MISSION OF NORTHWEST FLORIDA STATE COLLEGE

Northwest Florida State College improves lives. We deliver outstanding educational programs that are relevant, accessible, and engaging for students of all ages and provide exceptional cultural, athletic, and economic development activities for the communities served. We commit to excellence, creativity, integrity, and services.

STATEMENT OF PHILOSOPHY AND ACADEMIC FREEDOM OF NORTHWEST FLORIDA STATE COLLEGE

All professions are characterized by special, rigorous educational and experiential preparation which is objectively documented; dedication to the wider purposes of the profession; standards of honor; and a continuing curiosity about the profession.

Given these qualifications, the professional educator is a member of a profession distinguished by several unique characteristics, including stringent educational preparation and frequent updating; expertise in a special discipline encompassed by the profession; unswerving loyalty to the profession; a commitment to lifelong learning and development; adherence to self-imposed high standards in intellectual, moral, and social matters; and a sense of responsibility to the profession, to those served by the profession, and to society as a whole. Professionalism thus entails behavior and attitudes characterized by pride in one’s self and one’s chosen career, respect for the people served, and commitment to the continuing development of skills in the pursuit of excellence. Standards provide the framework within which the professionals carry out their obligations to each other, to the people they serve, and to society in general.

Northwest Florida State College personnel recognize that the best way to put this philosophy into action is through the leadership of professional educators and support personnel, working together with students, in a collegiate environment that is both challenging and nurturing. Critical elements of such relationships and such an environment are the freedom to exercise professional judgment; cooperation; broad-based participation in decision-making which includes all levels of professionals; open, honest communication; trust; a harmonious atmosphere; and attitudes which both promote and cultivate the development of potential in students, in faculty and staff, and in the community.

Northwest Florida State College personnel are committed to the highest ideals of professionalism as practiced within the legal framework of Florida Statutes, State Board of Education rules, and policies established by the college’s Board of Trustees.

2/7/90; Revised 4/20/00; Editorial Rev. 5/4/00; updated 8/08; 8/09; 8/11
The American Psychological Association (APA) has published a code of ethics for teachers of psychology. Much of that code is applicable to the college setting regardless of the instructional discipline. The American Association of University Professors (AAUP) and the National Organization for Legal Problems in Education (NOLPE) have published extensive materials concerning the ethical relationships between teachers and their students. The following points are distilled from those various guidelines, as well as from Wilbert J. McKeachie’s “Ethical Standards in Teaching,” published in Teaching College, Selected Readings for the New Instructor, Magna Publications, Madison, Wisconsin, 1990, and from The University of Colorado at Denver’s Code of Professional Conduct for Faculty. http://www.colorado.edu/FacultyGovernance/policies/PrinciplesProfessionalandEthicalResponsibilities_121508.pdf

♦ The teacher should encourage students in their quest for knowledge, giving them every assistance in the free exploration of ideas. Teaching frequently and legitimately involves presentation of disquieting facts and controversial theories, and it is the examination of perplexing issues that students most need the guidance of a good teacher. Disturbing concepts should not be withheld from students simply because some individuals may be distressed by them. When issues are relevant, they should be given full and objective discussion so that students can make intelligent decisions with regard to them. However, presentation of ideas likely to be difficult for some students to accept should be governed by tact and respect for the individual.¹

♦ A teacher should respect the students’ right to privacy and not require students to give information which they may wish to withhold; neither should a teacher reveal information which a student has given with the reasonable assumption that it will be held in confidence.

♦ The teacher should be ever mindful of the power relationships that exist in the college setting. As with the employer-employee relationship, there is an inherent power difference in the teacher-student relationship. The potential exists for the less powerful person to perceive a coercive element in suggestions, requests, instructions, or situations not reasonably related to the classroom or service at hand. “A teacher should require of students only activities which are designed to contribute to the student in the area of instruction”²; other activities not related to course objectives or not having discernible secondary value related to the course goals should be made available to students on a voluntary basis.³

♦ The teacher should respect the student as an individual and adhere to the role of instructional guide or advisor, conducting evaluations with objectivity sound reasoning, logic, and balance; making decisions free of prejudice, impartiality, or emotional bias; and conducting instructional activities in an atmosphere of equality, civility, and mutual respect.

¹ American Psychological Association, Code of Ethics for Teachers of Psychology
² Ibid
³ Ibid
The wise college teacher should avoid the appearance of impropriety as avidly as the reality of impropriety. In a questionable situation, err on the side of restraint.

Therefore, ethical teachers will:

- perform job duties without arbitrary or capricious exercise of authority;
- behave in such a manner that their words or actions cannot reasonably be perceived as coercive, harassing, or intimidating to a listener or an observer;
- maintain fairness and objectivity in all grading and evaluative activities;
- apply policies and decisions in a consistent and objective manner without preference or bias to any students;
- avoid and condemn sexual harassment, intimidation, and exploitation of students;
- provide timely access to course requirements and policies for all students;
- conduct all instructional activities with civility and respect for all students;
- be aware of and adhere to rules and policies;
- be aware of and respectful of institutional and community mores.

Whatever the circumstance, if you have the slightest doubt, just give it the newspaper headline test:

Would you want this action/situation to appear as a headline in the local Newspaper?!!?

Think about it:

“Daughter of English Professor Receives Highest Grade in Mother’s Class”

“ Entire Algebra Class Down with Strep Throat after Contact with Sick Child of Classmate Attending Course with Father”

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4 The University of Colorado at Denver Administrative Policy Statement, Code of Professional Conduct for Faculty
MINIMIZING LEGAL VULNERABILITY

OBSERVE THE BASIC DUTIES OF ALL TEACHERS

☑️ Provide adequate supervision for students (and guests) at all times; adhere to the established “Children on Campus” Policy.

☑️ Provide students with proper instruction regarding the safe use of equipment, supplies, and facilities; document such instruction if the classroom offers an unusual or dangerous setting.

☑️ Do not permit children or unauthorized visitors to attend class sessions in hazardous settings (e.g. chemistry lab) or to accompany your class on a field trip.

☑️ Be sure to meet your class in the observed time period and location.

☑️ Be sure all students attending your class are registered for the class.

ADHERE TO ALL STANDARDS OF THE PROFESSION AND OF YOUR TEACHING DISCIPLINE

☑️ Update course outline/syllabi regularly to match the standard, common course syllabus; distribute course outline/policies to all students at the beginning of the course. Inform students of all grading and classroom policies in writing. Consider the course outline an ethical, if not legal, contract with your students and adhere to its contents.

☑️ Include all required items in your course guide/syllabus (see Content of Course Policies Handouts section of this handbook).

☑️ Update your webpage and other electronic resources each term, as you would a course guide/syllabus.

☑️ Observe copyright laws (see Copyright Guidelines section of this Handbook).

☑️ Stick to course content during class; cover skills and topics as described in the course catalog and standard, common course syllabus.

☑️ Adhere to the college’s policies and procedures; be especially knowledgeable about policies related to student behavior and relationships (e.g. sexual harassment policy, computer use policy, copyright policy, etc.).

☑️ Apply college and course policies, and classroom practices consistently to all students.

☑️ Remember that you are a role model to your students; manners, civility, and decorum are essential professional behaviors.

☑️ Stay current in your field.

☑️ Whenever feasible keep records of student appointments; keep notations of student calls or visits if topics are sensitive or controversial.

☑️ Maintain appropriate professional distance in your relationships with students; conduct student meetings on campus; refer students to other college professionals as needed.
Do not promise a student that he/she will be successful in requesting an exception or an appeal to college policies, regulations, or graduation requirements.

Remember the student views you as if you are the college and will depend upon your answers and guidance; when in doubt, consult with your supervisor or refer the student to the department or another college office.

**UNDERSTAND THE STUDENT’S RIGHTS AND RESPONSIBILITIES**

- Be aware that students must adhere to the Student Code of Conduct, but keep in mind that students not only have responsibilities, but also rights.

- Do not single out a student for discipline, personal attack, or humiliation in front of others; if an action/warning is necessary and appropriate, consult with your department chair or the Dean of Students.

- If you suspect cheating, do not embarrass or single the student out in front of others.

- Adhere to the college policies on discrimination and sexual harassment.

- When in doubt, make notes, consult with your supervisor, the Dean of Students, or the Vice President of Academic Affairs and act later!

- Observe student privacy rights (See the Student Privacy Rights in this Handbook).
  - Do not release personal information about a student to anyone other than that student or other appropriate college employee. This includes spouses, clergy, law enforcement officials, friends, and lovers! If anyone other than the student himself/herself seeks information about a student, refer that individual to the Dean of Enrollment Services or the Vice President of Academic Affairs. Private information includes exam grades, course grades, financial aid status, disability status, disciplinary actions, e-mail address, academic standing, class schedule, social security number, etc.

  - Do not post student information using full social security numbers or other personally identifiable information.

  - Do not release grades or other protected information over the telephone or by e-mail (except in PIN or password protected situations.)

  - Do not reveal directory information on a student unless you have verified there is no privacy/disclosure block on the student’s record.

  - **REMEMBER, IT IS ALWAYS BETTER TO WITHHOLD INFORMATION WHICH CAN BE SUPPLIED LATER THAN PROVIDE INFORMATION THAT CANNOT BE RETRACTED ONCE REVEALED.**
Class Meetings

Classes are scheduled for the total hours listed in the course syllabus and are expected to meet for the full length of each class meeting. Classes will not be dismissed for the major portion of any period nor shifted in location, meeting time, or number of sessions without advance approval of the appropriate supervisor and the Vice President of Academic Affairs.

Field trips are considered to be valuable learning experiences when specifically designated as part of a course. Field trips must be approved in advance using the established procedure.

Faculty Schedules and Office Hours

Individual weekly schedules shall be established each semester by each full-time and each half-time instructor in cooperation with his/her supervisor. Full-time faculty members must schedule 34 hours each week; supplemental assignments must be in addition to those hours. Half-time faculty members must schedule 17 hours per week with any supplemental assignments as additional hours. Faculty members must post and observe the appropriate number of office hours. Faculty members must be available outside of class hours to assist students; they must be responsive to student questions and requests for assistance.

Faculty members may teach supplemental classes in addition to their required load once these have been approved by their Department Chair or Division Director. Compensation for these classes will not include travel costs, except under unusual circumstances dictated by college need and approved by the Vice President of Academic Affairs.

Course and Program Content

Faculty members are responsible for providing instruction on the minimum required content of any given course they teach. Instructors are, of course, free to enhance course content with related materials for additional depth and breadth, keeping in mind other courses in the program/course sequence. The instructional activities, class requirements, methods of student assessment, grading, and presentation mode are the prerogative of the instructor, unless there are specific standards agreed upon department-wide.

Final examinations must be administered in accordance with the established final examination schedule. Instructors are not permitted to change the time or location of a final examination without prior approval from the Vice President of Academic Affairs.

If syllabi are available electronically (via college email, D2L, or faculty websites), the instructor is not required to distribute hard copies of syllabi. In face-to-face and blended classes, instructors must, at the end of the schedule adjustment period, obtain signatures from each
student acknowledging that the student has read the electronic syllabus. A sample signature sheet is available on NWFSC’s Faculty Resource Room webpage.

For writing classes, instructors should include the department plagiarism handout as part of their syllabus—or as a separate attachment which the student must also acknowledge as having read.

**Course Outlines for Students**

Each instructor must provide a written explanation of the grading system, course requirements, and other class policies to all students in his/her classes.

**Use of Textbooks**

Each instructor shall use the approved textbook(s) listed in the approved course syllabus as a minimum for the course that he/she is teaching and shall require students to obtain such textbooks. Lessons and course requirements are to incorporate text material. Supplemental materials may be assigned or recommended, but may not supplant the regular textbook.

**Record Keeping**

Instructors are free to keep records in the form they prefer (electronic, paper, etc.); however, the content of the class records must conform to the Instructional Record Keeping Guidelines, also provided in this handbook. Furthermore, electronic record-keeping must conform to FERPA guidelines protecting privacy and must be password protected on a college server. Keeping grades on publisher websites does not meet FERPA guidelines. Grades must be submitted in a timely manner according to the college calendar. In general, grades may not be submitted via telephone.

**College-wide and Departmental Responsibilities**

Full-time instructors are to participate in other professional activities, including department meetings, curriculum planning, student advising, program review, evaluations, and other such activities.

**College Policies**

Faculty must be aware of and adhere to established college policies and procedures. When in doubt, consult with the Department Chair/Division Director or contact the Vice President of Academic Affairs.

7/99; updated 7/00; revised 10/07; 08/11
Go to the NWFSC home page: [www.nwfsc.edu](http://www.nwfsc.edu), click On-line Services, then click Employee Access.

1) Log on using your Network ID and Password. Your network ID is the same ID you use to access your NWFSC Faculty/Staff email account. If you don’t know your Logon ID or Password, Contact the IT Helpdesk at 729-5396.

2) Click Class Rosters from the quick links on the left side of the RaiderNet homepage OR click the “Faculty” tab above the calendar. Select the correct term.

3) The Instructor Schedule, listing all the courses you are teaching, will be shown.

4) The GRADE column on the Instructor Schedule indicates if a class can be graded at the current time. You may need to scroll to the right to be able to see it.
   ✓ For classes that cannot be graded yet the column will be **blank**.
   ✓ For classes that are ready to be graded the column will have a green box that says **OPEN**.
   ✓ For classes that you have already entered grades for each student, but the grade due deadline has not passed, the green box will say **FINAL**.
   ✓ For classes whose grades have already been posted (previous terms) the column will say **POSTED**.

5) To grade the class, click the green box that says **OPEN** in the grade column of the Instructor Schedule.

6) Use the drop down box in the grade column to enter the grade for the student.
   ✓ **“F” grades require a last date of attendance be entered.** If not entered, a prompt will be displayed when you attempt to save grades. Follow the format for entering the date exactly.
   ✓ **“I” grades require last date of attendance.** To earn an “I” grade students must have completed a “significant” portion of the class.
   ✓ **NOTE: Don’t scroll with the grade highlighted, it will change the grade. Proofread your grades before saving!**

7) After you have entered grades, click the red box at the bottom of the roster that says Save Grades.
   ✓ You don’t have to enter all the grades for a class at once. You can save the partially graded roster and return to grading at any time during the open grading window. **You MUST enter a grade for EACH student, for each roster before the grade due deadline.**
   ✓ Click SAVE to save the grades entered.

WEB GRADING INSTRUCTIONS
8) After you click SAVE, you will be given these options:

- **Return to grading class:** This option allows you to save grades in the middle of entering them so none will be lost in case of a computer error or power failure.
- **Return to your Instructor Schedule:** This option allows you to choose another reference number to grade.
- **Do you want to make these grades final?:** This option will be displayed only if you have entered a grade for each student on the roster. Choose FINAL when you are done grading and have proofread your grades. Changes can still be made to a roster marked FINAL if they are done before the grading deadline. Click the FINAL button from the Instructor Schedule to enter or change grades before the grading deadline. Be sure to click SAVE again if you make changes.

9) To print the grade roster for your records, click the printable page button at the top of the roster for a printer friendly format.

10) If you are done, be sure to click “log off” in the upper right hand corner to exit the Employee RaiderNet and safeguard the confidential information contained on your grade rosters.

### WEB GRADING FREQUENTLY ASKED QUESTIONS

**Q. What if a student does not show up on the Grade Roster but is on the Class Roster?**
A. Check the column on the right side of the Class Roster to see if the student has paid. Only paid students can be graded. Any students who still show as unpaid at the end of registration should be referred to the Business Office; they are not officially registered for your class.

**Q. What date do I enter for “Last Day Attended” if a student NEVER ATTENDED?**
A. The student should have been reported as Never Attended during the Attendance Confirmation period, the second week of classes.

*CAUTION* If you failed to report a student as Never Attended during the web Attendance Confirmation period, and you did not submit a paper Excessive Absence Withdrawal for the student during the semester, you need to IMMEDIATELY contact the Registrar’s Office at 729-6018 and the Financial Aid Office at 729-5370.

**Q. What is the “WN” or “WF” grade on my Grade Roster?**
A. Students who you reported as never attending receive “WN” grades (or “WF” grades if the class is a third attempt for the student). You cannot enter a grade or last date of attendance during final grading for students with “WN” or “WF” grades.

**Q. What do I enter for “Last Day Attended” if the student attended all classes but still earned an “F”?**
A. Enter the final exam date, or the last day of class, in the “Last Day Attended” on the Web Grading Roster.
Q. How do I grade the students on the second page of the roster if there are more than 50 students?

A. In order to grade students in classes with more than 50 students enrolled, please follow these steps:

1. Enter grades on the first page and click on the Save Grades button to save your grades. You don’t have to enter all the grades on the first page to be able to save them.
2. There will be a MORE button at the bottom of the page. This button simply allows you to navigate from the first to second page. Grades will not be saved from the first page unless you have first clicked Save Grades! If you are re-entering the grade roster after previously saving your grades on the first page you can go directly to the second page using the MORE button.
3. After you click SAVE from the first page you will be given options to: Process next page of this class; Return to grading class or Return to Instructor Schedule.
4. If you click process next page, you will be able to grade the second page and click SAVE.
5. When you have entered grades for all students on both pages, you will also be given the option to make the grades Final after you click SAVE.

Q. How do I change a student’s grade?

A. You may continue to update grades on the grade roster as long as there is a green “OPEN” or “FINAL” button on the instructor schedule next to the class. Once the grade due deadline has passed, the grading button will no longer be available. You will see "POSTED" in the grading column of the Instructor Schedule after grades have been posted to the student’s academic history. Grade changes after the grade due deadline for the term have to be processed manually. Follow these steps for submitting a paper grade changes:

1. Complete the three-part paper Instructor Change of Grade form and sign the bottom of the form.
2. Have the Department Head sign the form for changes in letter grades “A-F”.
3. Send the form to the Registrar’s Office, C-Bldg., Niceville, in person or by campus courier (it cannot be delivered by a student).

Q. What if the grade I want to issue is not in the drop-down box?

A. If the grade you are trying to enter is not listed in the grading drop down box beside the student’s name, contact Office of Academic Affairs for clarification on the grading method for this course.

Revised 10/07; 8/08, 9/08; 6/09; 06/10; 7/11
<table>
<thead>
<tr>
<th>Schedule Adjustment Period (Drop/Add)</th>
<th>Attendance Confirmation Reporting (Never Attended)</th>
<th>Withdrawal Period</th>
<th>Mid-term Grading For Session 1 classes Fall and Spring only</th>
<th>Last Portion of the Semester</th>
<th>Final Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeframe: 1st week of class</td>
<td>2nd week of class</td>
<td>The day after Drop/Add to the &quot;W&quot; deadline</td>
<td>One week before mid-term grades are due</td>
<td>After the “W” deadline to the end of the semester</td>
<td>The last week or days of class</td>
</tr>
<tr>
<td>Action by Instructor:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students may add classes throughout this week. Student attendance cannot be based on class days prior to the student's registration. Refer any students who have not paid after the end of Drop/Add to the Business Office.</td>
<td>Reporting opens the day after Drop/Add and closes one week later. Report any student who has never attended your class using the web Attendance Confirmation Roster. Reporting is due prior to 4:30 on the last day of the reporting period.</td>
<td>Specific withdrawal deadlines for each class are listed on the class rosters. Submit paper Excessive Absence forms to the Registrar’s Office for students who do not attend. Excessive absence reporting is essential to adhere to Federal Financial Aid requirements.</td>
<td>Submit mid-term grades using the web midterm roster, which is located on the gold menu bar under “Faculty/Advisor”, during the OPEN midterm grading window. Midterm grades are due prior to noon on the last day of the midterm grading period.</td>
<td>Students cannot be withdrawn after the “W” deadline. However, instructors should still submit paper excessive absences forms to the Registrar’s Office for students who do not attend. Excessive absence reporting is essential to adhere to Federal Financial Aid requirements.</td>
<td>Specific grading window dates are listed on the class roster. Submit final grades using the web grade roster from the Instructor schedule during the OPEN window. Final Grades are due prior to noon on the last day of the final grading period.</td>
</tr>
<tr>
<td>What the instructor will see on the web class roster:</td>
<td>Class rosters will change during the first week of class. Students who add will appear and students who drop will be removed from the roster. The class roster indicates if the student has paid.</td>
<td>Students who are reported as never attending will be shown on the class roster with a grade of WN and are immediately withdrawn. Students in a third or subsequent attempt of the class will receive a grade of PN.</td>
<td>Students who withdraw themselves will be shown on the roster with a grade of W. Students who are withdrawn by the instructor using an Excessive Absence form will be shown on the roster with a grade of IW.</td>
<td>Mid-term grades are advisory only. Mid-term grades do not show on the class roster. Students can view their mid-term grades on the Student RaiderNet.</td>
<td>Students who are withdrawn by paper Excessive Absence forms after the “W” deadline will be shown on the roster with a grade of WF. Students in a third or subsequent attempt will also receive a grade of WF. This grade shows on the transcript as an F.</td>
</tr>
</tbody>
</table>
CURRICULUM
Beginning with the 2006-07 Academic Year, Gordon Rule writing courses no longer carry a required word count, although ENC, LIT and ENG courses may use word count as a means of guiding consistency. Northwest Florida State College has elected to meet the new Gordon Rule writing requirements using a “writing-across-the-curriculum” approach, which includes not only the state-required six credits in English, but also an additional minimum of six credits from humanities, behavioral science and social science courses that carry a writing requirement.

The specific nature and grading of the writing assignments included in the designated humanities, behavioral science, and social sciences classes are the prerogative of the faculty member. The nature and grading of ENC, LIT and ENG courses will conform to a more coordinated set of standards. Accordingly, once a term, the Communications Department will conduct department in-service training for all full- and part-time faculty members to verify consistency.

Successful placement scores and/or other prerequisites are required for enrollment in all Gordon Rule Writing Courses. A minimum grade of “C” is required in all Gordon Rule Writing courses.

To avoid transfer problems, to ensure basic consistency, and to maintain a comparable level of rigor across courses and sections, faculty members are to adhere to the following guidelines.

All assignments used as part of the Writing-Across-the-Curriculum Program must be included in the computation of the final course grade such that completion of the writing component is a requirement for passing the course.

- All writing assignments used to meet the Writing-Across-the-Curriculum Program commitment must be graded and addressed in the syllabus.
- One-third to one-half of the writing assignments used to meet the Writing-Across-the-Curriculum Program commitment must be polished, edited pieces written outside normal class time using an appropriate number and variety of sources.
- Student writing must follow current guidelines for style and grammar (e.g., correct spelling, punctuation, complete sentences, good paragraph development, etc.).
- Writing style standards may vary by course, but should match those traditionally accepted in the subject/discipline area (i.e. APA for social sciences, MLA for English, etc.).
- All assignments must be the student’s original, independent work, using his/her own words, as distinct from copying text passages, transcribing lecture notes, etc.
- All course syllabi must reference the College policy on cheating and plagiarism.
- As courses in the Writing-Across-the-Curriculum Program cover a variety of subjects and interest areas, assignments may include the student’s evaluation of, response to, or interpretation of the issues and topics being studied.
- Examples of assignments that are typically acceptable in meeting the meet the Writing-Across-the-Curriculum Program commitment include:
Formal and informal essays
- Research pieces
- Written responses (presented in short paragraph or essay format using the student’s own words and analysis) to homework or exam questions
- Letters and journals assigned as part of and related to the course subject/content
- Creative writing (short stories, sketches, editorials, commentary, etc.)
- Analysis of course readings, presentations or discussions

Assignments that are NOT acceptable in meeting the Writing-Across-the-Curriculum Program commitment include:
- Class notes
- Transcriptions of lectures/presentations/class activities
- Summaries of lectures/presentations/class activities
- Pieces with extensive quotations or paraphrases
- Homework assignments with responses copied from the text/reading materials or content essentially straight from the text/readings without analysis, comparisons, interpretation or other critical thinking applications
- Written responses to homework or exam questions where the student is essentially repeating material from readings or class lectures/presentations by rote.
- Project written by a group (except where an individual’s contribution or portion is clearly identifiable and separate from the group’s work)
- Personal writings (letters, journals, commentary) unrelated to the course content/subject
- Other writings that do not consist of sentences and paragraphs composed by the student

**GUIDELINES FOR COURSE SYLLABI**

Syllabi for courses with the written communication designation must comply with the following.

1) The course description must indicate the course is part of Writing-Across-the-Curriculum

2) Graded activities/course requirements must specify at least one written communication activity which satisfies the college guidelines

3) The course goals must include the following separate goal statement. (The statement may be rephrased to parallel the structure of the other course goals.)

   The student will demonstrate accurate and effective expository writing skills

4) The course objectives must include at least one separate objective which details the writing requirement. Use the objective on the departmental syllabus for the course.
SPEAKING-ACROSS-THE CURRICULUM AS PART OF GENERAL EDUCATION

Strong oral communication skills are essential for success in the modern world. Researchers, graduates, employers and professionals across the full spectrum of careers site communication skills, both written and oral, as critical to professional and personal success. NWFSC recognizes the importance of oral communication skills through the Speaking-Across-the-Curriculum component of its General Education Program. By virtue of their incorporation of a formal, graded oral communication requirement, specific general education courses have been designated as comprising the Speaking-Across-the-Curriculum program. Courses included in Speaking-Across-the-Curriculum are specially identified in the college catalog.

ORAL COMMUNICATION REQUIREMENT FOR DEGREE SEEKERS

All B.S., B.A.S., A.A., A.S., and A.A.S. degree-seeking students must successfully complete at least one of the designated oral communication courses as part of their general education requirements. Students who successfully complete certain other speech, forensics, oral interpretation, or performance courses not included in the general education classification may petition to use such courses to meet this requirement.

DESIGNATION OF COURSES

All courses designated as meeting the oral communication component of the NWFSC General Education Program must be approved for such designation by the Curriculum Committee.

Courses which comprise the Speaking-Across-the-Curriculum component must meet the following standards.

♦ The course must be included in the General Education Program.

♦ The course must include at least one formal, graded oral communication activity as a requirement of the course for each student enrolled.

♦ The oral communication activity must require the student to prepare the presentation in advance and to deliver the presentation in front of a live audience; the actual presentation may be a speech, demonstration, monologue, performance, or other similar activity, but must require the student to demonstrate appropriate delivery style and content.

♦ The course syllabus must describe the speaking requirement(s) and grading standards, as well as indicate the course is part of the Speaking-Across-the-Curriculum program. (see next page)

♦ Although the specific nature of the speaking requirement(s) may vary by instructor, consistency across all sections of a given course is strongly encouraged; in any case, all
sections of a course bearing the oral communication designation must incorporate at least one graded speaking activity which meets these standards.

GUIDELINES FOR COURSE SYLLABI

Syllabi for courses with the oral communication designation must comply with the following.

1) The course description must indicate the course is part of Speaking-Across-the-Curriculum

2) Graded activities/course requirements must specify at least one oral communication activity which satisfies the college guidelines – i.e. an individual public speaking activity

3) The course goals must include the following separate goal statement. (The statement may be rephrased to parallel the structure of the other course goals.)

   The student will demonstrate effective public speaking skills

4) The course objectives must include at least one separate objective which details the speaking requirement. Use the objective on the departmental syllabus for the course.
QUESTIONs AND ANSWERS ABOUT FLORIDA’S COURSE REPEAT RULES

Q. How many times can a student take a college prep course?
A. Enacted in 1997, state rules limit the number of times a student may enroll in the same college prep course. A student may enroll three times in a particular college prep course, the original enrollment plus two repeats if the student does not successfully complete the course in his/her earlier attempts. On the third attempt, however, the student will be required to pay the full cost of instruction, or approximately four times the regular fee. In addition, the student will not be permitted to withdraw or receive a “W” in his/her third attempt; rather, the student will be awarded whatever grade he/she earns.

Q. How many times can a student take a college credit course?
A. State rules limit the number of times a student may enroll in the same college credit course. In general, a student may enroll three times in a particular college credit course, the original enrollment plus two repeats if the student does not successfully complete the course in his/her other attempts. On the third attempt, however, the student must pay the full cost of instruction, or approximately four times the regular fee. In addition, the student will not be permitted to withdraw or receive a “W” in his/her third attempt; rather, the student will be awarded whatever grade he/she earns.

Q. What does it mean to “attempt” a course?
A. According to state rules “attempting” a course means that a student has registered and received a grade in the course at the end of the term. Grades that indicate a student has attempted the course include “A”, “B”, “C”, “D”, “F”, “P”, “S”, “U”, “W”, and “N”. An “X” (awarded for auditing a course) does not count as an attempt if the student declares the audit before the end of the schedule adjustment period. If the student changes to audit status after the schedule adjustment period, it will count as an attempt.

Q. When did the college start counting course attempts (number of times a student has taken a particular course)?
A. The state and the College started tracking and counting students’ attempts in each course beginning Fall 1997. If a student attempted courses prior to Fall 1997, they will still appear on his/her transcript, but will not be counted as attempts under the state rules.

Q. If a student took a course at a different college will that count as an attempt?
A. No.

Q. If a student audits a class will that count as an attempt?
A. If a student completes the paperwork and declares that he/she wants to audit the course before the end of the schedule adjustment period, it will not count as an attempt. If the student changes to audit status after the schedule adjustment period, it will count as an attempt.

Q. If a student receives a “W” in a course, will that count as an attempt?
A. Yes, if the student took the course during or after Fall 1997.
Q. If a student receives an “I” in a course will that count as an attempt?
A. No, not until the student receives a grade in the class; once the “I” is changed to a grade, it will be counted as an attempt. In any case, the student will not be allowed to re-enroll in a course in which he/she currently has an “I” grade.

Q. If a student changes classes during registration and drops a course, is the dropped class counted as an attempt?
A. No.

Q. If a student took a class through dual enrollment or concurrent enrollment will that count as an attempt?
A. Generally yes, if he/she took the course during or after Fall 1997; no, if he/she audited the class. The student should always work with an advisor to repeat a course.

Q. If a student drops the class later in the term and receives a refund, does that count as an attempt?
A. No, as long as he/she receives a full refund and there is no record of the class on his/her transcript.

Q. If a student received credit for a course through DANTES, CLEP, AP, or IB will that count as an attempt?
A. Generally, these are not attempts. Students should always work with an advisor to repeat course credits earned through one of these methods.

Q. If a student receives an “A”, “B”, “C”, “P”, or “S” in a course can he/she repeat the course?
A. No, unless there are extenuating circumstances and an exception is approved through the Office of Academic Affairs.

Q. If a student is eligible to repeat a college prep or a college credit course, how much will it cost?
A. Unless an exception is granted for extenuating circumstances, students must pay the full cost of instruction (about four times the usual fee) the third time he/she attempts a college prep course or the third time he/she attempts a college credit course.

Q. What can a student do if he/she has used up his/her course attempts but still needs that course as a prerequisite to continue in college?
A. The student should talk to a Northwest Florida State College advisor or counselor ASAP! In certain extenuating circumstances, an exception to these rules may be available. In any case, advisors will help the student evaluate his/her situation and make recommendations to help the student continue toward his/her education and career goals.

Remember, the best ways for a student to deal with the course repeat rules are:
1) work with an NWFSC counselor, advisor or faculty member to plan his/her studies and
2) use the free learning support services available at the college
**APPROPRIATE PLACEMENT**

The Florida Department of Education (Rule 6A-10.315) requires all first-time-in-college students who do not have qualifying ACT or SAT scores as listed below, taken within the last two (2) years, to take the Postsecondary Education Readiness Test (PERT).

- **ACT**
  - Reading < 18
  - Math < 19
  - English < 17

- **SAT**
  - Reading < 440
  - Math < 440

This requirement applies to students who wish to enter an AA, AS, or AAS degree-seeking program or to non-degree seeking students who wish to enroll in an English, Math, Reading, Gordon Rule Social Science, or Humanities course or any courses which require English, Math, or Reading prerequisites. Transfer students who have official transcripts on file showing successful completion of coursework in English and Mathematics do not need to take the PERT. **Students should plan to take the PERT after they have applied for admission to the College.**

**PERT OVERVIEW**

The PERT tests basic skills in the areas of Reading, English, and Mathematics so that you can be properly placed in courses appropriate to your skill level. A study guide is available on the NWF State College website at [www.nwfsc.edu/testing](http://www.nwfsc.edu/testing) or you may want to brush up on skills using an ACT or SAT manual. Listed below are the PERT scores that are used for placement at NWF State College:

<table>
<thead>
<tr>
<th>READING</th>
<th>ENGLISH</th>
<th>CLM PASSING SCORES*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep Reading 1</td>
<td>Prep Eng A ENC0015</td>
<td>CLM – 75-85</td>
</tr>
<tr>
<td>REA0007</td>
<td>Prep Eng B ENC0025</td>
<td>CLM – 86-102</td>
</tr>
<tr>
<td>Prep Reading 2</td>
<td>Writing &amp; Grammar LIN1670</td>
<td>CLM – 86-120</td>
</tr>
<tr>
<td>REA0017</td>
<td></td>
<td>CLM – 94-102*</td>
</tr>
<tr>
<td>Advanced Reading</td>
<td>Reading 104-150</td>
<td>CLM – 103-120*</td>
</tr>
<tr>
<td>REA2105</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50-83</td>
<td>50-89</td>
<td></td>
</tr>
<tr>
<td>84-103</td>
<td>90-98</td>
<td></td>
</tr>
<tr>
<td>104-150</td>
<td>99-112 and Reading 104-150</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Comm I ENC1101</td>
<td></td>
</tr>
<tr>
<td></td>
<td>113-150 and Reading 104-150</td>
<td></td>
</tr>
</tbody>
</table>

**MATHEMATICS**

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Score 50-95</td>
<td>Math Score 96-112</td>
<td>Math Score 113-122</td>
<td>Math Score 123-150</td>
<td>Math Score 133+ <strong>AND</strong> must have passing score on CLM</td>
<td>*MAC1147 &amp; MAC2311 must also have HS Trig with B or better grade</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*Students desiring to place into higher level math courses must score a minimum of 133 on the Math portion of the PERT exam. Permission must then be obtained from the Math Department to take the College Level Math (CLM) exam. Placement in higher level math courses shall be based on CLM scores listed above. The Math Department is located in Building L at the Niceville Campus and may be contacted at (850) 729-5377.*
**Students who are required to enroll in preparatory instruction based on placement testing must meet with an academic advisor prior to their first term of enrollment at the college.** Students who have placement scores placing them into the first level of preparatory instruction in Reading, English or Math must take course SLS1101, College Success, during their first term of enrollment. Likewise, any student who is required to take any two or more preparatory courses regardless of the level must take course SLS1101 during their first term of enrollment.

All full-time, degree-seeking students MUST begin prep instruction in their first term of enrollment and continue in the appropriate college preparatory sequence until they have successfully satisfied the preparatory requirements. Part-time students must begin prep instruction by the time they have accumulated 12 credits.

**STUDENTS WITH SPECIAL NEEDS**
Northwest Florida State College is committed to providing equal opportunities to all students. Students requiring special accommodations for testing should provide documentation and make arrangements for testing with the Office for Students with Special Needs. For more information, call 729-6079.

**TESTING SCHEDULE AND INSTRUCTIONS** – (During registration periods additional testing times may be available)

A DRIVER’S LICENSE, FL ID CARD, OR MILITARY ID IS REQUIRED FOR IDENTIFICATION. All testing supplies will be provided. A pop-up calculator is provided on the computer for certain problems, therefore, personal calculators are not allowed during the test. Please do NOT bring personal items to the test such as cell phones or other electronic devices, paper, books, notebooks, backpacks, etc.

**Niceville Campus** – 100 College Boulevard, Niceville FL 32578
Monday 8:30am & 1:00pm; Tuesday 8:30am, 1:00pm & 5:00pm; Thursday 1:00pm; Friday 8:30am. All testing is conducted in Building C-2, Room C-212. By appointment only. Call 729-6016 or register online at www.nwfsc.edu/testing.

**Fort Walton Beach Campus**—1170 Martin Luther King Jr. Blvd., Ft. Walton Beach FL 32547 Wednesday 9:30am, 1:30pm & 5:30pm. Testing is conducted in Bldg 7, Room 764. By appointment only. Call 863-6500 or 863-6508.

**Chautauqua Center – DeFuniak Springs** – 908 US Highway 90 W., DeFuniak Springs FL 32433. During registration: Mon, Wed, Fri at 9:00am & Thur at 5:00pm. Before or after registration: 1st and 3rd Wednesdays of each month – 9:00am. Evenings by appointment. Call 200-4100 or 892-8100.

**Robert L.F. Sikes Center** – 805 E. James Lee Boulevard, Crestview FL 32536
Call 200-4141 or 689-7911 for testing schedule and information.

**Eglin Center** – Building 251, Room 126, Eglin AFB FL 32542
Call for testing times. Active duty military, dependents, and civil service only. No appointment needed. Call 200-4180 or 678-1717 for details.
Hurlburt Center – Building 90220, Room B, Hurlburt Field FL 32544. Tuesday and Thursday – 8:00am & 11:00am. Active duty military, dependents and civil service only. **By appointment only.** Call 200-4190.

South Walton Education Center – 109 Greenway Trail (off Highway 331), Santa Rosa Beach, FL 32459. **By appointment only.** Call 200-4160 or 267-2888.

RE-TESTING POLICY
All students may retake any portion of the PERT at any time after 30 days from the previous examination. Exceptions include students who are enrolled in preparatory courses after the end of the drop/add period for the current semester. **After drop/add is over, all prep students MUST have written permission from their instructor in order to retest.** The highest score students receive in any subject area is always the score used for placement. Students who do not wait 30 days to retest will not have those scores used for placement purposes.

NORTHWEST FLORIDA STATE COLLEGE ADVISING STAFF
Upon declaring a major area of study, each student is assigned a faculty advisor. This person is responsible for providing academic advice about the student’s declared major. Students are encouraged to schedule an appointment with their advisor at the earliest opportunity. For students who have not chosen a major, experienced college counselors and educational advisors are available to help make that choice. Academic advisors/counselors are located at all Northwest Florida State College locations as listed below.

<table>
<thead>
<tr>
<th>Location</th>
<th>Phone</th>
<th>Advisers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Niceville</td>
<td>729-6922</td>
<td>Ms. Dianne Avillion, Ms. Betsy Hanson, Ms. Jo Horne, Ms. Sandy Bishop, Mr. Barry Tidmore, Ms. Nancy DiBattista</td>
</tr>
<tr>
<td>Ft. Walton Beach</td>
<td>863-6508</td>
<td>Ms. Suzanne Johnson, Ms. Joan Lindsey</td>
</tr>
<tr>
<td>Crestview</td>
<td>200-4141</td>
<td>Mr. Gail Kaltz</td>
</tr>
<tr>
<td>DeFuniak Springs</td>
<td>200-4100</td>
<td>Ms. Janet Faubel</td>
</tr>
<tr>
<td>Eglin AFB</td>
<td>200-4180</td>
<td>Ms. Kathy Martin</td>
</tr>
<tr>
<td>Hurlburt Field</td>
<td>200-4190</td>
<td>Ms. Rhonda Duryea</td>
</tr>
<tr>
<td>South Walton</td>
<td>200-4160</td>
<td>Ms. Holley Langille</td>
</tr>
</tbody>
</table>

07/06; Updated 03/08; 06/10
## INSTRUCTIONAL DELIVERY METHODS

### Synchronous Format

<table>
<thead>
<tr>
<th>Delivery Method</th>
<th>Description</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Classroom and/or Lab</td>
<td>• Teacher and students present at the same location at the same time</td>
<td>• May be part of regular load or supplemental assignment</td>
</tr>
</tbody>
</table>

### Asynchronous Format—Distance Learning Only

<table>
<thead>
<tr>
<th>Delivery Method</th>
<th>Description</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text-based</td>
<td>• Similar to correspondence-format distance learning</td>
<td>• Assigned as supplemental load only; not for meeting regular load obligations</td>
</tr>
<tr>
<td></td>
<td>• Student not required to have ongoing access to computer or other technology</td>
<td>• Traditional impact on workload</td>
</tr>
<tr>
<td></td>
<td>• Communication with the student is in writing through hard copy work or e-mail</td>
<td>• Instructors observe “Distance Learning Best Practices Guidelines”</td>
</tr>
<tr>
<td></td>
<td>• Students and teacher in the same place at the same time only by special arrangement or appointment, usually on an individual student basis</td>
<td>• No new text-based courses are being offered</td>
</tr>
<tr>
<td></td>
<td>• In-person orientation and testing is the standard, but alternate arrangements are acceptable</td>
<td>• Delivery method is being phased out in most programs</td>
</tr>
<tr>
<td></td>
<td>• Usually self-paced, but may be more structured</td>
<td></td>
</tr>
<tr>
<td>Delivery Method</td>
<td>Description</td>
<td>Comments</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| **Online**      | • Instruction is delivered via internet using D2L as the software platform; textbook and readings may or may not be online as well  
• Student must have ongoing internet access to a computer  
• Students and teacher in the same place at the same time only by special arrangement or appointment, usually on an individual student basis  
• In-person orientation and testing are the standard, but alternate arrangements are acceptable  
• Usually self-paced, but more often structured with specific deadlines | • Traditional impact on workload  
• Instructors observe “Distance Learning Best Practices Guidelines” |

<table>
<thead>
<tr>
<th><strong>Weekend Classes</strong></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **Traditional format class taught in concentrated format on a series of weekends** | • Instruction is scheduled for the same amount of time as offered in the sixteen-week 50-minute hour version  
• Weekends must be scheduled to avoid conflict with DL orientation and testing  
• Meeting dates must be indicated in the schedule booklet and on the fee receipt | • Assigned as supplemental load only |
<table>
<thead>
<tr>
<th>Delivery Method</th>
<th>Description</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Blended Instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom + Text-based</td>
<td>• Uses a combination of traditional classroom instruction and independent, text-based learning</td>
<td>• One full section (18) of blended (either blended with online or blended with text) may be used to meet the regular load obligation</td>
</tr>
<tr>
<td></td>
<td>• Initial meeting is a synchronous classroom session</td>
<td>• Unmet class sessions must be scheduled as office hours when course is used as part of regular load obligation</td>
</tr>
<tr>
<td></td>
<td>• At least 50% of subsequent instruction (percent of traditional classroom hours) is structured as traditional classroom; the remainder is distance learning style per text-based description under asynchronous definitions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Meeting dates must be indicated in the schedule booklet and on the fee receipt</td>
<td></td>
</tr>
<tr>
<td>Classroom + Online</td>
<td>• Uses a combination of traditional classroom instruction and independent, online learning</td>
<td>• One full section (18) of blended (either blended with online or blended with text) may be used to meet the regular load obligation</td>
</tr>
<tr>
<td></td>
<td>• Initial meeting is a synchronous classroom session</td>
<td>• Unmet class sessions must be scheduled as office hours when course is used as part of regular load obligation</td>
</tr>
<tr>
<td></td>
<td>• At least 50% of subsequent instruction (percent of traditional classroom hours) is structured as traditional classroom; the remainder is distance learning style per online description under asynchronous definitions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Meeting dates must be indicated in the schedule booklet and on the fee receipt</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Internet access required must appear in schedule of classes</td>
<td></td>
</tr>
</tbody>
</table>
SPECIAL DESIGNATORS

Special designators are Nexus codes used to identify a section’s delivery method and ensure that an online “classroom” is available if needed. Faculty should work with supervisors to ensure that sections are appropriately coded.

<table>
<thead>
<tr>
<th>Special Designator</th>
<th>LTech Response</th>
<th>Message to Student</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Make a D2L shell</td>
<td>This is an online class.</td>
<td>For online classes</td>
</tr>
<tr>
<td>C3</td>
<td>None</td>
<td>This is a distance learning class.</td>
<td>For text-based classes (being phased out)</td>
</tr>
<tr>
<td>C4</td>
<td>None</td>
<td>This is a blended class; face-to-face class meeting dates provided.</td>
<td>For blended with text classes.</td>
</tr>
<tr>
<td>C5</td>
<td>None</td>
<td>This is a distance learning class.</td>
<td>Was used for text-based distance classes with email; being phased out.</td>
</tr>
<tr>
<td>C6</td>
<td>Make a D2L shell</td>
<td>This is a blended class; face-to-face class meeting dates provided.</td>
<td>For blended with online classes.</td>
</tr>
<tr>
<td>WS (web-supplemented)</td>
<td>Make a D2L shell</td>
<td>None—no online work is required.</td>
<td>For web-supplemented classes using a D2L shell; if the online work does not involve D2L, no special designator is attached to the class.</td>
</tr>
<tr>
<td>WR (web-required)</td>
<td>Make a D2L shell</td>
<td>This class may require some online assignments.</td>
<td>For F2F classes requiring a D2L shell that students must use.</td>
</tr>
<tr>
<td>WO (web-required)</td>
<td>Do not make a D2L shell</td>
<td>This class may require some online assignments.</td>
<td>For face-to-face classes NOT requiring a D2L shell but requiring other web resources that students must use.</td>
</tr>
</tbody>
</table>

7/12/2011
### PROGRAMS OF STUDY

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Characteristics</th>
</tr>
</thead>
</table>
| Bachelor of Applied Science (BAS) | - 120 credits, approximately 60 lower division and 60 upper division, leading to the baccalaureate degree  
- Associate’s degree necessary for admission  
- Emphasis on internships, seminars, and work-based learning activities  
- Students are entitled to the full range of articulation and transfer rights outlined in the Statewide Articulation Agreement  
- Flexible delivery formats, including distance learning and blended classes, to accommodate working students  
- Completion of the standard Florida foreign language requirement necessary for graduation |
| Bachelor of Science | - 120 credits, approximately 60 lower division and 60 upper division, leading to the baccalaureate degree  
- Admission requirements include  
  - Associate’s degree  
  - Grades of C or better in the state-mandated prerequisites  
  - Additional requirements specific to each baccalaureate degree program  
  - Students are entitled to the full range of articulation and transfer rights outlined in the Statewide Articulation Agreement [http://www.fldoe.org/articulation/pdf/AStoBaccalaureate_Agreements.pdf](http://www.fldoe.org/articulation/pdf/AStoBaccalaureate_Agreements.pdf)  
- Graduation requirements include  
  - Completion of the standard Florida foreign language requirement  
  - Additional requirements specific to each baccalaureate degree program  
  - Emphasis on intensive and early site-based experiences |
<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Characteristics</th>
</tr>
</thead>
</table>
| Associate of Arts (AA) | • 60-credit transfer degree designed to equal the first two years of a bachelor’s degree program  
• High school diploma or equivalency required for admission  
• Placement testing required  
• Protected by the Statewide Articulation Agreement which guarantees admission to State University System if degree is awarded by Northwest Florida State College  
• Minimum of 36 general educational credits in specific subject categories, plus 24 elective credits which should be planned to meet prerequisites of desired bachelor’s degree program; upper division prerequisites are defined for Florida universities in the Common Prerequisites Manual [http://facts23.facts.org/florida/facts/Home_Page/College_Students/Transferring/Common_Prerequisite_Manual](http://facts23.facts.org/florida/facts/Home_Page/College_Students/Transferring/Common_Prerequisite_Manual)  
• All courses must be college credit transfer courses; no college prep or vocational credit courses may be counted in degree |
| Associate of Science (AS) | • 60-72 credit degree in technical/professional area designed to prepare student for a specific occupation or career  
• Some AS degree students go on in technical bachelor’s degree programs, and the state has defined specific AS programs which are transferable; the transferable AS degree program has some statewide course requirements, and all courses must be transferable  
• High school diploma or equivalency required for admission  
• Placement testing required  
• Minimum of 18 general education credits (all transferable as general education to the university), plus 42-54 credits in technical/elective courses  
• All courses must be college credit; no college prep or vocational credit courses may be counted in degree |
<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Characteristics</th>
</tr>
</thead>
</table>
| Associate of Applied Science (AAS) | • 60-72 credit degree in technical/professional area designed to prepare student for a specific occupation or career  
• High school diploma or equivalency required for admission  
• Placement testing required  
• Minimum of 18 general education credits (all transferable as general education to the university), plus 42-54 credits in technical/elective courses  
• All courses must be college credit (but not necessarily transferable college credits); no college prep or vocational credit courses may be counted in degree |
| College Credit Certificate (PSVC or CCC) | • 30–60 credit certificate program in technical/professional area designed to prepare student for a specific occupation or career; generally a year-long program  
• High school diploma or equivalency NOT required for admission provided the program to which the student is applying does not require the high school diploma or equivalent  
• Placement testing NOT required unless student is enrolling in English, math, reading, or humanities courses; placement testing is strongly advised, however  
• No general education credits required, but many include such courses as part of the program  
• All courses must be college credit (but not necessarily transferable); no college prep or vocational credit courses may be counted in degree  
• Program must be a “career-ladder” within a companion AS or AAS degree program |
<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Characteristics</th>
</tr>
</thead>
</table>
| **Applied Technology Diploma (ATD)**                | • 30–60 credit diploma program in technical/professional area designed to prepare student for a specific occupation or career; generally a year-long program  
• High school diploma or equivalency **NOT** required for admission provided the program to which the student is applying does not require the high school diploma or equivalent  
• Placement testing **NOT** required unless student is enrolling in English, math, reading, or humanities courses; placement testing is strongly advised, however  
• No general education credits required, but many include such courses as part of the program  
• All courses must be college credit (but not necessarily transferable); no college prep or vocational credit courses may be counted in degree  
• Program must be a “career-ladder” within a companion AS or AAS degree program |
| **Vocational Credit Certificate (PSAVC) or Career - Technical Certificate** | • 5–60 vocational credit program in technical/professional area designed to prepare student for a specific occupation; usually 1 year or less in length  
• High school diploma or equivalency **NOT** required for admission provided the program to which the student is applying does not require the high school diploma or equivalent  
• Placement testing **NOT** required unless student is enrolling in English, math, reading, or humanities courses; however, all students must be TABE tested within first six weeks of entry into the program and must achieve a minimum skill level (grade level) in math, reading, and communication as a condition of program completion  
• No general education required  
• All courses must be vocational credit; no college prep credit courses may be counted in degree; college credit courses may be substituted for vocational credits in comparable skill/subject areas |
<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Characteristics</th>
</tr>
</thead>
</table>
| College Credit Transfer Courses | • Numbers assigned through Florida’s State Common Course Numbering System (SCNS); classified as Advanced and Professional (A & P) or Postsecondary Vocational (PSV) - Dual  
   • Fifteen “lecture” contact hours = 1 college credit, and thirty (or sometimes forty-five) “lab” contact hours = 1 college credit  
   • Credits may apply to any type of program or certificate  
   • Numbering format is alpha numeric and the number will always be at the 1000 or 2000 level (e.g., ENC 1101, ACG 2001, CGS 2570) for lower division courses and will always be at the 3000 or 4000 level (e.g., BUL 3320, MAE 4312C) for upper division courses  
   • All courses are transferable within the Florida state higher education system                                                                                                                                                                                                                                                           |
| College Credit Non-Transfer Courses | • Numbers assigned through Florida’s State Common Course Numbering System (SCNS); classified as Postsecondary Vocational (PSV) – non-transfer (NOT Dual); indicated in the catalog description by a “*”  
   • Fifteen “lecture” contact hours = 1 college credit and thirty (or sometimes forty-five) “lab” contact hours = 1 college credit  
   • Credits may apply to any AS, AAS, ATD, or PSVC/CCC  
   • Numbering format is alpha numeric and number will always be at the 1000 or 2000 level (e.g., PLA 1200, OST 2335)  
   • All courses are NOT generally transferable to the university, although UWF and FAMU will accept many of NWF’s PSV credits                                                                                                                                                                   |
| College Preparatory Credit Courses | • Numbers assigned through State Common Course Numbering System (SCNS); classified as “remedial,” or “Prep,” or developmental  
   • Fifteen “lecture” hours = 1 college prep credit and thirty (or sometimes forty-five) “lab” hours = 1 college prep credit  
   • Students may be required to take certain college prep courses as a result of placement testing  
   • Credits may NOT be applied to any program of study  
   • Numbering format is alpha numeric and number will always be at the 0000 level. For example: ENC 0025, MAT 0028                                                                                                                                                       |
<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Credit Courses</td>
<td>• Numbers assigned through Florida’s State Common Course Numbering System (SCNS); classified as postsecondary adult vocational (PSAV)</td>
</tr>
<tr>
<td></td>
<td>• Thirty “lecture” and or “lab” contact hours = 1 vocational credit; no distinction between lecture and lab hours</td>
</tr>
<tr>
<td></td>
<td>• Credits apply ONLY to the vocational credit certificate (PSAVC) and may NOT be applied to an AA; vocational credits may be equated to certain non-transferable college credit courses and applied to an AAS degree, ATD or PSVC/CCC if an official articulation/equivalency plan has been approved through the Curriculum Committee</td>
</tr>
<tr>
<td></td>
<td>• Numbering format is alpha numeric and number will always be at the 0000 level. For example: CJD 0710, OTA 0115; vocational credits are difficult to distinguish from college prep credits in the common numbering system, but the rule is that any “0” level course with a prefix other than MAT, REA or ENC is vocational credit</td>
</tr>
<tr>
<td>Non-Credit Courses</td>
<td>• Numbers are assigned locally, not through the SCNS</td>
</tr>
<tr>
<td></td>
<td>• All numbers for non-credit courses begin with an “X”</td>
</tr>
<tr>
<td></td>
<td>• “X” level courses may NOT ever be applied toward completion of an AA, AS, AAS, ATD, PSCV/CCC or PSAVC program</td>
</tr>
</tbody>
</table>
INSTRUCTIONAL RESOURCES & STRATEGIES
1. Go to [www.nwfsce.edu](http://www.nwfsce.edu), click on “Academics,” then click on “Faculty Resource Room.”

2. You will see this page, complete with a menu (left side of the page) where you can click on various helpful items.
TAKE THE PRESSURE OFF --
STRUCTURE YOUR COURSE FOR GRADING FLEXIBILITY!

Building flexibility into your course requirements can help you avoid having to make decisions on the validity of student excuses for missing exams or other graded activities, can reduce your work to develop and arrange make-up exams, and can assist students who must miss class because of illness or TDY assignments.

- Adopt a point system for course grading that permits you more flexibility in assigning weights to the graded components in your courses.
- Construct grading to reflect a “best four out of five grades” model (students must participate in all activities, but only the best 6 of 7 or 3 of 5, etc. count toward the final grade) – this works well for tests, assignments, or quizzes.
- Consider more frequent but shorter exams (e.g., instead of 4 hour-long exams, give 2 hour-long exams and 4 thirty-minute tests; instead of 3 hour-long tests, give 6 thirty-minute tests). This makes allowing students to drop an exam more feasible, but doesn’t load you with additional grading.
- Adopt a practice of “re-weighting” segments of the course grading elements if one of those elements is missing or late (assuming the student has made prior arrangements with you). You’ll need to use enough different grading elements in a class to make this feasible.
- Use the Academic Success Center to facilitate alternate testing arrangements.
- Offer an online test option for students who must miss an in-class test or quiz/assignment.
- Allow the student to sit in on another section of your class to take a test or make a presentation if he/she must miss a regularly scheduled activity.
- Offer the students choices among graded assignments where equivalent learning can be accomplished and measured via a variety of activities (e.g., choose between a written paper or a classroom presentation).
- Offer take-home examinations as an option to selected in-class or traditionally-proctored exams; this works best if allowed for only one of several tests/quizzes given in a class rather than for all tests/quizzes.
- Allow the students to elect a take-home exam for one or more of their exams, keeping some number of exams as required in-class or proctored tests.
- Allow students to retest, submit a late assignment, or make-up a missed test, but only after providing “evidence” of readiness such as completion of additional outside work/homework.

GRADING FLEXIBILITY
Providing students with frequent and timely feedback is an essential element in retention and success. Research at Northwest Florida State College has shown a direct correlation between the number of times a student receives feedback and the student’s chances of success in the course—the more feedback the better! A midterm and final grade are the absolute minimum feedback required in each course; however, these two checkpoints are not considered sufficient under the NWFSC approach to instruction. Ideally, research tells us that six to eight feedback points make the difference. Every point of feedback need not be a time-consuming grading activity for the instructor, and many can serve as incentives to attendance and class participation. Consider the following ways to increase student feedback without breaking your back!

- Increase the number of exams you give in the class; if grading them in a timely fashion is an issue, consider more exams, but make each one slightly shorter. That is, instead of three, hour-long exams, try five or six thirty-minute exams spread across the term. It will take you less time to grade and provide students with more frequent feedback.

- “Front load” feedback activities. The longer the student is in a class, the better he/she should get in judging his/her progress. If you don’t have room to increase the feedback points in your class, make sure a hefty number of them occur before the midterm grade so that students have time to re-group, secure assistance, or even withdraw, early enough in the course to make a difference in success.

- Conduct five to ten “pop quizzes” of four or five short-answer questions that grade easily and count for some appropriate portion of the total course grade.

- Create a series of short self-tests that the students grade themselves and submit to you for a small number of points. For example, students might be required to submit (hard copy or online) a set number of self-graded quizzes for a small proportion of the total points available under the course grading scheme. You grade only whether or not the student completes the quizzes. You need not prepare multiple versions for different classes or semesters, as self-graded checkpoints, the same quizzes can be re-used in subsequent terms and classes.

- Ask students to write their own quiz questions—complete with a right answer and two or three wrong answers—which are “graded” as a small group activity in class or online. Each student submits his/her completed mock quiz to you for an “all or nothing” assignment of points toward the final course grade. The proportion of the final grade is small, but enough to make it an activity that is valued by students, offers immediate feedback, and presents you with only a minimal grading activity.
What is the Academic Success Center (ASC)?

The Academic Success Center helps students study smarter, not harder. Services include:

- **Free one-on-one** help with your course work from knowledgeable tutors, Monday–Friday and selected weekend hours
- Study resources for most general education subjects
- Computer tutorials, videos, and other technological study activities
- Access to word processing
- PERT/ACT/SAT reviews
- A quiet study atmosphere
- Testing services to support distance learning and other non-traditional instruction
- Access to online tutoring through Smarthinking
- E-mail help through asctutor@nwfsc.edu

Where is the ASC?

Niceville – E-Building, Room 149

ASC services are also available at the Fort Walton Beach Campus, the Sikes Center in Crestview, and the Chautauqua Center in DeFuniak Springs -- phone 729-5389 for details or look for signs on site.

For what subjects is help available?


WE’RE HERE TO HELP STUDENTS SUCCEED!

Northwest Florida State College

www.nwfsc.edu and click on Free Tutoring!
What do the NWFSC Math Labs offer students?

♦ All Math Lab services are FREE to NWFSC students!

♦ Math Lab services include tutoring and homework assistance for all math courses offered at Northwest Florida State College.

♦ In-person tutoring is available to provide guidance and support for the various Math Lab resources which include: computerized tutorials, videos, DVDs, and other materials to supplement course textbooks. Qualified tutors can help students navigate practice problems and provide tips for math success.

♦ Students can also access MyMathLab and Smarthinking online in the labs.

Where are the Math Labs located?

Niceville Campus
Building L, Room 131
Hours vary each semester – check the website or call 729-5377

Fort Walton Beach Campus
Building 7, Room 702
Hours vary each semester – check the website or call 863-6520

Sikes Center—Crestview
Room 141
Hours vary each semester – check the website or call 200-4141

Chautauqua Center—DeFuniak Springs
Room 202
Hours vary each semester – check the website or call 200-4100

For Math Lab hours and resources go to:
http://faculty.nwfsc.edu/web/math/mathlab

Come to the Math Lab as often as needed and stay as long as it takes!
No appointment needed!
ONLINE LEARNING SUPPORT AND TUTORIAL SERVICES FOR STUDENTS

Northwest Florida State College is committed to making our students’ college experience successful. We have several programs available to assist.

ACADEMIC SUCCESS CENTER – HAVE A QUICK MATH OR ENGLISH QUESTION?
The Academic Success Center provides tutoring via telephone or online.
- Telephone tutoring is available by calling 729-5389 or 678-5111, ext. 6663
- Online help is available – email your question to asctutor@nwfsc.edu

NWFSC's LEARNING RESOURCES CENTER (LRC) – For access to information on a wide range of topics, visit the LRC library website at http://lrc.nwfsc.edu.

ASK A LIBRARIAN
Email a reference question to one of the NWFSC Librarians.
- Email your question to reference@nwfsc.edu
- Or choose the Library link on the NWFSC Home Page and click on the Ask a Librarian link in the Help & How To column

eCAMPUS SUPPORT – Information and support, including technical support, for eCampus students at http://ecampus.nwfsc.edu/

CHECK YOUR GRADES, CLASS SCHEDULE, FINANCIAL AID STATUS
- Go to the NWFSC Home Page at www.nwfsc.edu, choose On-Line Services and then Student Access
- Type in your Student I.D. number and PIN number
- Click on the desired button

VISIT FACTS – FOR ONLINE ADVISING, UNOFFICIAL TRANSCRIPTS
The Florida Academic Counseling and Tracking for Students (FACTS) is your central Web resource for planning and managing your higher education experience. You will find FACTS.org an accurate, convenient site for many of your college needs.
- Go to www.facts.org
- Select NWFSC as your home institution
- Provide your Student I.D. and PIN number
- Choose the desired information link

HELPFUL LEARNING AND TUTORIAL INFORMATION
There are many web sites that provide free information, online quizzes, study skill advice and tutorial help. Check out this link from NWFSC Home Page, www.nwfsc.edu.
- Click on the Free Tutoring Link on the right side of the page
- From the Learning Support page, select from Helpful Links on the left side of the page to browse resources on the web

SMARTTHINKING – 24/7 ONLINE ACADEMIC SUPPORT
- Go to http://www.nwfsc.edu and click on Raidernet
- Log on with Student ID and password to access SMARTTHINKING, or call the ASC @ 729-5389 for more information

Created 10/07; Revised 07/10; 08/11
NWFSC students have access to Smarthinking, an online, real-time tutoring service providing help from qualified tutors in writing, math, Spanish, accounting, economics, chemistry, physics, biology, and Anatomy and Physiology. Students may contact a live tutor for immediate help, schedule a session, or submit papers or questions for feedback via email.

Try Smarthinking—getting help quickly with academic challenges, before you fall too far behind, will help you be successful in college this semester!

Students are limited to 2 hours of online tutoring assistance each semester; this limit may change based on Smarthinking usage and funding availability. Students needing more time may request an additional hour from the ASC Coordinator at 729-6078.

Go to http://www.nwfsc.edu/ and click RaiderNet.

1. Sign into RaiderNet with your NWFSC Student ID number (SID) and Personal Identification Number (PIN). If you have problems signing in, go to https://raidernet.nwfsc.edu/FCCSC/sitespecific/UserPinHelp.pdf.
2. When you have logged into RaiderNet, click on the Smarthinking button.

3. You will be taken to Smarthinking—choose which kind of help you want!
Put Your HIRE Education to Work!
The Career Resource Centers at Northwest Florida State College in Niceville and DeFuniak Springs provide a variety of free services to college students. Contact the center nearest you for further information.

Discover the career that’s right for you!
- Work with a career specialist to develop your personal career plan
- Measure your aptitudes and technical skill interests with an assessment
- Obtain professional assessment of your strengths and skills
- Access career information and the latest career databases & publications
- Research job growth, future trends, salaries and more in specific career fields
- Discover the best education options available to help you reach your goals

Prepare to be the best job candidate and get hired!
- Learn to develop a professional resume
- Get ahead of your competition by attending free workshops on:
  - How to be successful in the job interview
  - The latest business & workplace etiquette

Find the best jobs!
- Search extensive local, state, and national job listings
- Assists Northwest Florida State College students and alumni with their employment needs

Free Workshops
- Resume Writing
- Interviewing 101
- Business Etiquette
- Changing Careers
- Choosing a College Major

Other Free Services
- On-Site Interviews with Local, Regional and National Employers
- Job Fairs
- Internship Assistance

www.nwfsc.edu/careercenter
Niceville Career Center (850) 729-5227
DeFuniak Career Center (850) 200-4100
Professional & Technical Programs (850) 729-5202
WOMEN’S EDUCATIONAL RESOURCE CENTER

A Helping Hand, A Listening Ear, A Support System

FREE Services Include:

Education
☐ Get help to identify your academic & career skills/needs
☐ Explore your education options
☐ Learn how to start college and/or career training
☐ Discover academic & financial resources available to you

Career Development
☐ Explore different careers, job growth, salary and education/training
☐ Get help to identify your skills & interests and match these to a career field that will provide economic independence & personal satisfaction
☐ Develop a personal Career Plan

Employment
☐ Receive professional assessment of your current job skills
☐ Get individual job counseling & help to prepare your resume
☐ Explore job search strategies that work
☐ Learn more about workplace expectations
☐ Learn how to find immediate full/part-time employment

Northwest Florida State College

Niceville Campus
100 College Boulevard
Student Services Building
(850) 729-5291

Chautauqua Center
in DeFuniak Springs:
908 U. S. Highway 90 W.
(850) 200-4100 or (850) 892-8100
LRC (LIBRARY) SERVICES

**Hours of Operation (Niceville)**
Hours vary each semester – check the website or call 729-5318

**Phone numbers**
Reference Desk 729-5395
Circulation Desk 729-5318

**Website**
Directly at <http://lrc.nwfsc.edu>
or
Via NWFSC at <www.nwfsc.edu> and then choose the Library

**Email**
Ask-a-Librarian@nwfsc.edu or
Reference@nwfsc.edu

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**CIRCULATION**

To check out anything from the LRC or access Electronic Resources from home, you must have a current Raider Card. Always bring your card with you to the LRC to access materials and services. You may:

**Acquire a Raider Card by going to the Niceville campus Human Resources Office (729-5365) or to the FWB Campus Business Office (863-6504).**

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**REFERENCE**

Offers help with research and locating sources of information and is available during all open hours for you and your students. We can:

- Answer questions and provide information
- Assist you in your search for relevant library materials for classroom assignments
- Compile and distribute bibliographies and useful library handouts
- Operate an intra-campus loan service to supply library materials to the NWFSC centers
- Provide an interlibrary loan service to eligible patrons
- Provide one-on-one instruction in the use of library resources

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**INSTRUCTION AND HELP**

- Conduct library instruction classes on an "as requested" basis. Contact Reference Desk Staff at 729-5395 for classes at Niceville, FWB, Hurlburt, Eglin, Crestview, DeFuniak Springs, or South Walton.
- Provide web-based sources via the LRC webpage: http://lrc.nwfsc.edu

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**AUDIOVISUAL**

For special class set ups, a 24-hour advanced notice is requested by AV services. All requests with less than a 24-hour notice will be handled on an “as available” basis. Make AV requests through the “faculty assistance” page found under the “library services” option on the LRC homepage <http://lrc.nwfsc.edu>. AV request can also be made through http://lrc.nwfsc.edu/avrequest.cfm

06/10
CLASSROOM ISSUES
Each member of the college community is expected to participate seriously and purposefully in college life. While the freedom to express ideas and beliefs will be respected, conduct and behavior that result in the defacement of property, abuse or intimidation of others or the disruption of any college activity will not be tolerated or permitted and will be subject to penalty. Students are expected to respect the rights and welfare of all members of the college community and to exercise common sense, good taste and applied reason. Students assume full responsibility for their actions.

The term “classroom disruption” means behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class. Examples include persisting in speaking without being recognized, resorting to physical threats or personal insults.

**Remember, though, both students and instructors have some measures of academic freedom and college policies cannot be used to punish lawful classroom dissent.**

- **Emergency Situations**

  If the instructor determines the student is an immediate danger to himself/herself or others, the instructor should contact campus security. If the situation is an immediate emergency, call 911.

  If the instructor is uncomfortable dealing with the student or anticipates trouble in the future, contact the department chair, division director, or the Dean of Students; one of these individuals can speak to the student and/or arrange other preventive actions, such as providing a temporary security presence.

- **Dismissing a Disruptive Student from the Classroom**

  An instructor has the obligation to maintain order in the classroom to preserve the integrity of the learning environment. If the instructor feels that the behavior of a student is disturbing or otherwise interfering with instruction, he/she may dismiss the student from the classroom. The student may be allowed to return to the next class meeting after consultation with the instructor. The instructor may have further consultation with the division director/department head and the Vice President of Academic Affairs or Dean of Students to determine if the student should be prohibited from returning to class. The student may appeal such a decision to the President, whose ruling will be final. In addition, disruptive behavior may be subject to further disciplinary action.

  If the disruptive student is a Collegiate High School student, the instructor should contact the Director of the Collegiate High School as soon as possible. (See also the “Serving Collegiate High School Students” section in this handbook.)

- **Cell Phones and Pagers**

  While cell phones and pagers are a convenience and boon to individual safety, they can be a significant distraction in the classroom. Instructors may want to include a cell phone policy statement in class handouts. See the “NWFSC Guidelines for Content of Course Policies” handout.
POLICY RESOURCES

Instructors should be familiar with the related policies and procedures.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Rights and Responsibilities</td>
<td>College Catalog</td>
</tr>
<tr>
<td>Student Code of Conduct</td>
<td>College Catalog</td>
</tr>
<tr>
<td>Harassment Policy</td>
<td>College Catalog</td>
</tr>
</tbody>
</table>

FORESTALLING DISRUPTIVE SITUATIONS

If an instructor is concerned about the behavior of an individual student, he/she may wish to discuss the matter with the division director/department head, as it may be appropriate to refer the student to the Dean of Students or to a college counselor. Also consider the following:

- Clarify standards for the conduct of your class and include them in your course syllabus. For example, if you want students to raise their hands for permission to speak, say so.
- Serve as a role model for the conduct you expect from your students.
- If you believe inappropriate behavior is occurring, consider a general word of caution, rather than warning a particular student, such as “We have too many contemporaneous conversations at the moment; let’s all focus on the same topic.”
- If the behavior is irritating, but not disruptive, try speaking with the student after class. Most students are unaware of distracting habits or mannerisms and have no intent of being offensive or disruptive.
- There may be rare circumstances when it is necessary to speak to a student during class about his/her behavior. Do so in a firm and friendly manner, indicating that further discussion can occur after class.
- A student who persists in disrupting a class may be directed to leave the classroom for the remainder of the class. The student should be given the reason(s) for such action, and given an opportunity to discuss the matter with you as soon as practicable.
- If a student is dismissed from class, the instructor should inform his/her Department Chair as soon as possible. After consultation with the Department Chair, contacting the appropriate contact for Student Discipline will be at the discretion of the instructor.
- Suspension of more than one class period requires disciplinary action as outlined in accordance with Northwest Florida State College’s College Catalog/Student Handbook.
- If a disruption is serious, and other reasonable measures have failed, the class may be adjourned and campus security summoned.
Contacts for Referral:

Niceville Campus: Mr. Mickey Englett, Dean of Students  729-5379
   Evenings: Evening Coordinator   729-5348
Ft. Walton Beach Campus: Dr. David Goetsch, Vice President  863-6500
   Evenings: FWB Security     863-6535
Hurlburt Center: Dr. David Goetsch, Vice President  863-6500
   Evenings: Night Monitor     200-4190
Eglin Center: Dr. David Goetsch, Vice President  863-6500
   Evenings: Night Monitor     200-4180
Chautauqua Center: Ms. Barbara Jones, Director   200-4100
   Evenings: Night Monitor     699-5691
Sikes Educational Center: Mr. Gail Kaltz, Director    200-4141
   Evenings: Night Monitor     826-1895
South Walton Education Center: Dr. David Goetsch, Vice President  863-6500

Northwest Florida State College Position Statement on Student Discipline:

“Students are expected to assume full responsibility for their actions. Each member of the college community is expected to participate seriously and purposefully in college life.”

Academic and personal behavior of Northwest Florida State College students shall be governed by policies contained in the College Catalog/Student Handbook and other such other policies as may be approved by the Board of Trustees on recommendation of the President and by pertinent provisions of Florida Statutes and FAC Rules. Any act of behavior by a student, which tends to interfere with or otherwise disrupts the orderly conduct, process, functions and/or interests of the College is prohibited. Such acts and behaviors include but are not limited to the following:

- Cheating in any form, including plagiarism
- Gambling
- Theft, vandalism, or destruction of college property or property of members of the college community
- Falsification of personal or college records
- The use, manufacture, distribution, sale, or possession of alcoholic beverages, except as provided in Florida Statute 561.01(17), or illicit drugs on campus or at any college-sponsored event or activity
- Violence including but not limited to sexual assault, robbery, murder, or battery against any member or guest of the college community
- Hazing and harassment
- Violation of the college computer use policy

THE PROCEDURES/PROCESSES FOR STUDENT DISCIPLINE ARE LISTED IN THE CURRENT COLLEGE CATALOG/STUDENT HANDBOOK.
As the demands for attendance information and student accountability increase each year, instructors are encouraged to develop a daily attendance system. Such records are especially important for FTE audits, financial aid audits and inquiries, program verification, charter school records, and dual enrollment tracking. However, if a daily attendance record is not maintained, other grade or activity entries into the class record must be of a frequency sufficient to approximate the student’s last date of attendance within a week’s margin of error. For asynchronous non-traditional or distance learning classes, activity or grade records are sufficient.

### GUIDELINES FOR ATTENDANCE, INSTRUCTOR WITHDRAWALS, AND INCOMPLETE GRADES

As the demands for attendance information and student accountability increase each year, instructors are encouraged to develop a daily attendance system. Such records are especially important for FTE audits, financial aid audits and inquiries, program verification, charter school records, and dual enrollment tracking. However, if a daily attendance record is not maintained, other grade or activity entries into the class record must be of a frequency sufficient to approximate the student’s last date of attendance within a week’s margin of error. For asynchronous non-traditional or distance learning classes, activity or grade records are sufficient.

<table>
<thead>
<tr>
<th>Attendance Issues</th>
<th>Comments/Policy</th>
<th>Action Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Rosters</strong></td>
<td>Students that do not appear on the class roster are NOT authorized to attend class. Remember that your D2L roster is NOT your official roster. Check RaiderNet for the official roster.</td>
<td>Students should be directed to registration staff to reconcile any discrepancies.</td>
</tr>
<tr>
<td><strong>No Shows</strong></td>
<td>A student MUST begin attendance in all of his or her courses to retain an enrollment status and a Financial Aid award based on this enrollment status. A student is considered to have begun attendance if he or she attends at least one class for each course included in the enrollment status, or for Distance Learning courses, attends the course orientation, submits course assignments to the instructor, or initiates contact with the instructor concerning course requirements. Failure to begin attendance in any course will result in a lower enrollment status and a Financial Aid award reduction.</td>
<td>Faculty MUST report all NO SHOWS using the web-based Attendance Confirmation reporting during the second week of class to indicate students who have never attended. See instructions on page 31.</td>
</tr>
<tr>
<td><strong>Grading for “F” or “I” Grades</strong></td>
<td>Federal Financial Aid rules REQUIRE the college to collect the “last date of attendance” for: “F” Failing; “IW” Instructor Withdrawal; “W” Withdrawal; and “I” Incomplete Grades</td>
<td>When grading, the instructor MUST enter the “last date of attendance” in the on-line grading system for all “F” and “I” grades. The system will prompt you if you forget.</td>
</tr>
</tbody>
</table>
## Attendance Issues

<table>
<thead>
<tr>
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<th>Comments/Policy</th>
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</tr>
</thead>
</table>
| Excessive Absences | Students are expected to attend all of their scheduled classes. The effect of absences upon grades is determined by the instructor who may recommend to the Vice President for Academic Affairs a withdrawal grade whenever absences become excessive for sixteen week classes. Three consecutive day class absences, two evening class absences, or three absences in a month will be reported to the Office of Enrollment Services as excessive. Excessive absences for Fast-Track, weekend, blended classes and similar formats are determined on a proportionate basis. Further, each time a student has been tardy three times to a class, it will count as one absence. Also note that the college policy does not distinguish between excused or unexcused absences; it is neutral with respect to reasons. The policy is designed to provide students with enough flexibility to accommodate minor illness and scheduling problems. The policy is not intended to provide students with “free absences” in addition to other absences for which they may provide doctor’s excuses, etc. If illness requires extensive absence, the student has the option of either withdrawing or requesting a refund. | Excessive absences MUST be reported for the following category of students:  
- Student Athletes - Indicated on Class Roster notes by “A”  
- Collegiate High School - Indicated on Class Roster notes by “C”  
- Dual Enrolled - Indicated on Class Roster notes by “D”  
- International Students – Indicated on Class Roster notes by “F”  
- Veterans - Indicated on Class Roster notes by “V”  
- Federal Financial Aid - NOT Indicated on Class Roster Due to Privacy Issues. Therefore, the college requires the monitoring of attendance for all students, particularity in light of the rules for Federal Financial Aid Students.  
Instructors should submit an Excessive Absence Form to the Office of Enrollment Services.  
The Excessive Absence Form can be used as a WARNING and/or a WITHDRAWAL NOTICE.  
**All** requests for withdrawal MUST include the **“last date of attendance”**.  
Excessive Absences incurred **before** the established withdrawal date will result in an Instructor Withdrawal, or “IW” grade.  
Excessive Absences incurred **after** the established withdrawal date will result in a Withdrawal Failing, or “WF” grade.  
Excessive Absences incurred by students in their third attempt of a class, regardless of the established withdrawal date, will result in a Withdrawal Failing or “WF” grade. |
Attendance Policy References

College Catalog: Instructional Standards

Class Attendance: Students are expected to attend all of their scheduled classes, as class attendance is one of the strongest predictors of student success. The effect of absences upon grades is determined by the instructor who may recommend to the Vice President for Academic Affairs a withdrawal grade whenever absences become excessive. Three consecutive day class absences, two evening class absences, or three absences in a month, and/or absences in excess of 25% of the class meetings will be reported to the Office of Enrollment Services as excessive absences. Excessive absences for Fast-Track, weekend, blended classes, and similar formats are determined on a proportionate basis. Excessive absences for Distance Learning classes may be determined by failure to attend the mandatory orientation, lack of contact with the instructor, or failure to make progress by not completing distance learning coursework. Further, each time a student has been tardy three times to a class it will count as one absence. Certain career/professional programs may have additional attendance requirements based upon accreditation and licensure mandates.

Except for absences related to college-approved activities (e.g., academic competitions, Forensics, FCAT testing, athletic events, etc.) for which advance announcement of student participants is provided through the appropriate college office or official, this attendance policy is not intended to distinguish between excused and unexcused absences, as flexibility for absence provided in the previous paragraph is designed to accommodate emergencies, illness and other unavoidable reasons for missing class. Individual instructors may provide for additional flexibility in their course policies through make-up exams, alternate assignments, etc.; however, this practice varies by instructor and course. Students should not assume that their absence from class will automatically be accommodated and should stay in contact with their instructors regarding the impact of missing class for any reason.

College Catalog: Financial Aid

Enrollment Status: A student’s enrollment status (full-time, half-time, etc.) will be based on the number of credit hours the student is enrolled for at the END OF THE SCHEDULE ADJUSTMENT PERIOD EACH TERM. If not enrolled full-time for the appropriate number of credit hours at that time, a student’s award will be reduced, according to the enrollment status. Awards will not be increased if students add courses after the end of the Schedule Adjustment Period. A student must begin attendance in all of his or her courses to retain an enrollment status and award amounts based on this enrollment status. A student is considered to have begun attendance if he or she attends at least one class for each course included in the enrollment status, or for Distance Learning courses, attends the course orientation, submits course assignments to the instructor, or initiates contact with the instructor concerning course requirements. Failure to begin attendance in any course will result in a lower enrollment status and an award reduction.

CB/Attendance Policy References – 2006; August 14, 2006
College policy requires that you can approximate a student’s last date of attendance within 2-3 days.

In small classes you may want to take attendance with a surreptitious checkmark in the grade book, or a formal roll call.

Key records of class activities, quizzes, written assignments, etc. next to a date; the assignment of the grade/points verifies the student attended that day.

Use an activity such as the one-minute paragraph, “the most important thing,” around-the-room-with-a-comment, or “an urgent question” submitted on slips of paper each day (or most days).

Be careful –

Giving points just for attendance is generally not considered the college way – create a strong learning environment that makes attending necessary for success and worthwhile for the student for other reasons!

Sign-in sheets are generally not workable unless you can be sure friends don’t sign in for friends!
Teaching on Base

When teaching at the NWFSC Education Center at Eglin or Hurlburt, it is important to remember that we are guests on the installation. We must follow the rules established and enforced by the bases. Remember that the students and personnel you encounter on base will view your actions as those of the college itself. On base you are both a private citizen and a representative of NWFSC.

1. Carry appropriate identification with you – Florida Driver’s license/ID Card and NWFSC ID card
2. Obey posted speed limits and other traffic control warnings, as they are strictly enforced.
3. Do not use a cell phone while driving on base, unless it is a hands-free car cell phone or Bluetooth
4. Observe the prohibition of eating and drinking in the classrooms.
5. Honor all procedures, signs and directions provided to you by base officials.
6. Honor all requests from base personnel regarding building occupancy, evacuation of premises, room access, etc.
7. Do not question directions or instructions provided by base personnel. If you have concerns, observe the instructions at the time and follow-up later with Dr. Goetsch or the appropriate NWFSC personnel at the center.
8. Do not contact base personnel or military officers directly with concerns, work through Dr. Goetsch or the NWFSC personnel at the center.

Serving Military Students

A large number of NWFSC students are active duty or reserve military, military dependents, civil service base employees. As such they are subject to temporary duty (TDY) assignments away from this area. It is NWFSC’s philosophy to accommodate such situations, provided the accommodations do not compromise course integrity or present an unreasonable burden on the class or the learning process. Adopting some of the grade flexibility options is one of the best ways to support students in these situations. If those options are insufficient for a given student, there are several institutional options which apply to the TDY situation.

- If a military student has specific TDY orders, he/she will nearly always be granted a refund for the class if requested. If the student does not have official orders, but can document a change in duties or other commitment that impacts classroom attendance, a refund may be approved, but is less likely. In these cases, the student should submit a
written request for a refund to the Office of Academic Affairs. (Contact Dr. Sasha Jarrell if you have questions about this.)

- If the student has TDY orders, an extended illness or other similar issue, but is still making reasonable progress in the course, an “I” grade may be appropriate.
- A student may go through a late drop/add process and be transferred into the distance learning format of the course (if offered) or to another distance learning course if the receiving instructor is willing.
- If timing permits, the student may drop/add from a full-length semester to a fast track/mini-mester course or from one fast track/mini-mester to another fast track/mini-mester. Note that this option is not possible across full semester (i.e. you cannot move from a fall course into a course in the spring or from a spring course into the summer).

SERVING COLLEGIATE HIGH SCHOOL (CHS) STUDENTS

♦ RESPONDING TO PARENTS

The first point of contact for all collegiate school students and parents is the Collegiate High School Office. *It is not only fine, but also preferable for you to refer parental inquiries regarding CHS students to the collegiate school staff*. CHS students and parents have signed a participation agreement that reinforces this policy and should not be surprised by or object to your referring them to the collegiate staff.

♦ GRADING AND ATTENDANCE

Grading and class attendance policies are the same for college, collegiate and dual students, although the consequences and/or follow-up action to excessive absences, tardies or instructor withdrawal may be different for a CHS student. You should notify the Collegiate High School Office immediately if you have concerns about a CHS student’s attendance.

♦ RECORD KEEPING

You should not single out or ask a CHS student to identify himself/herself publicly any more than you would a disabled or financial aid student. CHS students are identified on your office roster with a “C” following the name field.

Record keeping requirements for CHS students are similar to those for dual students and students receiving financial aid. The college must be able to document the attendance of CHS students sufficient to defend the records to an auditor. Students will sign in and out in the Collegiate High School Office, but an instructor may be asked to verify – much as happens now with financial aid students, athletes, and other special populations – that an individual student was actually in attendance at a given point in time.
♦ DISRUPTIVE BEHAVIOR

There is a comprehensive and detailed Code of Conduct for the Collegiate High School. (The full text is available through the Collegiate High School web page.) CHS students are subject to the same plagiarism, cheating, and disciplinary standards as other college students. If you have any problems, contact the Collegiate High School Office immediately. As a faculty member you enjoy certain statutory rights associated with CHS students who present behavioral problems in your classroom. The following is taken from the collegiate conduct code and paraphrases Florida statute.

“If a teacher determines a student’s behavior to be so unruly, disruptive or abusive that it seriously interferes with the instructional process, the instructor may temporarily dismiss the student from the classroom by directing him/her to the Collegiate High School Office. After consultation with the Collegiate High School Director, the student may return to the next class meeting. However, if the teacher refuses to readmit the student, the student shall not be permitted to return to the classroom.”

♦ MEETING THE NEEDS OF CHS STUDENTS

Many of the CHS students will be in the college setting for the very first time and are not accustomed to the college classroom. Students have been advised of the differences, however many will still have questions and high school style expectations about make-up work, extra credit, and alternate assignments. Instructors should not do anything differently for CHS students than they do for other students. However, if you are in doubt about anything, if you encounter excessive absences or a marked change in student behavior, or lack of academic progress in your class, please contact a collegiate staff member ASAP!

♦ ADJUSTING COURSE CONTENT

It is not necessary to adjust course content, assignments or any other aspect of a college credit course for either dual enrollment students from the other high schools or from the CHS. All students are informed (as are their parents) that these are college credit classes which may have adult-level content and require adult-level judgment and analysis. If you wish, voluntarily to adjust content or assignments, you may do so, provided that the adjustments do not materially distort the course breadth, depth content or rigor, and provided that you are prepared to offer the same option to other students in the class.

7/00; edited 7/08; 6/11
SERVING STUDENTS WITH SPECIAL NEEDS

Accommodating Students

- An instructor should not question the determination of special needs status for a student. Once the teacher is officially notified that the student is eligible for accommodations (via a Memorandum of Accommodation), those accommodations must be honored. If you have questions about the situation, contact Liz Smith, Counselor for Students with Special Needs, at (850)729-6079, or smithe15@nwfsc.edu.

- Students are entitled only to those accommodations listed on the notification form. If a student wants additional or different accommodations, he/she should be referred to the Office for Students with Special Needs (OSSN).

- If a student informs you that he/she requires accommodations and you have not received official notification, you should refer the student to the OSSN, as well as tell him/her that you will be glad to assist, as soon as the appropriate paperwork reaches you. You should not question the student about the disability; if the student volunteers the information, listen politely, but maintain the referral to the OSSN.

- Under no circumstances should you comment on an individual student’s special needs status in the classroom or single that student out. If you need to discuss a situation with the student, do so outside of class, or refer the student to the OSSN. Other students in the class may well recognize the situation through the accommodations being provided, but open discussion is not appropriate.

- During the first few class periods, some accommodations can be distracting to other students (e.g. a sign language interpreter, tape recording, classroom aid, etc.); however, the students generally learn to ignore the situation quickly.

Non-native English Speakers

- English as a second language is not defined as a disability and does not qualify students for extended test time or other accommodations. If you have a non-native English speaker in your class who requests such, refer the student to the Academic Success Center. Refer the student to the OSSN if you believe the student may also need special services for other reasons.

Test-related Accommodations

- If a student needs additional testing time, a non-distractive test environment, etc., he/she should be encouraged to make the arrangements directly with the ASC or the OSSN, once you have informed him/her where the test will be given. You are not expected to proctor these exam sessions yourself; however, depending on the accommodation needed, you may elect to proctor the exam. Before you do so, be sure to contact the Counselor for Students with Special Needs to verify you are able to provide the appropriate alternate testing environment.
Tests that must be tape-recorded must reach the Counselor for Students with Special Needs at least three (3) days before the test date. Also provide a contact telephone number for pronunciation questions.

Test proctors are available on only a limited basis, thus the student will not always be able to test at the same time as the rest of the class. If you work with the ASC and OSSN personnel, they can assist with strategies to ensure test integrity!

Distance Learning students who require special testing circumstances will generally need to test during the week rather than on weekends.

**The Testing Process:**

Neither the ASC nor the OSSN can provide “drop-in” testing. Advance arrangements are necessary.

### Test Coordination Contacts

<table>
<thead>
<tr>
<th>Niceville Campus:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Liz Smith</td>
<td>Ext. 6079 or 729-6079, Building E or <a href="mailto:smithe15@nwfsc.edu">smithe15@nwfsc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Ms. Iris Strunc (ASC)</td>
<td>Ext.6078, Building E or <a href="mailto:strunci@nwfsc.edu">strunci@nwfsc.edu</a></td>
<td></td>
</tr>
<tr>
<td>FWB Campus:</td>
<td>Ms. Sue Johnson</td>
<td>Ext. 5747 or 863-6508, Building 4, Room 403 or <a href="mailto:johnsons@nwfsc.edu">johnsons@nwfsc.edu</a></td>
</tr>
<tr>
<td>Other Locations:</td>
<td>Contact Ms. Liz Smith or the Center Administrative Office</td>
<td></td>
</tr>
<tr>
<td>GED Testing Accommodations:</td>
<td>Ms. Jayne Young, Ext. 6678, Building C-2, Room 212</td>
<td></td>
</tr>
</tbody>
</table>

### Instructor Responsibilities

- Provide a copy of the test and answer sheet with any special instructions (e.g. open book, closed book, calculator acceptable, etc.) to the ASC or other testing location
- Provide instructions on how the test is to be returned to you
- Inform the student of the testing location, testing deadlines, or other information

### Taped Exams

- Dianne Avillion, Sue Johnson or a student services staff member will record the exam on cassette tape. Provide test to OSSN at least three working days for taping.
- Instructors can also elect to tape exams themselves.
- Inform the student of the testing location, testing deadlines, or other information.

**NOTE:** Do not require students to take a “make-up” exam. The exam given to the ASC or OSSN is to be the same as the test taken by the rest of the class.

### Student Responsibilities

(OSSN will have informed the student of his/her responsibilities)

- Make a test appointment with the appropriate testing site.
- Plan for adequate time to complete the exam.
- Show up to the exam on time and prepared with pencil, calculator or whatever support materials are appropriate.
- Adhere to all college-wide code of conduct testing rules policies (e.g. no cheating, no plagiarism)
This document focuses on accommodations provided for academic programs, as ensured by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) was amended in later years. The question and answer format focuses on areas of concern normally expressed by Northwest Florida State College faculty.

Q. Who is responsible for providing accommodations for a student with documented disabilities?

A. The Office for Students with Special Needs (OSSN) has the responsibility of reviewing documentation, assessing need, coordinating requests for accommodations, and assuring that accommodations are reasonable and appropriate. Once notified by the OSSN that a student is entitled to accommodations, the faculty member is required to cooperate with all accommodations as determined by OSSN. If the instructor has questions about the accommodations, he/she should contact the OSSN for clarification rather than challenge the student or resist in any way.

Q. What is meant by the term, reasonable accommodations?

A. A reasonable accommodation puts the student with a special need on equal footing with students without special needs. It does not provide an advantage over the other students, but allows the instructor to measure what a student learns. In addition, a reasonable accommodation is based on the individual disability and learning needs of each student, as assessed through medical and psychological reports/evaluations. What is reasonable for one student may not be reasonable for another.

Q. Once I receive a Memorandum of Accommodation that a student is entitled to accommodations, is it my responsibility to arrange the accommodations or to approach the student about the arrangements? Should I ask the student what accommodations he/she wants to pursue?

A. The Memorandum of Accommodation lists the student’s required accommodations in the classroom. Although students are strongly encouraged to discuss accommodations, many students are very shy or even embarrassed about these circumstances. Others may not find an opportune time to approach you. If you have received a Memorandum of Accommodation and the student has not approached you, please ask the student to talk to you privately. Discuss the details of his or her specific accommodations. Call Liz Smith at 729-6079 if you have questions.

Q. Do I have to alter my course content, assignments, or grading practices to accommodate a student?

A. No, the accommodation is there to help the student succeed within the bounds of the course. Keep in mind that some disabilities require additional work by OSSN, such as hiring an interpreter for performances and “Science Fridays Lectures.”
Q. Why do I sometimes receive notification of accommodations after the beginning of the semester?
A. Students must self-identify to the OSSN. Students may request accommodations at any time and may delay seeking that assistance for several reasons. Regardless, whenever the need is documented, the OSSN will provide you with notification as soon as possible. Your obligations to honor the notification is the same as they are if you receive it at the beginning of the term. You do not, however, have to go back and retest or re-do activities completed during the period prior to official notification.

Q. Do I still need to honor an accommodations request if the Memorandum of Accommodation is not received until well into the term?
A. Yes. Once you are notified that the student is entitled to accommodations, you must honor that notification even if it does not occur until well into the term. Some students want to attempt the course without accommodation and don’t ask OSSN for help early on. Students are allowed to complete the process of self-identification at any time.

Q. What do I do if the student comes to me claiming a disability, but I have received no notification from OSSN?
A. This may just be a time differential and the student is being prudent to identify to you up front, or it may be that the student is not aware he/she needs to work through the OSSN. Regardless of the reason, you should tell the student you will be glad to work with him/her once you receive instructions from OSSN and if the student has not already contacted the OSSN, refer him/her to that office. Also, students may drop/add or professor assignments may change.

Q. At what point are accommodations provided?
A. By law, once the student has requested accommodations and has produced acceptable documentation of the disability, accommodations are to be provided immediately. Each term qualified students are asked to complete a Request for Accommodations form that contains courses in which they are enrolled for the term and the accommodations needed. The student is asked to give at least ten (10) working days’ notice for arrangements to be made.

Q. If there are multiple accommodations listed on the notification form, can I choose which ones to use?
A. No, all of the accommodations listed are appropriate and must be available to the student. If you have a concern, contact OSSN.

Q. What if reasonable accommodations are provided, but the student is still not succeeding in learning course material?
A. The instructor and student need to be communicating about what is and what is not working. Also, the student has been advised by the Office for Students with Special Needs to report any need for changes in the requested accommodations as soon as possible. Regular communication between the student, the faculty member, and the Special Needs Counselor is key to providing reasonable and successful accommodations. Like any other student, special needs students often need traditional tutorial services. If you are reluctant to suggest this to the student, contact the OSSN for assistance.
Q. What can an instructor do if there is a struggling student in the class for whom no accommodation request has been received from the Special Needs Counselor?
A. The instructor may contact the Office for Students with Special Needs for assistance with a possible referral for service and for advice regarding appropriate action. You should not ask the student directly if he/she has a disability and needs assistance.

Q. Does the instructor need to provide accommodations that are not specified on the student’s accommodation request form?
A. No. It would be helpful to remind the student that he/she needs to discuss additional accommodations with the Special Needs Counselor. For immediate concerns, the instructor may want to phone the Special Needs Office at 729-6079.

Q. Am I obligated to provide accommodations for a student who is not a native English speaker?
A. No. If a student is not a native English speaker or has language difficulties because he/she does not speak English well, this is not considered a disability. The student may, however, have other special needs which qualify him/her for accommodations. If a student has difficulty managing a class because of the English language, refer the student to the ASC.

Q. How do I handle a situation where an overweight or large student cannot fit into a desk or chair in the classroom?
A. If the student is not physically handicapped and you have not received a purple memorandum, this situation should be handled through your department office. The procedure is a simple request for an adequate seating alternative through Physical Plant.

Q. What if other students in the class complain about the special needs student?
A. Usually other students in the class will become accustomed to a special needs student and/or accommodations (e.g., the presence of an interpreter for a hearing impaired student) after a few class meetings. If, however, it is clear the situation is disrupting the learning environment, contact OSSN immediately.

Q. What is the procedure for raising questions pertaining to accommodations requested by the Special Needs Office?
A. When an instructor receives a Request for Accommodations form from the Office for Students with Special Needs, there is a notation on the form that if there are any questions, the instructor should phone 729-6079. E-mail is also a good way to communicate with the Special Needs Office. The address to use is smithe15@nwfsc.edu. The instructor should not challenge the student about the accommodations, but let the OSSN office resolve the situation.

Q. What is the student’s recourse if reasonable accommodations are not provided?
A. The student may follow the Grievance Process as outlined in the College Catalog. This process does not exclude the student’s right to pursue a formal grievance with the federal office for Civil Rights as outlined in Section 504 of the Rehabilitation Act or the ADA.
INSTRUCTIONAL PROCEDURES
Go to www.nwfsc.edu. On-line Services, Employee Access, Class Rosters (from the quick links on the left hand column of RaiderNet) and choose the current term.

On your Instructor Schedule, the far right hand column is labeled Attendance Confirmation. The buttons in that column will tell you the status of your reporting. A green OPEN button indicates it is time to report.

The Attendance Confirmation Reporting period is OPEN the FIRST WEEK AFTER DROP/ADD.

Instructors must report students who have NEVER ATTENDED for EACH of their classes.

To complete Attendance Confirmation Reporting, click the OPEN button. Then:

- To report that some students have never attended: Click the box next to the names of the students who have never attended. The check mark in the box will automatically WITHDRAW the student once you click SAVE at the top of the Attendance Confirmation Roster. Proofread before you click SAVE. Once you have clicked SAVE, you cannot reinstate a student by removing the check mark. Reinstatement has to be processed administratively.

- To report that all students in your class have attended: Click the box at the bottom of the Attendance Confirmation roster that says All Students Have Attended.
Once the roster is saved, the instructor can continue reporting or return to the instructor schedule.

The button on the instructor schedule will change to COMPLETE after you save changes to the Attendance Confirmation Roster. Additional students may be reported by clicking the COMPLETE button. Be sure to click the SAVE button each time you make changes. NOTE: Once you have put a check in the never attended box and saved – it cannot be removed by removing the check and saving.

The green button will change to CLOSED when students can no longer be reported.

If you reported a student as never attended in error and want to have the student reinstated, you must email registrar@nwfsc.edu, even if the reporting window is still open. The email must come directly from the instructor and include the student’s name, student ID, the course ID# and the reference number.

Attendance Confirmation reporting is important. Unreported financial aid students who have never attended represent a financial liability to the college. The Registrar’s Office monitors Attendance Confirmation reporting closely and will report to the Department Chairs and Administrative Assistants those instructors who have not completed reporting by the reporting deadline.

Once the Attendance Confirmation button shows CLOSED, all further attendance reporting must be done through the Registrar’s Office by submitting a three-part paper Excessive Absence form.

- An instructor who did not report a student as never attended during the reporting period and needs to do so later, must submit an excessive absence form to the Registrar’s Office.
- If a student was correctly reported as never attended, but then later attends the class and requests reinstatement AND the instructor feels that the student can still successfully complete the course criteria, the student may be reinstated. The instructor should e-mail the reinstatement request to registrar@nwfsc.edu as noted above.
A grade of WN will be issued for the student who is withdrawn for never attending. The WN will show immediately on the instructor’s class roster as soon as the instructor clicks the save button.

A grade of FN will be issued for a student who is in the third attempt of the class and is reported as never attending. The FN will show immediately on the class roster as soon as save is clicked.

Student Athletes cannot be withdrawn if the withdrawal will decrease their hours to less than full time. If you try to withdraw an athlete and the student remains on your roster, contact the Registrar’s Office immediately.

WEB ROSTER AND STUDENT E-MAIL INSTRUCTIONS

1) Go to the NWFSC home page: www.nwfsc.edu, click on On-line Services, then click Employee Access.

2) Log on using your Network ID and Password. Your network ID is the same ID you use to access your NWFSC Faculty/Staff email account. If you don’t know your Logon ID or Password, Contact the IT Helpdesk at 729-5396.

3) Click Class Rosters from the quick links on the left side of the RaiderNet homepage OR click the “Faculty” tab above the calendar. Select the correct term.

4) The Instructor Schedule, listing all the courses you are teaching, will be shown. The instructor schedule is useful during registration to see how many students are registering for your classes. The “Enrld/Max” column shows the number of students currently enrolled and the maximum seats available in the class.

5) Click the reference number of the class to see the Class Roster.

The buttons at the top of the Class Rosters:

✓ Include Photos & Pgm allows instructors to see the class roster with or without STUDENT PHOTOS and the students’ PRIMARY PROGRAM OF STUDY.

✓ View/Add Notes allows the instructor to keep notes about that class on the web roster. These are notes for the instructor. They can be viewed by staff with access to Nexus but not students.

✓ Printable Page converts the roster to a printer friendly format.

The Class Roster heading shows:

✓ Withdrawal, Refund dates, as well as when the Final Grading period is open and the Grade Due date

✓ Reference Number, Course ID, Course Title, Session, Term and Campus

✓ Building, Room Number, Start and End Dates, Class meeting times and days
The body of the Class Roster shows:

✓ The Student’s Name, Student ID#, Home Phone and Work Phone
✓ The Student’s NWFSC E-mail address is a link to open an email to the student
✓ The paid column indicates if the student has paid for the class. Students who have not paid after the end of the Schedule Adjustment period (Drop/Add) should be referred to the Business Office.
✓ The grade column will show withdrawals during the semester. Withdrawal grades are: W-Student Withdrawal; IW-Instructor Withdrawal for Non-Attendance; WN-Withdrawal for Never Attending; FN–Never Attending Third Attempt.
✓ The Notes column indicates special student populations for whom attendance verification is extremely important: A-Athlete, C-CHS, D-Dual, F-Foreign (International) and V-VA.
✓ Classes with more than 50 students will have a MORE button at the bottom to go to the 2nd page.
✓ The Email all students button at the bottom allows you to email all students in the class.

Note: Students who drop before the end of drop/add will not show on the roster.

❖ Send E-mails to students directly from the Web Roster

All college credit students are issued a free NWFSC email account. NWFSC Email is the official means of the college to communicate with students. Instructors are encouraged to use their faculty NWFSC email and email students from the web roster. Here are the advantages of using web roster email:

✓ E-mails from the roster are addressed from the instructor’s NWFSC email account.
✓ Student’s email addresses are protected and students cannot “reply to all” to reduce spam.
✓ E-mails sent from the roster go to the students’ NWFSC e-mail accounts on a secure server. Instructors may ONLY email grade information to students from their NWFSC faculty email account or from the roster to the student’s NWFSC email address.
✓ “Email All Students” eliminates the need to set up lengthy distribution lists to email your classes.
✓ Up to 5 attachments can be sent with each e-mail.

If you need additional help, contact Student Services at 729-5220.
How to Enter your MID-TERM GRADES on Employee RaiderNet for Faculty

Log on to RaiderNet using your Network (email) User ID and Password.
Contact the Registrar’s Office at 729-6018 or 729-5220 if you have questions.
Textbooks are intended as an aid to student learning; use of common textbooks ensures at least one common element across all sections of a course. Accordingly, the textbook should be an integral part of the course instruction. It is important that faculty and students view the textbook as subject matter reference, a complement to instructor-provided information, and an aid to student learning.

All sections of a given course, including distance learning and dual enrollment/early college classes, will use the same textbook. Supplemental materials may vary by section but are not to be assigned in lieu of the common textbook. Exceptions to this standard may be made for approved pilot projects, approved action research activities or when technical/software complications affect using a common text for the DL and traditional versions of a given course.

Unless precipitated by a publisher-mandated change, textbooks will not be changed mid-year or more often than once every three years.

The course textbook(s) selection is made by a committee of full-time faculty members who regularly teach the course. In the case of an impasse in the selection process, the appropriate Division Director/Department Chair will join the group to assist in reaching a decision.

Textbook Selection Criteria

When selecting a textbook, the faculty committee will apply the following criteria.

- Quality and accuracy of content
- Cost to students
- Reliability of publisher and past experience with publisher/supplier
- Quality of student support materials (including e-content when the DL format is applicable)
- Quality of faculty support materials (including e-content when the DL format is applicable)
- Availability of used copies; resale issues (e.g. access codes, pins, etc.)

Other Considerations

Technology Access and Used Books

Students benefit from being able to buy used books. However, in order for used books to be available, peripherals, such as CDs or access codes, must be available as stand-alone purchases. When possible, try to eliminate the use of access codes altogether.

Custom Consumable Packages

When access codes cannot be avoided, some publishers will reduce the price substantially by offering a custom consumable option. In this option, a custom text is created with chapters
omitted and/or material added and is packaged with an access code and desired ancillaries. Since the book cannot be sold back to the bookstore, the upfront savings to students should be comparable or better than the net savings of buying a new, non-custom book and then selling it back to the bookstore.

**e-Content for Online Courses**

- All e-content must be available in Desire2Learn or IMS format.

- Consider creating a customized electronic textbook through the publisher, which can save students money and provide just the content you want.

- **Before adopting a textbook, be sure that e-content/e-packs and student work will NOT be hosted on the publisher’s servers:** publisher-hosted content and student work violate federal regulations and present logistical problems:
  
  - Per FERPA guidelines, student work cannot reside on publishers’ servers.
  
  - NWFSC must have guaranteed access to classes in case of grade grievances; such access can only be assured if the class is stored on an NWFSC server or that of a contracted host such as the Florida Distance Learning Consortium.
  
  - NWFSC’s Learning Technologies department (LTech) cannot troubleshoot faulty access codes; the student must contact the publisher.
  
  - LTech cannot troubleshoot problems with content, such as quizzes, if that content is stored on a publisher’s server.

**Other Considerations**

- To increase purchasing power and negotiate lower costs, consider working with other colleges using the same textbook

- Be sure that copyright allows instructors to put publisher-provided PowerPoints online

- Try to negotiate free textbooks or access codes for the Collegiate High School students, who do not pay for their own books—NWFSC supplies these textbooks at considerable cost.

**Non-Traditional Formats**

**Open Textbooks**

Open Textbooks are freely accessible digital textbooks that can be read, self-printed or downloaded via any computer with internet access. In addition, students may be able to order a commercial “print on demand” copy of an open textbook at 40 to 60% of the cost of a similar commercially available textbook. Often, both black and white and color editions are available. A modest fee may be included in the cost of printed texts, or attached to a course if a printed
A textbook is used to support the infrastructure. Printed versions of most open textbooks may be sold through the bookstore.

An excellent source to find Open Textbooks are digital repositories such as the Florida Distance Learning Consortium’s Orange Grove Digital Repository and the Community College Open Textbook Collaborative. Faculty selection committees considering these books are encouraged to ensure that the criteria of content quality and accuracy are applied. Open Textbooks support a course best when the instructors’ and students’ abilities match the skills needed to use this type of textbook.

Following are links to open textbook repositories:

The Orange Grove: [http://www.theorangegrove.org/OGTabout.asp](http://www.theorangegrove.org/OGTabout.asp)


**eTextbooks**

eTextbooks are electronic, commercially published textbooks (sometimes available in print also) that include similar content to traditional textbooks; however, there is often a cost and restrictions related to access. For example, students usually may access or download the textbook from a single computer over a period of time, such as 120 or 180 days, with access expiring at the conclusion of the allotted period. Other restrictions may apply to the number of pages that can be printed at one time. eTextbooks are usually consumable, meaning that students cannot easily share them with or sell them to other students after using them.

7/1/99; updated 6/20/04; updated 5/3/08, edited 6/9/08; edited 8/4/10
**NWFSC TEXTBOOK EVALUATION/SELECTION CERTIFICATION**

Course # ___________________________ Course Title ___________________________

**Current Textbook:**

Author ___________________________ Title ___________________________

ISBN ___________________________ Publisher ___________________________

**New Textbook:**

Author ___________________________ Title ___________________________

ISBN ___________________________ Publisher ___________________________

Date/Term in which new textbook(s) will be implemented: ___________________________

Cost to student in College Store: $ _______________ ☐ Edition Change ☐ New selection

Length of time since last textbook change for this course? ☐ 3 years ☐ Less than 3 years ☐ More than 3 years

Reason(s) for change (use back of sheet if needed):

If this is a publisher edition change, were texts by other publishers also reviewed? ☐ Yes ☐ No

If not, please explain (use back of sheet if needed):

How will the change impact cost to the student? ☐ Decrease ☐ Increase ☐ No change

What strategies were pursued to reduce costs to students (use back of sheet if needed)?

If this is an edition change, was the publisher’s synopsis of changes reviewed? ☐ Yes ☐ No ☐ Not Available

Were the changes sufficient to warrant changing editions? ☐ Yes ☐ No

If no, explain (use back of sheet if needed):

Instructor requesting change (individually or on behalf of department):

Division Director/Department Chair ___________________________ Date ___________________________
Students enrolled in NWFSC’s college credit, vocational credit and college preparatory classes evaluate their instructors using the following survey elements. Sections one through three request responses on a five point scale, ranging from highest rating to lowest rating. Section four is open-ended written response. The results of the evaluations are reviewed by the appropriate supervisor(s) and shared with the faculty member during the term following the students’ completion of the survey.

Organization of Course
- Objectives – clear to unclear
- Requirements – challenging to unchallenging
- Assignments – useful to not useful
- Materials – excellent to poor
- Testing Procedures – effective to ineffective
- Grading Practice – explained to unexplained
- Student Work Returned – promptly to delayed
- Overall Organization – outstanding to poor

Substantive Value of Course
- The course was - intellectually challenging to too elementary
- The instructor’s command of the subject was - broad and accurate to plainly defective
- Overall substantive value of the course - outstanding to poor
- Grade expected in the class - A through F

Teaching Skills
- Class Meetings – productive to non-productive
- Lectures – effective to ineffective
- Discussions – balanced to unbalanced
- Class Proceedings – to-the-point to wandering
- Provides Feedback – beneficial to not beneficial
- Responds to Students – positively to negatively
- Provides Assistance – always to never
- Overall Rating of the Instructor’s Teaching Skills – outstanding to poor

Comments
- What specific benefits have you derived from this course?
- How might his course be improved?
- What might the instructor have done to make this course more effective or more interesting?
<table>
<thead>
<tr>
<th>GROUP</th>
<th>STUDENT EVALUATION</th>
<th>SUPERVISOR EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Full-time Continuing Contract Faculty</td>
<td>Fall Semester (November)</td>
<td>January/February or upon receipt of student evaluation report</td>
</tr>
<tr>
<td>• Student Evaluation – once/year</td>
<td>Fall Semester (November)</td>
<td>January/February or upon receipt of student evaluation report</td>
</tr>
<tr>
<td>• Supervisor Evaluation – once/year</td>
<td>Spring Semester (April)</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Full-Time Annual Contract Faculty</td>
<td>Fall Semester (November)</td>
<td>January/February or upon receipt of student evaluation report</td>
</tr>
<tr>
<td>• Student Evaluation – Fall, Spring</td>
<td>Spring Semester (April)</td>
<td>N/A</td>
</tr>
<tr>
<td>• Supervisor Evaluation – once/year</td>
<td>At the last class meeting</td>
<td>At the curriculum planning session the following semester</td>
</tr>
<tr>
<td>4. Adjunct Faculty – Credit and Adult Education</td>
<td>Fall Semester (November)</td>
<td>Teaching duties addressed in annual evaluation by twelve-month supervisor)</td>
</tr>
<tr>
<td>• Student Evaluation – Fall, Spring</td>
<td>Fall Semester (November)</td>
<td>N/A</td>
</tr>
<tr>
<td>• Supervisor Evaluation – once/year</td>
<td>Spring Semester (April)</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Adjunct Faculty – Noncredit/Continuing Education</td>
<td>At the last class meeting</td>
<td>At the curriculum planning session the following semester</td>
</tr>
<tr>
<td>• Student Evaluation – per class</td>
<td>At the last class meeting</td>
<td>N/A</td>
</tr>
<tr>
<td>• Supervisor Evaluation – each term</td>
<td>At the curriculum planning session the following semester</td>
<td></td>
</tr>
<tr>
<td>6. Twelve-Month Instructional Staff with Teaching Duties</td>
<td>Fall Semester (November)</td>
<td>Teaching duties addressed in annual evaluation by twelve-month supervisor)</td>
</tr>
<tr>
<td>• Student Evaluation – once/year</td>
<td>Fall Semester (November)</td>
<td>January/February or upon receipt of student evaluation report</td>
</tr>
<tr>
<td>• Supervisor Evaluation – once/year</td>
<td>Spring Semester</td>
<td>N/A</td>
</tr>
<tr>
<td>7. All Faculty Members Teaching Online Distance Learning Classes</td>
<td>Spring Semester</td>
<td>January/February or upon receipt of student evaluation report</td>
</tr>
</tbody>
</table>

10/97; 10/07; 6/09; 02/10
**FIELD TRIP REQUEST**

Submit one week in advance of proposed trip.

The field trip listed below is requested for the following class(es):

<table>
<thead>
<tr>
<th>Course #</th>
<th>Section</th>
<th>Title</th>
<th># of Students*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

*Attach list of students and faculty members planning to take this field trip.

Transportation:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Private</td>
<td>College</td>
<td>College</td>
</tr>
<tr>
<td>Auto(s)</td>
<td>Auto(s)</td>
<td>Van(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other: Explain:

Trip to (attach TDY request if out of district):

Purpose of trip:

**Departure:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Return:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Estimated Cost:

Driver(s) $

Other $

Applicant’s Signature:

Field Trip is directly related to course skills/content and is designed to enhance student learning.

□ Approved

□ Disapproved

Department Chair/Immediate Supervisor

Date

Funds (if applicable)

□ Available

□ Not Available

Comptroller

Date

College Vehicle/Credit Card

□ Available

□ Not Available

Director of Physical Plant

Date

□ Approved

□ Disapproved

Principal Administrator

Date
DISTANCE LEARNING
## Compensation Formula

Compensation = (per student rate) x (number of paid student enrollments) x (number of credits in the course) up to seventeen (17) students.

At the eighteenth student, the compensation shall equal the compensation for teaching the class in the traditional format.

Compensation shall remain at the eighteen-student level until the paid enrollments exceed the course cap, at which time the per pupil compensation will resume for each additional enrollment until the next cap is reached. A list of individual course caps is maintained in the Office of Academic Affairs.

### Supplemental Distance Learning Teaching Assignment Pay Rate

<table>
<thead>
<tr>
<th>Doctorate</th>
<th>Master’s Plus</th>
<th>Master’s</th>
<th>Bachelor’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per student</td>
<td>Hourly Rate Per Current Budget</td>
<td>Hourly Rate Per Current Budget</td>
<td>Hourly Rate Per Current Budget</td>
</tr>
</tbody>
</table>

### Adjunct Distance Learning Teaching Assignment Pay Rate

<table>
<thead>
<tr>
<th>Doctorate</th>
<th>Master’s Plus</th>
<th>Master’s</th>
<th>Bachelor’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per student</td>
<td>Hourly Rate Per Current Budget</td>
<td>Hourly Rate Per Current Budget</td>
<td>Hourly Rate Per Current Budget</td>
</tr>
</tbody>
</table>

### Course Caps for DL Compensation

<table>
<thead>
<tr>
<th>ENC 1101 and ENC 1102</th>
<th>Non-English Gordon Rule &amp; Other Writing Intensive Courses</th>
<th>All Other Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid enrollments</td>
<td>Calculation of Pay</td>
<td>Paid enrollments</td>
</tr>
<tr>
<td>1-18</td>
<td>Per pupil rate</td>
<td>1-18</td>
</tr>
<tr>
<td>19-25</td>
<td>No additional pay</td>
<td>19-27</td>
</tr>
<tr>
<td>26-43</td>
<td>Per pupil rate</td>
<td>28-45</td>
</tr>
<tr>
<td>44-50</td>
<td>No additional pay</td>
<td>46-54</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>71-89</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>90-99</td>
</tr>
</tbody>
</table>
Instructor Responsibilities

Remaining flexible and accessible is essential in teaching at a distance. In addition, the instructor should be an active, engaged participant in the teaching/learning process. Particularly in technology-delivered or technology-enhanced classes, success of the student and effectiveness of the class depends in large measure on the instructor’s active participation. Instructors can help ensure the success of distance learning classes by diligently meeting their responsibilities in the following areas:

- Communication with students
- Regular, ongoing assessment of student work, including feedback to students
- Office hours
- Class design
- Assignments, tests, and grading

Communication with Students

Because distance learning students do not attend regular classroom sessions and therefore lack regular face-to-face contact with their instructor, they need to know that their instructor monitors their progress closely and promotes their success. The success of distance learning classes is closely tied to the quality of communication between instructor and students. Statistics clearly indicate a high correlation between the frequency of faculty-initiated contact with the distance learning student and the rate of successful class completion; therefore, instructors are encouraged to contact students regularly. Following are specific instructor responsibilities relating to communication with students:

- Conduct an orientation for students at the scheduled times.
- Initiate regular communications with students, providing class feedback, reminders, etc.
- Respond promptly to inquiries by students, preferably within 24 hours, excluding holidays, weekends, and school closures.
- Provide feedback on assignments within a time period stated in course handouts.

Class Rosters

At the end of the schedule adjustment period and periodically throughout the semester, instructors must check their online class rosters within the class management system (D2L) against the official Northwest Florida State College roster. The instructor check is an essential procedure to ensure accuracy. The D2L roster is NOT official.

Students are not officially registered at Northwest Florida State College unless their names appear on the official, RaiderNet roster. Students missing from this roster but appearing within the D2L classroom must be notified and instructed to register; if registration is impossible, students must be denied access to the online classroom. The Learning Technologies department will assist with this process and can be contacted if support is needed.
**Office Hours**

Research indicates that contact with instructors outside the classroom promotes student persistence in college; therefore, students should be encouraged to visit with instructors during office hours. Instructors must maintain published office hours and make them known to students; some office hours should include alternative times to accommodate the full-time working student. For these office hours especially, instructors may consider using a chat tool or web conferencing software.

**Class Design**

Clear, organized, complete class design is crucial for distance students’ success. SACS’ *Best Practices For Electronically Offered Degree and Certificate Programs* ([Best Practices](http://www.sacscoc.org/pdf/081705/commadap.pdf)) recommends that “…the institution provides a coherent plan for the student to access all courses necessary to complete the program, or clearly notifies students of requirements not included in the electronic offering.” Part of this process is ensuring all the resources for each class are easily available to the student. In online classes, clear navigation and a well-organized website is crucial; instructors should use the template provided by the Learning Technologies department, including a link to the class syllabus/policies on the top navigation bar, and should avail themselves of support by this department. In addition, instructors should make sure that they provide students with course policies covering all the points described in the College Course Policies Guide at [http://ltech.nwfsc.edu/faculty-DL-documents.cfm](http://ltech.nwfsc.edu/faculty-DL-documents.cfm).

Students should be provided with as many resources as possible to increase the likelihood of their success. Distance students have access to student services and library resources, so instructors may include such resources in their classes. In online classes, class packets should include sample tests and assignments as well as syllabi, deadlines, instructor contact information, and study guides and should be posted in the online classroom. When creating classes and documents, instructors should remember that such materials fall under NWFSC’s copyright and intellectual property policies.

Online classes facilitate interaction between the instructor and students and among students, and such interaction should be evident in the class design. SACS’ *Best Practices* stresses the importance of appropriate, carefully structured, effective interaction between instructor and students and among students, including the timely response and feedback on student assignments.

The following are specific instructor responsibilities relating to class design:

- Distance classes must have the same learning objectives as traditional sections of the class.
- Classes should meet NWFSC’s quality criteria for distance learning classes, specified in the Program Review document.
- Instructors should preview textbooks, study guides, e-content, online resources, and other class material before using them.

NWFSC strives for distance student success outcomes comparable to or better than student success rates in traditional sections of the course. SACS’ *Best Practice* states that “Classes offered will ensure that classes offer comparable student learning outcomes to classes offered in the traditional format (on campus).” Each semester, the instructor should provide updated student materials, including sample tests and study help.
Assessing Student Work

Feedback

• Instructors should provide multiple instances of advisory feedback prior of the end of the withdrawal period.
• Distance students will fare better if all assignments, quizzes, and exams are returned to them promptly so that they can better gauge their progress. Students, especially those at a distance, become frustrated and discouraged by delays in feedback.
• The instructor should post his/her policy on turnaround of assignments and keep to this policy.

Testing

• As with all aspects of teaching at a distance, instructors should allow reasonably flexible accommodations for testing.
• For online students, tests may be administered at midterm and final exam dates at the Niceville campus or may be delivered online. To ensure the integrity of online tests, instructors should consider using a test bank, timing tests, and preventing the student’s printing the exam.
• Various types of assessments, such as papers, group projects, and participation, must be used in a class using online tests. Testing should not constitute the largest part of the final course grade in such a class.
• For text-based students, the student and test administrator must be in the same location. If students cannot take tests on the scheduled dates, it is their responsibility to notify the instructor prior to scheduled test dates, and instructors should then provide an alternate testing date. Proctors may administer exams as noted below:
  o Proctoring arrangements can be made with other instructors, co-workers, the Academic Success Center, the Learning Technologies department, or individuals not employed by NWSC.
  o A suitable non-NWFSC proctor is someone currently employed in a professional or managerial occupation, preferably academic support or administrative personnel from a university, college, or school.
  o If the student is military, a suitable proctor can be found in the educational office on the base at which he/she is currently located.
  o The proctor may be asked to provide the instructor with written confirmation on business letterhead that he/she agrees to proctor the exam, to return the completed exams promptly to the instructor, and to provide a secure testing environment. (See the link to proctor forms on the Learning Technologies website: http://ltech.nwfsc.edu/faculty-DL-documents.cfm.)
LEARNING TECHNOLOGIES DEPARTMENT (LTECH)
RESOURCES AND ASSISTANCE

Click here to get to eCampus and LTech websites

Click here to reach information on tutorial services - online and face-to-face

Click here to go to LTech/Faculty website and for loads of faculty resources!
INSTITUTIONAL PROCEDURES AND GUIDELINES
If syllabi are available electronically (via college email, D2L, or faculty websites), the instructor is not required to distribute hard copies of syllabi. In face-to-face and blended classes, instructors must, at the end of the schedule adjustment period, obtain signatures from each student acknowledging that the student has read the electronic syllabus.

### COURSE POLICIES GUIDELINES

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Basic Course Information</strong>&lt;br&gt;▪ Course number, title and credit hours&lt;br&gt;▪ Brief course description</td>
<td>These items must parallel the catalog/official syllabus content, but may be paraphrased.</td>
</tr>
<tr>
<td><strong>2. Instructor Information</strong>&lt;br&gt;▪ Office location&lt;br&gt;▪ Office hours&lt;br&gt;▪ Contact info (office phone, e-mail)</td>
<td>You may want to combine these items with item 1 above as a separate handout, updated each term.</td>
</tr>
<tr>
<td><strong>3. Course Materials</strong>&lt;br&gt;▪ Required text(s) and supplies/materials&lt;br&gt;▪ Optional items</td>
<td>Remember that the textbook is for the students (not the faculty member!) and is expected to be an integral part of the course experience</td>
</tr>
<tr>
<td><strong>4. Course Goals/Objectives</strong></td>
<td>This information must match the official course syllabus, but may be significantly abbreviated or condensed as general goal statements</td>
</tr>
<tr>
<td><strong>5. Grading Procedures</strong>&lt;br&gt;▪ Graded course activities (tests, papers, etc.)&lt;br&gt;▪ Weighting of graded activities (points, percent, etc.)&lt;br&gt;▪ Method for determining final grade</td>
<td>Unclear information on these items is the most frequent basis for grade complaints. Unless there are program-wide grading policies, these matters are the prerogative of the instructor, but clarity is essential! Consider suggestions for providing grading flexibility appearing in the <em>Faculty Handbook</em>. Also consider a statement regarding the award of incomplete grades – this is the instructor’s choice, not the student’s! See following pages for sample statement.</td>
</tr>
<tr>
<td>ITEM</td>
<td>COMMENTS</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
</tr>
<tr>
<td>6. Course Policies</td>
<td>Attendance policies must be consistent with the college policy (see current catalog). See additional page for sample statement. <strong>A reference to the catalog policy regarding academic freedom and student rights and responsibilities must be included</strong> (see following pages for wording). Handouts for courses with research and writing assignments should probably include the full plagiarism/cheating statement. See following page for sample syllabus statement. Include statement regarding use of <em>Turnitin</em> if applicable to class. See following pages for sample syllabus statements on cell phones and children in classes.</td>
</tr>
<tr>
<td>7. Emergency Disclaimer</td>
<td>A statement describing what happens to course activities and assignments in the case of emergency closure or class cancellation and/or a statement describing the circumstances under which the syllabus may be changed saves confusion for students and protects the instructor’s policies. See following pages for sample statements.</td>
</tr>
<tr>
<td>8. Support Services</td>
<td>The college statement regarding special needs services must be included. See following pages for wording. A reference to the ASC, Math Lab and other tutorial services is encouraged. A short statement with the phone number to the ASC and reference to the college website (<a href="http://learningsupport.nwfsc.edu/">http://learningsupport.nwfsc.edu/</a>) or directions to <a href="http://www.nwfsc.edu">www.nwfsc.edu</a> and click on the “Free Tutoring” button on the right hand side is strongly recommended.</td>
</tr>
<tr>
<td>- Attendance, tardies, etc.</td>
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</tr>
<tr>
<td>- Make-up for exams and other work</td>
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<tr>
<td>- Late papers and other course work</td>
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<tr>
<td>- Children in the classroom</td>
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<tr>
<td>- Classroom conduct</td>
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<tr>
<td>- Plagiarism and cheating</td>
<td></td>
</tr>
<tr>
<td>- Student Rights and Responsibilities/Academic Freedom</td>
<td></td>
</tr>
<tr>
<td>- Cell phone/pager use</td>
<td></td>
</tr>
</tbody>
</table>
Required Statements

Statement Regarding Accommodations for Special Needs Students

If you have special needs for which accommodations may be appropriate to assist you in this class, please contact the Office of Services for Students with Special Needs on the Niceville Campus, or call 729-6079 (TDD 1-800-955-8771 or Voice 1-800-955-8770).

Statement Regarding Student Rights, Responsibilities, and Academic Integrity

Students are responsible for adherence to all college policies and procedures, including those related to academic freedom, cheating, classroom conduct, computer/network/e-mail use and other items included in the Northwest Florida State College Catalog and Student Handbook. Students should be familiar with the rights and responsibilities detailed in the current Northwest Florida State College Catalog and Student Handbook. Plagiarism, cheating, or any other form of academic dishonesty is a serious breach of student responsibilities and may trigger consequences which range from a failing grade to formal disciplinary action.

Required if Course Uses Turnitin

Northwest Florida State College subscribes to Turnitin, an online plagiarism detection and prevention service. By enrolling in this class, you are consenting to upload your papers to Turnitin, where they will be checked for plagiarism. Papers submitted to Turnitin are saved as source documents within the Turnitin database solely for the purpose of detecting plagiarism in other papers.

Required if Students Must Watch Tegrity Videos

This course employs lecture capture software to provide you with videos of your instructor’s lectures/PowerPoints/notes/demonstrations, etc., and you are required to watch these. These videos can be viewed with a standard Internet connection. If your home Internet connection is not adequate, please remember that any NWFSC open lab is available to you. You need only take your own headphones with you.

Required if Course Uses Social Networking Sites

This class uses a social networking site to build community and enrich students’ overall experience. Participation in this site is optional and not a required element of the class; all essential course information will be presented in the classroom or in D2L, Tegrity, etc., depending on the class (traditional or distance). The instructor takes careful precautions to safeguard students on the Internet; however, as with many Internet interactions, risks still exist. By choosing to participate in the class’s social networking site, you accept responsibility for the information you post and assume the risks associated with social networking sites.
If faculty assess student progress through writing assignments, the instructor’s syllabus must contain the departmental statement on plagiarism and/or refer to the NWFSC Catalog’s Statement of Student Rights and Responsibilities.

**Highly Recommended but Not Required**

**Sample Cell Phone/Electronic Communication Devices Statement**

(As this information also appears in the College Catalog, it is considered Board Policy.)

Cell phones, pagers, and other such electronic devices must be turned off during class and lab time. Communication by electronic devices, including but not limited to instant messaging, text messaging, and telephone, during class is strictly prohibited unless expressly designated as part of the learning activities. Use of electronic communication devices during examinations or other graded activities may constitute grounds for disciplinary action. Where emergency or employment situations require access to electronic communication services, arrangements may be made in advance with the instructor. In certain circumstances, (e.g., exams, presentations, etc.), students may be required to temporarily deposit cell phones or other communications devices with the instructor or lab supervisor for the duration of the specific class or activity.

**Sample Statements Regarding Changes to Course Policies**

(Given the strong likelihood of closure due to tropical storm and hurricane conditions, inclusion of one of these three statements is very desirable and can save headaches later on.)

**Option A**

In the event of unusual or extraordinary circumstances, the schedule, requirements, and procedures in this course are subject to change. In such cases, students will be provided with written notice sufficient to plan for and accommodate the changes. If changes to graded activities are required, students will not be penalized as a result of the adjustments, but will be responsible for meeting revised deadlines and course requirements.

**Option B**

In the event of unusual or extraordinary circumstances, the schedule, requirements, and procedures in this course are subject to change. If the college closes for inclement weather or other emergency, any exams, presentations, or assignments previously scheduled during the closure period will automatically be rescheduled for the first regular class meeting held once the college re-opens. If changes to graded activities are required, students will not be penalized as a result of the adjustments, but will be responsible for meeting revised deadlines and course requirements.

**Option C**

In the event of unusual or extraordinary circumstances, the schedule, requirements, and procedures in this course are subject to change. If the college closes for inclement weather or other emergency, the date for any exams, presentations, or assignments due during the closure period will be postponed. A revised schedule will be available at the first regular class meeting held once the college re-opens. If changes to graded activities
are required, students will not be penalized as a result of the adjustments, but will be responsible for meeting revised deadlines and course requirements.

If weather or other situations necessitate cancellation of classes, students will be notified via the college website and through the NWFSC Alert System preference they have chosen through RaiderNet.

Sample Statement Regarding Class Attendance
Class attendance is an integral part of the learning process for this course. Students are expected to attend class regularly, as well as to arrive and depart on time. Students with excessive absences (including tardies) may be withdrawn from the class. Note that although college policy provides for a certain number of class absences, that number covers all types of absences, including absences such as those due to documented illness or other emergency; absences for illness or emergencies are not accommodated in addition to those allowable under the attendance policy. (See College Catalog and Student Handbook.)

(Note that if you allow students to make up work missed as a result of absence, information regarding the conditions under which you allow make-up work should be connected to the attendance statement.)

(Also note that the college policy does not distinguish between excused or unexcused absences; it is neutral with respect to reasons. The policy is designed to provide students with enough flexibility to accommodate minor illness and scheduling problems. The policy is not intended to provide students with “free absences” in addition to other absences for which they may provide doctor’s excuses, etc. If illness requires extensive absence, the student has the option of either withdrawing or requesting a refund.)

Sample Statement Regarding Children Attending Classes
(The full “Children on Campus” Policy Statement appears in the College Catalog.)

As a courtesy to other students and the learning process, students may not bring children with them to class sessions. Health and safety concerns prohibit children from accompanying adult students in any lab, shop, office, or classroom or other college facility where potential hazards exist. If a child-related emergency means you must miss class, contact the instructor as soon as possible to determine your options.

(Note that the Children on Campus policy does permit children to accompany a parent to class on an incidental basis provided advance permission is granted by the appropriate administrator. However, we receive numerous complaints each term about children in classes; it is, after all, an imposition on the rest of the students in the class. Accordingly, we advise strongly against allowing the practice. Once you permit one parent to bring a child into class, you have essentially opened the door to any of your students wishing to do so. While one child may be healthy and well-behaved, the child of the next student may not be.)

Sample Statement Regarding Incomplete Grades
At the discretion of the instructor, an incomplete grade (“I”) may be awarded when the student is unable to finish the required work because of unforeseen extenuating circumstances such as illness or TDY assignment. To receive an “I” grade, the student must have successfully completed a significant portion* of the required coursework and
be able to finish the remaining work without attending class. An “I” grade will automatically convert to a grade of “F” if the student does not complete the remainder of the coursework by the established deadline.

* You may want to establish/define this for a given course (e.g., 75% of work completed, or all work completed except final exam and project, etc.). You may wish to leave the definition out and use “significant portion” to provide yourself discretion.
Each full-time and adjunct faculty member, except those who are teaching self-support/recreation and leisure classes, must maintain a written record of his/her students’ course progress. The record may be a hard copy or electronic file. However, electronic record-keeping must conform to FERPA guidelines protecting privacy and must be password protected on a college server. Keeping grades on publisher websites does not meet FERPA guidelines. The specific format of the record may be determined by the individual teacher; however, it must be of sufficient detail to approximate a student’s grade and last date of attendance within three days¹, as well as to meet any other program² or departmental requirements. These records are commonly known as the “grade book” and will serve as the official record of student progress in case of challenge, grievance, or audit.

As the demands for attendance information and student accountability increase each year, instructors are encouraged to develop a daily attendance system. Such records are especially important for FTE audits, financial aid audits and inquiries, program verification, charter school records, and dual enrollment tracking. However, if a daily attendance record is not maintained, other grade or activity entries into the class record must be of a frequency sufficient to approximate the student’s last date of attendance within a week’s margin of error. For asynchronous, non-traditional, or distance learning classes, activity or grade records are sufficient.

Instructional records are to be retained according to the schedule below. If feasible, when the faculty member ceases employment with the college, instructional records should be submitted to the appropriate director/department chair for retention.

<table>
<thead>
<tr>
<th>Item</th>
<th>Minimum Retention Period</th>
<th>Recommended Retention Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original grade book</td>
<td>2 years</td>
<td>5 years</td>
</tr>
<tr>
<td>Original attendance records</td>
<td>2 years</td>
<td>5 years</td>
</tr>
<tr>
<td>Copy of the course syllabus (include student signature page if syllabus was available electronically)</td>
<td>2 years</td>
<td>5 years</td>
</tr>
<tr>
<td>Copy of final course grade roster</td>
<td>2 years</td>
<td>5 years</td>
</tr>
<tr>
<td>Final exams, final projects, student papers</td>
<td>Through the end of the next term</td>
<td>1 year</td>
</tr>
</tbody>
</table>

7/98; updated 8/99; updated 7/00; updated 7/06; 10/07; 8/08, 8/09; 7/11

¹ For asynchronous, non-traditional, or distance learning classes, the last date of attendance may be determined by the last date of grade activity (e.g. homework submittal, quiz, midterm), last date of contact with the student via e-mail or phone, or the last date of attendance at a campus-based course activity.

² For example, dual enrollment attendance requirements or agency/accreditation requirements such as those promulgated through the FDLE for the law enforcement academy.
Because the awarding of course grades is the responsibility of the instructor, it is essential that faculty members keep students informed of their progress in each course with timely and frequent feedback. A student has a right to a course grade that represents the instructor’s professional judgment of the student’s performance in the course without personal prejudice. An instructor has the right to expect that all work presented for evaluation by the student is the student’s own independent work product.

**Grades**

Grades are awarded in all college, vocational, and college prep courses, as well as in certain non-credit courses. Northwest Florida State College maintains permanent records for all students registering for courses. A cumulative record of the student’s grades appears on the transcript. Letter grades are assigned according to the Grades Table appearing in the College Catalog.

Instructors are free to keep records in the form they prefer (electronic, paper, etc.); however, the content of the class records must conform to the Instructional Record Keeping Policy. Furthermore, electronic record-keeping must conform to FERPA guidelines protecting privacy and must be password protected on a college server. Keeping grades on publisher websites does not meet FERPA guidelines.

**Audit Status**

A student registering in a college-credit course on a “not-for-credit” basis will be enrolled in an audit status. Upon completion of the course, an “X” grade will be awarded with no impact on the student’s GPA. Students auditing a class are not required to complete examinations but are expected to attend classes and participate in other activities and requirements on the same basis as students seeking credit. Excessive absences for audit students are treated the same as for credit students; the instructor may recommend to the Vice President of Academic Affairs that the student be withdrawn from the course with a “W” grade.

Audit students must meet the same admission standards as credit students and must pay the same fees. Some occupational courses may not be available on an audit basis. A student wishing to audit an occupational course must obtain permission in advance from the appropriate Department Chair or Division Director. College prep courses may be audited only with advance approval of the Vice President of Academic Affairs.

Students may register or declare audit status at any time during regular registration, as well as through the end of the Drop/Add period. After close of the Drop/Add period, students may not change from audit status to credit status or from credit status to audit status unless they obtain both the written permission of the instructor and the approval of the Vice President of Academic Affairs.
If a student declares audit status prior to the close of the Drop/Add period, the enrollment will not be counted as an attempt for purposes of full cost or repeat course regulations. If a student changes to audit status after the close of the Drop/Add period, the enrollment will be considered an attempt under such regulations.

Students receiving financial aid or veterans benefits should consult with a financial aid advisor prior to enrolling in a course as audit status.

Incomplete Grades

At the instructor’s discretion, a grade of “I” may be given when a student is unable to complete the required work because of clearly documented extenuating circumstances and if the student has a reasonable chance of completing course requirements with a passing grade. An “I” is not a reasonable grading option unless the student has already completed a substantial portion of the coursework. An “I” grade does not entitle the student to sit in the regular classroom throughout the subsequent semester as if he/she is a regular enrollee in the class.

Once the instructor determines an “I” grade is appropriate, the instructor files with both the Department Chair and with the student an outline of the work that must be completed, including an estimate of the student’s grade standing for work already completed during the semester. Work completed for the removal of the “I” must be finished PRIOR TO THE LAST CLASS DAY in the next 16-week semester immediately following. Fall incompletes must be resolved by the end of the spring term. Spring and summer incompletes must be resolved by the end of the next fall term. The grade will revert to an “F” on the official transcript if not removed by that time. A student will not be permitted to re-enroll in a course for which he/she has an outstanding grade of “I.”

Advisory Grades

Northwest Florida State College issues advisory grades in all college prep, vocational, and college credit courses. Advisory grades are not posted to the academic history or transcript. The student receives the advisory grade approximately one week prior to the last day to withdraw from the course and may use that as a factor in deciding whether or not to complete the course. Accordingly, incomplete (“I”) grades are not to be awarded at this time unless there are extraordinary circumstances. Faculty members should plan their courses to ensure there are sufficient graded activities prior to midterm to determine a valid assessment of student progress to date.

Final Examinations

Final examinations for both traditional and distance learning classes are held at the end of each term and must be taken at the scheduled time unless other arrangements are approved in advance by the appropriate Division Director or Department Chair. Both students and faculty are expected to adhere to the established examination schedule. Final exam schedules are printed in the Schedule of Classes and on the Northwest Florida State College website for each term. If a student is absent from a final examination because of an emergency, substantive illness, or other compelling reason, a late examination may be given.

Revised 08/10
The Nexus system provides for additional information about the “W” grade on the instructor’s roster.

<table>
<thead>
<tr>
<th>Grade</th>
<th>General Meaning</th>
<th>Appearance on Roster</th>
<th>Appearance on Transcript</th>
<th>Circumstances of Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>AW</td>
<td>Administrative Withdrawal</td>
<td>AW</td>
<td>W</td>
<td>AW grades, which appear as such only on the roster, are the result of an administratively initiated or approved withdrawal – usually for non-payment of fees or for the student who receives a “late” withdrawal through petition to the VPI’s office. <strong>Please note that an administrative withdrawal is not a refund.</strong></td>
</tr>
<tr>
<td>IW</td>
<td>Instructor Withdrawal</td>
<td>IW</td>
<td>W</td>
<td>JW grades, which appear as such only on the roster, are the result of an instructor’s withdrawal of a student for excessive absences after the end of the add/drop period, but before the advertised “Last Day to Withdraw with W” (approximately the 50% mark of the term); this grade may also be appropriate for distance learning students who fail to make sufficient course progress by the midterm point.</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>W</td>
<td>W</td>
<td>W grades are awarded when the student withdraws him/herself after the end of the add/drop period, but before the advertised “Last Day to Withdraw with W” (approximately the 50% mark of the term).</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal – Failing</td>
<td>WF</td>
<td>F</td>
<td>The WF grade, which appears as such only on the grade roster and grade mailer, are awarded when a student withdraws him/herself after “Last Day to Withdraw with W” or when an instructor submits an excessive absence withdrawal “Last Day to Withdraw with W.”</td>
</tr>
<tr>
<td>WN</td>
<td>Withdrawal – Never Attended</td>
<td>WN</td>
<td>W</td>
<td>WN grades, which appears as such only on the grade roster, are the result of an instructor reporting a student has never attended during the Attendance Confirmation period, which is the second week of classes. (Note that students who are reported as never attending receive a FN for a class that is a third attempt.)</td>
</tr>
<tr>
<td>Drop</td>
<td>No Grade or Record of Enrollment Appears</td>
<td>No Grade or Record of Enrollment Appears</td>
<td>No Grade or Record of Enrollment Appears</td>
<td>When a student drops a course, there is no record of enrollment or grade anywhere in his/her record. If the student has paid, a refund will occur. If the student wishes to drop a course after the end of the drop/add period, a written appeal is required, along with documentation to support the request. A student may also be dropped from the class if he/she does not pay all course fees by the deadline.</td>
</tr>
</tbody>
</table>
An “I” is awarded at discretion of the instructor for a student who is showing progress and is likely to finish the course.

An “I” converts to an “F” grade if the student does not complete the course by the close of the next full semester.

The student may NOT re-register for the course if he/she has an “I” pending. To re-register, the course grade must first be changed to an “F” (or to a “W” with advance approval through the standard appeal process). Repeating the course will then trigger the forgiveness process.

Due to space and liability issues, the student is not entitled to sit in on the class, but is expected to work with the instructor to complete work outside the class and on the student’s own time.

Considerations for awarding an “I” grade:

- Has the student completed enough of the coursework to indicate eventual success in the class?
- Is the student likely to finish the course or is he/she really risking an “F” grade?
- Is a withdrawal a better option – even if it is past the deadline?
- Is a refund a better option – if the student qualifies?
- Can the unfinished course requirements be completed outside the regular classroom?
- Will the instructor be available to assist the student and process the grade change?
Beginning in Fall 2010, Northwest Florida State College (NWFSC) faculty will have the option to require students to use online resources, including e-mail, as part of a traditional format class without approval by the Curriculum Committee. (When taking over a section NOT carrying the online-resources-required designation in the schedule, an instructor may NOT require students to use these resources.)

Please note that an online requirement is intended to enhance learning and strengthen instruction, not replace services and processes students expect from the traditional class format.

### Examples of resources students MAY be required to use
- NWFSC email
- Online quizzes online via Desire2Learn (D2L)
- D2L dropbox
- Online discussions
- Websites/online course materials

### Examples of resources students may NOT be required to use
- Twitter, Facebook, Second Life, etc.

Adding a required internet or e-mail component to a traditional class raises several student-related issues. In an effort to forestall problems, certain policies at the instructor level become essential. According to the survey feedback instructors provided in Fall 2007, most faculty members already apply these strategies or are willing to do so. Instructors not willing to implement these measures are free to enhance a traditional class with web-based resources (designated as a web-supplemented class); as is now the case, students in these classes may not be compelled to use the electronic enhancements.

### Instructor Responsibilities

<table>
<thead>
<tr>
<th>The written course policies</th>
<th>Providing hard copies upon request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written course policies should outline expectations for student use of college/D2L email and for all other required use of web resources, including but not limited to quizzes, tests, homework submission, online discussions, and course materials.</td>
<td>If a student’s internet access is interrupted, instructors are encouraged to provide hard copies of online materials.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initial review of online resources and class policy</th>
<th>Allowing for technical problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations for student use of online resources should be verbally addressed the first day of class so that students unable to meet them may adjust their schedules.</td>
<td>A written course policy should provide specific methods (i.e., a “free” late paper, submission of assignments in hard copy, bonus points, make-up options) to accommodate a student’s technical difficulties, service interruptions, server downtime, etc. These methods may be the same</td>
</tr>
<tr>
<td>Instructor Responsibilities</td>
<td>Instructor Best Practices</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Email response time</strong></td>
<td>as those normally provided by most instructors to accommodate late assignments in traditional classes without web requirements or enhancements.</td>
</tr>
<tr>
<td>Instructor email response time should be outlined in the written course policies and should not exceed two business days.</td>
<td><strong>Online testing</strong></td>
</tr>
<tr>
<td>The majority of the points that tests contribute to the final course grade should not come from online tests. High stakes tests, midterms, and finals, should not be conducted online.</td>
<td></td>
</tr>
<tr>
<td><strong>Changes to syllabi, dates, directions, etc.</strong></td>
<td><strong>PowerPoint formatting</strong></td>
</tr>
<tr>
<td>A written course policy will state that changes to the syllabus, assignment directions and due dates, and other classroom activities will be announced in the classroom before they take effect. Changes should be posted online subsequent to the classroom announcement.</td>
<td>To save printing costs for students, instructors requiring students to access PowerPoint presentations online must use only light or white backgrounds. Alternatively, instructors may, via Graphics, arrange with the College Store to sell the materials.</td>
</tr>
<tr>
<td><strong>Standard D2L format</strong></td>
<td></td>
</tr>
<tr>
<td>Instructors using D2L online classrooms must use the Syllabus link on the top navigation bar to link to their syllabus and course policies; instructor contact information (name, phone, office hours, e-mail address), and links to the LRC and eCampus technical support for students must be on the course home page. (This homepage will be provided by the LTech staff. Instructors may add to it, but these elements may not be removed.)</td>
<td></td>
</tr>
<tr>
<td><strong>Textbooks</strong></td>
<td></td>
</tr>
<tr>
<td>Instructors should use the same textbook as the non-web- required course offering, unless, 1) there are compelling reasons to do otherwise, 2) the new text is approved by the Department Chair/Division Director and 3) the College store is able to stock the alternative text.</td>
<td></td>
</tr>
</tbody>
</table>

*Created 06/07; Revised 10/07; 4/08; 7/10; 8/11*
In this document, the phrase “social networking tools” denotes

1. sites such as Facebook and Second Life, which foster interactive, two-way communication, and

2. sites that are better suited to a one-way flow of information but nevertheless build a community of users, such as Twitter.

The guidelines herein are not restricted to any particular tool, although Facebook is a common example in this document. These guidelines may be updated throughout the year.

The “Do’s” of Using Social Networking Tools

1. Instructors’ use of social networking tools should be devoted to fostering a sense of community and motivating students; instruction, however, should take place in D2L, the classroom, Tegrity, or other media provided and supported by the college.

2. When the application offers the option, instructors should use a private page, e.g., a Facebook group, which can only be joined by invitation. Such measures protect students from some online risks.

3. Some social networking applications may stipulate that content posted on their sites becomes their property; therefore, users should think carefully about a) giving up intellectual property rights and b) seeing their posted content on the Internet in the future. Instructors should discuss these concerns with students.

4. Instructors should provide students with
   a. written instructions, or a link to instructions within the application, regarding how they can safeguard privacy and report abusive content;
   b. a disclaimer noting that any product advertised on the site is not endorsed by the college or instructor;
   c. a disclaimer noting that opinions expressed do not reflect opinions or policies of the college;
   d. a reminder that social networking sites’ policies on privacy and other issues change often and that students should check sites regularly for updates;
   e. a statement that postings may be removed by the page administrator at any time (when the tool allows this action);
   f. a statement that the page administrator may block user posts (when the tool allows this action);
   g. a statement that all content must comply with the college’s Acceptable Computer Use policy (including a link to the policy at http://www.nwfsc.edu/col_info/GuideNetworkindex.cfm);

Following is a sample paragraph for course handouts that addresses items A-G above. Instructors must advise students of these issues, but the wording is optional.
I will invite each of you to join the class (Facebook/Twitter/etc.) site; I hope you will choose to do so. Participation is voluntary, and the purpose is to form a community of learners and to provide extra resources and information to enrich the class experience. Please be sure to view this site, ________________________, which explains the current privacy settings and policies associated with (Facebook/Twitter/etc.). These policies may change frequently and without notice; be sure to check this page regularly.

Please note that any harassing posts and any posts violating the college’s Acceptable Computer Use policy (http://www.nwfsc.edu/col_info/GuideNetworkindex.cfm) will be removed and those users may be blocked. Comments posted on this site do not reflect NWFSC views; products advertised are not endorsed by the college.

h. The **required** syllabus statement regarding Social Networking:

This class uses a social networking site to build community and enrich students’ overall experience. Participation in this site is optional and not a required element of the class; all essential course information will be presented in the classroom or in D2L, Tegrity, etc., depending on the class (traditional or distance). The instructor takes careful precautions to safeguard students on the Internet; however, as with many Internet interactions, risks still exist. By choosing to participate in the class’s social networking site, you accept responsibility for the information you post and assume the risks associated with social networking sites.

5. Effective use of social networking sites requires that the instructor check *daily* and update at least *weekly*. Untended sites will be abandoned by users.

6. Instructors who set up instructional pages accept complete responsibility for these sites’ maintenance.

7. Students should be instructed about the nature of social networking sites regarding the special requirements of the populations with which they are working, i.e., The Health Insurance Portability and Accountability Act (HIPAA) for nursing students and The Family Educational Rights and Privacy Act (FERPA) for teacher education students.

8. All students should be instructed on social networking etiquette and about information regarding their classmates that they should not disclose (see #4 below).

**The “Don’t’s” of Using Social Networking Tools**

1. Student participation in course social networking sites must be voluntary and may not be a course requirement. Instructors should not disseminate essential class information solely through a social networking tool, any more than they would share such information with only one or two students during office hours. The social networking site will enrich the class, not substitute for it or for other college communication methods, including email.

2. Instructors may not employ their own personal social networking pages for instructional use; they must develop and maintain a separate instructional page. Instructors may not link to their personal social networking pages from their instructional social networking page or faculty website (i.e. may not “solicit” friends/fans for a personal page from a
college web site or social networking site used for a college class). If the tool allows, instructors may use the same profile to create personal and college pages, meaning that a single user ID provides access to all of the instructor’s pages.

3. Instructor use of social networking tools should not take the place of maintaining an up-to-date faculty webpage or departmental webpage. Social networking sites are to be maintained in addition to an up-to-date college faculty webpage. The faculty webpage shall remain the primary online avenue for instructor information, course syllabus, course information, etc. An instructor’s social networking page should include a link to the instructor’s college webpage.

4. When using social networking sites in discharging college duties, instructors should ensure that the online presence reflects the professional standards of NWFSC and complies with applicable federal or state regulations regarding student privacy and with college policies and procedures. These include but are not limited to FERPA, acceptable computer use, copyright, proper use of college symbols/logos, etc. Instructors should work with the college Office of Marketing and Public Relations to ensure that the college “brand” is consistent. Individual creativity will be respected and encouraged.

5. **The following information about students should NEVER be communicated via a social networking site’s message tool:**

<table>
<thead>
<tr>
<th>grades or test scores</th>
<th>social security number</th>
<th>disability status</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>e-mail address</td>
<td>marital status</td>
</tr>
<tr>
<td>academic standing</td>
<td>birth date</td>
<td>disciplinary actions</td>
</tr>
<tr>
<td>attendance habits</td>
<td>telephone number</td>
<td>financial aid status</td>
</tr>
<tr>
<td>time/day/location/course names of student’s current classes</td>
<td>PIN number</td>
<td>financial obligations owed</td>
</tr>
</tbody>
</table>

08/2010; 08/2011
Northwest Florida State College forbids discrimination against any employee, applicant for employment or student on the basis of gender. The college will not tolerate sexual harassment activity by any of its employees. This policy also applies to non-employee volunteers who work subject to the control of a college employee.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other inappropriate oral, written, or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of employment or of an individual's education; or
- Submission to or rejection of such conduct by an individual is used as the basis for an employment or academic decision affecting that individual; or
- Such conduct interferes with an employee's work performance or student's academic performance, or creates an intimidating, hostile, or offensive work or college environment.

Sexual harassment, as defined above, may include but is not limited to the following:

- verbal harassment or abuse of a sexual nature;
- pressure for sexual activity;
- repeated remarks to a person with sexual or demeaning implications;
- unwelcome or inappropriate touching;
- suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's employment, grades, or academic standing

**Specific Prohibitions**

It is sexual harassment for an administrator or supervisor to use his or her authority to solicit sexual favors or attention from subordinates, including but not limited to incidents when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.

Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.

**Procedures**

An employee who alleges sexual harassment by another employee may complain directly to the college Human Resources Officer or to the immediate supervisor. If the direct administrator or supervisor is the offending person, a report should be made to the next higher level of
administration of supervision or to the Director of Human Resources. During the investigation of an alleged sexual harassment complaint the respondent has the right to provide a written, signed statement of his (her) version of events. Filing of a complaint or otherwise reporting sexual harassment will not affect the individual's status, future employment, future grades, extracurricular activities or work assignments. The right to confidentiality, both of the complainant and of the respondent, will be respected to the extent possible as provided in Florida Statutes and State Board Rules.

In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred will be investigated. The President or designee has the responsibility of investigating and resolving complaints of sexual harassment.

**Sanctions**

A substantiated charge against a college employee shall subject such employee to disciplinary action, including but not limited to warning, suspension, or termination, subject to applicable procedural requirements.

*Revised 10/07*
The right to reproduce, prepare derivative works, distribute copies, perform, and display the copyrighted work belongs to the copyright holder. Copyright applies to all original works, including those on the internet, as soon as they are created. The “Fair Use” provision of the copyright law provides some leeway for educators, especially in direct classroom use, although specific restrictions apply even in the educational setting. It helps to note that a major purpose of the copyright law is to ensure the creator/owner does not lose the revenue associated with the item. Recent laws have added strict civil and criminal penalties for violations of copyright ($750 to $250,000 in fines and 5 years in prison for each instance). The bottom line: when in doubt, get permission!

According to Northwest Florida State College policy:

“Employees and students may use, perform, or reproduce copyrighted materials when authorized by

a. licenses or written permission from the copyright owner,
b. the fair use guidelines,
c. the principle of fair use, and/or
d. specific documented exemptions in state and federal law.”

The full policy is available on the College website in the NWFSC Board of Trustees Policy Manual. The College uses technological deterrents and enforces college disciplinary actions and civil or criminal penalties to combat unauthorized distribution.

Procedures to Prevent Copyright Infringement and Resolve Disputed Situations:

1) All requests in person or via the college network that constitute violations of copyright will be refused. Technological deterrents, training workshops, printed and online information are provided to faculty, staff and students to prevent inadvertent copyright infringement. Disciplinary action, such as limits on college privileges or termination of network privileges is used to punish willful or repeated infringement.

2) The college president appoints a standing committee that will work with the Director of Learning Resources and the Graphic Services Manager to combat unauthorized distribution of copyrighted materials, implement college policy and procedures, and provide information on copyright and related issues to the Northwest Florida State College community.

3) The college’s standing committee, charged with responsibility for college copyright procedures, will:

a. Implement the copyright policy and procedures;
b. Distribute in multiple formats information on copyright for the faculty and staff with suggestions for faculty communication on copyright matters with students;
c. Coordinate training programs to assure that employees are aware of the copyright law, legal liabilities, civil and criminal penalties;
d. Maintain appropriate records of permissions, agreements, licenses and changes in the law;
e. Describe legal alternatives for downloading or acquiring copyrighted materials and publish that information to the college community;
f. Place warning notices near copying equipment, on network notification pages, and in appropriate college documents;
g. Review other college documents and the technological deterrents to insure that the required information and descriptions are present, that they comply with both college policy and copyright law, are effective and being utilized appropriately;
h. Perform other related duties as necessary to protect against copyright infringement.

4) If the appointed committee is aware of copyright infringements by an employee or student, it will inform the individual of the infringement. If the employee or student continues to infringe the copyright law, the committee shall inform the college President of the infringements. The college President may take appropriate steps to stop the illegal actions.

5) If non-committee members or non-college organizations become aware of possible violations they should contact the committee or the Director of Learning Resources with information on the possible infringement.

6) The committee will report annually to the Director of Learning Resources the recommendations from their review of the copyright protection procedures. The results of the recommendation and assessment of the policy and procedures will be included in the LRC Program Review for action as needed by the administration and the Board of Trustees.

These procedures to protect against copyright infringement are referenced in other college publications, such as the Catalog and on the website. Remember 1) fair use is complicated, so 2) concentrate on the teaching mission, and 3) ask for help. The college’s copyright specialist is the LRC Director. You do not have to figure out copyright alone, the library director is able to answer questions, offer guidance and provide access to more information to develop your personal knowledge of copyright.

The “Fair Use” Guidelines (including those related to faculty webpages):

According to U.S. Code Title 17 Section 107, “In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include -- (1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes; (2) the nature of the copyrighted work; (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and (4) the effect of the use upon the potential market for or value of the copyrighted work.”

The distinction between “fair use” and infringement is unclear and not easily defined. Acknowledging the source of the copyrighted material does not substitute for obtaining permission. The following guidelines are generally agreed upon:

- Brevity: Extracts are "not substantial in length" when compared to the whole.
- Spontaneity: Inspiration and then the decision to use the materials do not allow enough time to get permission from the author.
- Cumulative Effect: The copying must not have a negative cumulative effect on the market of the copyrighted work. Therefore the copying must be for:
  o only one course in one term;
  o not more than one short poem, article, story, essay, or two parts from longer works copied from the same author;
o not more than three works from the same anthology or collection or periodical volume during the one class term;
o no photocopy profit so students may not be charged more than the actual cost of making the copies.

• Copyright Notice: A copyright notice along with proper attribution must be included on all copies. The following is a sufficient copyright notice: *Reproduction of this material has been done within the “Fair Use” provision of US copyright law (Title 17, US Code); further use or reproduction is the responsibility of the user.*

• Online & Distance Learning: In addition to Brevity, Spontaneity, and Cumulative Effect, complying with fair use online includes:
o limited access – only those students enrolled in the class;
o limited time – only while the class is given (Students are only allowed to access online and are not allowed to copy materials.)

**A quick note on Web information in general:**

Text or graphics found on the web are subject to the same restrictions as any other printed/copyrighted materials. The same permissions and guidelines apply. Just because copying is easy does not make it permissible. Most students do not understand this concept.

<table>
<thead>
<tr>
<th>Material for Educational Purposes</th>
<th>Fair Use Guideline Restrictions</th>
</tr>
</thead>
</table>
| *General formats:* Print, graphic, audio, & digital (including multimedia) | • Single copy for teacher for research, teaching, or class preparation  
• Multiple copies (one per student per class) acceptable if material is (a) spontaneously copied, (b) adequately brief, (c) in compliance with cumulative effect test  
• Copyright notice and attribution required  
• For website links, a disclaimer is included that the user assumes the risk and agrees to abide by copyright and other applicable laws |
| Articles, chapters, prose, short stories, short essays, web information | • Multiple copies of complete work of less than 2,500 words and excerpts up to 1,000 words or 10% of work, whichever is less  
• For works of 2,500 - 4,999 words, 500 words may be copied |
| Poem | • Multiple copies allowed of complete poem up to 250 words.  
• Multiple copies of up to 250 words from longer poems |
### Material for Educational Purposes

| Artwork or graphic image: Chart, diagram, graph, drawing, cartoon, webpage image, or picture from periodical, newspaper, or book | No more than 5 images of an artist/photographer in one program or printing and not more than 10% or 15% of images from published collective work, whichever is less |
| Music: Sheet music, songs, lyrics, operas, musical scores, compact disk, disk, or cassette-taped recordings Motion media: Film and video productions | Single copy of up to 10% of the whole or up to 3 minutes, whichever is less Motion media must be spontaneously copied |
| Broadcast programs | Single copy of off-air simultaneous broadcast may be used for a period not to exceed the first 45 consecutive calendar days after recording date, and by only one teacher |

### Resources and Websites with more detailed information and some alternatives to unauthorized distribution of materials:
1) Northwest Florida State College’s Copyright Policy: http://www.nwfsc.edu/BoardOfTrustees/policies/policy_6hx17903.pdf
3) United States Copyright Office: http://www.copyright.gov/
4) Copyright Tools (American Library Association) http://www.ala.org/ala/issuesadvocacy/copyright/crtools/index.cfm
5) Legal Downloading Resources (Educause) http://www.educause.edu/Resources/Browse/LegalDownloading/33381

### Helpful Information for Faculty and Students on the Interaction of Copyright, Digital Rights Management and Contractual Agreements:

**First came Copyright and Ownership**
- A copyright is a bundle of rights granted to the owner, with the initial author as owner OR the employer as owner of employee “works made for hire.” The rights are exclusive and include rights to reproduce, distribute copies, adapt, perform and display the work.
- The rights are protected as soon as the work is created in a tangible form; registration or notice is not required to secure copyright.
- Rights are for the expression of the idea only (not facts or ideas), but includes all formats of the expression, in any media or medium. Copyright protects most content found online.
- Criminal and civil penalties for copyright infringement (willful or not) apply even without a profit motive.

**Then along came Digital Rights Management (DRM)**
- DRM uses various technologies to prevent access to works or to track unauthorized use.
• These technologies are used to protect digital works of all kinds, and specifically aim to limit piracy.
• Most DRM encryption prevents access to the content of a file, and therefore goes beyond copyright (which restricts reproduction and distribution but allows access).
• Fair use guidelines (see above) are unlikely to be accommodated by any DRM solution.
• In July 2010, the Librarian of Congress for the U.S. Copyright Office announced a rule change that would allow the use of technology “to circumvent access controls on DVDs in order to make…fair uses of short portions of motion pictures.”

But do not forget Contract Law
• Clicking “I Accept” means “I Accept!”
• Agreements you make when you “accept” or “approve,” and sometimes when you open print or digital items, may restrict your rights in ways that are different from copyright and fair use.
• Efforts to disable technology or circumvent restrictions, even under the claim of fair use, may be violations of the contract, so that contractual penalties would apply.

The Reality (the VERY short version)
• It is okay to:
  o Copy and share your own work
  o Copy and share work when you have permission from the owner (give them proper credit)
  o Copy and share work that is covered by fair use (again give the author/owner credit)
  o Download and use technologies that allow you to share and access digital work specifically:
    ▪ file sharing programs (for legal file sharing)
    ▪ DVD ripper programs (as announced by the Librarian of Congress July 2010)
• You are liable for copyright infringement if you share or use:
  o Things you normally have to pay for (e.g., movies, music, and software)
  o Anything offered to you by someone other than the creator/owner of the work
• “Contractual agreements” may supersede copyright, digital rights management, and fair use.

The reality is that the copyright owner decides how/whether to share creative works, and asking for permission is always best.
All student information at the college is protected by the Family Educational Rights and Privacy Act (FERPA) and Florida Statute. These laws require NWFSC to maintain the confidentiality of all students’ educational records. The college is not permitted to release any information from a student’s education records, or other personal information, without the student’s written consent. Without the student’s advance written consent, the college may only release Directory Information. At NWFSC, Directory Information includes the following.

**DIRECTORY INFORMATION**

- Name
- City of Residence
- Photographs
- Participation in officially recognized sports/activities
- Major field of study
- Whether currently enrolled
- Dates of attendance
- Most previous educational agency or institution attended
- Degree and awards received
- Height and weight of athletic team members

Personal information which cannot be released to the public or to other students includes, but is not limited to, the following.

**PROTECTED INFORMATION**

- Social Security Number/Student ID
- Student Address
- Student E-mail address
- Birth date
- Telephone number
- PIN Number
- Grades/GPA
- Academic Standing
- Financial Aid Status
- Financial obligations owed
- Test scores (PERT, ACT, SAT, etc.)
- Disciplinary actions
- Time and location of student’s current classes
- Disability Status
- Attendance habits
- Marital Status

Student addresses for use by the College’s Foundation and Alumni Association, students who have applied for graduation, may be provided to Florida public universities and independent college and universities of Florida, and student addresses upon the request of a local State or Federal Law Enforcement Agency.

**GUIDELINES FOR RELEASE OF STUDENT INFORMATION**

1. All requests for Directory Information, student enrollment verification, and other student records should be referred to the Office of Enrollment Services, even if the request comes from an individual who seems to have a legitimate need (e.g. attorneys, clergy, medical professionals, employers, parents, spouses, law enforcement agencies, etc.) Many students
now request that even directory information be withheld, but this must be verified through Enrollment Services. This makes referral of information requests imperative.

2. When reviewing student information, be sure that no other student or outside party can view or have access to this information. Third party access to a student’s education record without the student’s consent is a violation of the law and places both the employee and the college in legal vulnerability.

3. Protected information should not be released via e-mail or telephone. E-mail is a special concern unless you are working with the student through one of the college’s password or PIN number protected software avenues such as D2L or the college’s assigned e-mail.

4. Of special concern is the release of social security numbers or student id numbers. Faculty should not post grades or other information using these numbers. Nor should they circulate lists or forms during class which carry such numbers – even if names are not attached. If an instructor wishes to post grades, whatever code is used to identify the student should not be presented alphabetically or combined in some other identifiable order.

5. A student may request that no information, including Directory Information, be released except as required by law, by obtaining a Notification to Deny Disclosure of Directory Information Form from the Dean of Students. This form must be signed and submitted to the Dean.

revised 7/00; 8/05; 8/08; 07/10; 7/11
CHILDREN ON CAMPUS

Northwest Florida State College values family life and has worked to develop policies that are supportive of families. However, it is the policy of Northwest Florida State College that employees, students, and visitors should not use the college in lieu of a childcare provider. Accordingly, minor children of employees, students, or visitors may be on campus only under the special circumstances outlined below.

1. Minor children are permitted on campus when the purpose of their visit is to participate in activities, classes, or events specifically scheduled for their benefit (e.g., Kids on Campus, Children’s Fine Arts Series, Child Development Center).

2. Minor children are permitted on campus when with a parent or responsible adult who is conducting routine business at the college (e.g., registration, student conference in faculty member’s office).

3. In no case are minor children permitted where potential hazards exist including shops, construction/repair sites, classrooms, offices, and labs, unless enrolled in classes or activities scheduled at the site.

4. In an emergency or other compelling situation, students or staff may bring children to class or the workplace on an incidental, individual basis, provided advance approval is obtained from the appropriate administrator. In such cases, the children must be directly supervised by the parent/adult and must not disrupt or distract the flow of college work, services, or instruction.

5. Minor children on campus must be directly supervised at all times. Individuals who bring minor children to campus are responsible for their supervision; leaving children unattended in the LRC, College Mall, or other public area does not meet this standard.

Draft 3/31; Revised 4/30/99; Revised 5/3/99; Edited 5/12/99; 10/07; 8/08
EMERGENCY PROCEDURES FOR ILLNESS OR INJURY

1. Remain calm and assess the situation. **Be sure the situation is safe** for you to approach. Circumstances including but not limited to the following will require caution: live electrical wires, gas leaks, chemical exposure, building damage, unstable structures, fire or smoke, traffic or violence.

2. A responsible adult should stay at the scene and give help until the person designated to handle emergencies arrives. **Under life and death circumstances, call 9-1-1 without delay regardless of whether the designated emergency person is present. If there has been a crime, attempt to minimize disturbance of the scene to preserve evidence.**

3. Call 9-1-1 if you have any indications that such action is called for.

4. Do **NOT** give medications unless there has been prior written approval by the person (or person’s parent or legal guardian as applicable) and doctor.

5. Do **NOT** move a severely injured or ill person unless absolutely necessary for immediate safety. If moving is necessary to prevent further injury, support head and neck and move person in direction of head without bending spine forward. Do **NOT** drag the person sideways.

6. Notify the responsible school administrator designated to handle emergencies. This person will take charge of the emergency.

7. The responsible administrator, or a designated employee, should notify the individual’s listed emergency contact about the illness or injury as soon as possible to determine the appropriate course of action. If 9-1-1 was not called, make arrangements with the emergency contact for him/her to assume care of the individual.

8. Complete an Injury Report form, Form 45, and forward to Facilities Coordinator.

These guidelines are not intended to limit good judgment in emergency situations! 9-1-1 brings medical professionals to the scene of the emergency. Delays in accessing the 9-1-1 system can cause harm to the injured.
The full Computer Acceptable Use Policy is available on the NWFSC website, at https://raidernet.nwfsc.edu/FCCSC/student/email/computerpolicy.jsp. The following is a summary of the policy and should guide students and faculty in use of these resources.

- Access to college computers, software and related network services is a privilege, not a right.
- Acceptable use of the college’s computer/network resources is intended for those activities associated with college course, programs and services, and the college mission in general. When in doubt, ask your teacher or computer technician if what you are planning is permitted.
- Violation of the acceptable use policy may result in immediate loss of computer/network access and/or other disciplinary action, including financial restitution.
- Unacceptable uses of computers/network resources include, but are not limited to the following:
  - Using network access to alter or destroy information belonging to others
  - Using profanity, obscenity or other language which may be offensive or abusive to another person
  - Copying personal communications to others without the original author’s permission
  - Copying software or other copyright-protected material in violation of copyright law
  - Using network for any illegal activity or private business purpose
  - Spreading computer viruses deliberately or by importing files from unknown sources
  - Using resources to harass another person
  - Using the network to disrupt college business or educational activities
  - Destroying or disabling computer hardware, software or peripherals
  - Loading or downloading unauthorized software
  - Engaging in destructive computer activities such as “hacking”, “spamming”, etc.
  - Using computer/network resources for cheating, plagiarizing or assisting in such activities
  - Using any computer, network, software package or program in a manner other than that for which it was intended
NORTHWEST FLORIDA STATE COLLEGE
Guidelines for Faculty Websites

1. All content and outside links on faculty websites should be directly related to classes taught at NWFSC and should reflect the professionalism of the college while respecting the creativity of the individual.

2. The website must comply with college’s acceptable computer use policy, copyright policy, and other applicable college policies. Faculty websites represent the college; therefore, the college reserves the right to request changes or modifications to ensure that all sites adhere to the guidelines below.

3. Websites must be constructed using either the college template or college content-management system.

4. The faculty member is responsible for verifying all links on the site, including links on his/her students' pages, if applicable.

5. Faculty members should keep their sites, including syllabi/course handouts, links, and contact information, current.

6. The home page on all sites must be named index.htm and contain a link back to both www.nwfsc.edu and the division’s/department’s main page. These home pages will conform with the standard NWFSC design, but following pages may be personalized.

7. Faculty websites are limited in size to 1 gigabyte. Larger sites must be approved in advance. Faculty should contact the Learning Technologies office (LTech) via the Faculty Tech Support Request Form at http://ltech.nwfsc.edu/forms/drequest.html to request approval.

8. A faculty member may work on an NWFSC instructional web site during his/her office hours or preparation time, other duties permitting.

9. Faculty members should follow this procedure to create an instructional website:
   a. The faculty member will submit a request for a website via LTech’s Faculty Support Request Form, http://ltech.nwfsc.edu/forms/drequest.html. (Division directors/department chairs must approve website requests from part-time faculty.)
   b. LTech then creates a web shell on the server and notifies the faculty member when it is ready.
   c. The faculty member may
      i. request that LTech create the website using the standard NWFSC Faculty Website template
      OR
      ii. create his or her own site, using the Faculty Website Builder, in which case the first page will follow the standard NWFSC design but may link to additional personalized pages.
   In either case, the site should be designed to ensure reasonable loading time. The recommended download time is no more than 10 seconds on a standard, high-speed Internet connection. Sites will usually meet this standard if the file sizes of all images do not exceed 1 megabyte.
   d. The faculty member should notify LTech when the site is complete and ready for the public so that a link can be added to the appropriate division’s/department’s website.
FULL-TIME & HALF-TIME FACULTY ONLY
The information and documents in this section apply to Full-time & Half-time Faculty only
POSITION DESCRIPTION: FULL-TIME FACULTY

POSITION TITLE: Full-time Instructor (Assistant Professor and Professor)
LOCATION: Various
IMMEDIATE SUPERVISOR: Appropriate Department Chair/Division Director
APPROVED BY PRINCIPAL ADMINISTRATOR: ____________________________

The full-time instructor is directly accountable to the Department Chair and/or Division Director/Academic Administrator for the following duties and responsibilities.

Full-time instructors are responsible to the Vice President of Academic Affairs via the appropriate Dean and the Division Director/the Department Chair and shall teach and advise students in full cooperation with other faculty members and administrators. The first objective of an instructor shall be to provide the student with quality education through professional competence, effective teaching, and wise counseling.

Faculty members shall also stay up-to-date with professional trends in the teaching field and help facilitate the continual change that may be required to keep instruction current and relevant.

In fulfilling the role of instructor, each faculty member shall be responsible for the following:

• Fulfill contractual obligations for a full instructional load (minimum of 15 credit hours or equivalent) during each fall and spring semester. All assignments are made considering the best interests of the students and the college community and are based on documented training and/or experience relative to such assignments.

• Conduct each class according to the approved departmental course syllabus on file in the Office of Academic Affairs; where syllabus adjustments are deemed necessary, coordinate such changes with the Department Chair/Division Director/Academic Administrator.

• Utilize the approved textbook and/or other instructional materials for course assignments; coordinate any changes or additions to the approved textbooks (using appropriate forms and procedures and in advance of the published deadlines) through the Department Chair/Division Director, Office of Academic Affairs, and the College Store.

• Be fully prepared and on time for each assigned class, conducting each class for the length of time indicated in the syllabus and at the times specified in the class schedule; notify the appropriate Department Chair/Division Director/Academic Administrator immediately in case of difficulty in meeting these obligations and/or anticipated absence from class.

• Maintain adequate course records and provide written explanation of the grading system, course requirements, and other class policies per the guidelines published by the Office of Academic Affairs to all students in his/her classes.
• Submit (input) attendance verification, mid-term, and final grades by the published deadlines.

• Be accountable for ensuring coverage of classes and other responsibilities in the event of authorized absence.

• Maintain appropriate office hours (as defined by college policy and approved by the Department Chair/Division Director) for the benefit of student advisees and for students enrolled in the instructor's currently scheduled classes. (A schedule of office and class hours shall be posted on the instructor's office door within the first week of classes with any supplemental assignments shown in addition to the normal work week of 34 hours.)

• Serve as faculty advisor to students as assigned; in this capacity, the instructor shall:
  1. Be knowledgeable about the general education requirements for all degree programs;
  2. Effectively interpret requirements as specified in the College Catalog and elsewhere for all degree and certificate programs;
  3. Assist each advisee with the completion of an Academic Advising form for his or her particular program and update this document periodically as needed to reflect the student's current objectives.

• Cooperate with the college community in sustaining high standards of behavior among students. It is expected that each faculty member shall maintain the same high level of conduct, both personally and professionally, that is expected of students.

• Maintain professional competence through continuous study, research, and awareness of new developments and more effective instructional methods in the specific instructional discipline.

• Inform the college Human Resources Office of course work completed and provide details of any part-time work undertaken subsequent to employment by the college. (Transcripts of course work and documentation of additional work experience subsequent to employment shall be provided immediately after completing the work.)

• Serve on one standing committee of the college, plus ad hoc committees as needed, and/or sponsor or co-sponsor student activities as appropriate to abilities, interests, and talents.

• Develop, recommend, and evaluate programs, courses, and student learning outcomes, assisting in efforts to improve quality and increase student success.

• Perform registration duties as assigned by the Department Chair/Division Director or the Vice President of Academic Affairs (as appropriate).

• Attend faculty and departmental meetings. (Regularly scheduled committee meetings are part of each person's contractual obligations, but such activities shall not interfere with the instructor's primary teaching responsibility.)
• Inform the Department Chair/Division Director and other appropriate college personnel of students who need special attention due to disability or who may benefit from special services of the college due to scholastic, social, or personal needs or because of outstanding potential, abilities, or accomplishments.

• Advise the appropriate Dean, Vice President of Academic Affairs, and other appropriate personnel of opinions and/or recommendations relative to any instructional or other policies or practices that might facilitate or improve the college's instructional mission.

• Participate in the annual commencement program.

• Be familiar with and abide by established procedures and policies of the college.

Revised 10/07; 06/09; 08/11
All full-time faculty members must post a weekly schedule for the semester on or near their office doors AND must submit a schedule to the department. The weekly schedule is intended for student information; the department records schedule is more complete and records the instructor’s obligations for the semester. The most efficient practice for faculty will be to complete the information required for the door schedule, save and print the file, and then add the remaining information for the departmental schedule, print, and save the file with a different name.

Departments must forward copies of the door schedules to the Office of Academic Affairs.

### INFORMATION TO BE POSTED ON FACULTY SCHEDULES

<table>
<thead>
<tr>
<th>All Faculty (Full and Half Time)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Door Schedule</strong></td>
<td><strong>Department Records Schedule</strong></td>
</tr>
<tr>
<td>Signatures of instructor (indicating commitment to observe the schedule) and supervisor (indicating that the schedule is acceptable and approved)</td>
<td>Signatures of instructor (indicating commitment to observe the schedule) and supervisor (indicating that the schedule is acceptable and approved)</td>
</tr>
<tr>
<td>Supplemental (overload) courses(^1), scheduled in addition to and outside the regular time obligation, including distance(^2) and blended(^3) courses not falling within the full-time load</td>
<td>Supplemental (overload) courses, scheduled in addition to and outside the regular time obligation, including distance and blended courses not falling within the full-time load</td>
</tr>
<tr>
<td>Reassigned time and supplemental contracts NOT for instruction (i.e., work on the QEP, arts performances or productions, etc.)</td>
<td></td>
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</tbody>
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### Full-time Faculty Should Add The Following Information

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<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Instructor name, email address, and phone number</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

Minimum of 25 hours:
- Class contact hours, normally 15. For each time block, include the
  - number (i.e., MAC1105)
  - reference number
- Distance learning courses that are part of the full-time obligation. These should be allotted appropriate hours on the schedule.
- Blended classes that are part of the full-time obligation. For those hours during which the class does not meet, the schedule should indicate that the instructor will be present in his/her office.

Minimum of 25 hours:
- Class contact hours, normally 15. For each time block, include the
  - number (i.e., MAC1105)
  - reference number
- Distance learning courses that are part of the full-time obligation. These should be allotted appropriate hours on the schedule.
- Blended classes that are part of the full-time obligation. For those hours during which the class does not meet, the schedule should indicate that the instructor will be present in his/her office.
• 10 student office hours (scheduled during college business hours or adjacent to class hours). At least every other semester, office hours must be held on Fridays.

• 10 student office hours (scheduled during college business hours or adjacent to class hours). At least every other semester, office hours must be held on Fridays.

• 9 “other professional activities” hours

<table>
<thead>
<tr>
<th>Half-Time Annual Contract Faculty Should Add the Following Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor name and email address</td>
</tr>
<tr>
<td>Minimum of 13 hours</td>
</tr>
<tr>
<td>• Class contact hours, minimum of 8</td>
</tr>
<tr>
<td>• Office hours, minimum of 5</td>
</tr>
<tr>
<td>• Remaining 4 hours are Other Professional Activities hours and may be observed in the faculty member’s office or another appropriate location (e.g., LRC, computer lab, department office or conference room, etc.), or the faculty member may attend meetings, conferences, workshops, etc. during these hours. He or she must be readily available for college business if not on leave.</td>
</tr>
</tbody>
</table>

Signatures of instructor (indicating commitment to observe the schedule) and supervisor (indicating that the schedule is acceptable and approved)

Signatures of instructor (indicating commitment to observe the schedule) and supervisor (indicating that the schedule is acceptable and approved)

If an instructor’s schedule changes during the semester, the above signing and forwarding processes must be repeated for the new schedule.

Instructors requesting supplemental assignments (not assignments requested by the college) will not receive travel reimbursements for travel to the class location.

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1 Supplemental courses do not trigger additional office hours.
2 Distance courses taught as supplemental assignments need not have a time period allotted but must be noted under “Comments.”
3 For those hours during which the class does not meet, the instructor need not be present in his/her office.
4 Other Professional Activities hours may be observed in the faculty member’s office or another appropriate location (e.g., LRC, computer lab, department office or conference room, etc.), or the faculty member may attend meetings, conferences, workshops, etc. during these hours. He or she must be readily available for college business if not on leave.
GUIDELINES FOR COMPLETING THE FACULTY SCHEDULE FORM

- All faculty, full-time and part-time, must notify students when they are available for questions/assistance. Full-time faculty should do so in the class syllabus/policies handout, and must post written notice of his/her schedule on or by their office door. Adjunct faculty must do so in their course syllabus/policies handout. Adjuncts may make themselves available for office hours in a variety of ways (e-mail, time before/after class, telephone, appointment through department office, etc., or any combination of these.)

- Adjunct faculty do not need to complete the schedule form, but the department office should have a master schedule showing where the adjuncts are and how they meet their “office hour” requirement.

- Faculty schedules must be initialed/signed by the Division Director/Department Chair. This verifies that they have proofed the schedule and that they agree to its accuracy.

- Schedule forms should be completed using the following guidelines:

**Faculty Schedule Form**

Full-time faculty is responsible for a total of 34 scheduled hours (15 classroom/lab, 10 office and 9 OPA hours). The Faculty Schedule Form only requires that office and class hours be listed (15 classroom/lab and 10 office hours). This applies to half-time faculty as well (8 classroom/lab and 5 office hours). Records of OPA and/or reassigned time will be maintained by the instructor’s respective department.

The schedule should be prepared in units of not less than thirty minutes. Fifteen-minute blocks are appropriate only if there is no other feasible way to schedule.

**Distance Learning within the Load**

Distance learning classes counted as part of the load must be shown on the schedule form. The form should show the number of hours the instructor would have spent in class had the course not been in distance format. It is the faculty member’s discretion as to when the hours are scheduled, but the time should accommodate student needs. The faculty member is expected to be available to students during those hours just as if they were class or office hours. The hours must be listed as office hours but may be held in the instructor’s office, a classroom, or a lab, but the instructor must observe them at that location.

**Overloads – Regular Classes and Distance Learning Classes**

If the faculty member is being paid for a traditional class overload, a corresponding number of hours above the 25 must appear on the schedule form. For example, an instructor paid to teach an
overload of ENC 1102 must show the class hours on the schedule; his/her total work hours for the week would be 28 instead of 25.

Distance learning classes not counted as part of the load should not be shown on the schedule form as part of the work hours, but must be noted in the Comments section on the schedule. The Comments section should also be used for notes on blended classes (dates they meet) or whenever additional information is deemed necessary for specific sections.

**Blended Classes**

Blended classes are listed for the full term on the dates and times listed in the class schedule. On the door schedule, the faculty member must list in the Comments section the specific dates on which the class meets in the traditional face-to-face format. For blended classes that contribute to the faculty member’s full load, the instructor must be in his/her office during class times that students do not meet.

05/31/02; updated 10/07; 06/09; 07/11
Faculty Schedules should indicate time commitments from the following categories. Hours must total a minimum of 25 hours for full-time faculty and 13 hours for half-time faculty. Instructors will be responsible to account for their OPA and/or reassigned time with their respective division director/department chair.

Traditional classroom supplemental assignments must show on the schedule (course number and room) in addition to the 25 (or 13) hours.

Distance learning assignments do not need to appear on the schedule form, unless they are used to meet the regular load requirement.

<table>
<thead>
<tr>
<th>Type of Activity/Time</th>
<th>Definition</th>
<th>Appearance on Schedule Form</th>
</tr>
</thead>
</table>
| Class                 | • Classes are regularly scheduled classes and labs – not distance learning classes.  
                        • Instructor must be in the classroom/lab listed unless on approved leave. | Time, course number, reference number, and classroom, e.g., 9:30-10:45, CGS 1100-072222, C-212 |
| Office Hours          | • “Office hours” refers to regularly scheduled time when students can find the faculty member in his/her office.  
                        • If an online distance learning class is taught as part of the regular teaching load, the classroom hours for such classes are listed as office hours.  
                        • Instructors must be present in their office unless on approved leave.  
                        • If the instructor labels an hour as “office hours”, he/she must be in his/her office. Instructors must be careful not to label more than the minimum office hours required unless they want to offer additional student access time.  
                        • For each class, block off the entire class time, i.e., an hour rather than 50 minutes. For a 9:00-9:50 class, the faculty schedule form should read 9:00-10:00 a.m. | Time, “Office Hours” plus office room number, e.g., 9:00-9:30, Office Hours, Y0758 |
| Other Professional Activities | • “OPA” time is for class preparation, committee meetings, workshops, department meetings, grading assignments, etc.  
[OPA hours do NOT need to appear on the door schedule but should be recorded in department records.] | NONE – records are kept in the department |
| Reassigned Time       | • Reassigned time is for special projects or release time duties. | NONE – records are kept in the department |
### FACULTY SCHEDULE FORM

<table>
<thead>
<tr>
<th>Instructor Name:</th>
<th>Office Location:</th>
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</thead>
<tbody>
<tr>
<td>Division/Department:</td>
<td>Phone No.:</td>
</tr>
<tr>
<td>Term/Year:</td>
<td>E-Mail:</td>
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<td>MONDAY</td>
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**COMMENTS:**

Instructor Signature: ____________________________  Chair/Division Signature: ____________________________  Date: ____________________________

Note: For AP or other nontraditional schedule classes, Instructors may use either the ARTS or AP Faculty Schedule Form.
# Door Schedule Sample

**Instructor Name:** Dr. John Q. Citizen  
**Office Location:** E100  
**Division/Department:** Communications  
**Phone No.:** 729-1000  
**Term/Year:** 20121 (Fall 2011)  
**E-Mail:** citizenj@nwfsc.edu

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<th>MONDAY</th>
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<th>THURSDAY</th>
<th>FRIDAY</th>
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<tr>
<td>Activity: ENC1102/78192</td>
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**COMMENTS:**  
Supplemental: LIN1670/78198 - Online/DL; ENC0025/78199 - Blended/Online (8/22, 9/12, 9/26, 10/10, 10/24, 11/7, 11/21, 12/5)

**Instructor Signature: __________________________  Chair/Division Signature: __________________________**  
**Date: 8/22/2011**
### Department Schedule Sample

**Instructor Name:** Dr. John Q. Citizen  
**Office Location:** E100  
**Division/Department:** Communications  
**Phone No.:** 729-1000  
**Term/Year:** 20121 (Fall 2011)  
**E-Mail:** citizenj@nwfsc.edu

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**COMMENTS:**  
Supplemental: LIN1670/78198 - Online/DL; ENC0025/78199 - Blended/Online (8/22, 9/12, 9/26, 10/10, 10/24, 11/7, 11/21, 12/5)

**Instructor Signature:**  
**Chair/Division Signature:**  
**Date:** 8/22/2011
Department chairs and other instructional supervisors are expected to evaluate the work of all faculty within their departments or divisions. The objectives of this evaluation are to provide the instructor with formal input as to his or her performance, as well as to provide the college with an appraisal of the instructor's performance.

Rating Categories: 5 = Outstanding     4 = Exceeds Job Expectations     3 = Meets Job Expectations
       2 = Needs Improvement     1 = Does Not Meet Job Expectations

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<td>Overall Assessment by Students (student evaluation/comments; distance learning evaluations, etc.)</td>
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<td>Counseling and/or Academic Advising</td>
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<td>Incorporation of Learning Resource Skills into Course/Program Requirements</td>
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<td>Professional Development (Includes staying up-to-date with trends in the teaching subject area)</td>
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<td>General Faculty Duties</td>
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<td>Facilitation of Changes as Necessary to Keep Instruction Current and Relevant</td>
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<td>Cooperation with Supervisor</td>
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<td>Working Relationships with Other Faculty/Staff</td>
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Additional Comments by Supervisor:

Comments by Instructor:

Professional Development Plans/Goals:

**SIGNATURES**

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Revised 4/97; revised 7/99; revised 2/00; revised 10/09
ADJUNCT FACULTY ONLY

The information and documents in this section apply to Part-time Faculty only
POSITION DESCRIPTION: ADJUNCT FACULTY

POSITION TITLE: Part-time Instructor (Adjunct Professor)

LOCATION: Various

IMMEDIATE SUPERVISOR: Appropriate Department Head/Division Director

The associate instructor is directly accountable to the department head/division director for the following duties and responsibilities.

Associate instructors are responsible to the Vice President of Academic Affairs via the appropriate Dean and the Department Chair or Division Director and shall teach students in full cooperation with other faculty members and administrators. The first objective of an instructor shall be to provide the student with quality education through professional competence, effective teaching, and wise counseling.

Faculty members shall also stay up-to-date with professional trends in the teaching field and help facilitate the continual change that may be required to keep instruction current and relevant.

In fulfilling the role of instructor, each faculty member shall be responsible for the following:

- Fulfill contractual obligations during the term

- Conduct each class according to the approved departmental course syllabus on file in the Office of the Vice President of Academic Affairs, and where syllabus adjustments are deemed necessary, coordinate such changes with the Department Chair/Division director.

- Utilize the approved textbook and/or other instructional materials for course assignments; coordinate any changes or additions to the approved textbooks (in advance of the published deadlines) through the department chair/division director, Vice President of Academic Affairs, and the College Store.

- Be fully prepared and on time for each assigned class, conducting each class for the length of time indicated in the syllabus and at the times specified in the class schedule; notify the appropriate department head/division director immediately, in case of difficulty in meeting these obligations.

- Maintain adequate course records and provide written explanation of the grading system, course requirements and other class policies to all students in his/her classes.

- Submit (input) attendance verification, mid-term, and final grades by the published deadlines.

- Provide students with out-of-class access for course questions and advising. (Access may be provided through a variety of methods including formally scheduled office hours, e-mail,
etc., as arranged with the appropriate supervisor, and should approximate at least one hour per week for each class taught; communicate hour office hour access to students.

- Cooperate with the college community in sustaining high standards of behavior among students. It is expected that each faculty member shall maintain the same high level of conduct, both personally and professionally, that is expected of students.

- Maintain professional competence through continuous study, research, and awareness of new developments and more effective instructional methods in the specific instructional discipline.

- Inform the department head/division director and other appropriate college personnel of students who need special attention due to disability or who may benefit from special services of the college due to scholastic, social, or personal needs or because of outstanding potential, abilities, or accomplishments.

- Advise the department head/division director, dean, Vice President of Academic Affairs, and other appropriate personnel of opinions and/or recommendations relative to any instructional or other policies or practices that might facilitate or improve the College’s instructional mission.

- Be familiar with and abide by established procedures and policies of the college.

MINIMUM QUALIFICATIONS

See separate Minimum Faculty Qualifications Chart.

updated 3/99; edited 7/00, 12/09; 08/11
CONTACT INFORMATION
Your Division Director or Department Chair is the primary contact for questions and concerns. The following individuals are also available to assist you in their areas of responsibility.

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<thead>
<tr>
<th>Item</th>
<th>Contact</th>
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<tbody>
<tr>
<td>Statement of Philosophy and Academic Freedom</td>
<td>Vice President, Academic Affairs</td>
</tr>
<tr>
<td>Ethical Standards in Teaching</td>
<td>Vice President, Academic Affairs</td>
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<tr>
<td>Minimizing Legal Vulnerability</td>
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<tr>
<td>NWFSC Position Description: Full-time Faculty</td>
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</tr>
<tr>
<td>NWFSC Minimum Qualifications for Full-time &amp; Associate Teaching Faculty</td>
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<tr>
<td>Basic Instructional Obligations for Full-time and Half-time Instructors</td>
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<td>Faculty Schedules &amp; Office Hours</td>
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<td>Guidelines for Completing the Faculty Schedule Form</td>
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<td>NWFSC Content of Course Policies</td>
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Revised 10/07, 10/08, Updated 7/09, 7/10, 8/11
## Northwest Florida State College
### Emergency Procedures Quick Reference Guide

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<td>• If a person is on fire, have them stop, drop and roll.</td>
<td>• If you observe or detect a chemical spill or leak, immediately notify the President’s Office (5360) and the campus/center administrative office.</td>
</tr>
<tr>
<td>• DO NOT ATTEMPT TO FIGHT FIRES UNLESS YOU ARE PROPERLY TRAINED.</td>
<td>• Remove everyone from the immediate area.</td>
</tr>
<tr>
<td>• If you are the first person to learn of a fire or explosion, activate the nearest fire alarm pull station and notify the President’s Office (5360) and the campus/center administrative office as soon as possible.</td>
<td>• Do not touch, attempt to collect or spread the chemical.</td>
</tr>
<tr>
<td>• When you hear a fire alarm, evacuate the building immediately.</td>
<td>• Wait for directions from the President’s Office or the campus/center administrative office.</td>
</tr>
<tr>
<td>• Escort students to a safe area. Report any missing students to administration.</td>
<td>• If a decision is made to SHELTER IN PLACE (stay where you are), close all doors and windows, turn off the heating/ventilation/air conditioning system and all fans (if able) to prevent the spread of airborne particles.</td>
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<tr>
<td>• Wait for directions from the President’s Office or the campus/center administrative office.</td>
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<th>Bomb Threat</th>
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<td>• If you are the first person to learn of a bomb threat, immediately notify the President’s Office (5360) and the campus/center administrative office. Do not use or allow students to use two-way radios or cell phones.</td>
<td>• If you become aware of a gun or weapon on campus or observe an armed suspect, immediately call 9-1-1 and notify the President’s Office (5360) and the campus/center administrative office.</td>
</tr>
<tr>
<td>• If you are the recipient of the threat, keep the caller on the phone and obtain as much information as possible. Document all information.</td>
<td>• Close blinds and conceal your students from view. Close all doors (lock, if equipped). Do not approach an armed suspect or attempt to take matters into your own hands.</td>
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<tr>
<td>• Evacuate the building immediately.</td>
<td>• Do not move; wait for instructions from the President’s Office or the campus/center administrative office.</td>
</tr>
<tr>
<td>• Wait for directions from the President’s Office or the campus/center administrative office.</td>
<td>• DO NOT OPEN YOUR DOOR EXCEPT FOR LAW ENFORCEMENT OR A KNOWN CAMPUS ADMINISTRATOR.</td>
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<td>• Move outdoor classes/activities indoors.</td>
<td>• Cease class activities. Move to a safer location, away from windows and doors.</td>
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<tr>
<td>• Close all windows and doors.</td>
<td>• Instruct students to remain calm.</td>
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<tr>
<td>• Continue class activities. Be alert for further instructions.</td>
<td>• Do not leave your students.</td>
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<td></td>
<td>• Wait for directions from the President’s Office or the campus/center administrative office.</td>
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# Northwest Florida State College

## Emergency Procedures Quick Reference Guide

### Sexual Battery
- If a sexual battery is in progress or just occurred, **Call 9-1-1.**
- For all reports of sexual battery, immediately notify the President’s Office (5360) and the campus/center administrative office.
- Never leave the victim alone.
- If the person has not already done so, do not allow him/her to use the restroom or to “wash up.”
- Protect any possible incident location until law enforcement arrives.

### Drugs
- If you suspect drug dealing, possession, or use is in progress, immediately notify local law enforcement.
- If a student mentions suspicious or known drug activity by another student, but does not want to disclose that information to you, advise them to call law enforcement or Emerald Coast Crimestoppers at 1-888-654-TIPS (8477).

### Suicide Threat/Attempt
- Take the threat seriously. **Call 9-1-1** and immediately notify the President’s Office (5360) and the campus/center administrative office.
- If the person is armed, immediately evacuate students and yourself.
- If the person is not armed, do not leave them alone.
- Express to the person that you are concerned. If possible, isolate him/her from others.
- If a student mentions that another person is considering suicide, but does not want to disclose that information to you, advise them to call the Crisis Hotline at 850-244-9191.

### Medical Emergency
- Stay with the victim. If the victim is conscious, ask what the problem is. If the victim is unconscious, check for breathing and bleeding. Only trained individuals should administer first aid.
- **Call 9-1-1** and immediately notify the President’s Office (5360) and the campus/center administrative office.
- Keep the victim still, comfortable, and warm.
- Search for any emergency identification (i.e. ID bracelet).
- Wait for emergency help to arrive.
- All faculty and staff are encouraged to attend an Automated External Defibrillator (AED)/CPR course.

### Emergency Numbers

#### Public Safety Agency Non-emergency Numbers
- Niceville Police Department ................................................................. 729-4030
- Okaloosa County Sheriff’s Office .......................................................... 651-7400
- DeFuniak Springs Police Department .................................................... 892-8511
- Walton County Sheriff’s Office ............................................................. 892-8111
- Crestview Police Department ................................................................. 682-2055
- Fort Walton Beach Police Department .................................................. 833-9546
- Florida Poison Information Center ....................................................... 1-800-222-1222

#### College Emergency Contact Numbers
- Niceville Campus Security ................................................................. ext. 5335 or 582-9119
- Fort Walton Beach Campus Security .................................................. ext. 5535 or 582-9112
- Sikes Center Security ................................................................. ext. 4141 or 699-5676
- Chautauqua Center Security ............................................................... ext. 4100 or 699-5691
- South Walton Center Security ............................................................ ext. 4160 or 200-4160
- Physical Plant ..................................................................................... ext. 6380 or 729-5380
- Information Technology (IT) .............................................................. ext. 6396 or 729-5396
- Vice President’s Office ....................................................................... ext. 6363 or 729-5363
- President’s Office .............................................................................. ext. 6360 or 729-5360
- E-mail .............................................................................................. safety@nwfsc.edu

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**To report a crime in progress, fire, heart attack, serious injury or any life threatening incident, immediately call 9-1-1 (9 + 9-1-1 from campus phone).**