INTRODUCTION

Thank you for helping meet the need for additional classes at Gulf Coast Community College. You are performing a vital service for the students and the college, and we appreciate your willingness to assume this responsibility.

Because of our separate schedules, we have limited opportunities to meet with many of you. It is for this reason that this information has been prepared. We hope that this manual will assist you in fulfilling your instructional and administrative responsibilities. Please read the manual carefully and be familiar with your responsibilities as an adjunct instructor.

The information contained in this handbook is intended to familiarize adjunct faculty with college procedures and other information pertinent to their employment. The contents cannot be taken as a basis for contractual rights. The District Board of Trustees Manual of Policy, Florida Statutes and State Board of Education Administrative Rules take precedence over this handbook and must be referred to when questions of legal interpretation arise. Information contained in this handbook is subject to change at any time. A copy of the Manual of Policy is located in each division or department.
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ABBREVIATED CAMPUS DIRECTORY

The following telephone numbers will be helpful to you if you have an emergency, need to change classrooms, or need other assistance.

Dial (0) to request on-campus assistance at night. The switchboard operator will put you in touch with the Night Administrator for whatever assistance is needed. A security guard is also on duty in the evenings. If you are off campus and must contact the college at night, call 769-1551 and ask the operator for the Night Administrator.

Admissions & Records ................................................................. 4892
College Switchboard Operator .................................................. 769-1551
George Bishop, Vice President of Academic Affairs & Learning Support ................................. 3803
Michalle Barnett, Chair of Language & Literature ................................................................. 3515
Susan Butler, Chair of Social Sciences ................................................................. 3826
Gloria Crawford, Chair of Public Safety ....................................................... 5601
Herman Daniels, Chief Information Officer .................................................... 3857
Rosemary Davenport, Chair of Natural Sciences ............................................ 3848
Lori Driscoll, Director of Library ................................................................. 3893
Steve Dunnivant, Associate Dean of E-Learning ........................................ 3586
Cheryl Flax-Hyman, Associate Vice President of Academic Affairs and Learning Support ........ 3215
Brenda Galloway, Coordinator of Gulf/Franklin Center ................................ 227-9670
Holly Gunning, Chair of Health Sciences ................................................................. 3828
Wilson Hair, Coordinator of Workforce Center ............................................. 872-4340
Jim Kerley, Gulf Coast Community College President ........................................ 3800
Peggy Martin, Coordinator of Military Education, TAFB .................................. 283-4332
Margaret Mazur, Executive Director of Foundation ............................................. 3812
John Mercer, Vice President of Administration & Finance .......................... 3807
Lori Luppino, Director of Business, Continuing & Community Education ................. 3814
Rosemarie O'Bourke, Chair of Visual and Performing Arts ................................. 3887
Angelia Reynolds, Chair of Mathematics ..................................................... 3852
Roy Smith, Vice President of Student Support & Enrollment Management ............. 3871
Jeff J. Stevenson, Chief Economic Development Officer ........................................ 3805
Wendy Payne, Chair of Business & Technology ................................................ 3876
Success Center ................................................................................. 3849
Chris Thomes, Executive Director of Media and Community Relations ................. 3250
Sharon Todd, Director of Enrollment Services .................................................. 4891
Mosell Washington, Director of Human Resources .............................................. 3866
Eileen Wilkes, Executive Administrative Assistant to the President ..................... 3801
Gregg Wolfe, Chair of Wellness and Athletics .................................................. 3830
EMERGENCY/ACCIDENT/INCIDENT REPORTING PROCEDURES

It is the duty and responsibility of all college employees to report any accidents or incidents that they are aware of.

Accident or Injury Involving College Personnel:

All Gulf Coast Community College employees are covered by workers’ compensation insurance provided by the college for injuries or illnesses arising out of, or in the course of, employment. To protect yourself and your co-workers, follow all safety rules and regulations. Workers’ compensation was designed to cover medical expenses and a portion of any earnings lost due to injury on the job. The amount of compensation is based on the employee’s salary, among other factors. Workers’ compensation laws prohibit reimbursement beyond normal weekly compensation. For further details, contact the Human Resources Office.

All illness in the line of duty or on-the-job accidents or injuries, no matter how minor, must be reported immediately to your supervisor and to the Human Resources Office. If medical attention is necessary, Human Resources will advise you of physicians authorized by GCCC and the Florida Community College Risk Management Consortium to treat employees. It is imperative that accidents be reported to the Human Resources Office before seeking medical attention, unless the accident is life threatening, in order to receive workers’ compensation benefits. During hours when the Human Resources Office is closed, employees are, using appropriate professional judgment, to use the emergency rooms of local hospitals (Human Resources will designate and publicize authorized hospitals on a regular basis) for medical attention relating to on-the-job injury.

Accident/Incident Report and First Report of Injury or Illness forms must be completed by the division or department and forwarded immediately to the Human Resources Office. Accident/Incident Report forms may be obtained from the division administrative assistant. Failure to complete and report accidents or incidents may result in a monetary fine imposed on the college under state statutes.

Accidents or Injury Involving Students:

A detailed report of any accident involving personal injury or damage to property should be made immediately to the vice president of administration & finance by any college employee in or witnessing the accident or incident. If a student is involved in the accident, a report should also be made to the vice president of student support & enrollment management. All reports to the vice president of administration & finance shall include an “Accident/Incident Report” form.

In cases of emergency, the guidelines for handling an emergency shall be followed at once. If, in the opinion of a college official, a student or employee at the college needs medical attention, an ambulance will be called. The college assumes no liability for medical or ambulance expenses. The vice president of student support & enrollment management will notify the parents or next of kin of the nature and extent of the injuries.
Emergency Procedures:

The following procedures should be used in the event of accident or injury:

Basic Rules:

1. Call 911 and request an ambulance. It is always better to have an ambulance en-route and not need it than have it sitting in the station when you need it.
2. Always protect yourself. Make sure it is safe to approach the victim. Do not become a victim yourself.
3. Always use Personal Protective Equipment (PPE) when dealing with a victim’s body fluids.
4. The hardest thing to remember in a medical emergency is that most of the time the correct procedure is simply to monitor and reassure the victim until EMS arrives.
5. Do not attempt to assist the victim beyond this protocol unless you are trained in first aid.
6. After response, an “Accident/Incident Report” form must be completed and filed. Faculty/staff must file a workers’ compensation form if injured on the job.

Unconscious Victims:

1. Call 911, the college operator (0), and FSU Police (3111).
2. If victim is not breathing, begin rescue breathing and/or CPR, if trained.
3. If victim is breathing, monitor the victim until EMS arrives.

Conscious Victims (Illness):

1. Call 911, the college operator (0), and FSU Police (3111).
3. If victim has medicine for the problem; assist the victim in taking it. DO NOT ATTEMPT TO GIVE MEDICINE TO A SEMICONSCIOUS VICTIM.
4. Do not force victim to lie down. With many illnesses and heart problems, the victim will be more comfortable in a sitting position.

Conscious Victims (Injury):

1. Call 911, the college operator (0), and FSU Police (3111).
2. DO NOT MOVE THE VICTIM UNLESS THERE IS A LIFE THREATENING PROBLEM (FIRE, ETC.)
3. Maintain body temperature (cover with blanket if it is cool).
4. Do not attempt to apply a splint to a suspected fracture.
5. Reassure victim.
6. Treat any sprain, strain, or similar injury as if it were a fracture.

Bleeding:

1. Call 911, the college operator (0), and FSU Police (3111).
2. Protect yourself with personal protective equipment.
3. If victim is conscious, demonstrate to the victim how to apply a compress. If victim is unconscious, apply compress to wound and press hard. If the blood soaks through, do not remove the compress; apply another compress on top of the original one. DO NOT APPLY HARD PRESSURE TO WOUNDS OF THE EYES, EARS, OR SKULL.
4. If the wound is to the leg or arm, elevate the wound so it is higher than the heart.
5. If there are no other injuries, such as fractures, have the person lie down and maintain their body temperature.

Seizures:

1. Call 911, the college operator (0), and FSU Police (3111).
2. DO NOT ATTEMPT TO RESTRAIN VICTIM.
3. DO NOT PUT ANYTHING IN VICTIM’S MOUTH.
4. Place some sort of padding under victim’s head if possible.
5. Expect the victim to be very sleepy after the seizure.

A map outlining the location of the Automated External Defibrillators for the Panama City campus is provided on page 30 of the Adjunct Faculty Manual.
Hurricane Preparation:

**Gale Warning:** A warning of winds within the range of 39-54 m.p.h. Gale warnings may precede or accompany a hurricane watch.

**Hurricane:** A violent storm originating over tropical waters with winds near its center reaching 74 M.P.H. or higher. In size, the storm may range from 50 to 1,000 miles in diameter.

**Hurricane Watch:** Hurricane conditions are possible in the specified area of the watch, usually within 36 hours.

**Hurricane Warning:** A warning indicates that hurricane winds of 74 M.P.H. or higher or a combination of dangerously high water and very rough seas are expected on a specified coastal area. When a hurricane warning is announced, hurricane conditions are considered imminent and may begin immediately or at least within the next 12 to 24 hours.

The hurricane season in Florida runs from June through November. In May of each year:

1. Building managers and Maintenance & Operations personnel will identify and correct safety hazards on campus.
2. Human Resources will update home and office telephone lists for essential personnel. Copies will be distributed to designated personnel.
3. Maintenance & Operations personnel will inspect and clean all roof drains, downspouts, and road/parking lot drains.
4. Human Resources and Purchasing will update list of campus owned beepers and cellular telephones.
5. The Vice President of Administration and Finance will coordinate the video taping of the entire campus and other college facilities (inside and out, buildings and grounds) for insurance purposes.

Level One: Monitoring Activation:
This level is initiated by the college president when a tropical depression reaches tropical storm status (39 M.P.H. and is assigned a name) and enters the northern Gulf of Mexico or when the east coast of Florida is placed under a Hurricane Watch.

1) Institutional Emergency Response Team members will monitor news and governmental channels for up-to-date information.
2) Building managers and Maintenance & Operations personnel will update inspections and correct safety hazards on campus. Items that could become flying debris during high winds should be identified for removal or storage at this time.
3) Supervisors will insure accuracy of divisional/departmental phone lists. Supervisors will hold divisional/departmental meetings to review storm plans and procedures. Supervisors should make themselves aware of subordinates’ short term personal plans to determine emergency staffing requirements and responsibilities. Supervisors should designate a second-in-command for emergency response purposes at this time.
4) Divisions/departments should identify irreplaceable paper records and backup electronically stored records.
5) The executive director of media and community relations will coordinate college information with local news departments and the college’s cable information channel providers.
6) Faculty should direct students to monitor news channels and the college’s cable information channel for information from the college.
Level Two: Full Scale Activation:
This level is initiated by the college’s service district is placed under a Gale Warning, Tropical Storm Watch, or Hurricane Watch. High winds will be expected to affect facilities within 36-48 hours.

1) Institutional Emergency Response Team members will continue to monitor news and governmental channels for up-to-date information. The Institutional Emergency Response Team will meet.
2) Maintenance & Operations personnel will remove or store previously identified items that could become flying debris during high winds. Maintenance & Operations personnel will fuel all campus vehicles and prepare to relocate them to higher ground. The Coordinator of Maintenance & Operations or designee will contact all construction crews on college property to secure job sites.
3) Supervisors will hold divisional/departmental meetings to review post-storm plans and procedures.
4) Information Technology will institute their emergency response plans. Information Technology personnel will work with appropriate faculty and staff to secure instructional computing laboratories.
5) Divisions/departments will collect and protect irreplaceable records (paper and electronic) in appropriate storage materials. Supervisors will distribute previously distributed heavy-duty garbage bags and plastic sheeting, securing them around at-risk electrical equipment.
6) All college employees will attempt to accomplish the following:
   a) Employees will identify and remove irreplaceable personal belongings and equipment from college facilities.
   b) Employees will clear desktops completely of paper and other articles.
   c) Employees will protect books and other valuable papers and equipment with previously distributed plastic sheeting secured by duct tape.
   d) Where necessary and possible, move computers, desks, file cabinets, etc., away from windows.
   e) Turn off or disconnect all electrical equipment.
   f) Clear any laboratory or classroom tables/shelving of all apparatus and glassware and place items in a protected location.
   g) Close and latch all windows and doors, if applicable.
7) Employees holding college owned beepers and cellular telephones will turn them in to the vice president of administration & finance’ office.
8) Administrative Services will initiate a plan for additional security. Maintenance & Operations and Institutional Response Team members will form standby crews. Personnel remaining on campus during the storm (WKGC) will be identified.
Level Three: Campus/College Facility and Program Shut-Down:
This level is initiated by the college’s service district is placed under a Tropical Storm Warning or a Hurricane Warning. High winds will be expected to affect college facilities within 12-24 hours.

1) The college president will determine the specific time when classes will be suspended and nonessential personnel will be sent home. The executive director of media and community relations will coordinate college information with local news departments and the college’s cable information channel providers. Only the president or executive director of media and community relations will contact the media to announce facility closings or canceled classes/activities.

2) When possible, building managers and Maintenance & Operations personnel will complete final inspections of all college facilities to insure all doors, windows, and loose items are secured. Maintenance & Operations personnel, when appropriate, will shut down HVAC systems and other electrical and/or gas equipment and services.

3) Each division/department head will maintain contact with personnel to establish emergency procedures and to recall their personnel, if necessary.

Level Four: After the Storm:
This level is initiated by the college president when a tropical storm or hurricane has left the college’s service district.

1) The college president will determine the specific time when the college will reopen for normal operations. The executive director of media and community relations will coordinate college information with local news departments and the college’s cable information channel providers. Only the president or executive director of media and community relations will contact the media to announce facility openings and the resumption of classes/activities. The chief information officer will install emergency phone equipment (with message machines) as necessary to provide for staff and student contact numbers.

2) As soon as possible, the Institutional Response Team members and Maintenance & Operations personnel will conduct a complete check of the campus and all other college facilities to assess and report damage. A list of damage will be collated by the vice president of administration & finance, and work orders will be issued for each item. The coordinator of Maintenance & Operations and coordinator of purchasing will coordinate with all off-campus utility and service providers for any necessary work. The chief financial officer will secure security personnel for campus facilities as appropriate.

3) When campus facilities have been secured and determined safe, division/department heads will insure that a detailed inspection of their area is conducted. All damage and problem areas should be reported to the vice president of administration & finance for appropriate action by work order. All areas will need to be secured to prevent injuries (in damaged areas, additional damage, or looting).

4) The executive director of media and community relations will coordinate the video taping of the entire campus and other college facilities (inside and out buildings and grounds) for insurance purposes. A photographic record will be kept throughout the initial recovery period.

5) Human resources will maintain a log of all employees and volunteers including name, date, time, and services performed.

6) Maintenance & Operations personnel will begin clean-up and repairs at the direction of the president or vice president of administration & finance. Additional personnel will be recalled, as necessary, to carry out the business of the college.
Fall Semester 2010

Session A, August 18 – December 17

August 6
All early registration fees must be paid by this date.

August 12 – 17
Advising and Registration

August 18
Classes Begin

September 4 – 6
Labor Day. College Closed.

October 15
Mid-semester grades to be communicated to the students.

October 22
Withdrawal Deadline: “W” if passing, “F” if failing.

November 11
Student Holiday. College Closed.

November 12
Last day to apply for Fall Graduation.

November 24 – 28
Thanksgiving Holidays. College Closed.

November 29 – December 16
Advising and Registration for Spring 2010 term begins See schedule for subsequent times and locations.

December 10 - 16
Final Examinations

December 17
Term Ends

December 24 – January 2
College Closed

Fall Semester 2010

Session B, August 18 – October 13

August 6
All early registration fees must be paid by this date.

August 12 – 17
Advising and Registration

August 18
Classes Begin

September 4 – 6
Labor Day. College Closed.

September 17
Mid-semester grades to be communicated to the students.

September 24
Withdrawal Deadline: “W” if passing, “F” if failing.

October 11 – 13
Final Examinations

October 13
Term Ends
## Fall Semester 2010 Continued

### Session C, October 14 – December 17

<table>
<thead>
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<th>Date</th>
<th>Event</th>
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<tr>
<td>After August 24 – Every Friday</td>
<td>(After August 24, fees due on Friday after registration occurs)</td>
</tr>
<tr>
<td>October 14 – 15</td>
<td>Late Registration</td>
</tr>
<tr>
<td>October 14</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>November 12</td>
<td>Mid-semester grades to be communicated to the students.</td>
</tr>
<tr>
<td>November 19</td>
<td>Withdrawal Deadline: “W” if passing, “F” if failing.</td>
</tr>
<tr>
<td>November 11</td>
<td>Student Holiday. College Closed.</td>
</tr>
<tr>
<td>November 12</td>
<td>Last day to apply for Fall Graduation.</td>
</tr>
<tr>
<td>November 29 – December 16</td>
<td>Advising and Registration for Spring 2010 term begins.</td>
</tr>
<tr>
<td>December 13 - 16</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>December 17</td>
<td>Term Ends</td>
</tr>
<tr>
<td>December 24 – January 2</td>
<td>College Closed</td>
</tr>
</tbody>
</table>
Spring Semester 2011

Session A, January 5 – May 6

January 3 All early registration fees must be paid by this date.
January 7 – January 13 Late Registration; Drop/Add
January 5 Classes Begin
March 4 Mid-semester grades to be communicated to the students.
March 14 – March 20 Spring Break
April 29 – May 5 Final Examinations
May 6 Term Ends

Spring Semester 2011

Session B, January 5 –March 3

January 3 All early registration fees must be paid by this date.
January 5 Classes Begin
February 4 Mid-semester grades to be communicated to the students.
February 28-March 3 Final Examinations
March 3 Term Ends

Spring Semester 2011

Session C, January 5 –March 3

January 11 After this date, fees due on Friday after registration occur.
March 7 Classes Begin
March 14 – March 20 Spring Break
April 8 Mid-semester grades to be communicated to the students.
April 15 Withdrawal Deadline: “W” if passing, “F” if failing.
April 29-May 5 Final Examinations
May 6 Term Ends
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<th>Date Range</th>
<th>Event Description</th>
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<td><strong>Summer Semester 2011</strong></td>
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<td><strong>Session A, May 9 – July 30</strong></td>
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</tr>
<tr>
<td>May 4</td>
<td>All early registration fees must be paid by this date.</td>
</tr>
<tr>
<td>April 11 – May 6</td>
<td>Advising and Registration</td>
</tr>
<tr>
<td>May 9</td>
<td>Classes Begin</td>
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<tr>
<td>May 28 – May 30</td>
<td>Memorial Day observed. College Closed.</td>
</tr>
<tr>
<td>June 24</td>
<td>Mid-semester grades to be communicated to the students.</td>
</tr>
<tr>
<td>July 1</td>
<td>Withdrawal Deadline: “W” if passing, “F” if failing.</td>
</tr>
<tr>
<td>July 2 – July 4</td>
<td>Independence Day. College closed</td>
</tr>
<tr>
<td>July 27 – July 28</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>July 30</td>
<td>Term Ends</td>
</tr>
<tr>
<td><strong>Summer Semester 2011</strong></td>
<td></td>
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<tr>
<td><strong>Session B, May 9 – June 18</strong></td>
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</tr>
<tr>
<td>May 4</td>
<td>All early registration fees must be paid by this date.</td>
</tr>
<tr>
<td>May 9</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>May 9 – May 10</td>
<td>Late Registration; Drop/Add</td>
</tr>
<tr>
<td>May 27</td>
<td>Mid-semester grades to be communicated to the students.</td>
</tr>
<tr>
<td>May 28 – May 30</td>
<td>Memorial Day observed. College Closed.</td>
</tr>
<tr>
<td>June 3</td>
<td>Withdrawal Deadline: “W” if passing, “F” if failing.</td>
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<tr>
<td>June 15 – June 16</td>
<td>Final Examinations</td>
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<tr>
<td>June 18</td>
<td>Term Ends</td>
</tr>
<tr>
<td><strong>Summer Semester 2011</strong></td>
<td></td>
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<tr>
<td><strong>Session C, June 20 – July 30</strong></td>
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<tr>
<td>June 13</td>
<td>All early registration fees must be paid by this date.</td>
</tr>
<tr>
<td>June 20</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>June 20 – June 21</td>
<td>Late Registration; Drop/Add</td>
</tr>
<tr>
<td>July 2 – July 4</td>
<td>Independence Day. College closed</td>
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<tr>
<td>July 8</td>
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<tr>
<td>July 30</td>
<td>Term Ends</td>
</tr>
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STATEMENT OF VALUES

Holding true to its vision and working continuously on mission, Gulf Coast Community College affirms these values as essential to all the college is and does:

- Boldness of vision
- Responsiveness to the community
- Culture of honesty and trust
- Open expression of ideas
- Diversity of thought and culture
- Flexibility and agility
- Ease of access and affordability
- Outstanding teaching and service
- Creativity and innovation
- Purposeful work

VISION

Gulf Coast Community College will deliver life-changing learning opportunities and will join as a full partner in dynamic cultural and economic development of the region.

MISSION

Gulf Coast Community College holds students and community of central importance. The college provides many opportunities for learning and offers a range of programs and services to help students become well-educated, productive citizens. The college is equally dedicated to collaborating with the community to help create or improve economic well-being and to offer the space of the college for social dialog, events of art and culture, and other moments that enhance our quality of life.
PERSONNEL AFFAIRS

Verification of United States Citizenship - All full-time and part-time faculty must provide appropriate identification and a completed Immigration Department of Homeland Security Employment Eligibility Verification I-9 Form enabling division chairs to verify the faculty member is a legal resident of the United States. Resident Aliens and other aliens authorized to work in the United States will need to supply additional documentation requested by Human Resources and outlined on the I-9 Form.

The following must be completed and returned to the division secretary upon accepting the initial teaching assignment. These items must be completed in their entirety and received by Human Resources before an employee can be entered into the payroll system and eligible for salary disbursements:

1. Employment Application Form
2. IRS W-4 Form - Tax Withholdings
3. Notarized Oath of Loyalty Form
4. I-9 Form - Citizenship Verification
5. Official or Unofficial College Transcripts*
6. Letters of Recommendation*
7. Be fingerprinted and receive a clear background check before employment start date

*Official transcripts of all college course work and three letters of reference must be received by Human Resources by no later than the end of the first semester of teaching responsibilities. Official transcripts must be mailed directly to the Human Resources Office (GCCC, 5230 West Highway 98, Panama City, FL, 32401) from the institutions you have attended. Copies of temporary, unofficial transcripts must be received by Human Resources prior to the first day of teaching responsibilities, if official transcripts have not been received. Failure to submit official transcripts will result in the delay of additional teaching assignments.

Adjunct faculty and regular employees teaching overloads will, for services rendered during the fall and spring semesters, receive payment at the end of each month during the duration of the contract assignment and the end of the contract (if it doesn’t fall at the end of the month), provided the teaching assignment information has been received in Human Resources prior to payroll deadlines.

Adjunct faculty and regular employees teaching overloads will, for services rendered during summer terms, receive payment at the end of each term of the contracted assignment (if it doesn’t fall at the end of the month), provided the teaching assignment information has been received in Human Resources prior to payroll deadlines. Adjunct faculty and regular employees teaching overloads that extend over both summer terms will receive a partial payment at the end of the first summer term with the remaining payment made at the end of the second summer term.

Adjunct faculty and regular employees teaching overloads will receive payment for services rendered during weekend college at the end of each month during the duration of the contract assignment and the next pay date following the end of the assignment (if it doesn’t fall at the end of the month), provided the teaching assignment information has been received in Human Resources prior to payroll deadlines.

This payment plan will be used for all regular terms, summer terms, Weekend College and cross-calendar teaching assignments. Please call Payroll at 769-1551, extension 2807, or Human Resources at 872-3877 if you have any questions.

All adjunct faculty are required to participate in the Alternative to Social Security Plan as a condition of employment. Please contact Human Resources prior to teaching or signing a contract if you have not received information on and understand this plan.
Harassment and Sexual Misconduct Policy:

Gulf Coast Community College is committed to creating and maintaining an environment in which students, faculty, and staff can work together in an atmosphere free of all forms of harassment (race, national origin, sex, etc.) and sexual misconduct (assault, harassment, exploitation, intimidations, or coercion). Harassment and sexual misconduct are illegal under both state and federal laws and are a violation of the rules and regulations of the college. Harassment and sexual misconduct will not be tolerated by any member of the college community. Employees who believe they are the victims of harassment or sexual misconduct should report the facts and circumstances directly through the immediate supervisor, department head, director, dean, or director of human resources. Employees, including adjunct faculty, are required to report all instances of sexual harassment. Please contact division chairs or human resources for more information.

The college has established policy and grievance procedures in order to preserve the right of all college employees, agents, and students to an environment free from harassment and sexual misconduct. Any employee, agent, or student will be subject to appropriate disciplinary action for violation of the college policy on harassment and sexual misconduct. Please refer to the Manual of Policy for the complete Harassment and Sexual Misconduct Policy.

INSTRUCTIONAL RESPONSIBILITIES

A. Meeting of Classes

No class will be dismissed for a complete class period without approval of the appropriate faculty chair.

At the Gulf/Franklin Center, instructors should also inform administrative staff if a class is cancelled.

Class should begin on time and dismiss on time (not early). The break for evening classes should be limited to 15 minutes in the middle of the session. In case of last minute emergencies, the switchboard operator should be notified in order that the students can be notified.

B. Classroom Supervision

Instructors should supervise classrooms to ensure that no smoking, drinking, or eating occurs in the classrooms. This policy is to be followed in facilities on all college campuses.

Classroom equipment should not be moved from one classroom to another without approval of the appropriate division chair.

At the Gulf/Franklin Center, equipment shall not be moved without approval of administrative staff.

C. Office Time

Adjunct faculty is required to schedule thirty minutes office time per class meeting. When an office is not available, the faculty member should be available to meet with students before or after class.

Office time at the Gulf/Franklin Center shall be held in Room B-112.

D. Preparation for Instruction

Instructors should be well prepared to instruct each class session. Instructors are expected to be knowledgeable in their subject matter and possess a depth beyond the minimum information found in the textbook.
E. Academic Freedom

Believing that collegiate education is fortified through the vigorous and unfettered presentation and exchange of ideas, the District Board of Trustees of Gulf Coast Community College staunchly upholds the tenets of academic freedom. No external coercion shall be permitted to interfere with sober pursuit of truth and knowledge within the context of properly constituted courses and programs of study. The District Board of Trustees has developed procedures by which curricula and syllabi are developed and modified in keeping with the mission of the institution.

F. Academic Standards

Gulf Coast Community College seeks to maintain high academic standards. Course requirements and evaluations should be commensurate with freshman or sophomore college level work. Students should be clearly advised of all course requirements and grading procedures at the beginning of the term, including attendance, withdrawal procedures, grading, special projects, special assignments, etc.

G. Course Syllabi

Instructors will receive a syllabus for the course being taught and are expected to follow this syllabus closely. Following the syllabus will help ensure that the material covered and course requirements will be comparable for all sections of a particular course.

H. Grading System

Letter grades are assigned for all credit courses. Number equivalents are as follows: A (90-100); B (80-89); C (70-79); D (60-69); and F (0-60). In addition, the following letter grades are used where appropriate: W (Withdrawal), S/U (Satisfactory/Unsatisfactory), I (Incomplete), and X (Audit). Audits must be declared before the end of the drop/add period and cannot be changed to credit. College preparatory courses cannot be audited. A grade of "I" may be assigned a student failing to complete the class work on schedule. The incomplete grade will be changed to "F" if not removed within 30 calendar days from the end of the term the grade was earned.

I. Posting of Grades

In an effort to comply with laws related to student records and privacy and the possibility that many search engines could retrieve students names and information from our front page server it is recommended that NO student names, personal identification i.e. telephone numbers, social security numbers, addresses, etc., discussion groups or grades be posted on the front page server. However, since the Angel server is much more secure and requires a password to access, grades, names and discussion groups may be posted to course web sites located within Angel.

J. Examinations

The number and type of examinations should be coordinated with the appropriate division chair.

If a student has an excused absence for an exam, an alternate grade opportunity must be provided.

Instructors should return examination papers to students as soon as possible after the examination has been graded in order to take full advantage of the learning value inherent in examinations. The instructor is not required to permit students to retain examination papers.

Final examinations are to be administered according to the published schedule. Any plans to change must be approved by the division chair or appropriate vice president.

Final examinations administered at the Gulf/Franklin Center are given during the final class meeting unless the faculty chair advises otherwise.
K. Instructional Assistance

All requests for the use of AV equipment should be coordinated through the appropriate division chair. Assistance may be arranged through the division chair for supplies, keys, and off-campus equipment. Secretarial assistance will be provided through the appropriate division chair.

At the Gulf/Franklin Center, use of AV equipment should be coordinated through center staff. Please see the “Instructor Information Memo” provided at the beginning of the semester.

Training for the Angel course management system can be obtained by scheduling a training session through the Office of E-Learning at extension 3586.

L. Use of Resource Personnel

Gulf Coast Community College faculty members are encouraged to use resource personnel from the community and other sources when deemed advantageous to the instructional program. Requests should be submitted to the appropriate division chair who, in turn, will request approval from the executive vice president/chief instructional officer. Requests should be submitted in writing prior to any invitation being extended.

M. Final Responsibilities

Your final responsibility for the semester is to return to the division chair the following:

1. Completed grade report.
2. Grade book showing grades and attendance.
3. Two copies of final examinations as prepared by you, and all final examinations as completed by your students.
4. Textbooks, syllabi, and other teaching materials.
5. College keys, if distributed.
6. Student work on final exams (student answers to all exam questions, including those on scantron cards).

These must be returned by the date published for all final grades to be submitted. Final checks will not be released until keys to buildings and grades have been turned in.

At the Gulf/Franklin Center, grades must be turned in by the date included in the “Instructor Information Memo.” After that date, instructors are responsible for getting grades to main campus to the appropriate division chair. Instructors shall sign a receipt list at the time grades are turned in at the Center.

TYNDALL AIR FORCE BASE REQUIREMENTS

A. Faculty teaching at Tyndall Air Force Base must follow the following guidelines:

1. The classroom desks are to be left in a neat and orderly manner at the end of each class. Boards are to be erased prior to leaving classroom.
2. In classrooms equipped with dry erase boards, only dry erase markers are to be used on the boards. Grease pencils and permanent markers are not permitted.
3. Students are to use trash container to dispose of bottles and trash. Failure to do so may result in removal of vending machines.
4. No drinks or food is permitted in the classrooms.
5. No smoking is allowed within the Base Education Center. Cigarette butts must be placed in appropriate containers outside.
6. Classroom lights and equipment are to be turned off after class.
7. Doors and windows are to be closed after each class session.
B. Air Force personnel (civilian and active duty military) must have the commander's approval for off-duty employment with Gulf Coast Community College.

C. Instructors should coordinate with TAFB coordinator to obtain a gate pass for access to TAFB Educational facilities prior to beginning of term.

D. If you need assistance or have questions regarding Tyndall policies and procedures, please contact the TAFB coordinator at 283-4332.

EVALUATION OF ADJUNCT FACULTY

Adjunct instructors, as well as full-time faculty, will be evaluated on the basis of quality and effectiveness of instruction; rapport with students; mastery of subject matter; following instructional procedures relating to course syllabus, grading system, and examinations; maintenance of accurate records; and meeting of reporting deadlines. A copy of the Adjunct Faculty Evaluation Form that will be used as documentation is provided on the following page.

A. Student Evaluations

The evaluation of adjunct instructors will be documented in part by student evaluations. Instructors will receive student opinionnaire forms to be filled out anonymously by the students and returned to the division chair in a sealed envelope.

B. Chair’s Evaluation

The appropriate division chair will evaluate the adjunct instructor with regard to following instructional procedure, as well as maintaining records and meeting deadline, using the adjunct evaluation form. If possible, the chair will also visit the instructor's class and observe instructional procedure.

RESPONSIBILITIES TO THE OFFICE OF ADMISSIONS AND RECORDS

The Office of Admissions and Records is open from 7:30 a.m. to 6:00 p.m., Monday through Thursday, and 7:30 a.m. to 4:00 p.m. on Friday.

Keeping accurate records and meeting deadlines are extremely important for the overall operation of the college. Failure to maintain accurate records or to meet deadlines could detrimentally affect the total system of gathering and reporting significant data.

A. Official Class Rolls

After drop/add, please verify your final class roster by going to http://scholar.gulfcoast.edu and click on E-Roster Access.

For e-Roster training, please click on E-Roster Manual and Training on the left side.

B. Reporting Final Grades

Faculty members should develop mid-term and final grade notification that protects the student right to privacy. No grades should be posted using identification student information (i.e. name, social security number, birth date).

Final grades must be processed by the due date published on the final grade posting page of e-Roster. If you are unable to process the grades by that date, please notify the Office of Admissions and Records at 769-1551 ext. 4866.

Students will be able to access their final grades in the GCCC web registration system (www.gulfcoast.edu) and through facts.org.
# ADJUNCT FACULTY EVALUATION

<table>
<thead>
<tr>
<th>Adjunct Faculty Name</th>
<th>Division</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Course Number</th>
<th>Other</th>
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<tbody>
<tr>
<td>_________</td>
<td>______</td>
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</table>

☐ Face to Face  ☐ Web  ☐ Hybrid Type  ☐ Other

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Site</th>
<th>Evaluator</th>
</tr>
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<tbody>
<tr>
<td>________</td>
<td>____________</td>
<td>__________</td>
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</table>

**Check All That Apply:**

- ☐ **Teaches accurate information and concepts**
  - **Credibility, Authority, Authenticity:** Does the instructor present accurate information? Is the information pertinent and appropriate to the course? Do students appear to trust and respect the instructor? Does the instructor cultivate a sense of authority and knowledge in his or her subject?

- ☐ **Teaches concepts in a student accessible manner**
  - **Interaction and Engagement:** Did this class session offer opportunities for instructor-student interaction, e.g. question-answer, worksheet that became part of a class discussion, student presentation with instructor and peer feedback, open discussion of ideas relevant to the topic of the day, or other?

- ☐ **Responds promptly to students and staff; provides timely feedback on student work**
  - **Accessibility and Timeliness:** Does the instructor provide timely feedback on student work and regularly inform students of their progress? Is the instructor accessible to students, replying to both in-class and out-of-class inquiries in a prompt fashion? Does the instructor respond promptly to inquiries by GCCC staff?

- ☐ **Complies with GCCC policies**
  - **Compliance:** Is the instructor’s syllabus complete, clear and concise? Is record-keeping adequate (attendance, grades, weights of grades recorded)? Are required documents submitted on time (CCSSE, IDEA, grade book, attendance sheets, final exams, etc.)? Is there evidence that GCCC policies are followed?

**Particular Strengths:**

**Suggestions for Improvement:**

<table>
<thead>
<tr>
<th>Signature of Adjunct</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>___________________</td>
<td>______</td>
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</table>
C. Retention Schedule for Instructional Records

Each full-time and part-time faculty member must maintain a written record of his or her students’ course progress. The record may be a hard copy or an electronic file. These records will be referred to as the instructor’s “grade book” and should include enough detail to document the student’s grade in the course and the last date of attendance, as well as contain any other program or departmental requirements. These grade books will serve as the official record of student progress in case of a challenge, grievance, or audit.

The retention schedule for instructional records is outlined below. If a faculty member should cease employment with the college, the records listed below should be submitted to the appropriate division chair prior to departure from the institution.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>MINIMUM RETENTION PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original grade book with copy of course outline or grading policy</td>
<td>5 years</td>
</tr>
<tr>
<td>Copy of final course grade roster</td>
<td>5 years</td>
</tr>
<tr>
<td>Final Exams</td>
<td>1 year</td>
</tr>
</tbody>
</table>

Note to Instructors Using Angel and Online Grade Books
The retention schedule provided above is applicable for both print and electronic grade books. Any electronic grade books should be archived to a disk and printed out in hard copy. In your absence from campus, department chairs should have access to the hard copy in case of a student challenge, grievance, or audit.

Records Destruction
Prior to destroying any grade books, final course grade rosters, or final exams, a Records Destruction Form must be completed and forwarded to the Office of Admissions and Records. Please see the division chair and/or secretary prior to disposing of these records.

NO RECORDS SHOULD BE DESTROYED UNTIL THE FORM HAS BEEN SIGNED AND SENT BACK WITH APPROVAL.

D. Handling of Confidential Information

Handling of Confidential Information

All student data, except for appropriate directory information, is confidential student data and is protected by state and federal law. It is the responsibility of any employee who requires access to this data in the performance of his or her duties to strictly adhere to GCCC Policy 7.015. In addition, the following procedures should be strictly adhered to:

1. Under no circumstances should any employee ever share user codes and passwords with any other employee or student.
2. User codes and passwords should not be kept in written form. Never should user codes and passwords be displayed in a non-secure or publicly accessible location.
3. If an employee has reason to believe that his or her password may have been compromised in any way, that employee should immediately change the password.
4. When working with confidential student information, college employees should take measures to guarantee the safety of that information. Such documents should not be left unattended or in a publicly accessible location.
5. All documents that contain any confidential student information should be destroyed according to appropriate guidelines when no longer needed. Never should any report that contains confidential student information be disposed of in a wastebasket or other such container.
6. The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Gulf Coast Community College, with certain exceptions, obtain written consent from a student prior to disclosure of personally identifiable information from his or her educational records. The director of enrollment services is responsible for coordination of any release of student information. For more information on FERPA go to http://www.ed.gov/policy/gen.

E. Attendance Policy and Withdrawal Procedure

Attendance records are extremely important as we are audited by the state government and Veterans Administration and obligated to report attendance under a number of other programs.

Students who are absent from class in excess of the equivalent of one-eighth of a term (two weeks of a regular three hour course in a regular semester) on a cumulative basis without permission of the instructor shall be withdrawn from the course by the instructor.

A student whose last date of class attendance occurs prior to the end of the week following the posting of mid-term grades shall be administratively withdrawn with a grade of "W." Students whose last date of attendance is beyond the above mentioned date shall receive a "W" if passing or an "F" if failing.

1. Student Initiated Withdrawal

   Student completes a withdrawal form and submits the form to the Office of Admissions and Records before the scheduled withdrawal deadline published in the college catalog. Student withdrawal initiated prior to the scheduled withdrawal deadline will be recorded as “W.”

2. Instructor Initiated Withdrawal

   At the end of the first week of class, instructors are strongly encouraged to provide information regarding registered students who have not shown up for class. Students who do not show up for class should be given a W2 grade on e-Roster.

   The LDA (last date of attendance) will be “999999”. For students that attend class and require a withdrawal grade, please go to e-Roster to submit a withdrawal grade and indicate the student’s LDA.

   Instructors should excuse absences they determine to be appropriate. Makeup work for announced tests, reports, projects, etc., for valid absences will be permitted or an alternate opportunity provided.

   Students cannot withdraw from developmental studies courses (college-preparatory classes) after the drop/add period without written permission from the instructor and a developmental academic adviser.
F. Repeat Policy
This policy applied to courses taken for the first time beginning with Fall Semester 1997. Only Gulf Coast Community College courses are counted in attempts. Repeatable courses, courses required to be repeated by a regulatory agency, or courses being repeated as part of a regulatory requirement for continuing education to stay current in a field, such as teacher certification, will not be applied to this policy.

A student can only repeat a course with a “D” or “F” grade. There is a maximum of two withdrawals permitted with each course. On the third attempt, a student cannot withdraw and must earn a grade.
A student may enroll three times in each course. On the third attempt and after, a student is assessed full cost of instruction (4 times matriculation). A fourth attempt may be allowed only for students who withdraw or fail due to extenuating circumstances. An exception may be granted only once for each course, provided approval is granted through an academic appeal.

_Students who have successfully completed a college preparatory course with a “C” or better may request, through the appeals process, to audit the same preparatory course. Students will be allowed to audit the course only once. Audits for college and vocational courses declared prior to the end of the drop/add period shall not count as attempts._

SUPPORT SERVICES AVAILABLE

A. Library
Except for intercessions when the library reduces hours and closes on the weekend, the Library is open according to the following schedule.

- Monday through Thursday: 7:15 a.m. - 9:30 p.m.
- Friday: 7:15 a.m. - 4:00 p.m.
- Saturday: 9:00 a.m. - 5:00 p.m.

The Library's primary mission is to provide research materials for students and faculty at both Gulf Coast Community College and the Florida State University, Panama City Campus, as well as for members of the community. It houses a collection of more than 60,000 books, and 250 periodical subscriptions. It provides access to over 65 full-text serial databases. Interlibrary loan services are provided for materials not available in the college library collection. All services are available 24/7 from the library web page at [www.gulfcoast.edu](http://www.gulfcoast.edu).

B. Career Center
The purpose of the Career Center is to assist students in developing career plans compatible with their interests, skills, and personality. Students who have not declared an academic major or who are uncertain of their major may complete career interest tests and personality inventories. Several computer programs, such as Sigi Plus, Please Understand Me, and What Can I Do With This Major? are used in the assessment process. Students who have selected a major may research salary, job demand, and other characteristics of their career fields through computer programs, printed materials, or videotapes. College guides, financial aid materials, and catalogs are available for students planning to transfer to a university to continue their education. Students also have access to the Florida Academic Counseling and Tracking System (FACTS) via the Internet. Several career planning assessments are available online at [www.facts.org](http://www.facts.org).

The Career Center also provides learning support services for students experiencing academic difficulties in reaching their career goal. A battery of computerized tests assists students in analyzing their learning style and provides individualized prescriptive programs designed to permit students to utilize their strengths and minimize their weaknesses.
The Career Center is open weekdays from 8:00 a.m. to 6:00 p.m., except on Fridays when it closes at 4:00 p.m.

At the Gulf/Franklin Center, students have access to Please Understand Me, other career interest tests, job search, and resume building programs. Resources are available in Room B-108 during regular Center hours.

C. The Success Center

The Success Center is Gulf Coast Community College's learning laboratory where students can receive one-on-one instruction with qualified instructors in the areas of math, reading, English composition, and accounting. Supplemental printed materials, in addition to video and computer-aided instruction programs, are available for a wide variety of courses. In addition, competency-based prescriptive modules are available for students who need refreshing in basic skills areas. Staff members will work with adjunct instructors in helping to meet students' needs. The Success Center is open both day and evening hours, and adjunct instructors are encouraged to acquaint themselves with the services provided.

At the Gulf/Franklin Center, tutors are available in math and English. Hours are advertised each semester. Supplemental resource materials are available in B-112.

D. Student Services

Services provided through Student Services include placement testing, financial aid information and services, coordination of student activities, retention programs and counseling, services for disabled students, and general academic and personal counseling.

At the Gulf/Franklin Center, placement testing, financial aid information and services, and general academic advising are available during regular Center hours.

Counselors are on duty from 8:00 a.m. until 6:00 p.m., Monday through Thursday, and 8:00 a.m. until 4:00 p.m., on Fridays. Counselors are available to assist instructors with student problems. Call 747-3211.

E. Bookstore

Gulf Coast Community College maintains a bookstore in the Student Union West. The bookstore is open 7:30 a.m. until 7:00 p.m., Monday through Thursday, and 7:30 a.m. until 3:00 p.m. on Fridays.

At the Gulf/Franklin Center, books for classes held at the Center are sold from 9:00 a.m. - 6:30 p.m., Monday-Thursday, 9:00 a.m. - 5:00 p.m., Friday.

LANGUAGE AND MATH REQUIREMENTS

A. General Education Requirements

Associate of Arts Degree

Students enrolling in an Associate of Arts (A.A.) transfer degree program at Gulf Coast Community College are required to successfully complete, at a minimum, 6 semester hours of college-level mathematics earning a grade of “C” or higher. Courses that meet this requirement are denoted by the following prefix options: MAC, MGF, or STA.

Associate of Arts degree students also are required to complete ENC 1101; ENC 1102; Humanities II (religion, philosophy, or second-year foreign language); and Humanities III (literature) with a grade of “C” or higher.

Please consult the general education requirements in the current college catalog for a further explanation of the entire general education curriculum.

Associate of Science and Associate of Applied Science Degrees

Associate of Science (A.S.) and Associate of Applied Science (A.A.S.) degree-seeking students also must complete specific general education courses as a part of their degree. Please consult the specific degree program listed in the college catalog for required general education courses.
B. Exit Testing

Students receiving an A.A. degree will be required to demonstrate college level competencies in mathematics and English. One method is by receiving a 2.5 GPA in ENC 1101 and ENC 1102 for the language/reading component and a 2.5 GPA in two college-level mathematics courses for the mathematical component. Alternative methods are also available. Students may consult college counselors to learn of these alternative methods.

GUIDE FOR INSTRUCTION AND EVALUATION

Instruction

A. Teacher/Student Relationship

Effective teaching requires a relationship of mutual respect and a two-way process of communication. It is very important that genuine interest in the student be demonstrated and a positive rapport be established the first class meeting. This should be reinforced throughout the semester in order to maintain that mutual respect and open communication.

B. The Lecture

Advantages of the lecture include

1. Economical use of class time.
2. Low cost.
3. Large number of students can be served.
4. Helpful to introduce a new topic of study.
5. An efficient way to communicate facts and data.
6. A good method of summarizing.

Disadvantages of the lecture include the following:

1. It tends to be a passive, one-way process.
2. It is an inadequate method for certain types of learning, such as problem-solving, skills, attitudinal learning.

A good lecture should contain the following elements:

1. A brief outline on the board or a handout.
2. Cover about three major points per lecture.
3. Indicate the relationship of one subtopic to another.
4. Use examples and define terminology.
5. Receive feedback from the listeners through questions.
6. Use audio-visual aids, handouts, or demonstrations.
7. At times, break the class into small groups or alternate teaching techniques for variety.
8. Project warmth, friendliness, confidence, enthusiasm, and humor.
9. Summarize important points at the end of the lecture.
C. Class Discussions

Advantages

Class discussions offer opportunities for students to develop critical thinking and problem-solving, to interact with other students, to receive clarification of important points, to apply principles, and to explore attitudes and values.

A good discussion should contain the following elements:

1. Plan in advance the type of discussion to be used, the materials to be presented for discussion, and the questions to be raised.
2. Arrange the chairs and other physical items in a manner conducive to open discussion.
3. Use some form of input (printed handout, lecture, reading assignment, film, etc.) as the basis for discussion.
4. Select a discussion method best suited for your purpose.
   (a) The open-ended method allows the student to analyze facts and materials without drawing a "correct" answer.
   (b) The rational strategy requires students to justify their conclusion with careful reasoning.
   (c) The conflict strategy creates a disagreement over a controversial issue.
   (d) The case study method provides an example of a problem to be analyzed and resolved.
5. Determine if the discussion will be large group, small group, or a combination of the two.
6. During the discussion, clarify the goals of the discussion and lead the students to move toward a productive outcome.
8. Tolerate silence. Allow students to "think" about their answers.
9. If a few individuals attempt to dominate, ask for alternate opinions.
10. At the conclusion of the discussion, summarize key points and ask students to evaluate the discussion.

Disadvantages

Discussions are unpredictable and may degenerate into a non-productive buzz session, may be dominated by a few people, and may be difficult for students needing more structure.

D. Demonstration/Laboratory Method

The purpose of the demonstration/laboratory method is to teach skills, scientific principles, and to illustrate mechanical procedures through the process of "learning by doing."

The following steps are important in the use of demonstration/laboratory method:

1. Plan your lesson by determining the purpose and objective, materials needed, an outline of steps to be followed, and provisions for testing the student outcomes.
2. Introduce the lesson by describing why the process is important and how it will be taught.
3. Preview all the steps. Use handouts or chalkboard.
4. Demonstrate slowly, explaining each step and the relationship between steps. Allow questions as you demonstrate. Repeat if necessary.
5. Guide the learning through the demonstration.
6. Provide means whereby students can practice with the equipment soon after the demonstration.

E. Other Instructional Methods

1. Role playing allows the student to gain insight into various points of view. Role playing should be followed by a discussion.
2. Simulations enable the students to experience real life situations by creating fairly accurate models of those experiences in the classroom. An example would be to simulate a job interview.
3. Mediated instruction may be used as a supplement to other methods or as the central method in a unit or entire course. Outside of the media material itself, the most important aspect of media instruction is to prepare students for the presentation and provide follow-up activities. Handouts, discussion questions, or even a workbook (for entire courses) is very important.

**Evaluation**

**A. Test Construction**

1. **Key Factors** - Several factors figure into the construction of every test regardless of whether it is a written test, an oral test, or some combination of these.
   
   (a) Always provide clear, unambiguous directions on the test sheet.
   (b) When testing for retention of information, employ the subject matter simply and directly.
   (c) Avoid trick questions.
   (d) Guard against introducing irrelevant and uncontrollable psychological factors.

2. **Emphasis** - Emphasis on the test, as indicated by number and difficulty of the questions, should parallel emphasis on instruction. That is, materials which received attention in 35% of the unit being tested should also be reflected in 35% of the questions on the test.

3. **Test Question File** - Accumulate questions for the test either before or as the material is covered in the course instead of trying to compile them immediately before constructing the test. Eventually, you will have gathered a test item bank from which you can select most of your test items.

**B. Test Item Construction**

1. **Test item Usage** - All five basic types of written test items (multiple choice, true/false, short answer, matching, and essay) can be used to test memorized material. While true/false and short answer items can be used effectively to test higher level thinking, an instructor will have to construct several of these items to adequately measure a higher level objective. Essays and multiple choice items are particularly well suited for measuring higher level thinking. Essays should be restricted to measurement of instructional goals that cannot be readily measured by other types of items.

2. **True-False** - If a true-false test is well constructed, "yes" will be the answer to the following questions:
   
   (a) Is each item unambiguous in meaning?
   (b) Are the items based upon statements that are absolutely true or false without qualifications or exceptions?
   (c) Has the central point of each question been highlighted by placing it in a prominent position?
   (d) Are the items free from double-barreled statements that are partly true and partly false?
   (e) Are the items free from qualifiers and absolutes which give unnecessary clues?
   (f) Are trick questions avoided?
   (g) Are negative questions avoided if possible?
   (h) Does each item contain only one distinct idea?

3. **Multiple-Choice** - If your multiple choice items are well written, you should be able to answer "yes" to each of the following questions:
   
   (a) Is a question posed or can a question be made from the incomplete statement?
   (b) Does the question or incomplete statement give adequate information?
   (c) Are the items presented in clear and simple language with vocabulary kept as simple as possible?
(d) Does each item have one and only one correct answer?
(e) Are negative statements avoided?
(f) Are extraneous clues, such as grammatical clues, word clues, and length clues avoided?
(g) Are all responses plausible and attractive to the students who lack the information or ability tested by the item?
(h) Are the responses, so far as possible, arranged in numerical or logical order?

4. Matching Item Guidelines - After the test has been written, all of the following questions should have a "yes" answer:
(a) Are the two columns to be matched based on a single concept?
(b) Are the lists in both columns relative short?
(c) Do the directions indicate clearly the basis upon which the lists are to be matched? For example, if a single premise is to be matched with several responses, do the directions so state?
(d) Are the matching lists free from extraneous clues due to grammatical construction, rote, verbal associations, etc.?
(e) Is the list of responses (right-hand column) longer than the list of stimuli (left-hand column) to preclude guessing by elimination?

5. Short Answer Guidelines - A well constructed short answer test will have a "yes" response to all the following questions:
(a) Is each statement sufficiently unambiguous to limit the correct answer to a few specific words or statements?
(b) Are the items specific without being trivial?
(c) Does the omitted part of an incomplete statement come at the end of the statement?
(d) Is only one key word or phrase omitted from incomplete statements?

6. Essay Test Guidelines - A carefully constructed essay test will have "yes" answers to all the following questions:
(a) Are essay questions restricted to measurement of objects not readily measured by other types of questions?
(b) Are essay questions framed around specific problems adequately delimited in scope?
(c) In general, is use made of a large number of brief essay questions rather than one or two extended ones?
(d) Does each essay question indicate clearly and accurately the desired extent and depth of the answer?
(e) Does the direction to explain, outline, state or compare indicate accurately the type of answer that will receive full credit?
C. Norm-Referenced and Criterion-Referenced Testing

1. Norm-Referenced Testing: Any test can be constructed to be a norm-referenced test; the distinction is in the way the test is scored and the use made of the scores. The purpose is to spread students out within a broad range of scores so that discrimination among their achievement can be determined.

2. Criterion-Referenced Testing. Tests designed specifically to measure mastery of the objectives taught, is now becoming increasingly popular. The purpose, unlike norm-referenced tests, is to measure how well each student has attained the desired performance standard. Although the standard might be based on the performance of previous groups, it is set in advance and should reflect some degree of competence. It is possible that all students, if aware of performance expectations, will receive nearly the same score.

D. Grading Systems

1. Norm-Referenced Grading - If the purpose of the test scores is to reflect actual differences in knowledge and proficiency among students, the following rules should be observed when writing tests:

   (a) All test questions should deal only with information the students have had an opportunity to gain in class. When questions are asked that have no bearing on experiences in a course, the test does not measure learning in that course.

   (b) If questions are to be used year after year, the ones that are too often missed or too seldom missed should be weeded out. Obviously, such questions do not help the instructor to differentiate between individual performances.

2. Criterion-Referenced Grading. The criterion-reference system is based on the performance standards, and can be used to assess motor skills, retention, and higher level thought. The basis feature of the criterion system of grading is the concept of mastery. To use this system, an instructor should

   (a) Specify the performance objectives.

   (b) Describe fully the achievement expected for each letter grade.

   (c) Design written, oral, and/or performance tests to determine whether students have or have not attained the course objectives.

   (d) Allow students to retake tests until the objectives have been mastered.

E. Methods of Grading

1. Common Methods - Grades are commonly based on either a grading curve, such as comparisons of students in norm-referenced testing, or performance standards, such as those used in criterion-referenced tests. The main difference between these methods is that curves rate students against each other while performance standards rate students against fixed standards. Either of these grading methods might be used to grade a single test or an entire course. At the beginning of a course, teachers should tell students which method(s) of grading will be employed.

2. Standard Grading Scale - One common method of grading utilizes predetermined standards, either numerical standards, such as 90-100 equals an "A," or performance standards, such as typing 45 words per minute with one error equals a "B." An instructor who uses this method, which is applicable to both norm- and criterion-referenced testing, does not compare a student's performance to that of his classmates.
3. **Adjusted Standard Scale** - Another method of grading on a standard scale is to use the highest score on the test as 100% and to place the remainder of the scores down the scale proportionally. For instance, suppose that the highest raw score on a 50 question test was 46. Then every other student's grade would be the adjusted percentage. The adjusted standard is only applicable to norm-referenced testing.

4. **Grading on a Curve** - Teachers who grade on a curve base their grades on how well a particular student performs compared to the other students in the class. A predetermined percentage of students are assigned A's, another percentage is assigned B's, and so forth. While there are many types of grading curves, the normal curve is the most common.

Although grading curves are easily understood by students and parents and are fairly easy to utilize, the flaws of curve grading are numerous. Regardless of how well students perform, a certain percentage will fail, and no matter how little students learn, a certain percentage will receive A’s. Because the use of grading curves creates unstable standards in comparable classes and because curves are often unfair, they generally should be used with caution or avoided.

F. **Test Evaluation**

1. **Purpose of Evaluation** - Proper item and test analysis can indicate if objectives are being achieved, that is, if the course material is being presented in a way students can absorb it, retain it, and readily apply it, perhaps even value it. Test evaluations also will quickly point to subject matter that needs to be revised, needs more or less emphasis in teaching, or requires a different instructional approach.

2. **Reliability** - The key terms in analysis of tests are reliability and validity. Reliability is the consistence of the test or the extent to which it yields equivalent scores upon repeated administrations to a student or the same group of students. An instructor would be unwise to put any degree of confidence in the ability of a test with low reliability to accurately measure student progress.

   One of the best ways to increase the reliability of a test is to include as many items as is practical. The concept of reliability, as presented here, applies well to norm-referenced testing but must be redefined for criterion-referenced testing.

3. **Validity** - If a test is not valid, if it does not measure what it is supposed to measure, the test is worthless. Content validity is one of the most common ways of evaluating whether a test fulfills the purpose for which it is intended. Content validity is evaluated by having the instructor and, when possible, other subject matter experts examine the items on a test to decide whether the items adequately cover the content and behaviors specified in the objectives, whether the items are relevant, and whether the balance between topics and items is sound. Content validity is useful in both norm- and criterion-referenced testing.

4. **Item Analysis** - Item analysis is also an important aspect of test evaluation. It consists of taking a critical look at each question to see which turned out to be good items, which should be rewritten, and which should be discarded altogether. Item analysis can be performed with or without the aid of a computer.
Tyndall gate pass procedures:

1. **On the first night of class, students must enter the Sabre Drive gate** with the following four documents in their possession:
   
   a. Proof of GCCC class registration  
   b. Valid driver’s license  
   c. Proof of vehicle insurance  
   d. Proof of vehicle registration

2. Upon arrival of your first class meeting, a term gate pass will be issued at the Education Center with the above listed documentation.

3. Questions regarding these procedures should be directed to the GCCC representative at Tyndall, 283-4332.