



NORTHWEST FLORIDA
STATE COLLEGE

Instructional Services Supervisor Handbook



2009-2011

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PROFESSIONAL RESPONSIBILITIES

MISSION OF NORTHWEST FLORIDA STATE COLLEGE

The mission of Northwest Florida State College is to provide quality educational programs and services which enable students to achieve their goals and which enhance the community through academic, vocational, cultural, economic, and personal development opportunities.

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 District Board of Trustees.

2/7/90; Revised 4/20/00; Editorial Rev. 5/4/00; updated 8/08; 8/09

Faculty Minimum Qualifications Chart by Course Prefix

- D = Developmental**
N = Courses not intended for transfer OR Courses where transfer is not guaranteed
T = Courses intended for transfer

Course Prefix/ Number	Course Level	Minimum Qualifications	Comments
ACG Lower and Upper division	T	Master's in accounting; OR other master's with 18 graduate hours in accounting	
ACO	N	Bachelor's in accounting; OR associate's in accounting and bachelor's in business; OR bachelor's with CPA license; OR master's in accounting or business administration	
AMH	T	Master's in history; OR other master's plus 18 graduate hours in history	Note that a master's in social science or history education or teaching of social science or history will <u>not</u> meet this requirement unless the individual has 18 graduate hours in the appropriate social science field taught through a social science or history department
AML	T	Master's in English or literature; OR other master's and 18 graduate hours in English and/or literature	
ANT	T	Master's in anthropology; OR master's plus 18 graduate hours in anthropology	Note that a master's in social science education or teaching of social science will <u>not</u> meet this requirement unless the individual has 18 graduate hours in the appropriate social science field taught through a social science department
ARC	T	Master's in architecture; OR other master's plus 18 graduate hours in architecture; OR master's in related area (e.g. building construction, industrial design, industrial engineering) and professional certification	
ARH	T	Master's in humanities, art, or art history; OR other master's plus 18 graduate hours in art or art history	
ARH 2060	T	Master's in art, art history, or architecture; OR master's plus 18 graduate hours in art, art history, or architecture	

ART	T	Master's fine arts, art, visual arts; OR other master's and 18 graduate hours in art/visual arts	
ASL	T	Master's in deaf studies or American Sign Language (ASL); OR other master's and 18 graduate hours in deaf studies and/or ASL	Given the very few deaf studies/ASL master's level programs available in the United States, individuals teaching ASL are likely to require an exception. In all cases a bachelor's is required. Items which would support an exception: years of documented experience as an ASL interpreter; graduate level coursework in deaf studies; various ASL and/or ASL Interpreter certifications; documentation of non-credit ASL training, conferences, and workshops; recognition of achievement in ASL/ASL instruction.
AST	T	Master's in astronomy or physics; OR other master's plus 18 graduate hours in physics or astronomy	Note that a master's in science education or teaching of science will <u>not</u> meet this requirement unless the individual has 18 graduate hours in the appropriate scientific field taught through a science department
BCN	N	Bachelor's in building construction, architecture, civil engineering; OR associate's in building construction, architecture, civil engineering; and minimum two years in-field work experience	
BCN	T	Master's in building construction, architecture; OR master's in related field (e.g. building construction, industrial design, industrial engineering, civil engineering) and professional certification or at least three years in-field work experience	
BCT	N	Bachelor's in building construction, architecture, civil engineering; OR associate's in building construction, architecture, civil engineering; and minimum two years in-field work experience	
BOT	T	Master's in botany; OR other master's plus 18 graduate hours in botany	Note that a master's in science education or teaching of science will <u>not</u> meet this requirement unless the individual has 18 graduate hours in the appropriate scientific field taught through a science department
BSC	T	Master's in biology/biological science; OR other master's plus 18 graduate hours in biology; OR physician's assistant and bachelor's in biological science; OR Medical Doctorate or equivalent in medical specialties	Note that a master's in science education or teaching of science will <u>not</u> meet this requirement unless the individual has 18 graduate hours in the appropriate scientific field taught through a science department

BUL Lower division	T	Juris Doctorate, master's in law; OR other master's or higher in business with graduate hours in business law, contracts, labor law, business regulations, legal research, and/or business ethics	
BUL Upper division	T	Juris Doctorate , master's in law; OR other master's or higher with 18 graduate hours in law or business law	
CCJ	N	Bachelor's in criminal justice/public safety/law ;OR bachelor's in related field plus three years in-field experience; OR master's in criminal justice/public safety/public administration plus one year in-field experience; OR Juris Doctorate	
CCJ 1020	T	Master's in law or related field; OR master's plus 18 graduate hours in law or related field; OR Juris Doctorate	
CDA Lower division	N	Bachelor's in computer science, information technology, computer engineering, database technology, or network technology; OR associate's in computer science, information technology, computer engineering, network technology, or database technology, and at least three years in-field work experience; OR associate's in computer science, information technology, computer engineering, network technology, or database technology and current in-field professional certification; OR Bachelor's in any field and current in-field professional certification; OR Bachelor's in any field and at least three years in-field work experience	
CDA Upper division	T	Master's in computer science, information technology, computer engineering, database technology, or network technology; OR other master's and 18 graduate hours in computer science, information technology, computer engineering, database technology, or network technology	
CET Lower division	N	Bachelor's in computer science, information technology, computer engineering, database technology, or network technology; OR associate's in computer science, information technology, computer engineering, network technology, or database technology, and at least three years in-field work experience; OR associate's in computer science, information technology, computer engineering, network technology, or database technology and current in-field professional certification; OR Bachelor's in any field and current in-field professional certification; OR Bachelor's in any field and at least three years in-field work experience	
CET Upper division	T	Master's in computer science, information technology, computer engineering, database technology, or network technology; OR other master's and 18 graduate hours in computer science, information technology, computer engineering, database technology, or network technology	

CGS Lower division	T	Master's in computer science, information technology, computer engineering, database technology, or network technology; OR other master's and 18 graduate hours in computer science, information technology, computer engineering, database technology, or network technology; OR bachelor's in computer science, information technology, computer engineering, database technology, or network technology, and master's in any field; OR bachelor's in computer science, information technology, computer engineering, database technology, or network technology, and at least three years in-field work experience; OR bachelor's in computer science, information technology, computer engineering, database technology, or network technology, and current in-field professional certification; OR bachelors in any field, master's in any field, current in-field certification and at least three years in-field work experience	In general, in-field work experience does not include basic office work requiring computer skills; in-field refers to positions with direct responsibility for the technical aspects of computer hardware/software
CGS1030	N	Bachelor's in computer science, information technology, computer engineering, database technology, or network technology; OR associate's in computer science, information technology, computer engineering, network technology, or database technology, and at least three years in-field work experience; OR associate's in computer science, information technology, computer engineering, network technology, or database technology and current in-field professional certification; OR bachelor's in any field and current in-field professional certification; OR bachelor's in any field and at least three years in-field work experience	
CGS Upper division	T	Master's in computer science, information technology, computer engineering, database technology, or network technology; OR other master's and 18 graduate hours in computer science, information technology, computer engineering, database technology, or network technology	
CHD	N	Bachelor's in child development, early childhood, education, elementary education and minimum one year of in-field work experience; OR master's in child development, early childhood education, elementary education, or educational psychology; OR bachelor's or higher in another field and 3 years in-field work experience	
CHD	T	Master's in child development, early childhood education, elementary education, or educational psychology; OR master's in another field and 18 graduate hours in an appropriate blend of psychology, child development, child psychology, human growth and development, education, early childhood education, elementary education, or educational psychology	
CHI	T	Master's in Chinese; OR other master's and 18 graduate hours in Chinese	

CHM	T	Master's in chemistry; OR other master's plus 18 graduate hours in chemistry	Note that a master's in science education or teaching of science will <u>not</u> meet this requirement unless the individual has 18 graduate hours in the appropriate scientific field taught through a science department
CIS Lower division	N	Bachelor's in computer science, information technology, computer engineering, database technology, or network technology; OR associate's in computer science, information technology, computer engineering, or network technology, database technology, and at least three years in-field work experience; OR associate's in computer science, information technology, computer engineering, or network technology, database technology, and current in-field professional certification; OR bachelor's in any field and current in-field professional certification; OR bachelor's in any field and at least three years in-field work experience	
CIS Lower division	T	Master's in computer science, information technology, computer engineering, database technology, or network technology; OR other master's and 18 graduate hours in computer science, information technology, computer engineering, database technology, or network technology; OR bachelor's in computer science, information technology, computer engineering, database technology, or network technology, and master's in any field; OR bachelor's in computer science, information technology, computer engineering, database technology, or network technology, and at least three years in-field work experience; OR bachelor's in computer science, information technology, computer engineering, database technology, or network technology, and current in-field professional certification; OR bachelors in any field, master's in any field, current in-field certification and at least three years in-field work experience	In general, in-field work experience does not include basic office work requiring computer skills; in-field refers to positions with direct responsibility for the technical aspects of computer hardware/software
CIS Upper division	T	Master's in computer science, information technology, computer engineering, database technology, or network technology; OR other master's and 18 graduate hours in computer science, information technology, computer engineering, database technology, or network technology	
CJC	N	Bachelor's in criminal justice/public safety/law ; OR bachelor's in related field plus three years in-field experience; OR master's in criminal justice, public safety, public administration, law plus one year in-field experience; OR Juris Doctorate	
CJD	N	Bachelor's in criminal justice, public safety, law ; OR bachelor's in related field plus three years in-field experience; OR master's in criminal justice, public safety, public administration plus one year in-field experience; OR Juris Doctorate	

CJE	N	Bachelor's in criminal justice, public/safety,/law; OR bachelor's in related field plus three years in-field experience; OR master's in criminal justice/public safety, public administration plus one year in-field experience; OR Juris Doctorate	
CJK	N	Five years in-field experience; OR associate's in criminal justice plus two years in-field experience; OR bachelor's in criminal justice, public safety, public administration, law; OR master's in criminal justice, public safety, public administration	
CJL	T	Master's in law or related field; OR master's plus 18 graduate hours in law or related field; OR Juris Doctorate	
CJL2205	N	Bachelor's in criminal justice, public/safety,/law; OR bachelor's in related field plus three years in-field experience; OR master's in criminal justice, public safety, public administration plus one year in-field experience; OR Juris Doctorate	
CJT	N	Bachelor's in criminal justice, public/safety,/law; OR bachelor's in related field plus three years in-field experience; OR master's in criminal justice, public safety, public administration plus one year in-field experience; OR Juris Doctorate	
CLP	T	Master's in psychology; OR other master's plus 18 graduate hours in psychology	Note that a master's in counseling or social work will <u>not</u> meet this requirement unless the individual has 18 graduate hours in psychology taught through a behavioral science or psychology department
COP Lower division	T	Master's in computer science, information technology, computer engineering, database technology, or network technology; OR other master's and 18 graduate hours in computer science, information technology, computer engineering, database technology, or network technology; OR bachelor's in computer science, information technology, computer engineering, database technology, or network technology, and master's in any field; OR bachelor's in computer science, information technology, computer engineering, database technology, or network technology, and at least three years in-field work experience; OR bachelor's in computer science, information technology, computer engineering, database technology, or network technology, and current in-field professional certification; OR bachelors in any field, master's in any field, current in-field certification and at least three years in-field work experience	In general, in-field work experience does not include basic office work requiring computer skills; in-field refers to positions with direct responsibility for the technical aspects of computer hardware/software
COP Upper division	T	Master's in computer science, information technology, computer engineering, database technology, or network technology; OR other master's and 18 graduate hours in computer science, information technology, computer engineering, database technology, or network technology	

CRW	T	Master's in creative writing, English; OR MFA with emphasis in writing; OR other master's and 18 graduate hours in English or creative writing	
CTS Lower division	N	Bachelor's in computer science, information technology, computer engineering, database technology, or network technology; OR associate's in computer science, information technology, computer engineering, or network technology, database technology, and at least three years in-field work experience; OR associate's in computer science, information technology, computer engineering, or network technology, database technology, and current in-field professional certification; OR bachelor's in any field and current in-field professional certification; OR bachelor's in any field and at least three years in-field work experience	
CTS Upper division	T	Master's in computer science, information technology, computer engineering, database technology, or network technology; OR other master's and 18 graduate hours in computer science, information technology, computer engineering, database technology, or network technology	
DAA	N	Bachelor's in dance; OR other bachelor's with dance course emphasis with a minimum of two years in-field work/performance experience	This prefix indicates a performance class as distinct from other fine arts class; performance courses are not guaranteed to transfer and do not meet general education requirements
DAN	N	Bachelor's in dance; OR other bachelor's with dance course emphasis with a minimum of two years in-field work/performance experience	This prefix indicates a performance class as distinct from other fine arts class; performance courses are not guaranteed to transfer and do not meet general education requirements
DEA	N	Current in-field licensure plus minimum of 5 years of in-field work experience; OR current in-filed licensure plus technical certificate or associate's and minimum of two years of in-field experience; OR current in-filed licensure plus bachelor's and minimum of one year of in-field work experience; OR Doctor of Dentistry	
DEP 2004	T	Master's in psychology; OR other master's plus 18 graduate hours in psychology	Note that a master's in counseling or social work will <u>not</u> meet this requirement unless the individual has 18 graduate hours in psychology taught through a behavioral science or psychology department
DEP 2100	T	Master's in early childhood education, child development, educational psychology; OR master's plus 18 graduate hours in early childhood education/development	

DES	N	Current in-field licensure plus minimum of 5 years of in-field work experience ;OR current in-filed licensure plus technical certificate or associate's and minimum of two years of in-field experience; OR current in-filed licensure plus bachelor's and minimum of one year of in-field work experience; OR Doctor of Dentistry	
DSC	N	Associate's in criminal justice, fire science, public administration, safety, service or other field with related coursework plus three years in-field experience; OR bachelor's in criminal justice, fire science, public/administration/ safety/ service or other field with related coursework plus one year in-field experience; OR master's in criminal justice, fire science, public administration, safety, service or other field with related coursework	
ECO	T	Master's in economics or other master's with 18 graduate hours of economics	
EDE Upper division	T	Master's in education (any area/level); OR other master's plus 18 graduate hours in education (any area/level)	"Any area/level" means a master's in elementary education, curriculum and instruction, educational leadership, secondary education, higher education; OR other education area which includes a substantial pedagogical component
EDF Lower and Upper division	T	Master's in education (any area/level) OR other master's plus 18 graduate hours in education (any area/level)	"Any area/level" means a master's in elementary education, curriculum and instruction, educational leadership, secondary education, higher education; OR other education area which includes a substantial pedagogical component
EDG Upper division	T	Master's in education (any area/level); OR other master's plus 18 graduate hours in education (any area/level)	"Any area/level" means a master's in elementary education, curriculum and instruction, educational leadership, secondary education, higher education; OR other education area which includes a substantial pedagogical component
EDP	T	Master's in education, (any area/level) or educational psychology; OR other master's plus 18 graduate hours in education (any area/level) and/or educational psychology	"Any area/level" means a master's in elementary education, curriculum and instruction, educational leadership, secondary education, higher education; OR other education area which includes a substantial pedagogical component

EEX Lower and Upper division	T	Master's in exceptional student education or education (any area/level) OR other master's plus 18 graduate hours in education (any area/level)	"Any area/level" means a master's in elementary education, curriculum and instruction, educational leadership, secondary education, higher education; OR other education area which includes a substantial pedagogical component
EGS	N	Master's in engineering, or related engineering field; OR other master's and 18 graduate hours in engineering related fields; OR any master's with bachelor's in engineering, manufacturing technology, drafting, or engineering technology, and minimum of one year in field work experience, or with associate's in field and minimum of three years in field work experience	
EME Lower and Upper division	T	Master's in education (any area/level) ; OR other master's plus 18 graduate hours in education (any area/level)	"Any area/level" means a master's in elementary education, curriculum and instruction, educational leadership, secondary education, higher education, educational technology; OR other education area which includes a substantial pedagogical component
EMS	N	Paramedic certificate plus five years in-field experience; OR associate's in emergency medical services, fire science, or related field plus two years in-field experience; OR bachelor's in emergency medical services, fire science, or related field plus two years in-field experience; OR master's in emergency medical services, fire science, or related field; OR Medical Doctorate	
EMS1337	N	Paramedic certificate plus five years in-field experience; OR Florida Department of Law Enforcement Certified Defensive Tactics Instructor plus five-years in-field experience; OR associate's in emergency medical services plus two years in-field experience; OR bachelor's in emergency medical services	
ENC College Prep	D	Bachelor's in English or communications with writing emphasis and one or more of the following: a) minimum one year of teaching experience, b) six graduate credit hours in education, c) secondary teaching certificate in field	
ENC	T	Master's in English, rhetoric, literature, or creative writing; OR other master's and 18 graduate hours in English, rhetoric, creative writing, and/or literature	
ENG	T	Master's in English, rhetoric, literature, or creative writing; OR other master's and 18 graduate hours in English, rhetoric, creative writing, and/or literature	
ENL	T	Master's in English, rhetoric, literature, or creative writing; OR other master's and 18 graduate hours in English, rhetoric, creative writing, and/or literature	

ESC	T	Master's in geology, oceanography, environmental science or meteorology; OR other master's plus 18 graduate hours in geology, oceanography, environmental science and/or meteorology	Note that a master's in science education or teaching of science will <u>not</u> meet this requirement unless they also have 18 graduate hours in the appropriate scientific field taught through a science department
ETD	N	Bachelor's in building construction, drafting, architecture, civil engineering, mechanical engineering, industrial design, manufacturing technology, engineering technology; OR associate's in building construction, drafting, architecture, civil engineering, mechanical engineering, industrial design, manufacturing technology or industrial supervision and management and minimum two years of in-field work experience	
ETD 1811C	T	Master's in building construction, drafting, architecture, civil engineering, mechanical engineering, engineering technology; OR other master's and 18 graduate hours in building construction, drafting; OR architecture, civil engineering, engineering technology, and/or mechanical engineering	
ETG	N	Bachelor's in building construction, drafting, architecture, civil engineering, mechanical engineering, industrial design, manufacturing technology, engineering technology, computer engineering technology; OR associate's in building construction, drafting, architecture, civil engineering, mechanical engineering, industrial design, manufacturing technology or industrial supervision and management and minimum two years of in-field work experience	
ETI	N	Bachelor's in building construction, drafting, architecture, civil engineering, mechanical engineering, industrial design, manufacturing technology, engineering technology, quality control; OR bachelor's with courses in a variety of management, supervision, engineering, technology and significant demonstrated experience/expertise in-field; OR associate's in building construction, drafting, architecture, quality control, civil engineering, mechanical engineering, industrial design, manufacturing technology or industrial supervision and management and minimum two years of in-field work experience; OR associate's in field and bachelor's or master's degree in any field	
EUH	T	Master's in history; OR other master's plus 18 graduate hours in history	Note that a master's in social science or history education or teaching of social science or history will <u>not</u> meet this requirement unless the individual has 18 graduate hours in the appropriate social science field taught through a social science or history department

EVS	T	Master's in environmental science; OR other master's with 18 graduate semester hours in an appropriate combination of the following: chemistry, earth science, ecology, environmental science, geology, meteorology, oceanography, physical science	Note that a master's in science education or teaching of science will <u>not</u> meet this requirement unless the individual has 18 graduate hours in the appropriate scientific field taught through a science department
FES 1002	N	Associate's in criminal justice, fire science, public administration/safety/service plus three years in-field experience; OR bachelor's in criminal justice, fire science, public administration/safety/service plus one year in-field experience; OR master's in criminal justice, fire science, public administration/safety/service or related field	
FFP 0010 0020 1140	N	Firefighter certificate plus five years in-field experience; Or associate's in criminal justice, fire science, public administration/safety/service or related field plus three years in-field experience; OR bachelor's in criminal justice, fire science, public administration/safety/service or related field plus one year in-field experience; OR master's in criminal justice, fire science, public administration/safety/service or related field	
FFP (all except 0010, 0020, and 1140)	N	Associate's in criminal justice, fire science, public administration/safety/service or other field with three years in-field experience; OR bachelor's in criminal justice, fire science, public administration/safety/service or other field with related coursework plus one year in-field experience; OR master's in criminal justice, fire science, public administration/safety/service or other field with related coursework	
FIN Upper division	T	Master's in economics/finance; OR other master's with 18 graduate hours in an appropriate combination of coursework in accounting, finance, capital management, monetary theory and/or economics	The only upper division finance course offered at NWFSC is actually an interdisciplinary finance and economics course
FRE	T	Master's in French; OR other master's and 18 graduate hours in French	
GEA	T	Master's in geography; OR other master's plus 18 graduate hours in geography	Note that a master's in social science education or teaching of social science will <u>not</u> meet this requirement unless the individual has 18 graduate hours in the appropriate social science field taught through a social science department
GEB Lower and Upper division	T	Master's in business administration/general business/ business; OR other master's with 18 graduate hours in an appropriate combination of business administration, accounting, management, business law, marketing, economics, finance, and organizational behavior	Note that a master's in business education or a master's in public administration will <u>not</u> meet this requirement unless the individual has 18 graduate hours in business administration, accounting, management, business law, marketing, economics, finance, and organizational behavior

GEB 1940	N	Master's in business administration/general business/ business; OR other master's with 18 graduate hours in an appropriate combination of business administration, accounting, management, business law, marketing, economics, finance, and organizational behavior	Note that a master's in business education or a master's in public administration will <u>not</u> meet this requirement unless the individual has 18 graduate hours in business administration, accounting, management, business law, marketing, economics, finance, and organizational behavior
GEO	T	Master's in geography; OR other master's plus 18 graduate hours in geography	Note that a master's in social science education or teaching of social science will <u>not</u> meet this requirement unless the individual has 18 graduate hours in the appropriate social science field taught through a social science department
GIS 1040C	T	Master's in geography, physical geology; OR other master's plus a minimum of 18 graduate hours in geography and/or physical geology	Note that a master's in historical geology and GIS certification would be acceptable for courses of this prefix
GLY	T	Master's in geology; OR other master's and 18 graduate hours in geology	Note that a master's in science education or teaching of science will not meet this requirement unless the individual has 18 graduate hours in the appropriate scientific field taught through a science department
GRA	N	Master's in fine arts, visual arts, photography, art, design, graphic design, computer graphics, graphic arts; OR master's plus 18 graduate hours in an appropriate combination of the following areas: art, computer design, graphic arts, graphic communications, graphic design, graphic design technology, instructional design, web design instructional/educational technology, visual arts/design	
HIM	N	Bachelor's in health services, health information, health administration; OR other bachelor's and demonstrated skills in health information management; OR current medical coder licensure with certification of 40 hours per year continuing education and a minimum of five years professional experience in the field; or Medical Doctorate	Demonstrated skills may be validated by medical coder coursework, medical coding certification, in-field work experience, and/or in-field associate's or technical certificate
HLP 1081	T	Master's in wellness/fitness, physical education, exercise physiology, health education, health science, kinesiology; OR other master's and 18 graduate semester hours in wellness/fitness, physical education, exercise physiology, health education, and/or health science	
HSA	T	Master's in health education, health services, health administration, nursing, or emergency medicine; OR other master's with a minimum of 18 graduate hours in health education, health services, health administration, nursing, emergency medicine, and/or professional nursing degree	

HSC	T	Master's in health education, health services, health administration, nursing; OR emergency medicine; OR other master's with a minimum of 18 graduate hours in health education, health services, health administration, nursing; OR emergency medicine	
HUM	T	Master's in humanities, interdisciplinary humanities or other traditional humanities subject area such as art, art history, music, religion or philosophy; OR other master's plus 18 graduate hours in an appropriate combination of humanities, interdisciplinary humanities, art, art history, music, religion, and philosophy	Master's in any of the humanities areas will meet the requirement for these introductory level survey courses as course content covers multiple areas
HUN 2201	T	Master's in nutrition or human sciences; OR master's in home economics with substantial coursework in food science, nutrition, dietary management, etc.; OR other master's plus 18 graduate hours in nutrition, food science, and /or dietary management	Note that although home economics is no longer a widely offered are for graduate studies, prior to the 1980's, it was the standard route to nutrition and food science coursework, hence its inclusion here
HUN 2410A	N	Bachelor's in nutrition or human science; OR associate's in child development, early childhood education and demonstrated competencies in the teaching discipline	Competency may be demonstrated by possession of valid child care licensure and a minimum of two years in-field work experience; OR valid child care licensure, college credit course work in the field and a minimum of one year in-field work experience
INR	T	Master's in political science, government, international relations/studies, history or interdisciplinary humanities with an emphasis in international relations/studies; OR master's plus 18 graduate hours in an appropriate combination of political science, government, history, interdisciplinary social science with an emphasis in international relations/studies	Note that a master's in social science or history education or teaching of social science or history will not meet this requirement unless the individual has 18 graduate hours in the appropriate social science field taught through a social science or history department
ISC Lower and Upper division	T	Master's in any natural science area; OR other master's and 18 graduate hours in any combination of natural science	Note that if the primary emphasis of the interdisciplinary course rests in a particular area of expertise (physical sciences, biology, etc) then the qualifications will be adjusted to ensure graduate coursework in that area(s)
ISM Upper division	T	Master's in computer science, information technology, computer engineering, database technology, or network technology; OR other master's and 18 graduate hours in computer science, information technology, computer engineering, database technology, or network technology	
ISS 1905	T	Master's in Social Science; OR other master's plus 18 graduate semester hours in social science	Note that if the primary emphasis of the interdisciplinary course rests in a particular area of expertise (history, political science, anthropology, etc) then the qualifications will be adjusted to ensure graduate coursework in that area(s)

LAE Upper division	T	Master's in English education, education, educational leadership, elementary education, curriculum and instruction; OR other master's with 18 graduate hours in English education, education, educational leadership, elementary education, curriculum and instruction; OR master's in field and an appropriate valid P-12 teaching certificate	
LIN	T	Master's in English, rhetoric, linguistics, or creative writing; OR other master's and 18 graduate hours in English, rhetoric, creative writing, and/or literature	
LIS	T	Master's in library science; OR other master's and 18 graduate hours in library science	Information science (non-computer hardware or software related information science) is acceptable if the granting institution uses that nomenclature for the traditional library science
LIT	T	Master's in English or literature; OR other master's and 18 graduate hours in English or literature	
MAC	T	Master's in mathematics; OR other master's with 18 graduate hours in math with no more than six of the eighteen graduate credits in statistics	Note that a master's in mathematics education or teaching of math will <u>not</u> meet this requirement unless the individual has 18 graduate hours in traditional mathematics courses through a mathematics department
MAE Upper division	T	Master's in math education, education, educational leadership, elementary education, curriculum and instruction; OR other master's with 18 graduate hours in math education, education, educational leadership, elementary education, curriculum and instruction; OR master's in field and an appropriate valid P-12 teaching certificate	
MAN Lower and Upper division	T	Master's in management, business administration, general business, business; OR other business-related master's with 18 graduate hours in an appropriate combination of business administration, accounting, management, business law, marketing, economics, finance, and/or organizational behavior,	Note that a master's in business education or a master's in public administration will <u>not</u> meet this requirement unless the individual has 18 graduate hours in business administration, accounting, management, business law, marketing, economics, finance, and/or organizational behavior
MAP	T	Master's in mathematics; OR other master's with 18 graduate hours in math with no more than six of the eighteen graduate credits in statistics	
MAR	T	Master's in business administration, marketing, management; organizational behavior, human resources; OR other master's and 18 graduate hours in a variety of business, marketing, management, and supervision courses	

MAS	T	Master's in mathematics; OR other master's with 18 graduate hours in math with no more than six of the eighteen graduate credits in statistics	Note that a master's in mathematics education or teaching of math will <u>not</u> meet this requirement unless the individual has 18 graduate hours in traditional mathematics courses through a mathematics department
MAT College Prep	D	Bachelor's in mathematics or mathematics education; OR other bachelor's with a minimum of 12 mathematics credits to include calculus I	
MAT	T	Master's in mathematics; OR other master's with 18 graduate hours in math with no more than six of the eighteen graduate credits in statistics	Note that a master's in mathematics education or teaching of math will <u>not</u> meet this requirement unless the individual has 18 graduate hours in traditional mathematics courses through a mathematics department
MCB	T	Master's in microbiology, virology, or other biological science; OR other master's plus 18 graduate hours in biology, microbiology, virology, or other biological science; OR physician's assistant and bachelor's in biological science; OR Medical Doctorate	Note that a master's in science education or teaching of science will <u>not</u> meet this requirement unless the individual has 18 graduate hours in the appropriate scientific field taught through a science department
MET	T	Master's in meteorology or physics; OR other master's and 18 graduate hours in meteorology and/or physics	Note that a master's in science education or teaching of science will <u>not</u> meet this requirement unless the individual has 18 graduate hours in the appropriate scientific field taught through a science department
MGF	T	Master's in mathematics; OR other master's with 18 graduate hours in math with no more than six of the eighteen graduate credits in statistics	Note that a master's in mathematics education or teaching of math will <u>not</u> meet this requirement unless the individual has 18 graduate hours in traditional mathematics courses through a mathematics department
MHF Upper division	T	Master's in mathematics; OR other master's with 18 graduate hours in math with no more than six of the eighteen graduate credits in statistics	Note that a master's in mathematics education or teaching of math will <u>not</u> meet this requirement unless the individual has 18 graduate hours in traditional mathematics courses through a mathematics department
MKA	N	Master's in business administration, management; organizational behavior, human resources; OR other master's and 18 graduate hours in a variety of business, management and supervision courses; OR bachelor's with courses in a variety of business, management and supervision and significant demonstrated experience/expertise in-field	

MNA	N	Master's in business administration, management; organizational behavior, human resources; OR other master's and 18 graduate hours in a variety of business, management and supervision courses; OR bachelor's with courses in a variety of business, management and supervision and significant demonstrated experience/expertise in-field	
MSL	N	Bachelor's in any field; active duty military status and military qualifications for ROTC instructors	
MTB	N	Bachelor's in mathematics; OR bachelor's in business or business education with a minimum of nine credits in mathematics; OR master's in business education, business administration; or accounting	
MTG	T	Master's in mathematics; OR other master's with 18 graduate hours in math with no more than six of the eighteen graduate credits in statistics	Note that a master's in mathematics education or teaching of math will not meet this requirement unless the individual has 18 graduate hours in traditional mathematics courses through a mathematics department
MUH	T	Master's in music, humanities with an emphasis in music coursework; OR other master's plus 18 graduate hours in music, music theory, music composition, and/or conducting	
MUM	T	Bachelor's in music production, recording arts, or entertainment production with significant coursework in recording arts, music production, and/or sound technology plus minimum two years in-field experience	As this is an emerging technical field, master's are not yet available
MUN	T	Master's in music, humanities with an emphasis in music coursework; OR other master's plus 18 graduate hours in music, music theory, music composition, and/or conducting	
MUS	T	Master's in music, humanities with an emphasis in music coursework; OR other master's plus 18 graduate hours in music, music theory, music composition, and/or conducting	
MUT	T	Master's in music, humanities with an emphasis in music coursework; OR other master's plus 18 graduate hours in music, music theory, music composition, and/or conducting	

MVB	N	Bachelor's in music/brass performance/music area and documented performance skill on brass; or other bachelor's and documented experience on brass, to include professional performance and/or other in-field music employment	This prefix indicates a performance class as distinct from a music theory, music humanities, or music appreciation class; performance courses are not guaranteed to transfer and do not meet general education requirements
MVK	N	Bachelor's in music/piano performance/music area and documented performance skill on piano; or other bachelor's and documented performance experience on piano, to include professional performance and/or other in-field music employment	This prefix indicates a performance class as distinct from a music theory, music humanities, or music appreciation class; performance courses are not guaranteed to transfer and do not meet general education requirements
MVP	N	Bachelor's in music/percussion performance/music area and documented performance skill on percussion; or other bachelor's and documented performance experience on percussion, to include professional performance and/or other in-field music employment	This prefix indicates a performance class as distinct from a music theory, music humanities, or music appreciation class; performance courses are not guaranteed to transfer and do not meet general education requirements
MVS	N	Bachelor's in music/string performance/music area and documented performance skill on strings; or other bachelor's and documented performance experience on strings, to include professional performance and/or other in-field music employment	This prefix indicates a performance class as distinct from a music theory, music humanities, or music appreciation class; performance courses are not guaranteed to transfer and do not meet general education requirements
MVV	N	Bachelor's in music/voice/music area and documented performance skill in voice; or other bachelor's and documented performance experience in voice, to include professional performance and/or other in-field music employment	This prefix indicates a performance class as distinct from a music theory, music humanities, or music appreciation class; performance courses are not guaranteed to transfer and do not meet general education requirements
MVW	N	Bachelor's in music/woodwind performance/music area and documented performance skill on woodwinds; or other bachelor's and documented performance experience on woodwinds, to include professional performance and/or other in-field music employment	This prefix indicates a performance class as distinct from a music theory, music humanities, or music appreciation class; performance courses are not guaranteed to transfer and do not meet general education requirements
NUR Lower division	T	Master's in nursing or related field and current valid Florida RN license; OR bachelor's in nursing and valid Florida RN License with one or more of the following: a) 2 years full-time RN clinical experience, b) two years full-time academic teaching experience in nursing, c) current Florida ARNP license	<i>Note FL Board of Nursing requires that at least 50% of faculty members have the in-field master's or doctoral degree</i>
NUR Upper division	T	Master's in nursing or related field and current Florida RN license; OR Current Florida RN license and other master's and 18 graduate hours in nursing; minimum 2 years full-time RN clinical experience	

OCE	T	Master's in oceanography or geology; OR other master's and 18 graduate semester hours in oceanography and/or geology	Note that a master's in science education or teaching of science will not meet this requirement unless the individual has 18 graduate hours in the appropriate scientific field taught through a science department
ORI	T	Master's in speech or oral communication; OR other master's plus 18 graduate semester hours in speech	
OST	N	Bachelor's in business, business education, office skills, secretarial science or associate's in business, business education, office skills, secretarial science plus one year in-field work experience	
OST	T	Master's in business education, business communication; OR other master's with 18 graduate hours in an appropriate combination of business education and communication	
PAD Upper division	T	Master's in public administration, administration, public service, public safety, administrative science; OR other master's plus 18 graduate hours in administration ; OR other master's with in-field certification and a minimum of three years in-field work experience	
PCB	T	Master's in Biology/Biological Science; OR other master's plus 18 graduate hours in biology; OR physician's assistant and bachelor's in biological science; OR Medical Doctorate	Note that a master's in science education or teaching of science will not meet this requirement unless the individual has 18 graduate hours in the appropriate scientific field taught through a science department
PEL	N	Bachelor's in physical education, sports, or recreation; OR other bachelor's and demonstrated expertise in the sport/physical activity	This prefix area is for physical activity/sports performance classes as distinct from a physical education/wellness fitness theory and concepts; courses in this prefix are not guaranteed to transfer and do not meet general education requirements
PEL 1212	N	Bachelor's in physical education, sports; OR recreation or other bachelor's and coaching/supervisory experience in softball	This prefix area is for physical activity/sports performance classes as distinct from a physical education/wellness fitness theory and concepts; courses in this prefix are not guaranteed to transfer and do not meet general education requirements

PEL 1217	N	Bachelor's in physical education, sports, or recreation; OR other bachelor's and coaching/supervisory experience in baseball	This prefix area is for physical activity/sports performance classes as distinct from a physical education/wellness fitness theory and concepts; courses in this prefix are not guaranteed to transfer and do not meet general education requirements
PEL 1622M	N	Bachelor's in physical education, sports, recreation; OR other bachelor's and coaching/supervisory experience in basketball	This prefix area is for physical activity/sports performance classes as distinct from a physical education/wellness fitness theory and concepts; courses in this prefix are not guaranteed to transfer and do not meet general education requirements
PEL 1622W	N	Bachelor's in physical education, sports, recreation; OR other bachelor's and coaching/supervisory experience in basketball	This prefix area is for physical activity/sports performance classes as distinct from a physical education/wellness fitness theory and concepts; courses in this prefix are not guaranteed to transfer and do not meet general education requirements
PEM	N	Bachelor's in physical education, sports, recreation, kinesiology; OR other bachelor's and demonstrated expertise (such as paid coaching experience in higher education) in the sport/physical activity	This prefix area is for physical activity/sports performance classes as distinct from a physical education/wellness fitness theory and concepts; courses in this prefix are not guaranteed to transfer and do not meet general education requirements
PEO	T	Master's in physical education, exercise physiology, wellness/fitness, coaching, sports and recreation or related field; OR other master's with 18 graduate hours in physical education, exercise physiology, wellness/fitness, coaching, sports and recreation or related field	
PET	T	Master's in physical education, exercise physiology, wellness/fitness, coaching, sports and recreation or related field; OR other master's with 18 graduate hours in physical education, exercise physiology, wellness/fitness, coaching, sports and recreation or related field	
PGY	T	Master's in fine arts, photography, art, visual arts, design, graphic design; or other master's with 18 graduate hours in fine arts, design, graphic design, art, photography and presentation of photographic portfolio	
PHI	T	Master's in philosophy or interdisciplinary humanities; OR other master's plus 18 graduate semester hours in philosophy or interdisciplinary humanities	

PHY	T	Master's in physics; OR other master's plus 18 graduate semester hours in physics	Note that a master's in science education or teaching of science will not meet this requirement unless the individual has 18 graduate hours in the appropriate scientific field taught through a science department
PHY 1020	T	Master's in any physical science; OR other master's and 18 graduate hours in physical sciences	Master's in any physical science area (chemistry, physics, geology, etc.) will meet the requirement for this introductory level survey course as course content covers a multiple physical science areas.
PLA	N	Master's in law, criminal justice administration, legal studies; OR legal administration or other master's and 18 graduate hours in law, criminal justice administration, legal studies; OR legal administration	
PMT	N	Bachelor's in manufacturing, engineering, engineering technology, engineering administration, industrial engineering; OR bachelor's in related field and minimum one year in-field work experience; OR associate's in manufacturing, engineering, engineering technology, engineering administration, industrial engineering and minimum of two years in-field work experience	
POS	T	Master's in political science or government; OR other master's plus 18 graduate hours in political science and/or government	Note that a master's in social science education or teaching of social science will not meet this requirement unless the individual has 18 graduate hours in the appropriate social science field taught through a social science department
POT	T	Master's in political science or government ;OR master's plus 18 graduate hours in political science and/or government	Note that a master's in social science education or teaching of social science will not meet this requirement unless the individual has 18 graduate hours in the appropriate social science field taught through a social science department
PPE	T	Master's in psychology; OR other master's plus 18 graduate hours in psychology	Note that a master's in social science education or teaching of social science will not meet this requirement unless the individual has 18 graduate hours in the appropriate social science field taught through a social science department

PSC	T	Master's in any physical science; OR other master's and 18 graduate hours in physical sciences	Note that a master's in science education or teaching of science will not meet this requirement unless the individual has 18 graduate hours in the appropriate scientific field taught through a science department
PSY	T	Master's in psychology; OR other master's plus 18 graduate hours in psychology	Note that a master's in counseling or social work will not meet this requirement unless the individual has 18 graduate hours in psychology taught through a behavioral science or psychology science department
REA College Prep	D	Bachelor's in reading, reading education or communications (with written and/or reading emphasis) and one or more of the following: a) minimum one year of teaching experience, b) six graduate credit hours in education or reading, c) secondary teaching /endorsement in reading	
REA Lower and Upper division	T	Master's in reading; OR other master's plus 18 graduate hours in reading	
RED Upper division	T	Master's in reading education or reading; OR other master's with 18 graduate hours in reading education or reading	
REL	T	Master's in religion or interdisciplinary humanities; OR master's plus 18 graduate hours in humanities, religion, philosophy, theology, etc.	Introductory level survey classes in religion require a broad background in humanities, with coursework in both Christian and non-Christian coursework preferred; in general, evangelical or ministry courses will not meet this requirement
RTE	N	Associate's in radiography area and bachelor's in any field and in-field licensure and minimum two years of in-field work experience; OR bachelor's in radiography area and in-field licensure and minimum two years of in-field work experience	These classes are not guaranteed to transfer and do not meet general education requirements
SCE Upper division	T	Master's in science education, education, educational leadership, elementary education, curriculum and instruction; OR other master's with 18 graduate hours in science education, education, educational leadership, elementary education, curriculum and instruction; OR master's in field and an appropriate valid P-12 teaching certificate	

SLS	N	Master's in communications, English, education, reading, psychology, counseling; OR other master's plus significant experience with postsecondary students in an educational setting such as student services, educational advising or career counseling	
SLS	T	Master's in communications, English, education, reading, psychology, counseling; OR other master's plus 18 graduate hours in communications, English, education, reading, psychology and/or counseling and significant experience with postsecondary students in an educational setting such as student services, educational advising or career counseling	
SOW	T	Master's in social work; OR other master's plus 18 graduate hours in social work	Note that a master's in social science education or teaching of social science will not meet this requirement unless the individual has 18 graduate hours in the appropriate social science field taught through a social science department
SPC	T	Master's in speech or oral communication; OR other master's plus 18 graduate semester hours in speech	
SPN	T	Master's in Spanish; OR other master's and 18 graduate hours in Spanish	
SSE Upper division	T	Master's in social studies education, education, educational leadership, elementary education, curriculum and instruction; OR other master's with 18 graduate hours in social studies education, education, educational leadership, elementary education, curriculum and instruction; OR master's in field and an appropriate valid P-12 teaching certificate	
STA	T	Master's in mathematics or statistics; OR other master's with 18 graduate hours in math and/or statistics	Note that a master's in mathematics education or teaching of math will not meet this requirement unless the individual has 18 graduate hours in traditional mathematics courses through a mathematics department
SUR	N	Bachelor's in building construction, civil engineering, surveying; OR bachelor's in related field and minimum one year in-field work experience; OR associate's in building construction, civil engineering, surveying and minimum of two years in-field work experience	

SYG	T	Master's in sociology; OR master's plus 18 graduate hours in sociology	Note that a master's in social science education or teaching of social science will not meet this requirement unless the individual has 18 graduate hours in the appropriate social science field taught through a social science department
TAR	T	Master's in architecture; OR other master's plus 18 graduate hours in architecture; OR master's in related area (e.g. building construction, industrial design, industrial engineering) and professional certification	
TAX	T	Master's in accounting; OR other master's with 18 graduate hours in accounting	
THE	T	Master's in theater or humanities with drama/theater-related coursework; OR master's plus 18 graduate hours in theater and/or drama related humanities coursework	
THE 2300	T	Master's in theater/drama or English; OR master's plus 18 graduate hours in theater, drama and/ or English	
TPA	N	Bachelor's in theater, stagecraft, technical theater, drama, acting; OR stage performance and documented acting performance skill; or other bachelor's and documented acting performance experience, to include professional performance and/or other in-field drama/acting/theater employment	This prefix indicates a performance class as distinct from a drama theory, humanities drama, literary drama or drama appreciation class; performance courses are not guaranteed to transfer and do not meet general education requirements
TPP	N	Bachelor's in theater, stagecraft, technical theater, drama, acting; OR stage performance and documented acting performance skill; or other bachelor's and documented acting performance experience, to include professional performance and/or other in-field drama/acting/theater employment	This prefix indicates a performance class as distinct from a drama theory, humanities drama, literary drama or drama appreciation class; performance courses are not guaranteed to transfer and do not meet general education requirements
TSL Upper division	T	Master's in applied linguistics, TESOL, education with emphasis in diversity; OR other master's with 18 graduate hours in diversity, applied linguistics, TESOL; OR master's in reading, reading education, or education (any area/level) plus a valid Florida teaching ESOL certificate or endorsement	"Any area/level" means a master's in elementary education, curriculum and instruction, educational leadership, secondary education, higher education, or other education area which includes a substantial pedagogical component
WOH	T	Master's in history; OR other master's plus 18 graduate semester hours in history	Note that a master's in social science or history education or teaching of social science or history will <u>not</u> meet this requirement unless the individual has 18 graduate hours in the appropriate social science field taught through a social science or history department

ZOO	T	Master's in biology or zoology; OR other master's plus 18 graduate hours in biology and/or zoology	Note that a master's in science education or teaching of science will <u>not</u> meet this requirement unless the individual has 18 graduate hours in the appropriate scientific field taught through a science department
Qualifications for teaching courses in the distance learning format	All	<ul style="list-style-type: none"> • Must meet minimum subject area qualifications • Must demonstrate the technological skills needed for successful interaction with students (e.g. participate in NWFSC workshops, complete coursework in instructional technology, complete one-on-one LTech orientations, complete online tutorials, attend Faculty Fridays in the DL lab, etc.) • Must be a full-time faculty member or full-time instructional supervisor; adjunct faculty members are eligible to teach DL classes only after successfully teaching at least three semesters of traditional classes at NWFSC and must be locally available to students and the department • Must agree to observe the college's policy of required orientations for DL students, employ a course design that includes all the learning objectives of the traditional course, and commit to a course design with multiple student feedback points 	
Qualifications for teaching courses in the blended format	All	<ul style="list-style-type: none"> • Must meet minimum subject area qualifications • Must demonstrate the pedagogical skills attendant to quality blended format instruction (e.g. complete blended course design workshop, complete blended course tutorial, work with experienced faculty mentor, be experienced in DL format, etc) • Must be a full-time faculty member or full-time instructional supervisor; adjunct faculty members are eligible to teach blended classes only after successfully teaching at least three semesters of traditional classes at NWFSC • Must agree to observe the college's policy of required number of in-class meetings, employ a course design that includes all the learning objectives of the traditional course, and commit to a course design with a variety of student feedback points 	

5/2009; edited 7-6-09; edited 8-8-09; small edits 8/11/09 to alphabetize; edited for department input 9-7-09; edited 9-15-09; small edits 9-29-09, edits 11-05-2009; edits 12-17-09, edits 1-29-10; edited 2-23-10 to add DL& blended information to chart; corrected cut & paste errors 3-7-10; formatting for Instructional Supervisor's Handbook 3-17-10

NWFSC MINIMUM QUALIFICATIONS FOR INSTRUCTORS
OF NON-CREDIT COURSES OFFERED THROUGH CONTINUING EDUCATION, PRIME TIME, AND INSTITUTE FOR PROFESSIONAL DEVELOPMENT

Minimum Qualifications

- a) Degree in field (any level)
and/or
- b) Documented experience in field
and/or
- c) Documented expertise in the field

Documented Experience or
Expertise

- a) Experience (paid or unpaid) teaching specific courses for which individual would be hired
- b) Experience (paid or unpaid) working in the field
- c) Experiential/volunteer background in the field
- d) Recognized expertise in the field as an avocation or special area of interest
- e) Prior completion of non-credit or credit courses or training in the field

ACCEPTABLE DOCUMENTATION

- a) Transcript (if degree is basis for qualifications)
- b) Telephone reference from current or former supervisors (reference call conducted by appropriate NWFSC personnel)
- c) Reference letters from current or former supervisors
- d) Typical "Portfolio documentation" for experiential background or recognized expertise:
 - Reference letters
 - Certificates of award or appreciation
 - Newspaper clippings
 - Work samples
 - Announcements/Brochures of activities/events

**NORTHWEST FLORIDA STATE COLLEGE
INSTRUCTOR QUALIFICATION FORM**

- New - Anticipated Start Date:
- Change in Status/Qualifications
- Change in Course(s) Taught
- Updated Form

Name: _____ Phone/Home: _____ Work: _____
 Address: _____ City/State/Zip: _____ E-Mail: _____

Full-time Faculty Teaching Non-credit A&P
 Full-time Non-Faculty Level(s) ABE/ESL/GED PSV
 Associate Faculty College Prep PSV-Dual
 PSAV Upper Div

Division/Department: _____

Educational level for compensation Bachelor's Master's Master's Plus Doctorate

Qualifications (attach copies of transcripts, application, and other relevant documentation)		Institution	Date
Associate <input type="checkbox"/> in	_____	_____	_____
Bachelor's <input type="checkbox"/> in	_____	_____	_____
Master's <input type="checkbox"/> in	_____	_____	_____
Master's Plus <input type="checkbox"/> in	_____	_____	_____
Doctorate <input type="checkbox"/> in	_____	_____	_____
Additional Degrees <input type="checkbox"/> in	_____	_____	_____

Is Master's/Doctorate in field? N/A Yes No Is Bachelor's in field (College Prep/PSAV)? N/A Yes No

PLEASE LIST COURSE INFORMATION BELOW ONLY IF MASTER'S/DOCTORATE IS NOT IN THE FIELD OR INSTRUCTOR HAS 18 GRADUATE SEMESTER HOURS IN ANOTHER FIELD.

<u>Course ID Number</u>	<u>Title</u>	<u>Credits</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Years of in-field work experience (if applicable) - please attach documentation: _____

Licenses or professional certifications (if applicable) – please attach documentation: _____

Describe: _____

References checked by: _____ Satisfactory: Yes No

Meets minimum NWFSC/SACS qualifications: Yes No If no, special justification must be attached (Exception Form)

Meets distance learning/blended class qualifications: Yes No

Teaching Area/Courses: List specific course numbers or prefix area(s) and level (0,1,2,3,4 or * for all courses within prefix area):

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

 Director/Chair Date _____ approved not approved

 Vice-President/Associate Dean/Division Director Date _____ approved not approved

 Vice-President Date _____ approved not approved

 President Date _____ approved not approved

Revised 03.02.2010

Distribution: White: HR Yellow: VPI Pink: Division/Department Chair

FACULTY POSITION REQUEST AND PRIORITY PROCESS

PROCESS

1. Department chair/division director submits analysis and justification for the position using the attached form.
2. VPI Staff reviews requests and prioritizes positions based on the priorities outlined below.
3. Vice President for Instructional Services submits recommendations to the President.
4. Appropriate department chair/division director coordinates search for approved positions per the established procedure.

CRITERIA FOR RANKING POSITION REQUESTS IN PRIORITY ORDER

Priority One reflects the highest level of need; Priority Four reflects the lowest level of need.

PRIORITY ONE (THE REQUEST IS BASED SUBSTANTIALLY ON THE FOLLOWING CONDITIONS)

Position is crucial to integrity of instructional program; reliance on associates is high; qualified associates are extremely difficult to find; covering sections at all sites is problematic; position is the only full-timer in the program/subject area; enrollments are increasing and/or additional sections could be filled if instructors were available; current staffing levels prohibit creative scheduling for weekends, mini-terms, summer, etc; specialized certification or expertise is required to maintain current instructional standards for completers' employment; increasing class size is not an option because of limited student stations or already "maxed" class enrollments; special conditions such as curricular changes, charter school or accreditation factors impact the need for full-time faculty; workload for existing full-timers is at or near maximum.

PRIORITY TWO (THE REQUEST IS BASED SUBSTANTIALLY ON THE FOLLOWING CONDITIONS)

Reliance on associates is relatively high; qualified associates are difficult to find, at least for day classes; covering sections at all sites is problematic; enrollments are increasing and/or additional sections could be filled if instructors were available; current staffing levels prohibit creative scheduling for weekends, mini-terms, summer, etc.; increasing class size of current offerings would supply only limited relief; special conditions such as charter school or local employment demand impact the need for full-time faculty; adding to workload of existing full-timers is problematic.

PRIORITY THREE (THE REQUEST IS BASED SUBSTANTIALLY ON THE FOLLOWING CONDITIONS)

Expansion position in anticipation of new program/curriculum and/or projected enrollment increase; qualified associates are sometimes difficult to find; current staffing levels prohibit creative scheduling for weekends, mini-terms, summer, etc.; increasing class size of current offerings would supply only limited relief; special conditions such as charter school or local employment demand impact the need for full-time faculty.

PRIORITY FOUR (THE REQUEST IS BASED SUBSTANTIALLY ON THE FOLLOWING CONDITIONS)

Position is valid request, but may be postponed; primary justification anticipates need in the near future or anticipates development activities; additional faculty would permit development of additional courses/programs; reliance on associate faculty is high, but qualified associates are available; valid, but not crucial request

12/97; edited 01/99; updated 11/00

FACULTY HIRING PROCESS

1. The appropriate dean/vice president requests permission from the President to fill the position.
2. The Vice President for Instruction, in consultation with the President, the Director of Human Resources, and the appropriate division director/department chair, appoints a search committee and committee chair.
3. The Search Committee develops the following items to insure that all applicants meet the minimum qualifications established by NWFSC and the Southern Association of Colleges and Schools:
 - a) Screening tool
 - b) Interview questions
 - c) Parameters for teaching presentations
 - d) Uniform rating tool
4. The Human Resources Office completes initial screening of applications for minimum qualifications.
5. The Search Committee reviews the applicant's written application, letter of experience and philosophy and other submitted materials and recommends list of applicants for interview pool to the Vice President for Instruction.
6. The Search Committee conducts interviews. Required presentations shall demonstrate the applicant's oral communication proficiency.
7. The President and/or Vice President for Instruction interview all candidates interviewed by the Search Committee.
8. The Search Committee submits a list of recommendations for hiring to the Vice President for Instruction and the President. (Recommendations should be unranked and should include only those individuals the Search Committee would be willing to hire.)
9. Final selections are made by the President and Vice President for Instruction.
10. The President will recommend the selectee to the Board of Trustees.

2/98; revised 2/99; 2/05

FACULTY POSITION REQUEST FOR ACADEMIC YEAR FORM

Position Title/Area _____

Full-time, Tenure track Full-time Temporary Half-time w/benefits

Replacement for currently budgeted position New Position

If currently budgeted position, name of incumbent _____

SUPPORTING DATA

	Previous Fall	Previous Spring
1. Total Hours Taught in Area	_____	_____
2. Percent of Hours Taught by Full-timers (include supplemental assignments, but not distance learning)	_____	_____
3. Percent of Hours taught by part-timers	_____	_____
4. Number of full-timers plus half-timers with benefits currently teaching in subject/program		_____
5. Number of full-timer plus half-timer w/benefits faculty in subject/program if position <i>not</i> filled		_____

	Relatively Easy				Almost Impossible
6. Ease of finding <u>qualified</u> associates in subject area	7	6	5	4	3 2 1

7. Enrollments trends upward overall stable downward overall affected by charter

8. Additional Support Comments/Data:

9. Alternate Plan if Position is Not Filled:

Submitted by: _____ Date _____

12/97; updated 1/99; updated 11/00

NORTHWEST FLORIDA STATE COLLEGE
POSITION DESCRIPTION – ADJUNCT INSTRUCTOR

POSITION TITLE: 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 for Instruction via the Dean of Instructional Services and Professional Programs, 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:

1. Fulfill contractual obligations during the term
2. Conduct each class according to the approved syllabus on file in the Office of the Vice President for Instruction, and where syllabus adjustments are deemed necessary, coordinate such changes with the Department Chair/ Division director.
3. 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 for Instruction, and the College Store.
4. 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.
5. 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.
6. Submit (input) attendance verification, mid-term, and final grades by the published deadlines.
7. 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.

8. 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.
9. Maintain professional competence through continuous study, research, and awareness of new developments and more effective instructional methods in the specific instructional discipline.
10. 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.
11. Advise the department head/division director, dean, Vice President for Instruction, 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.
12. 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

NORTHWEST FLORIDA STATE COLLEGE
POSITION DESCRIPTION – FULL-TIME INSTRUCTOR

POSITION TITLE: Full-time Instructor

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 for Instruction 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 1.0 load factor) 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 syllabus on file in the Office of Instruction; 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 Instruction, 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 Instruction 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.
- Perform registration duties as assigned by the Department Chair/Division Director or the Vice President for Instruction (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 for Instruction, 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.

FACULTY SCHEDULES AND OFFICE HOURS

- All full-time faculty members must submit a weekly schedule for the 167 duty-day calendar over the fall and spring terms that shows a minimum of 34 duty hours.
 - At least 25 hours must be student contact hours (classroom and/or scheduled and posted office hours); the usual split is a minimum of 15 class contact hours and 10 student office hours.
 - The remaining nine hours must also be indicated on the schedule as “other professional activity hours,” but do not have to be observed in a classroom or the faculty member’s office. The faculty member may observe these hours at another appropriate location (e.g., LRC, computer lab, department office, conference room, etc.) or may be attending meetings, workshops, conferences, etc., but must be readily available for college business if not on leave.
 - Faculty schedules should clearly indicate whether non-classroom hours are “office hours” or “other professional activity hours” (OPA), as students and other staff will expect the instructor to be in his/her office available for assistance during any time labeled “office hours.”
 - Normally, office hours are scheduled during college operating hours; however, where faculty are scheduled in non-traditional class times (e.g., weekend college) some office hours may be scheduled to accommodate students in these classes. Department Chair/Division Director approval is required.
- All part-time and half-time annual contract instructors must schedule a minimum of 17 hours, of which at least eight are in the classroom; the remaining nine hours must also be indicated on the schedule, but do not have to be observed in a classroom or the faculty member’s office. The faculty member may observe these hours at another appropriate location (e.g., LRC, computer lab, department office, conference room, etc.) or may be attending meetings, workshops, conferences, etc., but must be readily available for college business if not on leave.
- Both the instructor and the Division Director/Department Chair must sign the schedule. The faculty member’s signature indicates a commitment to observe the hours indicated; the supervisor’s signature indicates the schedule has been proofed and the hours are correct and acceptable to the supervisor.
- The department office must retain an original of the signed schedule through the end of the next full term (i.e., keep fall schedules through the following May; keep spring schedules through the following December).
- A copy must be forwarded to the Office of Instruction.
- If the schedule changes during the term (e.g., upon addition or conclusion of a mini-term class), the same signature and copying procedures are repeated.
- The faculty member must post the class and office hours schedule near, by, or on the door to the faculty member’s office; course information materials must include information regarding office hours and the location of the instructor’s office. If appropriate, office telephone number and e-mail address should be shared with students as well.

- If the faculty member is meeting a portion of the 34 or 17 hour obligation with an approved reassignment, assignment/hours must be indicated as well.
- Supplemental (overload) assignments are in addition to the scheduled 34 or 17 hours. If the faculty member is teaching an overload, these hours must be scheduled in addition to and outside of the regular 34 or 17 hours.
- Distance learning courses taught as supplemental assignments do not need to appear in time blocks on the schedule. Online distance learning used as part of the regular load, however, must be shown on the schedule in dedicated time blocks within the 34 or 17 hours. A faculty member may count one online course as part of the regular load, in which case the instructor indicates the appropriate hours of his/her choice on the schedule (i.e., a three-hour online course requires three hours on the schedule).
- One blended class may be counted as part of the regular load. The faculty member indicates the regularly scheduled class time on the schedule. During the hours when the class does not meet, the faculty member should indicate he/she is in the office. Additional blended classes should appear on the schedule in the same manner as a traditional overload class.
- Adjunct instructors must also be available to students for assistance outside of class, and their course materials should describe how this may take place. The usual and preferred method to meet this obligation is to schedule time immediately before or after class. Where classroom space and/or student or instructor schedules do not accommodate this arrangement, alternatives include the following:
 - Scheduled time other than before or after class
 - Access by e-mail or telephone
 - Pre-arranged student appointments scheduled through the department or other means
 - Any combination of these methods
- Each department will also maintain a roster of adjunct faculty with listing of how students may reach the instructors for assistance.

Updated 5/99, updated 1/01; updated 8/06; 10/07

GUIDELINES FOR COMPLETING THE FACULTY SCHEDULE FORM

- All faculty, full 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 per the following.

Using the Schedule Form

Full-time faculty *must* show a total of 34 scheduled hours. At least 25 must be “student contact” (i.e., minimum of 15 in the classroom/lab and 10 in the office). The remaining 9 hours are to be listed as “OPA” (other professional activities). It is not necessary to specify what the OPA hours actually are, they may be course prep, committee meetings, drive time to another center, professional workshops, etc.). Office hours and OPA hours should be clearly distinguished, as the faculty member is obligated to be in his/her office and available to students for office hours, but not for OPA hours. Unless the faculty member is working an overload, the schedule should not show more than 34 hours. (For half-time faculty: Seventeen hours = 8 minimum in-class, 5 in-office hours, and 4 OPA.)

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.

Baccalaureate Faculty Teaching Requirement

At least thirty-five percent (35%) of upper division credits for each baccalaureate program must be taught by full or part-time faculty with a doctorate in the field.

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 may be scheduled in the instructor’s office, a classroom, or a lab, but the instructor must observe them at that location.

Reassigned Time

Reassigned/release time (e.g., program management, PTK, special projects, etc.) must be shown on the schedule, as it is part of the 34-hour commitment. This time can be shown as “Reassigned Time” or as the activity for which the assignment is made, but a location should be indicated.

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 34 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 37 instead of 34.

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 should be noted elsewhere on the schedule. Distance learning classes not counted as part of the load are not counted in the hours tallied on the form. For example, an instructor paid an overload to teach GEB 1011 as an online overload would show only 34 hours on the schedule form, but may note elsewhere on the form that he/she is teaching a distance overload of 3 credits.

Blended Classes

Blended classes are listed for the full term on the dates and times listed in the class schedule. The faculty member must list the specific dates on which the class meets in the traditional face-to-face format.

05/31/02; updated 10/07; 06/09

FILLING OUT THE FACULTY SCHEDULE FORM

- Faculty Schedules should indicate time commitments from the four following categories. Hours must total a minimum of 34 hours for full-time faculty and 17 hours for half-time faculty.
- Traditional classroom supplemental assignments must show on the schedule (course number and room) in addition to the 34 (or 17) hours.
- Distance learning assignments do not need to appear on the schedule form, unless they are used to meet the regular load requirement. Supplemental distance learning assignments should be noted in the Notes/Comments block on the schedule form.

Type of Activity/Time	Definition	Appearance on Schedule Form
Class	<ul style="list-style-type: none"> • Classes are regularly scheduled classes and labs – not distance learning classes. • Instructor must be in the classroom/lab listed unless on approved leave. 	Course number plus classroom, e.g., CGS 1100, C-212
Office Hours	<ul style="list-style-type: none"> • “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. • Do not list/count the ten minutes between classes as office hour time. Those minutes are already being counted, as we are credited for 60 minutes toward the state requirement, even though the class meets only 50 minutes. 	“Office Hours” plus office room number

Type of Activity/Time	Definition	Appearance on Schedule Form
Other Professional Activities	<ul style="list-style-type: none"> • “OPA” time is for class preparation, committee meetings, workshops, department meetings, grading assignments, etc. 	<p>“O.P.A.”</p> <p>Location designation is desirable, but not required; in any case, faculty member must be “readily available for college business unless on approved leave”.</p> <p>Do not list any specific activity (e.g., test preparation, meetings, library research); just use the designation “OPA”.</p>
Reassigned Time	<ul style="list-style-type: none"> • Reassigned time is for special projects or release time duties. 	<p>Name of Project or Assignment (e.g., ASC Coordination, Show Department Chair, etc.) and location</p>

FACULTY SCHEDULE FORM

Division of						Instructor:						FT/PT:		
Term/Yr:						Office Location:						Phone:		
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday						Comments		
7														
8														
9														
10														
11														
12														
1														
2														
3													Note: Reassigned time and online classes counted as load must also show up in M-F time blocks. Distance learning classes not taught as part of load should be noted only in the comments section. Traditional classes taught as overload must also appear in the M-F time blocks.	
4														
5														
6													Total Class Hours (All hours counted toward load)	
7													Total Supplemental Hours exclusive of distance learning	
8													Total Office hours:	
9													Total OPA Hours:	
10													Total Reassigned Hours:	
	Class Hrs:		Class Hrs:		Class Hrs:		Class Hrs:		Class Hrs:		Class Hrs:		Total Hours for the week	
	Office Hrs:		Office Hrs:		Office Hrs:		Office Hrs:		Office Hrs:		Office Hrs:			
	OPA Hrs:		OPA Hrs:		OPA Hrs:		OPA Hrs:		OPA Hrs:		OPA Hrs:			
Instructor Name:					Instructor's Signature:					Chair/Div Signature (Approved):				

COURSE POLICIES GUIDELINES	
ITEM	COMMENTS
1. Basic Course Information <ul style="list-style-type: none"> ▪ Course number, title and credit hours ▪ Brief course description 	<p>These items must parallel the catalog/official syllabus content, but may be paraphrased.</p>
2. Instructor Information <ul style="list-style-type: none"> ▪ Office location ▪ Office hours ▪ Contact info (office phone, e-mail,) 	<p>You may want to combine these items with item 1 above as a separate handout, updated each term.</p>
3. Course Materials <ul style="list-style-type: none"> ▪ Required text(s) and supplies/materials ▪ Optional items 	<p>Remember that the textbook is for the students (not the faculty member!) and is expected to be an integral part of the course experience</p>
4. Course Goals/Objectives	<p>This information must match the official course syllabus, but may be significantly abbreviated or condensed as general goal statements</p>
5. Grading Policies <ul style="list-style-type: none"> ▪ Graded course activities (tests, papers, etc.) ▪ Weighting of graded activities (points, percent, etc.) ▪ Method for determining final grade 	<p>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 <i>Faculty Handbook</i>. 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.</p>

CONTINUED

ITEM	COMMENTS
<p>6. Course Policies</p> <ul style="list-style-type: none"> ▪ Attendance, tardies, etc. ▪ Make-up for exams and other work ▪ Late papers and other course work ▪ Children in the classroom ▪ Classroom conduct ▪ Plagiarism and cheating ▪ Student Rights and Responsibilities/Academic Freedom ▪ Cell phone/pager use 	<p>Attendance policies must be consistent with the college policy (see current college catalog). See additional page for sample statement.</p> <p>A reference to the catalog policy regarding academic freedom and student rights and responsibilities <u>must be included</u> (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 <i>Turnitin</i> if applicable to class.</p> <p>See following pages for sample syllabus statements on cell phones and children in classes.</p>
<p>7. Emergency Disclaimer</p>	<p>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.</p>
<p>8. Support Services</p> <ul style="list-style-type: none"> ▪ Services for students with special needs ▪ Learning support/tutorial services (ASC, Math Lab, etc.) 	<p>The college statement regarding special needs services <u>must be included</u>. See following pages for wording.</p> <p>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 (www.nwfsc.edu/learningsupport) or directions to www.nwfsc.edu and click on the "Free Tutoring" button on the right hand side is strongly recommended.</p>

REQUIRED AND RECOMMENDED POLICY STATEMENTS

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 in Building C-1 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.

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.

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.

5/31/02; updated 7/19/03; updated 5/05; updated 6/06; updated 7/9/07; 10/07; 3/08; 8/08; 7/09

INSTRUCTIONAL RECORD KEEPING GUIDELINES



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.

Item	Minimum Retention Period	Recommended Retention Period
Original grade book with copy of course outline or grading policy	2 years	5 years
Copy of final course grade roster	2 years	5 years
Original attendance records	2 years	5 years
Final exams, final projects, student papers	Through the end of the next term	1 year

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

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.

NWFSC Faculty Evaluation Calendar

GROUP	STUDENT EVALUATION	SUPERVISOR EVALUATION
1. Full-time Continuing-contract Faculty <ul style="list-style-type: none"> • Student Evaluation – once/year • Supervisor Evaluation – once/year 	Fall Semester (November)	January/February or upon receipt of student evaluation report
2. Full-Time Annual Contract Faculty <ul style="list-style-type: none"> • Student Evaluation – Fall, Spring • Supervisor Evaluation – once/year 	Fall Semester (November) Spring Semester (April)	January/February or upon receipt of student evaluation report
4. Adjunct Faculty – Credit and Adult Education <ul style="list-style-type: none"> • Student Evaluation – Fall, Spring 	Fall Semester (November) Spring Semester (April)	N/A
5. Adjunct Faculty – Noncredit/Continuing Education <ul style="list-style-type: none"> • Student Evaluation – per class • Supervisor Evaluation – each term 	At the last class meeting	At the curriculum planning session the following semester
6. Twelve-Month Instructional Staff with Teaching Duties <ul style="list-style-type: none"> • Student Evaluation – once/year • Supervisor Evaluation – once/year 	Fall Semester (November)	Teaching duties addressed in annual evaluation by twelve-month supervisor)
7. All Faculty Members Teaching Online Distance Learning Classes	Spring Semester	January/February or upon receipt of student evaluation report

03/02/2010

SUPERVISOR EVALUATION OF FACULTY

INSTRUCTOR: FT <input type="checkbox"/>	DEPARTMENT:
EVALUATOR:	DATE:

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

RESPONSIBILITIES	5	4	3	2	1	COMMENTS
INSTRUCTIONAL/CLASSROOM						
Course Preparation						
Teaching Skills						
Responsiveness to Students						
Overall Assessment by Students (student evaluation/comments; distance learning evaluations, etc.)						
Testing/Grading Practices						
Counseling and/or Academic Advising						
Incorporation of Learning Resource Skills into Course/ Program Requirements						

RESPONSIBILITIES	5	4	3	2	1	COMMENTS
Professional Development (Includes staying up-to-date with trends in the teaching subject area)						
General Faculty Duties						
Facilitation of Changes as Necessary to Keep Instruction Current and Relevant						
Cooperation with Supervisor						
Working Relationships with Other Faculty/Staff						

Additional Comments by Supervisor:

Comments by Instructor:

Professional Development Plans/Goals:

SIGNATURES

EVALUATOR:	DATE:
INSTRUCTOR:	DATE:

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

STUDENT EVALUATION OF FACULTY— College, Vocational, & College Prep Courses

Students enrolled in NWF'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?

7/00; 10/07

**Northwest Florida State College
Adult Education
Instructor Evaluation**

Semester _____ Year _____ Today's Date _____

Course _____ Section _____

Please think about your teacher and the instruction you have received. Rate your teacher on each of the following by choosing one of the following

A) Always; B) Most of the time; C) Sometimes; D) Never.

Does your teacher give you special help when you don't understand the lessons? A B C D
Does your teacher come to class with lessons ready for you? A B C D
Is your teacher usually on time for class? A B C D
Does your teacher treat all students fairly? A B C D
Is your teacher often absent from class? A B C D
Does your teacher help you set goals? A B C D
Are the skills you learn in class useful to you in your daily life? A B C D
Would you tell friends and neighbors to take a class with this teacher? A B C D
Is your teacher a good listener? A B C D
Does your teacher make the lessons interesting? A B C D
Does your teacher use lots of different materials for class activities? A B C D

Revised 11/6/08

PRIME TIME COURSE EVALUATION

TERM: _____

COURSE NAME: _____

INSTRUCTOR: _____

Please complete the following questionnaire. Your answers will assist us in providing and maintaining quality courses and instructors. Please circle your response to each question. Pick the appropriate level with 1 being the least desired and 4 the most desired.

COURSE CONTENT

			Poor	fair	good	excellent
How would you rate the course quality overall?	1	2	2	3	4	
How interesting was the material presented?	1	2	3	4		
How informative were the lectures?	1	2	3	4		
How organized was the course content?		1	2	3	4	
Please rate the quality of handouts (if provided)	1	2	3	4		

INSTRUCTOR

			Poor	fair	good	excellent
Please rate overall quality of instruction	1	2	2	3	4	
Instructor was prepared	1	2	3	4		
Instructor was knowledgeable in their subject matter	1	2	3	4		
Instructor genuinely interested in students	1	2	3	4		
Presentation/instructions clear and understandable	1	2	3	4		

GENERAL

			Strongly Disagree	Disagree	Agree	Strongly Agree
Class (# of students) was about the right size	1	2	3	4		
Room/equipment in good working order	1	2	3	4		
I would recommend this class to a friend	1	2	3	4		
I plan to take more Prime Time classes in the future	1	2	3	4		

How did you hear about this course and/or the Prime Time program? _____

Please add any comments or suggestions:

(OPTIONAL)
 Name: _____ Phone Number: _____

CURRICULUM AND CLASS SCHEDULING

INSTRUCTIONAL DELIVERY METHODS

Synchronous Format

Delivery Method	Description	Comments
Traditional Classroom and/or Lab	<ul style="list-style-type: none"> Teacher and students present at the same location at the same time 	<ul style="list-style-type: none"> Traditional impact on workload May be part of regular load or supplemental assignment

Asynchronous Format—Distance Learning Only

Delivery Method	Description	Comments
Text-based – with or without e-mail	<ul style="list-style-type: none"> Similar to correspondence-format distance learning Student not required to have ongoing access to computer or other technology Communication with the student is in writing through hard copy work or e-mail 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 is the standard, but alternate arrangements are acceptable Usually self-paced, but may be more structured 	<ul style="list-style-type: none"> Assigned as supplemental load only; not for meeting regular load obligations Counts toward total workload at the following rate: $(2/3) \times (\text{Number of Credits Paid}) = \text{Number of credits to count toward maximum workload}$; note that computation of pay is not the same as computation of workload impact. Instructors observe “Distance Learning Best Practices Guidelines”

Delivery Method	Description	Comments
Online	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Usually assigned as supplemental load, but one <u>full</u> section (18) may be counted toward regular load obligation • When part of load, course counts the same as the traditional version does • Counts toward total workload at the following rate: $(2/3) \times (\text{Number of Credits Paid}) = \text{Number of credits to count toward maximum workload}$; note that computation of pay is not the same as computation of workload impact. • Instructors observe “Distance Learning Best Practices Guidelines”
Weekend Classes		
Traditional format class taught in concentrated format on a series of weekends	<ul style="list-style-type: none"> • 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 DL orientation and testing • Meeting dates must be indicated in the schedule booklet and on the fee receipt 	<ul style="list-style-type: none"> • Assigned as supplemental load only • Counts toward total workload at the as follows: $(2/3) \times (\text{Number of Credits Paid}) = \text{Number of credits toward maximum workload}$; note computation of pay is not the same as computation of workload impact.

Delivery Method	Description	Comments
Blended Instruction		
Classroom + Text-based (with or without e-mail option)	<ul style="list-style-type: none"> • Uses a combination of traditional classroom instruction and independent, text-based learning • Initial meeting is a synchronous classroom session • 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 • Meeting dates must be indicated in the schedule booklet and on the fee receipt 	<ul style="list-style-type: none"> • Generally assigned as a supplemental load only, but one full section (18) may be used to meet the regular load obligation • As a supplemental assignment, counts toward total workload at the following rate: $(2/3) \times (\text{Number of Credits Paid}) = \text{Number of credits to count toward maximum workload}$; note that computation of pay is not the same as computation of workload impact. • Unmet class sessions must be scheduled as office hours when course is used as part of regular load obligation
Classroom + Online	<ul style="list-style-type: none"> • Uses a combination of traditional classroom instruction and independent, online learning • Initial meeting is a synchronous classroom session • 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 • Meeting dates must be indicated in the schedule booklet and on the fee receipt • Internet access required must appear in schedule of classes 	<ul style="list-style-type: none"> • Generally assigned as a supplemental load only, but one full section (18) may be used to meet the regular load obligation • As a supplemental assignment, counts toward total workload at the following rate: $(2/3) \times (\text{Number of Credits Paid}) = \text{Number of credits to count toward maximum workload}$; note that computation of pay is not the same as computation of workload impact. • Unmet class sessions must be scheduled as office hours when course is used as part of regular load obligation

Delivery Method	Description	Comments
Web Supplemented Classes		
<p>Web supplementation is a voluntary enhancement available to students. A web-supplemented class is treated in the same manner as the main delivery format of the course (e.g., traditional, blended, DL, etc.)</p>		
Web Required Classes		
<p>Web required classes <u>require</u> students to access electronic resources, whether for assignment submission, discussion, research, quizzes, etc.</p>		

Draft 2/16/04; updated 2/19/04; updated 2/20/05; updated 9/6/05; 03/08; 06/09

GUIDELINES/CONSIDERATIONS FOR CLASS SCHEDULE PLANNING

Using the term rollover from the prior year's class schedule is the standard starting point for building the new schedule and should remain the key design tool; however, it should be viewed only as a starting point not the final determinant for the schedule. The following guidelines and considerations should be addressed for each issue of the schedule.

1. Accommodate faculty preferences as a significant but not sole determining factor in class scheduling -- the ultimate goal is a class schedule which is reflective of student preferences.
2. Use time and facilities creatively, but with respect for the following considerations; **each term the limitation of "odd start times and time blocks" is a significant problem cited by our advisors.**
 - Classes outside the normal time blocks can limit the student's other class choices and make building a viable full load problematic (e.g., a one-hour per day MTW class vs. one-hour per day MWF or classes which run two hours one day and one hour the next day, etc.)
 - Classes outside the normal time blocks inhibit maximum room utilization by effectively "locking out" another class which follows one of the usual schedule patterns.
 - Unless the course has unusual characteristics, avoid odd starting times, four-day classes, no Fridays, two-hour early morning blocks, etc.
3. Spread general education and other foundation courses (e.g. CGS 1100) across days and evenings rather than scheduling same course sections at the same times; make sure sufficient evening sections exist in general education and foundation courses; certain courses should always appear as evening options.
4. Check for conflicts across commonly combined sets of courses within and across departments (e.g. many business students take accounting and economics in the same term or advanced math and advanced science; conflicts of these courses should be avoided where possible; on the other hand, no students take ENC 1101 and ENC 1102 in the same term, so conflicts are no problem.)
5. Consider broader range of mini-term classes and at sites other than the two bases.
6. Remember that computer labs/classrooms can accommodate a variety of classes, not just the courses traditionally offered in a given setting (e.g. ENC 1101 can be taught in C-212 and CGS 1100 can be taught in E-155, etc.); "lecture classes" can be held in any building (e.g. ECO 2013 can be held in K-155, etc.). Although preference will be given to the traditional department, we have the flexibility to accommodate classes outside the usual locale!
7. Schedule some high-demand classes and high-demand teachers at non-preferential times (e.g. 8:00 a.m., 1:00 p.m., 2:00 p.m.) to help spread out offering.
8. Use blended classes to maximize facilities and faculty availability; consider alternating class sessions for a single course to double access at a given time and/or place.
9. Coordinate offerings carefully with the centers

- Avoid mission creep (e.g. specialized technical classes away from the Niceville Campus)
 - Where the number of qualified faculty are limited, be sure to schedule sections on a highest and best use basis
 - Consider geography – students are unlikely to travel from DeFuniak to Niceville for a prep class, but it is reasonable to expect “Eglin students” to attend FWB evening classes, etc.)
 - Avoid splitting the audience for low demand classes
 - Plan ahead for the 10-person class size commitment at Hurlburt
10. Develop schedule patterns for advanced courses or low demand offerings – especially those which commit us to follow-up courses in a sequence -- (e.g. avoid French I each term, but develop a pattern where student can expect to see French I each fall, etc.).
11. Consider impact of distance learning classes on enrollment patterns and availability of faculty members, especially as online courses may now be counted as part of the instructor’s basic load.
- ✓ Be sure that online classes do not leave traditional classes without qualified instructors. Set class sizes for distance classes in consideration of both faculty load and the impact on traditional classes.
 - ✓ Avoid unnecessary splitting of audiences.
 - ✓ Online or other distance classes may need to be staggered by term in the same manner as certain advanced traditional courses.

5/00; updated 1/0; 8/09

MINIMUM CLASS SIZE GUIDELINES

To assist departments and divisions in managing class schedules each term; the following procedures have been established for determining minimum class size. Except where otherwise noted, these guidelines are intended for traditional, on-site classes, not distance learning options. Division directors and department heads are responsible for adhering to the guidelines; exceptions may be authorized after consultation with the Vice President for Instructional Services.

1. At the end of published early registration (registration for continuing and returning students), take the following action for all sections starting at the beginning of the term:
 - a. Cancel all sections with 3 or fewer enrollments
 - b. Cancel all sections with fewer than 7 enrollments when two or more sections of the same course are on the schedule, regardless of location.

Exceptions may be authorized based on extenuating circumstances.

2. At the close of regular registration,
 - a. the minimum class size for single section courses is fifteen (15).
 - b. the minimum class size for multiple section courses is eighteen (18).
 - c. the minimum class size for a single section of a course that is the first of a sequential package and for which we are obligated to offer the remainder of the package (e.g. foreign languages) is twenty (20).¹

Exceptions may be authorized upon extenuating circumstances.

3. Factors to balance when considering cancellation of small classes:
 - Availability of other open sections of the same course
 - Program and course sequence commitments (are we obligated to provide this particular course and are there no viable alternatives or offerings in the future)
 - Availability of course in distance learning format or in upcoming mini term
 - Foundation college prep course where cancellation may trigger drop-out or stop-out of students (especially at centers)
 - Impact on faculty loads; availability of instructors
4. ***When cancellations are necessary, students should be contacted per the established procedures.***

12/8/92; revised 10/3/97; edited 11/29/97; updated 6/99 for distance learning changes; 8/09

¹ Combined/Stacked sections will be viewed as one section and considered together. Creative solutions, such as directed independent studies, team teaching, and other approaches, are encouraged in order to avoid cancelling sections.

GUIDELINES FOR WEEKEND CLASSES

Background

Non-traditional classes, whether they are synchronous or asynchronous, or whether they are distance learning, blended, fast track or weekend, must present a learning experience that is at *least* equivalent to that of the traditional class. While the two experiences may not be the *same*, they must be *equivalent*. The equivalency standard includes all aspects of the course, textbook selection (unless specifically approved in advance for a different text), student use of textbook, content (skills and topics), writing and research requirements, testing and evaluation, overall learning outcomes, etc. The differences between the traditional and non-traditional relate only to structure and format, not substance; for example: delivery method (less lecture, more outside reading, etc.), class activities/projects (small group discussion vs. online treaded discussion, etc.) type of tests, nature of homework or other outside assignments, etc.

Because of their concentrated format, weekend courses are non-traditional . However, in order to maximize the learning experiences in the concentrated format, some weekend classes effectively become blended classes, where students complete some work/specific preparation prior to the first weekend meeting and/or throughout the duration of the class. Others probably *should* be set-up as blended classes in order to achieve the equivalency standard. Regardless, when planning weekend classes the following guidelines apply.

Scheduling Issues – “Seat time”

- The number of “seat time” hours to be scheduled is computed as follows:

$$\frac{[(\text{number of course contact hours}) \times (50 \text{ minutes})]}{60 \text{ minutes}} = \text{Hours of Seat Time}$$

- The above computation does NOT include breaks. If you want to be sure breaks are included, you may use 60 minute clock hours, or add in break time to the 50-hour model.
- Breaks are required for an all-day class. A typical set-up for a full day class is 30 minutes for a mid-day meal break, plus a 10-15 minute mid-morning break and a 10-15 minute mid-afternoon break.

Weekend Classes in “Blended Format”

An even better arrangement may be to view the weekend class as a blended class, scheduling fewer “seat-time” hours along with an offsetting number of “TBA” hours for which the student is responsible for independent learning activities as they are in text-based/multi-media distance learning classes. *In such cases the TBA hours are intended for “original learning” rather than for the usual homework/readings/review associated with out-of-class time in a traditional class.* The three-week and two-week formats becomes more feasible in the blended format. In any case, the independent learning activities should fall in a logical pattern across the duration of the class.

Advance Student Information/Preparation

In order to maximize the educational value of the first meeting, an advance package of materials/information should be provided for each student via e-mail and/or US mail. The nature of the information will vary based on the length/duration of the first meeting. The longer the first session, the more advance information is needed and the more advance preparation is expected of the student. For example, if the first weekend includes Friday evening, Saturday and Sunday, the advance package for students might include a course/class guide (policies, grading, assignments, etc.), an initial textbook reading assignment(s) and/or written assignment(s). If the first meeting is a single session evening or half-day, the advance materials might simply include a brief course overview and a reminder to bring the textbook to the first class.

Scheduling Issues – Number and Timing of Weekend Sessions

- Ideally, a weekend class should be scheduled over at least four weekends across the sixteen week semester. However, departments may depart from this pattern in the following circumstances. (Chart assumes a three-credit 45-hour lecture class INCLUDING minimal breaks.)

Number of Classroom Hours (Seat-time)	Number of Independent Learning Hours (Asynchronous DL-style TBA hours)	<i>Minimum</i> Number of Weekends and Class Time Span
45	0	Three weekends over five weeks
40	5	Three weekends over five weeks
35	10	Three weekends over four weeks
30	15	Two weekends over four weeks

- For classes with contact hours in excess of forty-five, at least five weekends should be scheduled with no fewer than four sessions over six weeks.
- Ideally, the first weekend session should be scheduled sufficiently after the schedule adjustment period to permit the dissemination of the advance information packet in a timely manner (e-mail or US mail.)
- Ideally, the first weekend session should be shorter in duration than subsequent sessions. If the class is scheduled for only three weekends; however, the first session should be of a duration sufficient to avoid shifting the full brunt of the instruction to the remaining two weekends.
- The weekends should be spaced to optimize learning activities between the sessions and are not to be scheduled on back-to-back weekends.
- The weekends should be scheduled to accommodate grade reporting. Specifically, the duration of a weekend class should be contained within term one, term two or term three.
- Weekend sessions may assume any combination of Friday evening, Saturday morning, Saturday afternoon, Sunday morning and/or Sunday afternoon sessions. Weekends with shorter numbers of hours (e.g. an opening weekend session of 4-8 hours) may want to keep the session to a single Friday or Saturday session.
- The number of hours on any one day may not exceed eight. (7 hours of instruction plus 1 hour of breaks); ideally, the instructional hours should not exceed six on any one day.

Sample Weekend Schedules

(Examples are based on a three-credit lecture-style class with breaks INCLUDED. By scheduling a full forty-five hours, time for breaks in several different formats is covered. If schedules are based on 50-minute hours, additional time for breaks must be built in. Incorporating reasonable breaks in the concentrated weekend format works out at about 45 hours.)

For the most part, examples are listed in descending order of preference.

Full Seat-time Format all synchronous “seat-time” classes

Four-week Format

- | | | |
|----|---|------------|
| a. | First weekend | 3.0 hours |
| | Each of the second, third and fourth weekends | 14.0 hours |
| | Total | 45.0 hours |
| b. | First weekend | 4.0 hours |
| | Each of the second and third weekends | 15.5 hours |
| | Fourth weekend | 10.0 hours |

	Total	45.0 hours
c. Each of the four weekends		11.25 hours
	Total	45.0 Hours

Three-week format

a. First weekend		13.0 hours
Each of the second and third weekends		16.0 hours
	Total	45.0 hours
b. Each of the three weekends		15.0 hours
	Total	45.0 hours

Blended Format

The following examples assume 10-25% of the hours are dedicated to independent student learning. Examples are listed in descending order of preference, but the preference may shift some depending on the nature of the course structure and content.

The three-week format becomes more palatable in the blended learning format.

Four Week Format

a. Independent learning activities (TBA hours)		10.0 hours
First weekend		5.0 hours
Each of the second and third weekends		13.0 hours
Last weekend		4.0 hours
	Total	45.0 hours
b. Independent learning activities (TBA hours)		9.0 hours
First weekend		3.0 hours
Each of the second, third and fourth weekends		11.0 hours
	Total	45.0 hours
c. Independent learning activities (TBA hours)		9.0 hours
Each of the first, second and third weekends		13.0 hours
Fourth weekend		6.0 hours
	Total	45.0 hours
d. Independent learning activities (TBA hours)		5.0 hours
Each of the first, second and third weekends		10.0 hours
	Total	45.0 hours

Three Week Format

(uses 10 hours independent learning as example only; weekend hour seat-time would change as the TBA hours change)

a. Independent learning activities (TBA hours)		10.0 hours
First weekend		5.0 hours
Each of the second and third weekends		15.0 hours
	Total	45.0 hours

b. Independent learning activities (TBA hours)	10.0 hours
Each of the first and second weekends	15.0 hours
Last weekend	5.0 hours
Total	45.0 hours
c. Independent learning activities (TBA hours)	10.0 hours
Each of the first, second and third weekends	11.5 hours
Total	45.0 hours

Two Week Format

(at least 15 hours must be independent learning like asynchronous distance learning)

a.. Independent learning activities (TBA hours)	15.0 hours
Each of the first and second weekends	15.0 hours
Total	45.0 hours
b. Independent learning activities (TBA hours)	15.0 hours
First weekend	10.0 hours
Second weekend	20.0 hours
Total	45.0 hours
c. Independent learning activities (TBA hours)	15.0 hours
First weekend	20.0 hours
Second weekend	10.0 hours
Total	45.0 hours

9/8/04 draft/interim;9/9/04 edited

Faculty Workload

Florida statute requires that each full-time faculty member is assigned twenty-five (25) student contact hours per week. At least fifteen of those contact hours must be “classroom/teaching” contact hours. The remainder (usually ten hours) must be scheduled as office hours.

Load Obligation

At NWFSC, each faculty member must satisfy a 100% (1.0) load commitment or, depending upon his/her defined teaching load, a 53% (0.53) load each fall and spring semester. If the individual accepts an assignment in excess of the 1.0 load (or .53), the excess is compensated beyond the base pay as an overload.

The faculty member’s load is determined by totaling the load factors assigned to each of the courses he/she teaches. Load factors may be adjusted for situations where the teacher is responsible for only a portion of the course.

Load factors

Each credit course at NWFSC is assigned a load factor, which is used to determine how much of the faculty member’s load obligation is satisfied by teaching the course.

The load factor is determined mathematically based on the following:

- **Direct instructional hours** (didactic, theory, “lecture”, etc.)

Instructional time where the faculty member is presenting new information/skills is assigned the highest load factor. One contact hour of didactic/theory instruction equals 1/15 of the load obligation, or 0.07 (7%).

- **Indirect instructional hours** (labs, clinicals, field work, internships, etc.),

Indirect instructional time occurs when the faculty member is responsible for assessing student progress, but the primary activities involve the students in application, practice or demonstration of competency and the faculty member’s provision new material is secondary. Indirect instructional time is assigned a lower load factor.

The more direct instruction provided and the less independence the student has, the higher the load factor. The less direct instruction and the greater the student independence, the lower the load factor. One hour of indirect instruction equals from 0.02 (2.0%) to 0.05 (5%) of the load obligation.

- **Reassigned Time (“Released” Time)**

In certain cases, a faculty member may be assigned a special project, research, or other non-teaching duty instead of part of the regular teaching obligation. The individual is “released” from part of the teaching obligation, but must still demonstrate a full load. Accordingly, the reassignment is given a load factor equivalent to the teaching duties from which the individual is released.

DISTANCE LEARNING/NON-TRADITIONAL COURSE LOAD GUIDELINES

- I. LOAD FACTORS FOR DISTANCE LEARNING COURSES TAUGHT AS PART OF THE REGULAR TEACHING LOAD WILL BE DETERMINED AS FOLLOWS.**
- A. Synchronous Courses (Simulcast, ITFS)
 - 1. The load factor is equal to load factor of traditional version of the course.
 - 2. The usual minimum class size standards apply; if minimum class size is not met, section may still be taught as part of a supplemental assignment per section II, or as part of the regular load per section I(B)(2).
 - B. Asynchronous Courses (Online, Text-Based/Mixed-Media)
 - 1. The load factor for an online course is equal to the load factor for traditional course *provided* minimum class size standard is met and online students have instructor access at specified time(s)
 - 2. The load factor for a text-based/mixed-media course will be determined on an individual basis by the Vice President for Instruction after consultation with the appropriate director/department chair and the faculty member. In general, only online DL course may be used to meet the regular load obligation.
- II. LOAD FACTORS FOR DISTANCE LEARNING COURSES TAUGHT AS PART OF A SUPPLEMENTAL/OVERLOAD ASSIGNMENT WILL BE DETERMINED AS FOLLOWS.**
- A. Synchronous Courses (Simulcast, ITFS)
 - 1. Compensation for a synchronous distance learning course is determined in the same manner as that of a traditional course supplemental assignment. (If the course does not meet minimum class size standards, the distance learning pay rate system may still be used.)
 - 2. The load factor for a synchronous course is determined in the same manner as that of a traditional course supplemental assignment.
 - B. Asynchronous Courses (Online, Text-Based/Mixed Media)
 - 1. Compensation for an asynchronous distance learning course is determined in the same manner as it has been since inception of the distance learning pay rates (enrollment factor X course credits X pay rate). (The load factor used to determine the maximum allowable individual load in a given term does not affect the rate of compensation.)
 - 2. The load factor for a distance learning course used in a supplemental assignment is equal to 2/3 the load factor for the supplemental assignment of a traditional course.
 - 3. In general the maximum class size (class cap) for an asynchronous class will be set at 99 and compensation will be determined according to the board approved pay scale via computer calculations.

Certain asynchronous classes (e.g. Gordon Rule writing classes, courses with software/simulation limits, on-site lab requirements, DL classes in limited access programs, etc.) may carry lower class caps; however, the board approved compensation rate is still applicable. Normally, 6,000 word Gordon rule classes will observe a class cap of 25 and 4,000 word Gordon rule classes will observe a class cap of 27. A single section offering of a distance learning course may carry a lower cap if mutually agreed upon by the department chair/director, the vice president and the faculty member.
- III. THESE GUIDELINES ARE REVIEWED ANNUALLY IN CONJUNCTION WITH PREPARATION OF THE COLLEGE BUDGET.**

4/99; edited 8/99; EDITED 7/01; edited 5/03

COMPENSATION FOR DISTANCE LEARNING INSTRUCTION
2008-09

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 Instructional Services.

Supplemental Distance Learning Teaching Assignment Pay Rate

	Doctorate	Master's Plus	Master's	Bachelor's
Per student	\$39.94	\$37.14	\$36.57	\$32.45

Adjunct Distance Learning Teaching Assignment Pay Rate

	Doctorate	Master's Plus	Master's	Bachelor's
Per student	\$36.97	\$34.62	\$34.33	\$29.98

COURSE CAPS FOR DL COMPENSATION

ENC 1101 and ENC 1102		Non-ENC Gordon Rule Writing Courses		All other Courses (including math and science)	
Paid enrollments	Calculation of Pay	Paid enrollments	Calculation of Pay	Paid enrollments	Calculation of Pay
1-18	Per pupil rate	1-18	Per pupil rate	1-18	Per pupil rate
19-25	No additional pay	19-27	No additional pay	19-35	No additional pay
26-43	Per pupil rate	28-45	Per pupil rate	36-53	Per pupil rate
44-50	No additional pay	46-54	No additional pay	54-70	No additional pay
N/A		N/A		71-89	Per pupil rate
N/A		N/A		90-99	No additional pay

CLASS SCHEDULING ISSUES

ENC 1101 and ENC 1102	Non-ENC Gordon Rule Writing Courses	All other Courses (including math and science)
<ul style="list-style-type: none"> ▪ Multiple sections should not be set up as a means to fragment the student population and increase compensation. ▪ Each section of a course in this category must be set up in Nexus with a maximum enrollment of either 25 or 50. ▪ Past enrollment patterns will be used to plan how many sections are established. ▪ For instructors who normally teach two sections of a given course, we will use one section with the 50 student cap. ▪ Where only one section of a course is offered or if different instructors are teaching the sections, then the 25 student cap may be used. 	<ul style="list-style-type: none"> ▪ Multiple sections should not be set up as a means to fragment the student population and increase compensation. ▪ Each section of a course in this category must be set up in Nexus with a maximum enrollment of either 27 or 54. ▪ Past enrollment patterns will be used to plan how many sections are established. ▪ For instructors who normally teach two sections of a given course, we will use one section with the 54 student cap. ▪ Where only one section of a course is offered or if different instructors are teaching the sections, then the 27 student cap may be used. 	<ul style="list-style-type: none"> ▪ Multiple sections should not be set up as a means to fragment the student population and increase compensation. ▪ Each section of a course in this category must be set up in Nexus with a maximum enrollment of 35, 70, or 99. ▪ Past enrollment patterns will be used to plan how many sections are established. ▪ For instructors who normally teach two or more sections of a given course, we will use one section with the 99 student cap. ▪ Where only one section of a course is offered or if different instructors are teaching the sections, then the 35 student cap may be used.

Sample Per Student (Paid Enrollment), Per Course Rates

	Full-time/Supplemental Rate Per Student				Part-time/Adjunct Rate Per Student			
	Doctorate	Master +	Master	Bachelor	Doctorate	Master +	Master	Bachelor
One-credit Course	\$39.94	\$37.14	\$36.57	\$32.45	\$36.97	\$34.62	\$34.33	\$29.98
Two-credit course	\$79.88	\$74.28	\$73.14	\$64.90	\$73.94	\$69.24	\$68.66	\$59.96
Three-credit course	\$119.82	\$111.42	\$109.71	\$97.35	\$110.91	\$103.86	\$102.99	\$89.76

5/14/07; amended 7/16/07; updated 8/05.8/08

PROCEDURES FOR CONTACTING STUDENTS ENROLLED IN CANCELED CLASSES

1. As classes are canceled, Center Directors and/or Department Chairs will run a class roster to be used in contacting students. ***The roster should be run prior to actual input of the cancellation, as Nexus does not retain the list of enrollments for a canceled class for access by departments/centers.*** If a class is canceled without running a roster, the only back up is to wait until the following day to check the nightly class cancellation batch report.
2. Each Center Director and/or Department Chair is responsible for contacting each student regarding the status of his/her canceled class(es).

If staffing assistance is needed to contact students, call the Associate Dean of Student Services or the Senior Vice President. LRC, VPI, and Student Services staff will be drafted to help with the calls.

3. Each Center Director and/or Department chair should work with the student to replace the canceled classes as follows. However, if it is not possible to talk to the student directly or to provide course advising, it is essential to let the student know the class has been canceled.
 - ◆ Replace with another section of the same class
 - ◆ Replace with another class in the same discipline
 - ◆ Replace with a class in another discipline

If an alternative cannot be found, the student should be referred to student services personnel at your location for assistance.

4. As part of the class cancellation procedure, Drop/Add requests may be processed over the telephone.
5. Each Center Director and/or Department Chair is responsible for posting the classroom door and/or inside the classroom a notice/disclosure of canceled classes and directions for alternatives. If the class is a single section or a course not frequently offered, it is desirable to meet the class in person to discuss alternatives.

11/97; updated 2/00

CLASSROOM ISSUES

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.

Attendance Issues		
Item	Comments/Policy	Action Required
Class Rosters	Students that do not appear on the class roster are NOT authorized to attend class.	Students should be directed to registration staff to reconcile any discrepancies.
No Shows	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 an award reduction.	Faculty should report all NO SHOWS by: <ul style="list-style-type: none"> • Using the new web-based “Never Attended Reporting Process” (See handout which follows.); or • E-mailing the Director of Financial Aid, Ms. Pat Bennett at bennettp@nwfsc.edu, no later than the close of the second week of class, indicating the student's name and course ID; or • Submitting an <i>Excessive Absence Form</i> to the Office of Enrollment Services, checking the Student Never Attended field on the form.

Attendance Issues		
Item	Comments/Policy	Action Required
Grading for “F” or “I” Grades	New 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	When grading, the instructor MUST enter the “last date of attendance” on the printed class roster and in the on-line grading system for all “F” and “I” grades. Nexus will prompt you if you forget.
Excessive Absences	<p>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 Senior Vice President 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.</p> <p>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.</p>	<p>Excessive absences MUST be reported for the following category of students:</p> <ul style="list-style-type: none"> • Veterans - Indicated on Class Roster • Dual Enrolled - Indicated on Class Roster • Collegiate High School - Indicated on Class Roster • Student Athletes - Indicated on Class Roster • Federal Financial Aid - NOT Indicated on Class Roster Due to Privacy Issues* <p>* Therefore, the college encourages the monitoring of attendance for <u>all</u> students, particularly in light of the NEW rules for Federal Financial Aid Students.</p> <p>Instructors should submit an <i>Excessive Absence Form</i> to the Office of Enrollment Services.</p> <p>The <i>Excessive Absence Form</i> can be used as a WARNING and/or a WITHDRAWAL NOTICE.</p> <p><u>All</u> requests for withdrawal MUST include the “last date of attendance”.</p> <p>Excessive Absences incurred before the established withdrawal date will result in an Instructor Withdrawal, or “IW” grade.</p>

Attendance Policy References

College Catalog: Instructional Standards

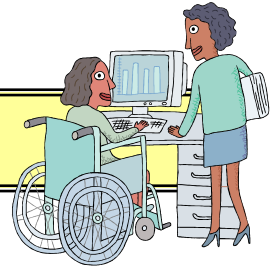
Class Attendance: Students are expected to attend all of their scheduled classes, as class attendance is one of the strongest predictors of student success. The effect of absences upon grades is determined by the instructor who may recommend to the Vice President for Instructional Services a withdrawal 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: (2nd Paragraph) 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.**

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 the “purple sheet”), those accommodations must be honored. If you have questions about the situation, contact Dianne Avillion.
- ❖ Students are entitled only to those accommodations listed on the purple notification form. If a student wants additional or different accommodations, he/she should be referred to the Office of Services 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 them 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 Dianne Avillion to verify you are able to provide the appropriate alternate testing environment.

- ❖ 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:

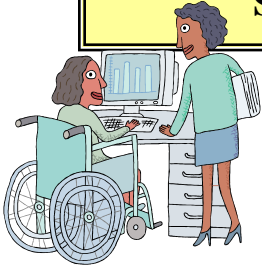
- ❖ Neither the ASC nor the OSSN can provide “drop-in” testing. Advance arrangements are necessary.

Test Coordination Contacts	
Niceville Campus: Ms. Dianne Avillion Ms. Iris Strunc (ASC)	Ext. 6785, Building C-1 or avilliod@nwfsc.edu Ext.6078, Building E or strunci@nwfsc.edu
FWB Campus: Ms. Sue Johnson	Ext. 6508, Building 4, Room 403 or johnsons@nwfsc.edu
Other locations: Contact Ms. Dianne Avillion or the Center Administrative Office	

Instructor Responsibilities	Student Responsibilities (OSSN will have informed the student of his/her responsibilities)
<u>Traditional Exams</u> <ul style="list-style-type: none"> • Provide a copy of the test and 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 <u>Taped Exams</u> <ul style="list-style-type: none"> • Dianne Avillion, Sue Johnson or a student services staff member will record the exam on cassette tape. Notice of at least three working days is required for a taped test. • Instructors can also elect to tape exams themselves. • Inform the student of the testing location, testing deadlines, or other information. 	<u>For Traditional or Taped Exams</u> <ul style="list-style-type: none"> • 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)

8/13/08

SERVING STUDENTS WITH SPECIAL NEEDS: FAQs



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) of 1990. 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 notification (the “purple form”) 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 purple form is the student’s “insurance policy” establishing the right to accommodations. It is the student’s responsibility to approach the teacher to work out the details of his/her specific accommodations. Some students are very shy or even embarrassed about these circumstances; others may not find an opportune time to approach you, so if you have received a purple form, but the student has not approached you and you feel the student would benefit from assistance, you should contact OSSN with your concern.

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.

Q. Why do I sometimes receive notification of accommodations after the beginning of the semester?

A. Students must self-identify to the OSSN 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 obligation 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 purple form 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.

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.

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 a five working day 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 Coordinator 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 Coordinator?

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 Coordinator. 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 avilliod@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 Appeals Process as outlined in the College Catalog. This process does not exclude the student's right to pursue a formal grievance as outlined in Section 504 of the Rehabilitation Act or the ADA.

7/07; updated 9/08

INSTITUTIONAL POLICIES

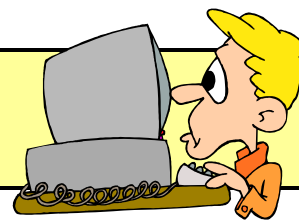
CHILDREN ON CAMPUS



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.

COMPUTER/NETWORK RESOURCES ACCEPTABLE USE POLICY (Abbreviated Version)



The full Computer Acceptable Use Policy is available upon request from the Office of Instruction or through the NWFSC website, at www.nwfsc.edu. 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/dlrequest.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/dlrequest.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.

NORTHWEST FLORIDA STATE COLLEGE COURSE CHALLENGE EXAM INSTRUCTIONS

Eligible students may earn credit in designated vocational and college credit courses through successful completion of an NWF State College Course Challenge Examination. The comprehensive examination is intended to verify skills and knowledge acquired through prior learning experiences and is available for designated courses. Normally this examination is not available for credit courses for which a CLEP examination is available. The challenge exam option is NOT available for college preparatory instruction or most general education courses or dual enrolled students. To be eligible for a course challenge exam, the student must meet the criteria listed on the reverse side.

A testing fee of \$85.00 shall be assessed for the exam. If the student passes the examination, he/she will receive full credit for the course with a transcript grade of "P". If the student fails the exam, no grade will be recorded on the transcript. Credits will be withheld from the transcript until or unless the student meets the NWF State College residency requirement.

STEPS FOR APPROVAL:

1. The student should consult with the Division Director/Department Chairperson regarding the availability of a course challenge exam for the specific course. Division Director/Department Chairperson will approve or disapprove request. If approval is granted, a date, time and place for the test should be arranged.
2. The Office of Enrollment Services will verify that the student meets all of the eligibility criteria and will sign the form if all criteria has been met.
3. The student takes the signed form to the Business Office (Admin Bldg) and pays the \$85 testing fee prior to taking the exam. The cashier notates on the form the receipt of the fees which serves as an admission ticket for the student to take to the exam.
4. At the time the student takes the exam, he/she turns in the Course Challenge Exam form to the test administrator. At the end of the exam, the administrator will record whether the student passed or failed the exam and the form will be forwarded to the Registrar's office.
5. If the student passes the exam, he/she will receive full credit for the course with a transcript grade of "P". If the student fails the exam, no grade will be recorded. This will be awarded in the same manner as the awarding of CLEP credits at NWF State College.

COURSE LISTING

**Course Challenge Exams are available for the following courses:
(Courses not listed MAY be available by special permission)**

Advanced Technology

CET2173C	Microcomputer Servicing	4 credit hours
ETD1100	Introduction to Technical Drawing	3 credit hours

Business/ Computer Technology

CGS1100	Microcomputer Applications	3 credit hours
CGS1550	Introduction to World Wide Web	3 credit hours
CIS1000	Introduction to Computer Science	3 credit hours
CTS2101	Introduction to Windows	3 credit hours
GEB1011	Introduction to Business	3 credit hours
MAN2300	Personnel Management	3 credit hours
MAR2011	Introduction to Marketing	3 credit hours
MTB1103	Business Mathematics	3 credit hours
OST1107	Typing & Word Processing I	3 credit hours

Mathematics

MAT1033A	Intermediate Algebra	4 credit hours
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Science

HUN2201	Nutrition	3 credit hours
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Request to Block/Unblock a Website on the Northwest Florida State College Network

Please return this form to open lab or library personnel when it is complete. The employee will forward this form to the Director of Research and Learning Resources and one of the following set of actions will be taken:

- If the site was blocked/unblocked in error, it will be unblocked/blocked as soon as the technician can perform the operation.*
- If the reason for being blocked/unblocked is unknown, then the request will be reviewed by the Director of Research and Learning Resources and then action is taken in accordance with the College Acceptable Use Policy.*

After action is taken a written response is sent to the requestor. If a request to unblock (or block) is rejected, the person making the request will be informed of the criteria by which the decision was made and will have the right to appeal the rejection of the request. Such appeals should be made by replying in writing to the Director of Research and Learning Resources. The College's Learning Resources /Copyright Standing Committee will consider the appeal. If the request to unblock a site is not approved, then the user will be given the option to return for unfiltered access at a specified time. The times when unfiltered access can be accommodated are based on

- possible negative impact on bandwidth and*
- the site's suitability to educational goals and the College's Acceptable Use Policy.*

The Director of Research and Learning Resources will set the specific times that unfiltered access, when necessary, is available. This time will be scheduled with the Information Technology department.

URL and Name of Website

Your Name, phone number, and email address

Date

Block or Unblock

What justification, falling within the Acceptable Use Guidelines, is there to block or unblock this site?

NWFSC Student Complaint and Appeals Processes

Nature of Complaint/Appeal	2009-10 Catalog Reference	Office or Contact Person	Comment
<p>Request or appeal regarding content of academic record Upon examination of his/her academic record, both local policy and FERPA establish the student's right to request a change, addition, or deletion to his/her records if the material is inaccurate or misleading</p>	Page 6	Registrar, Office of Enrollment Services	<ul style="list-style-type: none"> ▪ This complaint/appeal, which is extremely rare, is distinct from grade grievances associated with NWFSC classes and is generally related to information from other institutions as it appears on the student's transcript. ▪ Request must be submitted in writing, including reasons for appeal ▪ The process is tracked using a Request to Inspect and Review Education Records form, a Request to Amend or Remove Education Records form, and a Request for Formal Hearing Concerning Student Education Records form; written notification of decision is provided to the student. ▪ Records are maintained in the Office of Enrollment Services
<p>Appeal/file complaint regarding determination of residency status Students who are classified as non-Florida residents for tuition purposes may appeal that status to the Residency Appeal Committee</p>	Page 16	Registrar, Office of Enrollment Services	<p>Residency Appeal Committee consists of Christine Bishop – Associate Dean, Student Services, Patricia Bennett – Director, Financial Aid, Janice Buchanan – Coordinator, Enrollment Services & Testing, James Adams – Business Office Manager, Brian Shonk – Associate Dean, Public Safety, Health & Student Assessment</p> <ul style="list-style-type: none"> ▪ ▪ Ruling by the committee, along with reasons, is provided to the student in writing . ▪ Records are maintained in the Office of Enrollment Services
<p>Appeal application of graduation requirements (Effective Catalog Rule)</p>	Page 16	Registrar, Office of Enrollment Services	<ul style="list-style-type: none"> ▪ Process is tracked by a written appeal form retained in Enrollment Services; written notification of decision is provided to the student ▪ Records are maintained in the Office of Enrollment Services
<p>Appeal of Transfer Credit Denial</p>	Page 17	Vice President of Instructional Services	<ul style="list-style-type: none"> ▪ Written appeal is required; the final decision is made by the Vice President of Instruction, in consultation with the Registrar/Associate Dean after consultation with the appropriate subject area experts ▪ The process is tracked by a written appeal form retained in Enrollment Services; written notification of the decision is provided to the student
<p>Request for Refund of Fees</p>	Page 19	Vice President	<ul style="list-style-type: none"> ▪ The refund request process actually begins in the Office of Enrollment

Nature of Complaint/Appeal	2009-10 Catalog Reference	Office or Contact Person	Comment
		of Administrative Services and Vice President of Instruction	<p>Services or the Office of Instructional Services, where initial review of the circumstances are researched and recommendations submitted to the Vice President for Administrative Services; a log of refund appeals and complaints is maintained in the Office of Instructional Services</p> <ul style="list-style-type: none"> ▪ The process is tracked by a written appeal form retained in Administrative Services; written notification of the decision is provided to the student
Appeal of Traffic/Parking Violation Citations	Page 24	Dean of Students	<ul style="list-style-type: none"> ▪ The Dean of Students facilitates the appeal through the Student Traffic Court ▪ Appeals are tracked by written form ; record of action by the court is retained in the Office of the Dean of Students
Complaints regarding services for students with special needs	Page 26	Coordinator of Services for Students with Special Needs Office of Enrollment Services	<ul style="list-style-type: none"> ▪ Complaints are tracked by written form under the "Accessibility Grievance Procedure" form are posted on student bulletin boards at all locations and are available from the student services staff at all college locations ▪ Records of complaints/appeals are maintained in the Office for Students with Special Needs
Grade Grievances, grade changes/errors Students may file a complaint about the final grade in a course and request resolution through the informal and formal grievance processes	Pages 27-28	Office of Instructional Services	<ul style="list-style-type: none"> ▪ Circumstances of the grievance must be submitted in writing ▪ Grievances are tracked by through a response log, which, along with records of the issue are maintained in the Office of Instructional Services ▪ Students are informed of formal decisions in writing
Appeal for late withdrawal from a course Students experiencing extenuating circumstances may request a non-punitive withdrawal ("W" grade) after the established deadline to withdraw	Pages 27 and 47	Office of Instructional Services	<ul style="list-style-type: none"> ▪ Appeals must be submitted in writing ▪ A log of complaints/appeals related to course or program withdrawal is maintained in the Office of Instructional Services ▪ The decision regarding the withdrawal is provided in writing to the student ▪ Records are maintained in the Office of Instructional Services
Complaints concerning treatment by other students or college employees and Complaints concerning disciplinary action taken	Pages 29-31	Dean of Students	<ul style="list-style-type: none"> ▪ Students are provided written statements regarding resolution and/or status of the complaint throughout the process and at its conclusion

Nature of Complaint/Appeal	2009-10 Catalog Reference	Office or Contact Person	Comment
<p>by the college</p> <p>Students who file a complaint regarding actions of other students or college employees may pursue informal and formal procedures for resolution</p> <p>Students who receive disciplinary action as a result of unacceptable actions/conduct action may appeal the decision</p>			<ul style="list-style-type: none"> ▪ Records regarding student misconduct or issues occurring between/among students are maintained in the Office of the Dean of Students
<p>Complaint/Appeal of Determination of Financial Aid Eligibility</p> <p>Students who have been suspended from financial aid have the right to appeal that decision</p>	Page 39	Director, Financial Aid	<ul style="list-style-type: none"> ▪ Appeals are tracked using the financial aid appeal form ▪ Resolution of the appeal/complaint is provided to the student in writing ▪ Records are maintained in the Office of Student Financial Services
<p>Appealing Suspension for Reasons of Academic Progress</p> <p>Students who fail to sustain sufficient academic progress (GPA standards) may appeal the situation and request eligibility to re-enroll and continue taking classes</p>	Page 52	Office of Enrollment Services	<ul style="list-style-type: none"> ▪ The Admissions Committee serves as the appeals body; students requesting relief must meet with an educational advisor ▪ Decisions are recorded as part of the Admissions Committee procedures ; the student is informed of the decision in writing ▪ Records are maintained in the Enrollment Services Office



Northwest Florida State College

Emergency Procedures Quick Reference Guide



Fire or Explosion	Hazardous Material Release
<ul style="list-style-type: none"> • If a person is on fire, have them stop, drop and roll. • DO NOT ATTEMPT TO FIGHT FIRES UNLESS YOU ARE PROPERLY TRAINED. • 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 (6360) and the campus/center administrative office as soon as possible. • When you hear a fire alarm, evacuate the building immediately. • Escort students to a safe area. Report any missing students to administration. • Wait for directions from the President's Office or the campus/center administrative office. 	<ul style="list-style-type: none"> • If you observe or detect a chemical spill or leak, immediately notify the President's Office (6360) and the campus/center administrative office. • Remove everyone from the immediate area. • Do not touch, attempt to collect or spread the chemical. • Wait for directions from the President's Office or the campus/center administrative office. • 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.
Bomb Threat	Active Shooter
<ul style="list-style-type: none"> • If you are the first person to learn of a bomb threat, immediately notify the President's Office (6360) and the campus/center administrative office. Do not use or allow students to use two-way radios or cell phones. • If you are the recipient of the threat, keep the caller on the phone and obtain as much information as possible. Document all information. • Evacuate the building immediately. • Wait for directions from the President's Office or the campus/center administrative office. 	<ul style="list-style-type: none"> • When 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 (6360) and the campus/center administrative office. • 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. • Do not move; wait for instructions from the President's Office or the campus/center administrative office. • DO NOT OPEN YOUR DOOR EXCEPT FOR LAW ENFORCEMENT OR A KNOWN CAMPUS ADMINISTRATOR.
Severe Weather – Thunderstorms	Tornado Warning
<ul style="list-style-type: none"> • Move outdoor classes/activities indoors. • Close all windows and doors. • Continue class activities. Be alert for further instructions. 	<ul style="list-style-type: none"> • Cease class activities. Move to a safer location, away from windows and doors. • Instruct students to remain calm. • Do not leave your students. • Wait for directions from the President's Office or the campus/center administrative office.



Northwest Florida State College

Emergency Procedures Quick Reference Guide



Sexual Battery	Drugs
<ul style="list-style-type: none"> • 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 (6360) 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. 	<ul style="list-style-type: none"> • 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	Emergency Numbers
<ul style="list-style-type: none"> • Take the threat seriously. Call 9-1-1 and immediately notify the President’s Office (6360) 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. <p>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.</p>	<p>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).</p> <p style="text-align: center;">Public Safety Agency Non-emergency Numbers</p> <p>Niceville Police Department729-4030 Okaloosa County Sheriff’s Office.....651-7400 DeFuniak Springs Police Department892-8511 Walton County Sheriff’s Office.....892-8111 Crestview Police Department.....682-2055 Fort Walton Beach Police Department833-9546 Florida Poison Information Center..... 1-800-222-1222</p> <p style="text-align: center;">College Emergency Contact Numbers</p> <p>Niceville Campus Security.....ext. 6335 or 582-9119 Fort Walton Beach Campus Security.....ext. 5535 or 582-9112 Sikes Center Security..... ext. 6346 or 699-5676 Chautauqua Center Security..... ext. 6344/6349 or 699-5691 Physical Plant ext. 6380 or 729-5380 Information Technology (IT)..... ext. 6396 or 729-5396 Senior Vice President’s Office..... ext. 6363 or 729-5363 President’s Office ext. 6360 or 729-5360 E-mail.....safety@nwfsc.edu</p>
Medical Emergency	
<ul style="list-style-type: none"> • 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 (6360) 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. 	



**NORTHWEST FLORIDA
STATE COLLEGE**

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