>
<tr>
<td>SM24</td>
<td>12/14/01</td>
<td>12/21/01</td>
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<tr>
<td>SM1</td>
<td>01/08/01</td>
<td>01/15/01</td>
</tr>
<tr>
<td>SM2</td>
<td>01/24/01</td>
<td>01/31/01</td>
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<td>SM3</td>
<td>02/08/01</td>
<td>02/15/01</td>
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<tr>
<td>SM4</td>
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<td>03/08/01</td>
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<td>SM7</td>
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<td>SM10</td>
<td>05/23/01</td>
<td>05/31/01</td>
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<td>SM11</td>
<td>06/07/01</td>
<td>06/14/01</td>
</tr>
<tr>
<td>SM12</td>
<td>06/21/01</td>
<td>06/28/01</td>
</tr>
</tbody>
</table>
Name _______________________________________________________ SS# ____________________
Campus ________ Department ______________ Phone ______________ Room # ______________
Index # ______________________________________
Meeting/Conference_____________________________
(attach agenda)
Destination: (City and State) ______________________
(Attach Documentation)  ☐ Direct Pay Airfare  ☐ Direct Pay Registration Fee  ☐ College Vehicle

Statement of Benefit: Indicate the purpose of the travel and the benefit to the college from the trip:
___________________________________________________________________________________________________

<table>
<thead>
<tr>
<th>TRAVEL COSTS</th>
<th>ESTIMATED COST</th>
<th>DIRECT PAYMENTS (Accounting Use Only)</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airfare</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rental Car, taxi, limousine, bus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration Fee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Map Mileage (______ x .29 per mile)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vicinity Miles (______ x .29 per mile)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tolls/Parking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone (itemize receipts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per Diem ($50 per day)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meals (see meals calculator)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLUS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lodging</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Costs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting Use:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount Due Traveler</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of Traveler ____________________________ Date __________________
Approved: Supervisor ____________________________ Date __________________
Budget Custodian/Campus President ________________ Date __________________
Accounting/Budget ______________________________ Date __________________

**TO BE COMPLETED AFTER TRAVEL**
Attach agenda, registration receipt, hotel bill and all other receipts.

MEALS CALCULATOR (Do NOT include meals included in registration fee) Circle the appropriate day(s)

<table>
<thead>
<tr>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3</td>
<td>$6</td>
<td>$12</td>
</tr>
</tbody>
</table>

I hereby certify or affirm that this travel claim is true and correct in every material matter; that the expenses were actually incurred by the undersigned as necessary travel expenses in the performance of my official duties; and that same conforms in every respect with the requirements of Section 112,061, Florida Statutes.

Signature _______________________________________ Date __________________
(Traveler’s signature)

Supervisor’s Signature ____________________________ Date __________________

Send Check to Campus Cashier: (circle one) Cocoa  Melbourne  Titusville  Palm Bay  PAFB
### Brevard Community College
#### Monthly In-County Mileage Reimbursement Form

**NAME:**

**SS#**

**EXT.**

**Month Reported (mm/yy)**

<table>
<thead>
<tr>
<th>Campus</th>
<th>COCOA</th>
<th>MELBOURNE</th>
<th>TITUSVILLE</th>
<th>PALM BAY</th>
<th>PAFB</th>
</tr>
</thead>
<tbody>
<tr>
<td>COCOA</td>
<td></td>
<td>19</td>
<td>23</td>
<td>28</td>
<td>21</td>
</tr>
<tr>
<td>MELBOURNE</td>
<td>19</td>
<td></td>
<td>41</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>TITUSVILLE</td>
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<td>41</td>
<td></td>
<td>50</td>
<td>43</td>
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<tr>
<td>PALM BAY</td>
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<td>17</td>
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<tr>
<td>PAFB</td>
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<td>21</td>
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</table>

**Trip Itinerary**

<table>
<thead>
<tr>
<th>Date</th>
<th>Destination From</th>
<th>Destination To</th>
<th>Total Miles (Odometer)</th>
<th>Reason</th>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

**T#______________________________**

I hereby certify or affirm that this travel claim is true and correct in every material matter; that the expenses were actually incurred by the undersigned as necessary travel expenses in the performance of my official duties; and that same conforms in every respect with the requirements of Section 112.061, Florida Statutes.

**Traveler Signature**  
**Date**  

**Supervisor Signature**  
**Date**  

**Budget Custodian**  
**Date**  

---

*If trip is campus to campus, use grid on top.  
If trip is another destination, actual odometer reading must be used.*

**Index #**
REQUEST FOR LEAVE OF ABSENCE
NO FUNDING REQUESTED

Name __________________________________________
Department ______________________________________

First Day Absent _____________ 20_____ Hour Starting _________ a.m./p.m. Campus ________________ Ext. ____________

☐ Circle one: S M T W R F S Social Security # ___________________________

Last Day Absent _____________ 20_____ Hour Ending _________ a.m./p.m. Total Work Days Absent* ______________

☐ Circle one: S M T W R F S *Fraction of days must be listed in whole hours.

Type of Leave (See Operational Procedures Manual)
Leave of Absence with Pay ✓ Leave of Absence Without Pay ✓

___ Vacation ___ Military*

___ Sick ___ Line of Duty*

___ Emergency* ___ Professional*

___ Worker’s Compensation ___ Jury Duty (attach Jury Summons)

___ Personal ___ Maternity

Remarks *Destination (if applicable) and reason for leave; multiple occupancy for travel, etc.

__________________________________________________________________________

OUT-OF-STATE TRAVEL REQUIRES APPROVAL OF THE DISTRICT PRESIDENT

For Faculty (List classes and/or other activities requiring paid substitutes)

<table>
<thead>
<tr>
<th>Classes/Other</th>
<th>Period(s)</th>
<th>Day(s)</th>
<th>Date(s)</th>
<th>Name of Substitute</th>
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<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

REQUESTOR DATE

CAMPUS PRESIDENT/PROVOST DATE

DEPARTMENT/DIVISION HEAD OR DEAN DATE

VICE PRESIDENT DATE

ASSOCIATE VICE PRESIDENT DATE

DISTRICT PRESIDENT DATE

EQUAL OPPORTUNITY EMPLOYER

HR-51 3300-0501

Original – Requestor / Lemon – Human Resources / Pink – Supervisor
BREVARD COMMUNITY COLLEGE
REQUEST FOR CHANGE IN LEAVE OF ABSENCE

ENTIRE 3-PART FORM MUST BE SUBMITTED
COPY OF ORIGINAL LEAVE REQUEST MUST BE ATTACHED

SUBMIT TO: Human Resources

Name: ___________________________________________ Date of Change: ________________________________

Department: ___________________ Ext. ____________ Original Date of Leave: __________________________

Social Security #: ___________________________________________ Original Account Number _________________________

PLEASE CHECK (✓) ONE OF THE FOLLOWING REGARDING THE ORIGINAL TYPE OF LEAVE:

Leave of absence with pay

___ Vacation

___ Sick

___ Emergency

___ Personal

___ Worker’s Compensation

Leave of absence without pay

___ Military

___ Line of Duty

___ Professional

___ Jury Duty (attach jury summons)

___ Professional

___ Maternity

___ Personal

TYPE OF CHANGE REQUESTED:

A. Type of leave from that noted above to _____________________________________________

B. Change dates from __________________________________________ through __________________________

   to __________________________________________ through __________________________

   Total work days from __________________________ to __________________________

C. Cancel leave (reason) __________________________________________________________________________

D. Change in reimbursement from __________________________ to __________________________

E. Change in account number from __________________________ to __________________________

REQUESTOR DATE

CAMPUS PRESIDENT/PROVOST DATE

DEPARTMENT/DIVISION HEAD OR DEAN DATE

VICE PRESIDENT DATE

ASSOCIATE VICE PRESIDENT DATE

DISTRICT PRESIDENT DATE

EQUAL OPPORTUNITY EMPLOYER

HR-11 ??-0600

White - Requestor / Yellow - Human Resources / Pink - Supervisor
COPYRIGHT/PATENT ROYALTY AGREEMENT

In consideration of One Dollar ($1.01) and other good and valuable considerations in hand paid, the receipt of which is hereby acknowledged, (Author) and The District Board Of Trustees of Brevard Community College (College) have this day of , A.D. 20, entered into this agreement regarding the ownership, disposition, and distribution of royalty income derived from a (book, article, video, etc.): ________________________________ (title) __________________________________________________________________________

1. It is mutually agreed and understood that the above effort will result in the production of copyright/patent royalties.

2. It is mutually agreed and understood that the effort described above is the result of (Individual Work) (College Assisted Work) (College Initiated and Supported Work) (Sponsor Supported Work).

3. It is mutually agreed and understood that the copyright/patent royalties deriving from the above effort are the (sole) (joint) property of the (College) (author) and shall be distributed as follows:

   a. College _________ %
   b. Author _________ %

4. It is mutually agreed that the College shall receive its share of royalty funds within ten (10) days of receipt of said funds by the author.

5. It is mutually agreed that the author shall execute all documents necessary to assign to the College its share of the royalty proceeds arising from the aforesaid effort.

6. It is mutually agreed that should legal action be necessary to enforce any term of this Agreement, the prevailing party shall be entitled to recover costs of the action to include attorneys fees and costs of collection, execution, or enforcement.

7. This Agreement shall continue in full force and effect during the term of the original copyright/patent or any extension or renewal thereof.

8. This Agreement shall enure to the heirs, assigns, and legal representatives of the parties hereto and shall regulate all known and contingent copyright/patent royalties deriving from the above effort.

____________________________________________________________________
Witness Date Author Date

____________________________________________________________________
Witness Date District President Date
Brevard Community College
Brevard Community College supports and encourages its employees to develop scholarly and creative works and educational materials and products—intellectual property which may be subject to copyright or patent and which may generate royalty income. Such development may involve the use of college time and resources. In order to balance, protect, and define the respective rights of Brevard Community College and its employees regarding intellectual property that may be subject to copyright or patent, the following policy is established.

I. Materials Subject to Copyright and Patent

The following types of published and unpublished materials may be subject to copyright:

A. All written works, including books, journal articles, texts, glossaries, bibliographies, study guides, resource materials, laboratory and other manuals, syllabi, tests, and proposals
B. Lectures, musical or drama compositions, and unpublished scripts
C. Films, filmstrips, charts, transparencies, and other visual aids and teaching devices
D. Video and audio tapes and cassettes
E. Live video or audio broadcasts
F. Programmed instructional material
G. Computer programs
H. Pantomimes and choreographic works
I. Pictorial, graphic, and sculptural works
J. Sound recordings
K. Other materials subject to the U.S. copyright laws and controls

An invention or discovery of any new and useful process, machine, manufacture, or composition of matter, or any new or useful improvement thereof, may be patented.

II. Determination of Rights

To determine the disposition of rights to copyrightable materials and patents developed by college employees, materials or patents will be assessed within the framework of the following four categories:

A. Independent Work

Rights to copyrightable material or patents that are generated as a result of individual initiative and not as a specific college assignment and with only incidental use of college facilities or resources shall reside solely with the author or inventor. These materials and patents shall include only those which the author or inventor could have developed even in the absence of employment at the college.
B. College Assisted Work

When the college provides partial support of an individual effort resulting in copyrightable material or a patent by contributing employee time, facilities, or other college resources, the college is entitled to share in the rights to ownership and disposition of these materials or patents and a sharing of all royalty income. Such partial support exists when the college employee could not have developed the material or patent in the absence of employment at the college. A written agreement to reimburse the College for institutional time or resources used in developing the work or a written Copyright/Patent Royalty Agreement of joint ownership shall be required and college personnel engaged in such efforts shall be responsible for contacting the Vice President for Financial & Business Affairs for execution of the Agreement before undertaking such college assisted activities.

C. College Initiated and Supported Work

Ownership of copyrightable material or a patent specifically developed as a result of specific assignment by the college or arising out of the duties for which the individual was specifically employed by the college shall reside with the college. Under appropriate circumstances, the college may share royalty income with the author or inventor upon agreement with the Board.

D. Sponsor Supported Work

College employees who produce copyrightable material or a patent under sponsor supported projects shall be governed by the specific terms and conditions of the sponsorship contract. In most instances, the agreement between the sponsor and the college vests title to the copyrightable material or patent in the college, with the sponsor retaining a royalty-free license for sponsor’s use. In some instances, the agreement may specify that the material or patent is to be distributed within the public domain. Some grants or sponsorship programs specifically require that the author or inventor and the college must relinquish rights to the copyrighted material or patent created under the sponsored effort. College personnel are responsible for determining, in advance, the terms of sponsorship and executing a Copyright/Patent Royalty Agreement with the college or the sponsor.

III. Royalty Income

Royalty income from copyrighted materials and patents shall be disbursed as follows:

A. Independent Work

Income derived from materials and patents produced from the individual initiative of college employees as defined above shall accrue solely to the author or inventor.

B. College Assisted Work

Income derived from individual efforts which are complemented by college employees and facilities or resources shall be distributed in accordance with a written agreement to reimburse the College for institutional time or resources used in developing the work or a written Copyright/Patent Royalty Agreement between the employee and the college. In the absence of a written agreement, the income shall be distributed thirty percent to the college and seventy percent to the author or inventor. The author or inventor shall be responsible for notifying the Vice President for Financial & Business Affairs of engagement in any copyrightable effort and executing a written Copyright/Patent Royalty Agreement of joint ownership with the college before beginning any effort which results in the
production of royalties. Failure to execute a written agreement with the College shall not, however, deprive the College of its rights to thirty percent of the royalties generated from all copyrightable material or patent.

C. College Initiated and Supported Work

Where copyrighted material or a patent is generated by a specific college assignment or as a result of labors for which the individual was employed, the college shall be the sole recipient of all income derived therefrom. In specific instances, where an exceptional individual-initiative product results and only after specific Board approval, the Board may share portions of income derived therefrom with the author or inventor. Such efforts shall be determined on a case-by-case basis.

D. Sponsor Supported Work

Income derived from sponsor supported work shall be disbursed in accordance with the specific terms of governing contractual or grant documents. The college and the author or inventor shall be governed by the conditions of the applicable grant or contract. Income derived from copyrighted material or patents shall be disbursed in accordance with stated college policies when the contract or grant document is silent as to disbursement of royalties or items of value.

IV. Copyright/Patent Administration

The Vice President for Financial & Business Affairs shall be responsible for the administration of copyright/patent procedures at Brevard Community College. His duties shall include the following:

A. Provide assistance and guidance as set forth in Florida Statutes, Section 240.319(j), in obtaining a publisher for college personnel for all college assisted, college initiated and supported, and sponsor supported works or efforts that are subject to copyright or patent.

B. Recommend procedures to the President for the administration of the college’s copyright and patent policies and Copyright/Patent Royalty Agreement.

C. Provide review of all programs expected to generate copyrightable materials and patents with support by the college or a sponsor in order to determine in advance the disposition of the material and income generated. The president, with approval of the Board and the author of inventor, shall execute an agreement governing the determination of rights, disposition, and distribution of income prior to program commencement.

D. Recommend necessary changes to the college copyright and patent rule and procedure.

E. Register copyright/patent

1. Independent Work
   The author or inventor shall be responsible for registering the copyright or patent and paying all fees applicable thereto.

2. College Assisted Work
   Unless otherwise agreed, the college, pursuant to Florida Statutes, Section 240.319(3), may register the copyright or patent and costs and fees shall be borne as follows:

   College - 30%
   Author - 70%
Appendix B

3. College Initiated and Supported Work
   The college may register the copyright or patent and pay all the fees.

4. Sponsor Supported Work
   This shall be negotiated in the Sponsorship Agreement.

V. Disclosure

   College employees will inform the College of the development of copyrighted or patented work and of royalties received for the work.
# Appendix C

## Brevard Community College

### Collegewide Curriculum Coordinating Assignments - 2001/2002

<table>
<thead>
<tr>
<th>Program</th>
<th>Chair</th>
<th>Coordinator</th>
<th>Program</th>
<th>Chair</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC/Refrig/Heat System Tech</td>
<td>Astrab</td>
<td>McClinton</td>
<td>Instructional Technology</td>
<td>Spraggs</td>
<td>Salvo</td>
</tr>
<tr>
<td>Aerospace Technology</td>
<td>Koller</td>
<td>Astrab</td>
<td>Insurance/PSI</td>
<td>Cobb</td>
<td>Giles</td>
</tr>
<tr>
<td>American Sign Language</td>
<td>Bilsky</td>
<td>Fertel</td>
<td>Lab School</td>
<td>Bilsky</td>
<td>Buchanan</td>
</tr>
<tr>
<td>Apprentice</td>
<td>Purga</td>
<td>Astrab</td>
<td>Law Enforcement</td>
<td>Kaliszkeski</td>
<td>Perkins</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>Fettrow</td>
<td>Schaut</td>
<td>Learning Labs</td>
<td>Bilsky</td>
<td>Graves</td>
</tr>
<tr>
<td>Behavioral/Social Sciences</td>
<td>Kaliszkeski</td>
<td>A. Hendricks</td>
<td>Learning Resources</td>
<td>Cobb</td>
<td>Hutton</td>
</tr>
<tr>
<td>Business</td>
<td>Kaliszkeski</td>
<td>Derrick</td>
<td>Legal Assisting/Paralegal</td>
<td>Cobb</td>
<td>Jianne</td>
</tr>
<tr>
<td>CAEL</td>
<td>Kaliszkeski</td>
<td>Carlson</td>
<td>Machining</td>
<td>Fettrow</td>
<td>Astrab</td>
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<td>WENDI</td>
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20-Jul-01
## Appendix C

### DEPARTMENT CHAIRS

#### 2001-2002

<table>
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<tr>
<th>CAMPUS</th>
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<th>CHAIR</th>
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<tr>
<td><strong>Cocoa</strong></td>
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<tr>
<td></td>
<td>Math</td>
<td>Don Argo</td>
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<td>Communications, Foreign Languages</td>
<td>Pat Baggott</td>
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<td>Rick Blaney</td>
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<td>Josie Neal</td>
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<td>Humanities, Social &amp; Behavioral Sciences</td>
<td>Larry Brock</td>
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<tr>
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<td>Claire Baggarly</td>
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<td>Ray Roberts</td>
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<td>Science</td>
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<td>Connie</td>
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<td>Math, Business &amp; Office Technology</td>
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</tr>
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<td><strong>Titusville</strong></td>
<td>Math, Science, Business, Fine Arts, Vocational, Communications</td>
<td>Mark Marovich</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mary Nardo</td>
</tr>
</tbody>
</table>

Revised: 6/22/01
Changes to individual courses and to degree programs are facilitated by a thorough process that involves all program faculty and several administrative steps. All requests to change courses/programs are prepared utilizing the following procedures.

Departments/divisions at Brevard Community College may submit proposed curricular (course or program) changes for consideration by the Educational Programs Committee, twice per academic year at the meeting date of their choice, adhering to published deadlines for initial consideration and approval by the Academic Management Team (AMT). Curriculum coordinators are encouraged to work closely with their colleagues throughout the year to ensure long-range planning that allows for the submission of completed, coordinated change packages that include all updates for the academic year for a particular program.

All submissions MUST be prefaced with a cover page that includes the following information (see Appendix):

1. Date
2. Action Being Requested
3. Name of proposed new course/Degree Program (AA/AS or PSAV)
4. Reason/justification for request
5. Statement that appropriate department chairs/appropriate faculty on all campuses have been consulted regarding the submission of this proposal
6. Name and signature of person submitting

Steps to Submitting Requests for New Courses

1. The faculty member proposing the change should contact the curriculum coordinator. Curriculum coordinator should facilitate meetings or discussions that review a need for change with colleagues, collegewide, who would be impacted by the suggested addition of this new course. Curriculum coordinator should also notify Curriculum Chair of the proposal.
2. Faculty and/or Curriculum Chair should contact Cher Woolley, Ext. 64701, to determine if applicable prefix and course numbers currently exist in the state inventory for the course you’d like to add/create.
3. Faculty and/or Curriculum Chair should contact sister institutions teaching the course for copies of their course objectives/plans.
4. Write course plan and objectives on collegewide forms. (Should be available from department secretaries.
5. Share course plan and objectives with your colleagues who would be impacted by the suggested course addition.
Appendix C

6. Have the course plan signed by the curriculum chair and curriculum coordinator for the appropriate discipline.
7. Submit the course plan and objectives to Cher Woolley, Bldg. 2, Room 203, Cocoa Campus, for forwarding to AMT at their next meeting for consideration. (Note due dates.) (Copy of proposed changes to technical/vocational programs should also be forwarded at this time to the Dean of Technical/Vocational programs.
8. Course plans and objectives approved by AMT will be automatically forwarded to the next meeting of the Educational Programs Committee for review/approval.
9. If course is approved by Ed. Programs, Cher Woolley will transmit forms for approval to Tallahassee. Usual time for Tallahassee to give final approval to a course is 3-4 months.
10. Upon receiving approval from Tallahassee, Cher Woolley in the Office of Educational Services notifies appropriate faculty/staff and administrators of the action. courses are then added to BCC=s course inventory by Donna Lake and Margaret Thurman. Once the course is set up by the Director of Admissions/Records, it may be added to any campus=s schedule of courses offered.

Procedure for Submitting New Vocational/Technical Programs

Same as the above with the addition of:
1. With course plans and objectives, a Program of Study Check-Sheet, signed by appropriate Curriculum Chair, Curriculum Coordinator, and Dean of Technical/Vocational Education must be submitted by the published deadlines.
2. In addition to the above, a recommended catalog layout should be submitted.

Remember ---
CHANGING THE CURRICULUM IS A MULTI-STEP PROCESS THAT INVOLVES TEAMWORK AND SEVERAL COMMITTEE APPROVALS AS WELL AS APPROVAL FROM TALLAHASSEE. TAKE INTO CONSIDERATION THAT ALL OF THIS TAKES TIME—-USUALLY SEVERAL MONTHS TO COMPLETE THE PROCESS. PLEASE DO NOT ASK ED. SERVICES, DATA, OR ADMISSIONS/RECORDS TO ADD COURSES/PROGRAMS TO BCC=S COURSE INVENTORY BEFORE ALL PROCEDURAL STEPS HAVE BEEN COMPLETED AND APPROVAL IS FINALIZED!

2001-2002 Submission Dates

Fall Term 2001 Last date to submit materials for forwarding to the Academic Management Team: September 17, 2001
Spring Term 2002 Last date to submit materials for forwarding to the Academic Management Team: February 18, 2002

(AMT then forwards curriculum changes approved for Ed. Programs Committee consideration to the Educational Services Office.)

Fall Term Educational Programs Committee meets: October 4, 2001
Spring Term Educational Programs Committee meets: February 28, 2002

(Cher Woolley, Educational Services, then transmits curriculum change requests to Tallahassee for approval and will send out notifications when final approval is received.)
Appendix C

EDUCATIONAL PROGRAMS
REQUEST FOR ACTION
COVER SHEET

This cover sheet MUST be attached to all packets submitted to AMT/Educational Programs for review and consideration.

DATE _______________

ACTION BEING REQUESTED (ex.: requesting new course, requesting deletion of course[s], requesting new A.S. degree program, etc.):

NAME OF PROPOSED NEW COURSE AND/OR PROGRAM. INCLUDE DEGREE/CERTIFICATE DESIGNATION (AA, AS, PSAV, PSV)

REASON OR JUSTIFICATION FOR REQUEST (brief summary)

I have consulted with the appropriate department chairs and other faculty collegewide in the development of this proposal and have obtained the necessary signatures of the curriculum coordinator and curriculum chair for the discipline involved in this request.

Proposal Submitted by __________________________

Signature ________________________________

Should this course be considered for delivery through distance learning? (Circle)
Faculty: yes; no AMT: yes; no

All requests for action should be submitted to Cher Wolley (x64701), Educational Services, Bldg. 2, Room 203, by the deadline date.
List all the courses in the program as they should appear in the catalog. All changes must be identified in the right column by one of the following codes: AN (add new), AE (add existing), C (change), D (delete), MWP (moved within program), or NC (no change).

### PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>Course Prefix No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Contact Hours</th>
<th>AN,AE C,D,MWP</th>
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<tbody>
<tr>
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</table>

**AN:** Is this course being offered at any other Florida State institution? If yes, under what prefix and course number?

______________________________

Does this program require student health, accident, or liability insurance? ___ Yes ___ No

If yes, specify ________________________________

**Legend**

AN = (Add New) Course plan must be attached.
AE = (Add Existing) No course plan is required.
C = (Change) Modified course plan must be attached.
D = (Delete) No course plan is required.
MWP = (Moved Within Program) No course plan is required.
NC = (No Change)

---

I certify that all full-time program faculty have had the opportunity to provide input relative to the proposed changes.

**Approved:**

Curriculum Coord: __________________________ date
Curriculum Chair: __________________________ date
Dean, Tech Ed.: __________________________ date (if appropriate)
Acad. Mgmt Team: __________________________ date
### Appendix C

#### PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>Course Prefix No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Contact Hours</th>
<th>AN,AE C,D,MWP</th>
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**AN =** (Add New) Course plan *must* be attached.

**AE =** (Add Existing) No course plan is required.

**C =** (Change) Modified course plan *must* be attached.

**D =** (Delete) No course plan is required.

**MWP =** (Moved Within Program) No course plan is required.

**NC =** (No Change)

---

**Total Credits**

**Net increase of credits**

**Net decrease of credits**
Appendix C

BREVARD COMMUNITY COLLEGE COURSE OBJECTIVES AND PLAN

<table>
<thead>
<tr>
<th>COURSE NO.:</th>
<th>Signature:</th>
<th>Date</th>
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<tr>
<td>1ST OFFERED:</td>
<td>Curriculum Coordinator</td>
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<tr>
<td>CLOSED:</td>
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<tr>
<td>E.P.G. APPROVAL:</td>
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<tr>
<td>REVISIONS:</td>
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Signature: ________________________________________________________________
Curriculum Coordinator Date

Curriculum Chair Date

Course Title: ____________________________________________________________________________________________

Prerequisite: _______________________________  Corequisite: _______________________________  Lab Fee: ________

College-Credit Hours: ____________  Vocational-Credit Hours: ____________  Contact Hours (per term): ____________

Course Description (maximum of 40 words for catalog use):
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

Primary Course Objective(s): Each student will be able:
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

Acceleration Mechanism(s) (method(s) of validating prior learning):
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

Distance Learning Consideration
Should this course be considered for delivery through Distance Learning? ________________________________________

<table>
<thead>
<tr>
<th>MAJOR TOPICS</th>
<th>STUDENT-CLOCK HOURS</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>Lab</td>
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Brevard Community College
### COURSE OBJECTIVES AND PLAN

<table>
<thead>
<tr>
<th>STUDENT COMPETENCIES, SKILLS, KNOWLEDGE RELATIVE TO MAJOR TOPIC (MUST BE LISTED USING PERFORMANCE STANDARDS)</th>
<th>EVALUATION METHODOLOGY</th>
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<tbody>
<tr>
<td>The student will be able to demonstrate the knowledge and skills necessary to:</td>
<td>Mastery of the listed competencies will be demonstrated by:</td>
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INCOMPLETE GRADE FORM

PLEASE PRINT OR TYPE

Student Name ___________________________ Student # ___________________________

Course Title ___________________________ Course number/section ___________________________

Instructor ___________________________ Term (check): □ Fall □ Spring □ Summer A □ Summer B 20 _____

1. Please list requirements the student has completed to date, including grades:


2. Please list all requirements the student needs to complete this course and how final grade should be computed:


3. Reason for assigning incomplete ("I") and/or instructor's comments:


_________________________________________  ___________________________
INSTRUCTOR'S SIGNATURE                    DATE

SC-19 1280-0700
White Copy: Student    Yellow Copy: Instructor    Pink Copy: Department/Division Office
GRADE CHANGE

Date _________________________________

Name __________________________________________________   Student # ______________________________________

Student Address _________________________________________________________________________________________

Course Title ____________________________________ Course number/section _________________________________

Change grade from _______________ to _______________ for Term ____________________________________________

Which began _________________________________________ and ended _________________________________________

Reason for change:

Approved: ____________________________________________________________________________________________

Instructor Date

Approved By: _________________________________________________________________________________________

Department/Division Chair Date

Change made: _________________________________________________________________________________________

Collegewide Enrollment Director Date

IA-02  3000-0601
White Copy: Collegewide Enrollment Director     Yellow Copy: Department/Division Chair     Pink Copy: Instructor
Brevard Community College

COURSE WITHDRAWAL FORM

Social Security # __________________________________

Term: __________________________

Student Name: _____________________________________________________________________________________________________________________________

(PLEASE PRINT)   Last First Middle

Address: ___________________________________________________________________________________________________________________________________

Number/Street City State Zip

Do You Receive: VA Benefits: [ ] Yes  [ ] No

TA Benefits: [ ] Yes  [ ] No

Financial Aid: [ ] Yes  [ ] No

Number of Credits Remaining This Term _________ Last Date of Attendance: _________

Student Signature (or faculty signature in case of administrative withdrawal)

Date

REASON CODES:

WA – Academic Difficulty
WB – Transportation Problems
WC – Withdraw Course
WE – Employment
WF – Child Care
WG – Time class was scheduled
WH – Health
WI – Instructor Conflict

WK – Unknown Reasons
WM – Relocating
WN – Not Enough Study Time
WP – Personal
WX – Deceased
INSTRUCTOR ONLY:
W3 – Discrepancy Roll
W4 – Administrative Withdrawal

Additional Comments: ________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

OFFICE USE ONLY: Input by __________________ Date __________________

SC-12 27,000-1100    COPIES: White: Campus Admissions/Records   Yellow: VA   Pink: Instructor   Gold: Student
FROM: Name: _________________________________________  Student Number: ________________________
Address: ______________________________________________  Date: __________________________________
City: _____________________  State: ______  Zip: ____________  Telephone Number: ______________________
Anticipated Date of Graduation: ____________________________  Program Major:__________________________

TO: ____________________________________________________________________________________________

I request waiver of (course number and title) ____________________________________________________________

Based on the following reasons (use continuation sheet if necessary) ________________________________________

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

Signature: ________________________________________________

DEPARTMENT RECOMMENDATION:  □ Approval  □ Disapproval  □ Defer
Date:________________________  Department Chairperson Signature: ________________________________

CAMPUS PRESIDENT ACTION:  □ Approved  □ Disapproved  □ Deferred
Date:________________________  Campus President Signature: ________________________________

COMMENTS:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Course Waiver Procedure

1. This petition should be typed or printed in ink. Check to see that all copies are legible. A separate form is required for each course waived.
2. Waiver requests should be submitted to the chairperson responsible for the program in which you are enrolled.
3. The Campus Provost will take final action on the petition and distribute copies as indicated on the petition.
4. If you wish to resubmit a waiver petition which was previously disapproved or deferred, the resubmission must be made to the same individual or office to which the original request was made. The coordinating chairperson will return any request for reconsideration if the above procedure has not been followed.
PETITION FOR COURSE SUBSTITUTION

PROCEDURES
1. This petition should be typed or printed in ink. Check to see that all copies are legible.
2. Please submit a student copy of your transcript from BCC.
3. Substitution requests must be submitted to the Department Chair responsible for instruction in the academic area in which the substitution is to take place.
4. The Campus President will take final action and distribute copies as indicated on the petition.

STUDENT NAME: _____________________________________________________________________
STUDENT NUMBER: __________________________________________________________
ADDRESS: ___________________________________________________________________________
DATE: _______________________________________________________________________
CITY: _________________________________________ STATE: __________ ZIP: _________________
TELEPHONE NUMBER: ________________________________________________________
ANTICIPATED DATE OF GRADUATION: _____________________________________________
PROGRAM MAJOR: ___________________________________________________________

I REQUEST SUBSTITUTION OF THE FOLLOWING COURSES:

<table>
<thead>
<tr>
<th>Required Course(s)</th>
<th>Recommended Course Substitution</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREFIX/COURSE #</td>
<td>COURSE TITLE</td>
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<tr>
<td>PREFIX/COURSE #</td>
<td>COURSE TITLE</td>
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<tr>
<td>PREFIX/COURSE #</td>
<td>COURSE TITLE</td>
</tr>
</tbody>
</table>

REASON (Attach additional explanation if necessary)

DEPARTMENT CHAIR SIGNATURE & DATE

APPROV/ DISAPP A/D

CAMPUS PRESIDENT'S ACTION: □ Approved □ Disapproved DATE: _________________________________

CAMPUS PRESIDENT’S SIGNATURE: _______________________________________________________

COMMENTS: __________________________________________________________________________

__________________________________________________________________________________

Distribution: White Copy: Collegewide Records  Yellow Copy: Student

SC-17 300-1298
Send to Publications first, for copy changes.

**Collegewide Printing Services & Publications Work Order**

Date: ______________ Requestor: _____________________________________ Faculty: ☐ Yes ☐ No Dept/Index # ______________________________

Campus: __________________ Phone: _________________________ Description of Material ________________________________________________________

Date Required: ______________ # of Pages: ______________ # of Copies ______________

☐ Letter ☐ Legal ☐ 11x17 ☐ Other ____________

COPY COLLATE STAPLE HOLE PUNCH FOLD BINDING PADS

☐ Back to Back ☐ Yes ☐ Single ☐ 3/side ☐ Letter ☐ Spiral __________ # of Pads

☐ Front Only ☐ No ☐ Double ☐ 2/top ☐ In half ☐ Perfect __________ # of Sheets/Pad

NCR: ☐ 2 pt. ☐ 3 pt. ☐ 4 pt. ☐ Transparencies # _______ Paper Color/Type: _____________________ Ink Color(s): ______________________

Form #: __________________________________ Distribution: ___________________________________________________________________________________

Special Instructions:________________________________________________________________________________________________________________________

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### PUBLICATIONS USE ONLY

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<td>Set-up Charge:</td>
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<tr>
<td>Larger than 8½ x 11:</td>
<td>@50¢</td>
<td>Date Printed:</td>
</tr>
</tbody>
</table>

Operator: 1 2 3 4 5 6 Machine: 1 2 3 4 C

AS-05 2500-0101

Received by: __________________________ Date: ______________
Appendix E

To ensure that your work order is processed efficiently, please fill in all the blanks and what you wish to have done.

Date: The current date
Requestor: Your name (PRINT PLEASE)
Faculty: If you are an instructor, T Yes®. If you are not an instructor, T No®.
Dept/Index II: Your order must have your Department & Index # in order to be processed.
Campus: Campus where you receive mail. C = Cocoa; M = Melbourne; PB = Palm Bay; T = Titusville; PAFB = Patrick.
Phone: This is needed in order to contact you concerning any questions we may have.
Description of Material: Be as brief as possible: Handouts, Tests . . .
Date Required: The date you need this by.
# of Pages: Our machines do not count the pages for us, so please fill this out. If there is printing on both sides of one sheet of paper, this is counted as 2 pages.
# of Copies: How many copies/sets you need.
Letter, Legal, etc.: The size to be printed on. Letter is standard.
Copy: Printing will be done to save on the cost of paper. However, special requests will be done .
Back to Back: A Back to Back®
Front Only: A Front Only®
Collate: Collate is placing in sequence; 1, 2, 3, 1, 2, 3 . . .
If you do not want it collated T No® 1, 1, 1, 2, 2, 2, 3, 3, 3 . . .
Staple: One staple in the upper left corner.
Single: A is to fit in a 3 ring binder.
Double: 2 / top® is to fit in form holders.
Fold: A Letter® is a standard letter fold to go in an envelope (we do not fold stapled jobs).
Paper Color/Type: A Text® is paper, and A Cover® is thin cardboard used for covers and inserts.
Ink Color(s): All printing will be done in black ink unless it is a specified press job.
Transparencies: Used for overheads.
Special Instructions:* Fill in the A Special Instructions® you may have for this order.

☐ REMOVE ALL STAPLES FROM ORIGINALS AND REPLACE WITH PAPER CLIPS ☐
HUMAN RESOURCES OFFICE

PART-TIME INSTRUCTOR CHECK LIST

NAME _________________________________________________________________

SOCIAL SECURITY NUMBER ______________________________________________

DEPARTMENT __________________________________________________________

RANK ______________________ BEGINNING DATE ___________________________

POSITION: TEMPORARY INSTRUCTIONAL ______ SUBSTITUTE ______

THE FOLLOWING INFORMATION AND FORMS HAVE BEEN RECEIVED:

_____ Completed Application Form

_____ Reference Forms

_____ Official Transcripts  (Doctorate ___ Specialist ___ Masters ___
Baccalaureate ___ AA ___ AS ___

_____ Certificates ___ License

_____ Letter of Verification of Experience

_____ Withholding Form (W-4)

_____ Disability Form

_____ Worker’s Compensation Form

_____ I-9 Form (copies of Identification Documents specified on the I-9 form)

DL ___ SS Card ___ Passport ___ Birth Certificate ___ Alien Card ___

_____ Loyalty Oath Form

_____ Emergency Form

FORWARDING ADDRESS IF DIFFERENT FROM MAILING ADDRESS

________________________________________________________________________
________________________________________________________________________
Appendix E

__________________________

Human Resources Specialist
FULL-TIME INSTRUCTOR/
ADMINISTRATOR CHECKLIST

NAME ________________________________
POSITION ________________________________
DATE TO BEGIN ___________________________
FACULTY RANK ___________________________

DEPARTMENT _____________________________
POSITION # _____________________________
STEP _______ SALARY $ _________________

For Approval
____ Application Form
____ Background Check (if required)
____ Certificate(s) for: ____________________

For Personnel File
____ ADA Form
____ Preventing Sexual Harassment Certificate
____ Contract
____ Direct Deposit Form
____ Driver Approval Request Form
____ Emergency Form
____ Externally-Funded Policy (grant positions only)
____ Films: ADA Right-To-Know Law
____ 1-9 & Verification
____ SS ___ BC ___ DL ___
____ pp ___ INS Form ___

For Employee
____ ID Badge
____ Bargaining Agreement
____ Benefits Brochure
____ Drug-Free Policy Brochure
____ FL Attractions Discount Cards
____ Parking Decal Form
____ Procedures Manual Index

____ Retirement Participation Form
____ W-4 Form
____ Workers= Comp. Managed Care Form/
____ Workers= Comp. Info. Handout

____ Job Announcement
____ Telephone References (3)
____ Transcripts: Official ___ Copy ___
____ Screening Committee Memo

____ Insurance Orientation
____ Job Description
____ Loyalty Oath
____ Outside Employment Form
____ Personnel File Card
____ Photograph
____ Reference Letters: 3 Signed Forms
____ Returned Letters
____ Retirement Participation Form
____ W-4 Form
____ Workers= Comp. Managed Care Form/
____ Workers= Comp. Info. Handout

____ Retirement Info. Booklet
____ Safety Awareness Booklet
____ Sexual Harassment Brochure
____ Telephone Timekeeping Instructions
____ (Staff only)
____ Wellness Program Handout
### Appendix E

**FACULTY SCHEDULE**

**Faculty Name:** Jane Smith  
**Semester:** Spring 2002  
**Building/Room:** (4) Cocoa  
**Phone:** Ext.:

#### MONDAY

<table>
<thead>
<tr>
<th>Teaching Time</th>
<th>Course</th>
<th>Section</th>
<th>Bldg./Rm</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 to 8:50</td>
<td>ENC 1102</td>
<td>01C</td>
<td>5/119</td>
</tr>
<tr>
<td>11:00 to 11:50</td>
<td>ENL 2023</td>
<td>01C</td>
<td>5/119</td>
</tr>
</tbody>
</table>

**On Campus** 7:30 to 12:00  
**Advising Hours** 9:00 to 10:00

#### TUESDAY

<table>
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<tbody>
<tr>
<td>9:25 to 10:40</td>
<td>ENC 1102</td>
<td>17C</td>
<td>4/202</td>
</tr>
<tr>
<td>10:50 to 12:05</td>
<td>ENC 1102</td>
<td>18C</td>
<td>4/202</td>
</tr>
</tbody>
</table>

**On Campus** 7:30 to 1:30  
**Advising Hours** 8:00 to 9:00

#### WEDNESDAY

<table>
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</tr>
<tr>
<td>11:00 to 11:50</td>
<td>ENL 2023</td>
<td>01C</td>
<td>5/119</td>
</tr>
</tbody>
</table>

**On Campus** 7:30 to 12:00  
**Advising Hours** 9:00 to 10:00

#### THURSDAY

<table>
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<td>9:25 to 10:40</td>
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<td>17C</td>
<td>4/202</td>
</tr>
<tr>
<td>10:50 to 12:05</td>
<td>ENC 1102</td>
<td>18C</td>
<td>4/202</td>
</tr>
</tbody>
</table>

**On Campus** 7:30 to 12:15  
**Advising Hours** 8:00 to 9:00

#### FRIDAY

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<th>Section</th>
<th>Bldg./Rm</th>
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<tbody>
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<td>8:00 to 8:50</td>
<td>ENC 1102</td>
<td>01C</td>
<td>5/119</td>
</tr>
<tr>
<td>11:00 to 11:50</td>
<td>ENL 2023</td>
<td>01C</td>
<td>5/119</td>
</tr>
</tbody>
</table>

**On Campus** 7:30 to 1:15  
**Advising Hours** 9:00 to 10:00

#### DAY

<table>
<thead>
<tr>
<th>Teaching Time</th>
<th>Course</th>
<th>Section</th>
<th>Bldg./Rm</th>
</tr>
</thead>
</table>

**On Campus** to  
**Advising Hours** to

---

**WEEKLY TOTALS:**

- Teaching: _15_
- Advising Hours: _10_
- On Campus Hours: _10_
- Total Hours: _35_
- Faculty Initials: _JS_
- Division Dean/Dept. Chair: _PB_
## FACULTY SCHEDULE

**Faculty Name:** Jim Jones  
**Semester:** Spring 2002  
**Building/Room:** (4) Cocoa  
**Phone:** Ext.: _____________

<table>
<thead>
<tr>
<th>MONDAY</th>
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<th>Section</th>
<th>Bldg./Rm</th>
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<tbody>
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<td>ENC 1101</td>
<td>72C</td>
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<tr>
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<td>11:00-12</td>
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**On Campus:**  
**Advising Hours:**

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**On Campus:**  
**Advising Hours:**

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**On Campus:**  
**Advising Hours:**

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**On Campus:**  
**Advising Hours:**

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**On Campus:**  
**Advising Hours:**

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</tbody>
</table>

**On Campus:**  
**Advising Hours:**

**WEEKLY TOTALS:**

- Teaching: 3  
- Advising Hours: 1/2  
- On Campus Hours: 0  
- Total Hours: 3-1/2  
- Faculty Initials: JJ  
- Division Dean/Dept. Chair: PB
Appendix G

GENERAL LEARNING LAB PROCEDURES FOR EXAM ADMINISTRATION

Cocoa Campus
Appointment times are requested to be taken by appointment. Every effort will be made to accommodate students= REQUESTED appointment. Walk-in examinees will be served as best as possible if the exam is in the lab.

Proctoring instructions should be clearly stated on the ATest Administration Guidelines@ form. This form is available in department offices and the Learning Lab. The lab is not responsible for collecting student assignments or distributing assignments to students.

A picture identification is required from the student before the exam will be administered. Exams are scheduled between 9:00 a.m. - 7:00 p.m., Monday-Thursday; Fridays and Saturdays 9:00 a.m. - 3:00 p.m.

Melbourne Campus
The Melbourne Campus CAI Lab proctors online, telecourse and make-up tests. Arrival times for beginning the tests are between 1:00  p.m. - 6:00 p.m., Monday through Thursday.

Instructors must complete the ATest Administration Guidelines@ form with their written exams. Forms are available upon request. Students should call the lab (Ext. 32200) to verify that their test is on file before coming to the lab.

Students who are taking online exams will be notified by their instructors when the lab is able to administer tests and are requested to make an appointment with the lab, so adequate staffing will be available. ALL STUDENTS ARE REQUIRED TO PRESENT A PHOTO ID AT TIME OF TESTING.

Titusville Campus
At the discretion of the instructor, a test may be placed in the Learning Lab for the student. The Lab keeps a file of make-up tests and telecourse tests. The student must make arrangements with the individual instructor to have a test placed in the Learning Lab.

The instructor will fill out the "Test Administration Guidelines Form" indicating specific directions for Lab staff to follow in administration of the test. The student must take the test during a time frame indicated by the instructor.

Once the test is administered, if the instructor teaches on the Titusville campus, he/she will pick up the test from the Learning Lab at his/her convenience. If the test was sent from an instructor on another BCC campus, the completed test will be returned by inter-office mail.

Test hours are Monday-Thursday, 8:30 a.m. - 6:30 p.m. and Friday, 8:30 a.m. - 3:00 p.m.

Palm Bay Campus
The Palm Bay Learning Lab administers online, telecourse, and make-up tests on an appointment basis. Instructors are required to complete a test information form for each student, for each test, providing complete instructions for test administration. Testing appointments are available Monday and Wednesday from 1:30 p.m. - 5:30 p.m. and Tuesday and Thursday from 1:30 p.m. - 7:30 p.m. Students can schedule a test appointment by calling the Lab at 632-1111, ext. 22214. Students are required to show a picture I.D. at the time of testing.
TEST ADMINISTRATION GUIDELINES

Student’s Name ___________________________________________________

Course Number ____________________________________________________

Instructor’s Name _________________________________________________

Contact Phone # or Ext. __________________________________________

Test Deadline Date ________________________________________________

On-Campus instructor must pick up tests in person.

Off Campus Instructors Only:

Return to the above instructor on _________________________ (Date).

Return Address __________________________________________________

Note: Please remind students that a picture I.D. will be required.

Please Check Applicable Items:

☐ Proctoring Requested

☐ No aids or help are to be used during test

☐ Notes may be used

☐ Text may be used

☐ Dictionary may be used

☐ Calculator may be used

☐ Other Directions _________________________________________________

__________________________________________________________________

__________________________________________________________________

FOR LEARNING LAB STAFF TO RECORD.

TIME: START STOP INITIALS:

DATE OF TEST ____________________________________________________

DATE RETURNED __________________________ INITIALS _____________

SC-55 2M 0301 White Copy: Learning Lab Yellow Copy: Instructor
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