



**2024-2025
Faculty Handbook**

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About Northwest Florida State College

Introduction

Located in the coastal heart of the Florida panhandle, Northwest Florida State College (NWFSC/College) has earned a reputation for educational excellence and community involvement. As part of Florida's public system of 28 state and community colleges, NWFSC offers bachelor's degree programs, associate degrees, and certificates.

Fast Facts about NWFSC

NWFSC produces a Fast Facts book annually to share information about College programs, students, and institutional achievements. The Fast Facts book is available here: <https://www.nwfsc.edu/fast-facts-about-nwfsc/>

Mission, Vision, and Guiding Principles

The College's Mission, Vision, and Guiding Principles are here: <https://www.nwfsc.edu/about/>.

2023-2026 Strategic Plan

NWFSC is in the first year of a three-year strategic plan, which sets institutional priorities for the years ahead: <https://www.nwfsc.edu/about/leadership/strategic-plan/>.

NWFSC District Board of Trustees

Information about the College's Board of Trustees (BOT) and Board Policies are available at: <https://www.nwfsc.edu/about/leadership/board-of-trustees/>

Statement of Philosophy and Academic Freedom at Northwest Florida State College

All professions are characterized by special, rigorous educational and experiential preparation that is objectively documented, dedication to the broader 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:

- Stringent educational preparation and frequent updating
- Expertise in a particular 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
- Sense of responsibility to the profession, to those served by the profession, and to society as a whole

Thus, professionalism entails behavior and attitudes characterized by pride in oneself 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 professionals carry out their obligations to each other, the people they serve, and society in general.

NWFSC faculty recognize that the best way to implement this philosophy is through the leadership of professional educators and support personnel, working together with students in a challenging and nurturing collegiate environment.

Critical elements of such relationships and such an environment are the freedom to exercise professional judgment, cooperation, broad-based participation in decision-making that includes all levels of professionals, open and honest communication, trust, a harmonious atmosphere, and attitudes that both promote and cultivate the development of potential in students and the community.

NWFSC faculty are committed to the highest ideals of professionalism practiced within the legal framework of Florida Statutes, State Board of Education rules, and policies established by the College's board of trustees.

Notice of Equal Access/Equal Opportunity and Nondiscrimination and Title IX

NWFSC does not discriminate based on age, color, ethnicity, race, national origin, disability, marital status, pregnancy, religion, genetic information, sex, gender, or any other legally protected classification in its employment practices, educational programs, or activities. If you have questions regarding the College's nondiscrimination policy or a complaint regarding harassment or discrimination, please contact:

Roberta Mackey
Executive Director of Human Resources
100 College Blvd. East
Niceville, FL 32578
Building 310
Phone: (850) 729-5337
Email: mackeyr@nwfsc.edu

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681, et seq.) and its implementing regulations (34 C.F.R. part 106) prohibit and are designed to eliminate discrimination based on sex in education programs or activities that receive federal financial assistance. The requirement not to discriminate in education programs or activities extends to admission and employment. Discrimination based on sex includes, but is not limited to, sex-based harassment that is sufficiently serious to deny or limit an individual's ability to participate in or benefit from the program at issue. Examples of sex-based harassment include sexual harassment, sexual violence, and gender-based harassment. NWFSC complies with all aspects of Title IX and other federal and state laws regarding non-discrimination. If you have questions regarding compliance with Title IX or if you have a complaint regarding sexual harassment or sexual violence, please get in touch with the College's Title IX Coordinator:

Jessica Holley-Guiles
HR Specialist, Title IX Coordinator
100 College Blvd. East
Niceville, FL 32578
Building 310
Phone: (850) 729-5365
Email: holleyj4@nwfsc.edu

The Americans with Disabilities Act of 1990

NWFSC complies with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. For faculty members, the College's compliance means that academic programs, facilities, and services are accessible to qualified students with disabilities. NWFSC provides these students a level playing field with their non-disabled peers, where they can develop and demonstrate academic skills. Faculty play an essential role in the College's compliance with the ADA and Section 504 of the Rehabilitation Act by providing accommodations determined by the Accommodations Resource Center. NWFSC commits to the policy that no qualified person receiving accommodation will be discriminated against because of that accommodation under any program or activity conducted or sponsored by the College. Questions may be directed to arc@nwfsc.edu.

Faculty Resources and Guidelines

Employee Handbook

The 2024-2025 Employee Handbook is in RaiderNet on the Employee Tab. This Faculty Handbook provides supplemental instructions relevant to instructional employees. Faculty are responsible for reviewing and following policies presented in the Employee and Faculty Handbooks and any department-specific program handbooks pertinent to their role at the College.

NWFSC Board of Trustees Policies and Procedures

NWFSC faculty members are responsible for reviewing the BOT's policies and procedures. An annual review is recommended to ensure compliance with updated information.

Catalog Information

NWFSC uses a broad-based, annual process to regularly evaluate and make recommendations for the upcoming academic year's Catalog. During the academic year, faculty and academic program leadership bring recommendations related to programs, courses, textbooks, and faculty qualifications to the Curriculum Work Group for review by faculty and a variety of noninstructional personnel with subsequent approval made by voting members of the workgroup. The February meeting requests action items impacting the Catalog. Following the February meeting, final Catalog changes are made, and in March, a summary of changes is submitted to the BOT. This ensures that the College Catalog may be publicly published before students begin registration for the upcoming fall semester in early April.

The Academic Catalog is located [here](#).

College-Level Communication and Computation Skills

Florida Administrative Code (FAC) 6A-10.030 requires students to complete six semester hours each in English and writing-focused courses and six semester hours in mathematics at the college algebra level or higher, all with grades of C or better. NWFSC meets these requirements through English Composition and writing-designated humanities, behavioral science, and social science courses for A.A., B.S., and B.A.S. degrees and includes applied logic, statistics, and Mathematical Thinking in Context for the math requirement.

Copyright Policy and Fair Use Guidelines

For information on the Copyright Policy and Fair-Use Guidelines, please visit the Center for Innovative Teaching and Learning (CITL) SharePoint [here](#).

Technology and Network Use

Computer/Network Resources Acceptable Use Procedures

The Computer Acceptable Use Policy, a crucial document that should guide students and faculty in using these resources, is not just a set of rules. It's a tool that empowers you to make responsible decisions about your technology use. The [acceptable use policy](#) ensures a safe and productive digital environment for all.

Student Privacy Rights and Access to Student Information

The Office of Academic Records and Enrollment serves as the custodian of education records for students who have attended Northwest Florida State College. NWFSC upholds the Family Educational Rights and Privacy Act (FERPA), a federal law that grants students the right to inspect, review, and amend their education records. The College will not release or disclose information nor allow inspection of records without prior written permission from the student except under certain circumstances where, by law, prior consent is not required. Students have the right to file a complaint with the U.S. Department of Education if they feel their records have been inappropriately released. A student's FERPA rights begin when the student is "enrolled," as defined by NWFSC as the point of registration.

All faculty and staff of NWFSC are responsible for compliance with FERPA. Faculty must be knowledgeable of the student records policies of the College through the Student Records portion of the College Catalog and the College's FERPA policy, which is located in Board Policy Student Success 2.00. The following guidelines do not replace knowledge of the College's FERPA policies but are a helpful quick reference tool:

Guidelines for Release of Student Information

- All requests for Directory Information, student enrollment verification, and other student records should be referred to the Office of Academic Records and Enrollment, even if the request comes from an individual who has a legitimate need (e.g., attorneys, clergy, medical professionals, employers, parents, spouses, law enforcement agencies, etc.). Many students now request that directory information be withheld, which must be verified through the Office of Academic Records and Enrollment. This makes referral of information requests imperative.
- When reviewing student information, ensure no other student or outside party can view or access it. Third-party access to a student's education record without the student's consent violates the law and puts the employee and the College in legal vulnerability.
- If possible, protected information should not be discussed via email or telephone. Email is

a concern, so you may only discuss a student's educational information through one of the College's password-protected software avenues, such as the student's College-assigned email (Example: studentname@nwfsc.edu) and the faculty member's College-assigned email address.

- Of particular concern is the release of Social Security Numbers or Student ID numbers. Faculty should not post grades or other information using these numbers. Nor should they circulate lists or forms during class that carry such numbers – even if names are not attached. If an instructor wishes to post grades, the code used to identify the student should not be presented alphabetically or combined in some other identifiable order.
- A student may request that no information, including Directory Information, be released except as required by law by submitting a [Directory Hold Request](#). Once processed, that student's record will be flagged as "Confidential" in the system. However, note that a directory information hold does not mean the student can be anonymous in the classroom.
- Regarding letters of recommendation, College staff and/or faculty who know the student personally may provide confidential letters or statements of recommendation only if the student has waived the right to inspect such letters or statements (and the consent is documented). Faculty must have a written request from the student to reference a third party. Written requests from the student and the student's documented consent to waive the right for inspection must be sent to the Office of Academic Records and Enrollment to be made a part of the student's official record. Verification of graduation, GPAs, or any other official data can come only from the Office of Academic Records and Enrollment. For questions or concerns, contact the Office of Academic Records and Enrollment.

Children on Campus

NWFSC values family life and has worked to develop policies that support families. However, employees, students, and visitors should not use the College instead of a childcare provider. Accordingly, minor children of employees, students, or visitors may be on campus only under the circumstances outlined in the [employee handbook](#).

Emergency Procedures and Safety Procedures

Circumstances including but not limited to the following will require caution: live electrical wires, gas leaks, chemical exposure, unstable structures, fire or smoke, and traffic accidents involving injury or violence.

1. Call **9-1-1** or hit the “Mobile Blue Light” button on the Raider Connect App.
2. Remain calm and assess the situation. Should you choose to approach, be sure the problem is safe.
3. In cases involving injury, the person responsible should stay at the scene and give help until the first responders arrive.
4. Do **NOT** give medications.
5. Do **NOT** move a severely injured or ill person unless necessary for immediate safety. If moving is essential to prevent further injury, support the head and neck and move the person in the direction of the head without bending the spine forward. Do **NOT** drag the person sideways.
6. Besides calling 9-1-1, you can notify the NWFSC Police Department at Fort Walton Beach (850) 598- 6609 and Niceville (850) 598-6602. When a campus police officer arrives, they may take charge of the emergency.
7. The administrator responsible or a designated employee should notify the individual’s listed emergency contact about the illness or injury as soon as possible to determine the appropriate course of action. If 9-1-1 was not called, make arrangements with the emergency contact so that they can assume care of the individual.
8. Complete a Maxient report.

These guidelines are not intended to limit good judgment in emergencies. 9-1-1 brings first responders to the scene of the emergency. Delays in accessing the 9-1-1 system can cause harm to the injured.

Additional Information

- The NWFSC Police Department is fully operational Monday through Friday and during some College-related weekend events. The NWFSC Police Department protects students, staff, faculty, and visitors. A campus safety specialist patrols the campus by vehicle and on foot throughout the night hours and weekends.
- The NWFSC announcements can be found on bulletin boards throughout campus. The announcement indicates the non-emergency telephone number Ext. 6888 or (850) 598-6602. The number should be called whenever necessary for the safety and security of your person, property, and campus property. FOR ANY EMERGENCY, DIAL 9-1-1.
- If there is a power failure from 7 a.m. to 4 p.m., please contact Physical Plant at (850) 729-5380 or Fort Walton Beach at (850) 863-6549. If the outage occurs after hours, contact the NWFSC PD at (850) 598-6609 or Niceville at (850) 598-6602.
- When notifying a building of the need to clear the premises or evacuate for any reason, be mindful to watch for individuals who may not hear, see, or move quickly enough to heed the warning
- When helping someone blind exit a building, allow the individual to grab your elbow and trail behind you. Please do not put them before you or guide them by pushing them in the intended direction.
- When on the 2nd floor of a building being evacuated, individuals who use wheelchairs usually know to move to a stairwell to wait for the first responders to carry them down. As soon as possible, make first responders aware of such individuals and their location (if possible, communicate this information to the 9-1-1 operator if you are placing the call).

Campus Safety and Security Contact Information

- Niceville (850) 729-6888
- Fort Walton Beach (850) 598-6609
- Crestview (850) 729-6888
- DeFuniak Springs (850) 729-6888
- South Walton (850) 729-6888

Programs of Study Definitions and Characteristics

Type of Program	Characteristics
Bachelor of Applied Science (B.A.S.)	<ul style="list-style-type: none">• 120 credits, leading to the baccalaureate degree• Associate degree necessary for admission or 60 transferrable hours• Emphasis on internships, seminars, and work-based learning activities• Students are entitled to the full range of articulation and transfer rights outlined in the Statewide Articulation Agreement http://www.fldoe.org/policy/articulation/• Completion of the standard Florida foreign language requirement necessary for admission• Special graduation requirements per program• Must be approved in advance by the BOT• Must be approved in advance by the State Board of Education• Must be approved in advance by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Type of Program	Characteristics
Bachelor of Science (B.S.)	<ul style="list-style-type: none"> • 120 credits, leading to the baccalaureate degree • Admission requirements include: • Associate degree or 60 transferrable hours • Grades of C or better in any state-mandated prerequisites • Additional requirements specific to each baccalaureate degree program • Students are entitled to the full range of articulation and transfer rights outlined in the Statewide Articulation Agreement http://www.fldoe.org/policy/articulation/ • Completion of the standard Florida foreign language requirement necessary for admission • Emphasis on intensive and early site-based experiences • Special graduation requirements per program • Must be approved in advance by the BOT • Must be approved in advance by the State Board of Education • Must be approved in advance by the SACSCOC, per SACSCOC substantive change guidelines

Type of Program	Characteristics
Associate in Arts (A.A.)	<ul style="list-style-type: none"> • 60-credit transfer degree designed to equal the first two years of a bachelor's degree program. • High school diploma or equivalency required for admission • Protected by the Statewide Articulation Agreement (http://www.fldoe.org/policy/articulation/), which guarantees admission to one State University System if NWFSC awards a degree. • Minimum of 36 General Education credits in specific subject categories, inclusive of defined common core courses, plus 24 elective credits, which should be planned to meet prerequisites of the desired bachelor's degree program, which are defined for Florida universities in the Common Prerequisites Manual by searching here: https://cpm.flvc.org/advance-search • All courses must be College credit transfer courses; no developmental education or vocational credit courses may be counted in the degree • Must be approved in advance by the SACSCOC

Type of Program	Characteristics
Associate in Science (A.S.)	<ul style="list-style-type: none"> • 60 or more credit degree in technical/professional are designed to prepare students for a specific occupation or career • AS programs articulate to baccalaureate programs within the Florida College System; some AS degrees are transferrable to universities where state articulation exists. • Must carry state-approved title • High school diploma or equivalency required for admission • Minimum of 18 General Education credits (all transferable as General Education to the university), plus remaining credits in technical/elective courses • All courses must be College credit; no developmental education or vocational credit courses may be counted in the degree • Special graduation requirements per program • Must be approved in advance by the BOT • Must be approved in advance by the State Board of Education • Must be among programs on the state-approved list, adhere to state-established curriculum frameworks, and meet state program length requirements must be approved in advance by the SACSCOC

Type of Program	Characteristics
College Credit Certificate (CCC)	<ul style="list-style-type: none"> • Fewer than 60 credits certificate programs in technical/professional are designed to prepare students for a specific occupation or career, generally a year-long program • Must be among programs on the state-approved list, adhere to state-established curriculum frameworks, and meet state program length requirements • Must carry state-approved title • No General Education credits required, but may include such courses as part of the program • All courses must be College credit (but not necessarily transferable); no developmental education or vocational credit courses may be counted in the degree • Special graduation requirements per program • Must be approved in advance by the BOT • Must be approved in advance by the State Board of Education • Must be among programs on the state-approved list, adhere to state-established curriculum frameworks, and meet state program length requirements • Must be approved in advance by SACSCOC if it represents a significant departure from the existing program per SACSCOC substantive change guidelines • Students may be automatically awarded embedded certificates when earning a related A.S. degree.

Type of Program	Characteristics
Associate in Applied Science (A.A.S.)	<ul style="list-style-type: none"> • 60 or more credit degree in technical/professional are designed to prepare students for a specific occupation or career must be among programs on the state-approved list, adhere to state-established curriculum frameworks, and meet state program length requirements. • High school diploma or equivalency required for admission • Minimum of 18 General Education credits, plus remaining credits in technical/elective courses • All courses must be College credit; no developmental education or vocational credit courses may be counted in the degree • Special graduation requirements per program • Must be approved in advance by the BOT • Must be approved in advance by the State Board of Education • Must be approved in advance by SACSCOC substantive change guidelines
Career Certificate Program (CCP) (previously Postsecondary Adult Vocational; PSAV)	<ul style="list-style-type: none"> • Clock hour programs in technical/professional are designed to prepare students for a specific occupation or career; generally, a year-long program • Must be among programs on the state-approved list, adhere to state-established curriculum frameworks, and meet state program length requirements • Must carry state-approved title • No General Education required • All courses must be clock hours; no developmental education credit courses may be counted in the degree • Special graduation requirements per program • Must be approved in advance by the BOT • Must be approved in advance by the State Board of Education • Must be approved in advance by the SACSCOC if it represents a significant departure from the existing program

Questions and Answers about Florida's Course Repeat Rules

Q. How many times can a student take a college-credit course?

A. State rules limit the number of times a student may enroll in the same College credit course. Courses completed successfully may not be repeated without permission unless noted in the catalog. In general, a student may enroll three times in a particular College credit course; the original enrollment plus two repeats if the student does not complete the course in their other attempts. On the third attempt, however, the student must pay the total cost of instruction or approximately four times the regular tuition. In addition, the student is not allowed to withdraw from their third attempt; instead, the grade of "W" would automatically convert to a grade of "F" at the end of the semester.

Q. Can students repeat a course if they receive an "A," "B," "C," "P," or "S"?

A. No, unless extenuating circumstances and an exception are approved. Direct the student to Student Success Navigators for assistance.

Q. How much will it cost if a student is eligible to repeat a developmental education or a college-credit course?

A. Unless an exception is granted for extenuating circumstances, students must pay the total cost of instruction (about four times the usual tuition) on the third attempt at a developmental education or College credit course. To be considered for an exception, a student must submit the [Fee Waiver: Third or Fourth Course Attempt](#) appeal form and indicate their request for a 3rd or 4th Attempt Full Cost of Instruction Appeal.

Q. What can a student do if they have used up their course attempts but still need a course as a prerequisite to continue in College?

A. The student should talk to a Student Success Navigator (in Raider Central of Building 400 on the Niceville campus). In certain extenuating circumstances, an exception to these rules may be available. In any case, Navigators will help the student evaluate their situation and make recommendations to help the student continue toward their education and career goals. Students enrolled in College credit and developmental course enrollments, beginning with the third attempt in the same course, pay the total cost of instruction (based on action by the Florida Legislature). Per state statute, students cannot enroll in a fifth-course attempt.

Q. What does it mean to “attempt” a course?

A. According to state rules, “attempting” a course means that a student has registered and received a grade in the course at the end of the term. Grades that indicate a student has attempted the course include “A,” “B,” “C,” “D,” “F,” “FA,” “I,” “P,” “S,” “U,” “W,” and “WN” (and their developmental course grade and grade amnesty equivalents). An “X” (awarded for auditing a course) does not count as an attempt if the student declares the audit before the end of the schedule adjustment period. If the student changes to audit after the end of the schedule adjustment period, the student will receive an “XC” grade that does count as an attempt.

Q. When did the College start counting course attempts (number of times a student has taken a particular course)?

A. The state and the College started tracking and counting students’ attempts in each course beginning in the fall of 1997. If a student attempted courses before Fall 1997, they would still appear on their transcript; however, under the state rules, these attempts will not be considered toward a maximum number of allowable repeats nor the total cost of instruction policy.

Q. If a student took a course at a different College, will that count as an attempt?

A. Transfer credits appear on the student’s permanent records as a course attempt and apply to the standard repeat rules; however, they are not considered an attempt toward the total cost of instruction policy.

Q. If a student receives an “I” in a course, will that count as an attempt?

A. Yes, it counts as a course attempt. In addition, the student will not be allowed to re-enroll in a course in which they currently have an “I” grade, nor can they register for a course in which the course in question is a pre-requisite or co-requisite.

Q. If a student changes classes during registration and drops a course, is the dropped class counted as an attempt?

A. No, so long as they drop the course before the drop/add deadline.

Q. If a student took a class through dual enrollment or concurrent enrollment, will that count as an attempt?

A. Yes, these course attempts follow the same repeat rules and the total cost of instruction policy.

Q. If a student drops the class later in the term and receives an administrative withdrawal, does that count as an attempt?

A. If the student is approved for an Administrative Withdrawal, it will be included as an attempt, and the class record will appear on their transcript with a final grade of “W.” However, if the student is approved for an Administrative Drop, then no, it would not count as an attempt, and there is no class record on their transcript.

Q. If a student receives credit for a course through DANTES, CLEP, AP, or IB, will that count as an attempt?

A. Yes, if the student receives credit for a course through any credit-by-exam or acceleration method, that course is counted as an attempt toward our repeat rules but not toward the total cost of instruction policy.

Remember, the best ways for a student to deal with the course repeat rules are:

- Work with a Student Success Navigator to plan their studies.
- Use the free tutoring available at the College to support academic success.

Types Courses

Type of Course	Characteristics
College Credit Transfer Courses (A&P, PSV Dual)	<ul style="list-style-type: none"> Numbers assigned through Florida's State Course Numbering System (SCNS); classified as Advanced and Professional (A & P) or Postsecondary Vocational (PSV) - Dual A credit hour is one 50-minute Carnegie hour Credits may apply to any program or certificate Numbering format is alphanumeric, and the number will always be at the 1000 or 2000 level (e.g., ENC 1101, ACG 2001, CGS 1570) for lower division courses and will always be at the 3000 or 4000 level (e.g., BUL 3320, MAE 4312C) for upper division courses Nearly all courses are transferable within the Florida state higher education system. Students should consult the SCNS for possible exceptions (see page 13 of the SCNS handbook).
College Credit Non-Transfer Courses (PSV)	<ul style="list-style-type: none"> Numbers assigned through Florida's SCNS; classified as PSV only – non-transfer (NOT Dual) A credit hour is one 50-minute Carnegie hour Credits may apply to any B.A.S., B.S., A.A., A.S., A.A.S., CCC, ATD, or CCP program The numbering format is alphanumeric, and number will always be at the 1000 or 2000 level (e.g., PLA 1200, OST 2335) Not generally transferable to a university unless an articulation agreement is in place Usually, these courses have 9 in the second digit of the course number (e.g., GEB 1949)

Type of Course	Characteristics
Developmental Education Credit Courses	<ul style="list-style-type: none"> • Numbers assigned through Florida's SCNS; classified as developmental • Fifteen "lecture" hours = one developmental education credit, and thirty (or sometimes forty-five) "lab" hours = 1 developmental credit • A credit hour is one 50-minute Carnegie hour • Students note exempt from placement testing may be required to take specific developmental education courses as a result of such tests • Credits may NOT be applied to any program of study • The numbering format is alphanumeric, and the number will always be at the 0XXX level. For example: MAT 0028
Vocational Credit/Technical Credit Courses (CCP)	<ul style="list-style-type: none"> • Numbers assigned through Florida's SCNS; classified as postsecondary adult vocational • Thirty "lecture" and/or "lab" clock hours = 1 vocational credit. A clock hour is one 60-minute hour. • Clock hours apply only to the Career Certificate Program (CCP) and may NOT be applied to an A.A. or A.S.; clock hours may be equated to specific non-transferable college courses if an official articulation/equivalency plan has been approved. • The numbering format is alphanumeric, and the number will always be at the 0XXX level. For example, in CJD 0710 and PMT 0153C, vocational credits are difficult to distinguish from developmental education credits in the course numbering system, but the rule is that any "0" level course with a prefix other than MAT, REA, or ENC is vocational.
Non-Credit Courses	<ul style="list-style-type: none"> • Numbers are assigned locally, not through Florida's SCNS • All numbers for non-credit courses begin with an "X." • "X" level courses may NOT be applied toward completion of a B.A.S., B.S., A.A., A.S., A.A.S., CCC, CCP, or ATD program

Instructional Delivery Methods

Delivery Method	Description	Comments
Traditional	<ul style="list-style-type: none"> • Instructor and students are present at the exact location at the same time. • All sections will use a Learning Management System (LMS) shell to post syllabus, individual grades, <u>and point-in-time calculated grades</u>, at a minimum. 	<ul style="list-style-type: none"> • Maybe part of the regular load or supplemental assignment
Online	<ul style="list-style-type: none"> • Course Content • Peer-to-Peer Engagement/Discussion Board • Instructor Initiated Engagement • Accessibility • Learner Support <ul style="list-style-type: none"> ○ Technical Support ○ Academic Support 	<ul style="list-style-type: none"> • Faculty members can teach online classes only after completing NWFSC's Online Instructor Certification course.

Delivery Method	Description	Comments
Online Live	<ul style="list-style-type: none"> • Instructor and students are present in the exact virtual location at the same time. • Instruction is delivered online using the LMS and videoconferencing software. NWFSC uses Zoom for videoconferencing. The textbook and readings may also be available online. • Students are responsible for ensuring regular computer and web access. • Instruction provided is analogous, but not equivalent, to traditional instruction. Face-to-face instruction is adapted for the Zoom environment, and virtual tools (onboard or offered via the internet) are used to promote student engagement. • The required “First Day” minimum standards for online course shells are also required for Online Live. 	<ul style="list-style-type: none"> • Workload impact is equivalent to traditional method and comparable to online courses for calculating faculty load. Faculty must complete the Online Instructor Certification Course. • Instructors observe “Online Best Practices Guidelines.” • Online Live courses are equivalent to online classes for calculating faculty load. • Virtual office hours (offered via Zoom) are required for Online Live courses. • Faculty members can teach online classes only after completing NWFSC’s Online Instructor Certification course.

Delivery Method	Description	Comments
Hybrid (Traditional Classroom + Online)	<ul style="list-style-type: none"> • Uses a combination of traditional classroom instruction and online learning • Initial meeting may be an in-person class meeting or an online assignment. • Some subsequent instruction is structured as a traditional classroom; the remainder is online learning • Meeting dates must be indicated in the schedule of classes and RaiderNet. • Hybrid courses must be at least 50% face-to-face. Exceptions must receive prior approval from the Office of Academic Affairs. • All sections will use an LMS shell to post syllabus, grades, and <u>point-in-time calculated grades</u>, at a minimum 	<ul style="list-style-type: none"> • No more than two full sections (18) of hybrid may be used to meet the regular load obligation, and the Vice President of Academic Affairs approves an exception. • Unmet class sessions must be scheduled as office hours when the course is used as part of the regular load obligation

Academic Calendar, Final Exams, and Parts of Term

The academic calendar is created in Academic Affairs each year for two years in the future.

The [calendar webpage](#) has links to the academic calendars, final exam schedule, and the parts of the term calendar. Most parts of the term for classes have a three-day window for students to drop a class. This differs from the regular sessions each term (i.e., 1, 2, 3, 4), each with a seven-day window for students to drop a class. Also on the calendar webpage is a monthly view of the Ad Astra scheduled events.

Syllabus Template

Before each semester starts, Academic Affairs publishes an ADA-compliant syllabus template required for faculty in all classes that term. Departments have the Word template for the syllabus, which is published in the Academic Affairs SharePoint for faculty use.

The state requires that faculty post the syllabi for their general education core courses at least 45 days before the term starts. This Gen Ed Core course template shows the needed elements. Syllabi should be sent to:

Office of Academic Affairs

Building 400, Suite 228, (850) 729-5363

Mandatory Syllabus Language for Hurlburt Field Classes

If the class you are teaching is offered at Hurlburt Field, the following language must be published on the syllabus for the class:

By registering for a class that NWFSC offers at the Hurlburt Center, you agree to follow the policies and procedures of NWFSC and the Department of Defense. You voluntarily take on the risk of injury from your surroundings or others at the Hurlburt Center by attending any class or part of a class at the Hurlburt Center. If you are injured or your property is harmed while at the Hurlburt Center, you agree to release to the fullest extent allowed by any applicable law any claims (for money or anything else) that you may have now or anytime in the future against NWFSC (which means its trustees, employees, representatives, or volunteers) or the United States. You also agree to defend NWFSC and the United States and to be personally responsible for any claims or damages against NWFSC or the United States that come up at any time now or in the future in any way related to things you do or fail to do related to any class or part of a class at the Hurlburt Center. You understand and agree that you have read this section and are waiving your rights to pursue legal action as stated.

Best Practices for Online & Hybrid Classes

Online Campus - Mission Statement

The CITL supports the core mission of NWFSC by providing the resources and services to satisfy the educational needs of the College community.

The CITL promotes teaching excellence and student achievement by cultivating a feature-rich learning ecosystem on NWFSC's Online Campus, establishing agreements with organizations, Colleges, and Universities, and equipping faculty to develop online and hybrid courses that reflect best practices in online education.

Guidelines on Regular and Substantive Interaction

The Federal United States Department of Education regulatory definitions of distance education require that institutions ensure [Regular and Substantive Interaction \(RSI\)](#) between students and instructors. An emphasis on regular and substantive interaction is consistent with well-documented research-based effective practices in online course design and delivery.

In online teaching and learning environments of any kind (asynchronous, synchronous, blended/hybrid), regular and substantive interactions must include two of these five actions:

1. Be with an instructor as defined by the institution's accreditor.
2. Be initiated by the instructor.
3. Be scheduled and predictable.
4. Be academic and relevant to the course.
5. Substantive interaction assumes *direct interaction between the learner and the instructor* and requires direct instruction from the instructor, including:
 - a. Assessing or providing feedback on a student's coursework.
 - b. Providing information or responding to questions about the content of a course.
 - c. Facilitating a group discussion regarding the content of a course or competency.
 - d. Other instructional activities approved by the institution's or program's accrediting agency.

Instructor Responsibilities

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

- Communication with online students
- Frequent and meaningful assessment of student work
- Office hours
- Online class design
- Professional development

Communication with Online Students

Online classes facilitate instructor-student and student-student interactions, which should be evident in the class design. SACSCOC publishes Best Practices for Electronically Offered Degree and Certificate Programs¹, which stresses the importance of appropriate, carefully structured, effective interactions with the student, including timely response and feedback on student assignments.

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

- Include instructor contact information within the online course
- Send an early email to students welcoming them to NWFSC and the online course
- Provide course introduction information for students
- Initiate regular communications with students, providing class feedback, reminders, etc.

- Respond promptly to inquiries by students, preferably within 24 hours, excluding holidays, weekends, and school closures
- Provide feedback on assignments within the period stated in course content. Strive to provide input in a consistent, timely fashion using various tools.
- Be aware that online students may be in another time zone
- Observe best practices in netiquette² (internet/network etiquette)

Office Hours

Research indicates that contact with instructors outside the classroom promotes student persistence in college. Instructors should also allow online and hybrid students to contact them outside of school. As they would for students in traditional courses, instructors must announce and maintain regularly scheduled, published office hours. Even though online students may not be available for in-person meetings, providing office hours is a way for students to know when they are best reached by phone or are most available for a web conference.

Instructors are encouraged to be flexible in scheduling times for synchronous web conferences with online students. Online students may be in different time zones and will likely participate in online instruction outside regular business hours. To facilitate communication with online students, instructors may consider using various technologies (e.g., chat tools and web conferencing) or be available virtually for online “walk-ins” regularly during some in-person office hours.

Online Class Design and Content

NWFSC strives to provide online student success rates comparable to traditional ones. SACSCOC's Best Practices state that online classes will offer comparable student learning outcomes to classes offered in the conventional format. Additionally, SACSCOC's Best Practices recommend that "...the institution provides a coherent plan for the student to access all courses necessary to complete the program or notifies students of requirements not included in the electronic offering."

Organized, logical, cohesive class design is crucial for online students' success. In online classes, straightforward navigation and well-organized content promoting active student engagement are essential. Part of this process is ensuring that all resources for each class are readily available to the student. Instructors should use the NWFSC quality checklist³ and avail themselves of support offered by the CITL. In addition, instructors should make sure they provide students with course policies in the syllabus template.

Materials used to create online classes and documents fall under NWFSC's copyright and intellectual property policies. Within the online classroom, students should find a syllabus, news items, instructor information, learning activities, discussion areas, assignments, deadlines, and grades. Course content, tasks, and learning activities should align with and assess the stated learning objectives for the course. Each semester, the instructor needs to provide updated student materials. Course quality criteria are established for online classes. Online classes must be facilitated through the LMS.

As a best practice, online course content should not be modified or deleted after a class has ended. The course content and grades should be exported and saved to an external storage location for safekeeping and reference in case of audit. This is essential for situations when a student grade challenge may occur. Students have 30 days to challenge any grades from closed courses.

NWFSC is committed to offering students the same quality of education through online and hybrid courses as in the traditional classroom. Instructors should provide students with supplemental resources within the online classroom to increase the likelihood of their success. Resources are available to online learners, such as academic advising, Learning Commons, Accommodation Resource Center (ARC), student technical support, and Learning.

Resource Center and Ask-a-Librarian. Links to these services may be found within the LMS and on the Online Campus website. Students find short videos instructors create helpful; these must be close captioned to meet disability law requirements. The CITL can provide the software and support to help instructors quickly produce such videos.

Online and hybrid courses are subject to the same rules as traditional, in-class courses for refunds, prerequisites, placement, withdrawals, repeat rules, grading, and other academic policies. Depending on student eligibility, financial assistance may be available for these courses in the same manner as it is for traditional classes.

Assessing Student Work

Instructors are encouraged to use a variety of mechanisms in the course to assess student work.

Tools available to online instructors include but are not limited to Assignments, Discussions, and Tests. Additionally, SafeAssign and Turnitin are integrated fully within the LMS to verify student coursework's originality.

Instructors should provide multiple instances of advisory feedback before the end of the withdrawal period.

Online students will fare better if all assignments, quizzes, and exams are returned to them promptly so that they can better gauge their progress. Students, especially those online, become frustrated and discouraged by delays in feedback. A best practice is for instructors to post a policy on assignment turnaround, adhere to the posted turnaround time, and notify students when occasional delays occur.

Testing

Flexibility is critical in online teaching, especially when it comes to testing. Instructors should provide reasonable accommodations for testing, considering the diverse needs of online students. Some NWFSC online courses may require proctored assessments, but online proctoring is available to meet this requirement.

- Proctored exams may be held at the instructor's discretion. If a faculty member decides to have a proctored midterm or final exam on campus, the exam should be scheduled on the dates indicated on the NWFSC Academic Calendar.

- When instructors decide to use proctored exams, it's essential to clearly state the information and testing options in the course syllabus. Students may be allowed to use the College's online proctoring services. Those approved for testing accommodations can coordinate with their professor to test in the Testing Center, also available for makeup exams. Students who require a computer (and lockdown browser) to test are welcome to use a computer in the Learning Commons. For more information and availability, visit the Testing and Learning Commons.
- Optional proctored exam resources are available through the CITL.
- Classroom reservations for proctored exams are the responsibility of the individual instructor. Please use Ad Astra, the NWFSC room scheduling system, to reserve a room for a proctored exam.

Technology Systems: RaiderNet, LMS, CourseEval, and Email

RaiderNet is the official repository for faculty schedules, rosters, and student grades. The LMS is a repository and course delivery system that should reflect enrollment information in RaiderNet. Email outgoing from the LMS is retained in the LMS' outgoing mailbox (Sent Folder). It is recommended that messages within the LMS not be deleted.

Official College Email System

College email is the official communication method of the College. Faculty are expected to use College email to conduct business, including when corresponding with colleagues and students. All students receive a College email address upon admission to the College. Ask students to use college email for all class correspondence. Faculty are expected to respond to student emails within 1 to 2 business days. Only college-issued email addresses should be used to communicate with students.

Online Faculty Support and Professional Development

Technical support, professional development services, and publisher content are available online
instructors through the CITL and in the LMS.

CITL Resources and Assistance

- [SACSCOC Best Practices for Electronically Offered Degree and Certificate Programs](#)
- [NWFSC LMS website](#)
- [Virtual Resources for the Online Student](#)
- [NWFSC Online Campus Website](#)
- [RaiderNet](#)
- [Ad Astra Schedule or directly](#)
- [Official College Email System](#)
- [Technical Support](#)
- [NWFSC Professional Development and Quality Checklist](#)

Instructional Materials & Textbook Selection Procedure and Criteria

Textbooks are intended to aid student learning. Using standard textbooks ensures at least one common element across all course sections. Accordingly, the textbook should be an integral part of the course instruction. Faculty and students must view the textbook as a subject matter reference, a complement to instructor-provided information, and an aid to student learning.

Course textbooks adopted by the academic department must be used in all course sections. Supplemental materials may vary by section but are not to be assigned instead of the typical textbook. Exceptions to this standard may be made for approved pilot projects or action research activities or when technical/software complications affect using a standard text for the online and traditional versions of a given course. Unless precipitated by a publisher-mandated change, textbooks will not be changed mid-year or more often than once every three years.

Full-time faculty members recommend the course textbook(s) selections within an academic department who regularly teach the course. They are then submitted as recommendations to the appropriate Program Director/Department Chair for submission to the Curriculum Work Group for further review and approval. Open Educational Resources (OERs) will follow the same process.

Textbook Selection Criteria

When selecting a textbook and other instructional material, apply the following criteria:

- Necessity of the change
- Quality and accuracy of content
- Compliance with disability-related access laws for textbooks and e-content (see Guideline on Choosing Accessible Instructional Materials)
- Cost to students, including other delivery options for the content
- Availability of used copies; resale issues (e.g., access codes, pins, etc.)
- Reliability of publisher and experience with publisher/supplier
- Quality of student support materials (including e-content when the online format is applicable)
- Impact on dual enrollment

Technology Access and Used Books

Students benefit from being able to buy used books. However, for used books to be available, peripherals, such as CDs or access codes, must be available as stand-alone purchases.

Custom Consumable Packages

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

Digital Content for Online Courses

- All digital content must be available in the LMS format.
- Consider creating a customized electronic textbook through the publisher, which can save students money and provide just the content you want.

Other Considerations

- To increase purchasing power and negotiate lower costs, consider working with other Colleges using the same textbook.
- Be sure that copyright allows instructors to put publisher-provided PowerPoints online.
- Try negotiating free textbooks or access codes for the CHS students who do not pay for their books—NWFSC supplies these textbooks at a considerable cost.

Non-Traditional Formats

Open Textbooks (OER)

Open-source textbooks are freely accessible digital textbooks that can be read, self-printed, or downloaded via any computer with internet access. In addition, students may order a commercial “print on demand” copy of an open textbook at 40 to 60% of the cost of a similar commercially available textbook.

Often, both black-and-white and color editions are available. A modest fee may be included in the cost or attached to a course if a printed textbook is used to support the infrastructure. Printed versions of most open textbooks may be sold through the bookstore.

The digital repositories listed below are an excellent source for finding open educational resources. Faculty selection committees considering these books are encouraged to ensure that the criteria of content quality and accuracy are applied. Open educational resources support a course best when the instructors' and students' abilities match the skills needed for this textbook type. The library provides an info guide with more sources for peer-reviewed texts.

Following are links to open textbook repositories:

- [The OER Guide](#)
- [Lists of providers are in the tab "OER Providers & Projects."](#)
- [Open Textbook Library](#)
- [Community College Consortium for OER](#)

EBooks

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

Adoption Process

NWFSC uses the Barnes & Noble AIP system for textbook adoption. Once a book/resource has been selected, the chair/director verifies that all appropriate criteria were considered in the process, presents the textbook selection to the Curriculum Work Group for review and approval, and, upon approval, authorizes the staff assistant to enter the adoption into AIP. All book adoptions must be completed by the dates below to meet state requirements in Florida Statute 1004.085

Guidelines for Choosing Accessible Instructional Materials

As you consider course material for your class, you will need to investigate whether all planned materials will be in compliance with disability-related access laws, such as the [Americans with Disabilities Act and Section 504/508 of the Rehabilitation Act.](#)

Though accessibility covers many concepts, here are a few basic questions that faculty should attempt to answer regarding the materials being considered for classroom use to provide NWF students with needed access:

1. **Does the e-content that you are considering provide screen reading and enlargement capabilities or allow adaptive software to run on it to provide these capabilities?** Adaptive software, such as Screen Readers, Text-to-Speech Readers, or Screen Enlargement, can read electronic print aloud to someone who is blind or who has a reading learning disability or enlarge materials for someone with low vision. Some publishers are building this software into their e-content. When that is not the case, separate adaptive software exists to read or enlarge e-content. However, some e-content is “proprietary,” meaning it will not allow another piece of software to act upon it.
2. **Does the e-content have a screen reading and enlarging feature built-in?** If no, ask: Will the e-content allow a third-party piece of software to act upon it? Ask if the e-content will allow highlighting/selecting/copying of the material. If the e-content can be selected and copied, it will likely be accessible by the reading/enlarging software. If selecting/copying is blocked, the third-party reader/enlarger will likely be blocked.
3. **Can adaptive software read all documents associated with my course?** Screen reading and text-to-speech software cannot read images or text embedded in Flash animations/movies/simulations.
 - a. **What to ask:** Are materials text-based PDFs or Word documents? Be sure your files have renderable text and are not scanned documents that will be unreadable by adaptive software.

4. **Are materials with audio output (videos, voice-over materials) Closed-captioned?** Closed Captioning provides individuals with hearing disabilities with a print representation of audio content. Ensuring that videos or other audio materials are captioned before you purchase them will save the College significant staff time and money.
- a. **How to review this accessibility need of your materials:**
- i. In the material description, look for the **CC** symbol or wording that says, 'closed captioned.' If none is found, ask your rep or publisher:
 - ii. Is there an alternative transcript of the audio material? If a transcript is available for the material, this can sometimes be a suitable substitution for closed captioning. There are questions that Accommodation Resources can help you consider regarding the adequacy of a transcript for your specific course.
 - iii. If using supplemental videos from YouTube, please verify that the transcript is accurate before posting it to course content. Although YouTube does provide a captioning feature, the transcript often needs some revision.
 - iv. If video material is not closed captioned, please contact Accommodation Resources for assistance before the video is needed to allow time for closed captioning.
5. **Can all software and documents associated with your course be navigated using the keyboard alone— Not mouse-dependent?** Individuals who are blind or have specific physical disabilities may be unable to use a mouse to interact with e-content. Individuals must be able to move through your e-content using keyboard strokes only.
- a. **Ask your book rep or publisher:** Can all interactivity (media players, quizzes, flashcards, etc.) be completed by keyboard strokes alone (no mouse required)?
6. **Does your publisher have a Voluntary Product Accessibility Template (VPAT) that can be provided to you?** Disability law changed in early 2017 to encourage vendors to create and provide VPATs regarding e-content. A VPAT should help answer many of the College's questions about the accessibility of the materials you are considering.
- a. **What to ask the rep or publisher:** Can you provide a copy of a VPAT or other print material about accessibility for each e-content product I am considering?
- i. **Important:** Any information you receive from your rep or publisher about the accessibility of the e-content should be kept by the office specialist in your department.

Don't hesitate to contact Accommodation Resources if you have questions about course materials or the accessibility information you receive from your publisher.

Accommodation Resources Telephone: (850) 729-6079 or ext. 6173 Accommodation

Resources Email: ARC@nwfsc.edu

Textbook Adoption/Adoptions & Insights Portal from Barnes & Noble College

Textbook adoptions are completed by the office specialists as directed by the program director or department chair. Textbooks should only change every three years. Faculty must check with their chair or program director at least a month before a textbook update is due. There may be exceptions made sometimes due to unavailability or sudden edition changes. The deadlines for adopting textbooks are as follows:

Fall: April 1st of the same year before the start of the term

Spring: October 1st of the prior year before the start of the term

Summer: March 1st of the same year before the start of the term

Please refer to your program director or department chair for information about textbook adoptions.

Guidelines for Instructional Use of Social Networking Tools

NWFSC faculty may incorporate social networking tools to build a community of learners and extend learning beyond the classroom setting. Note that TikTok cannot be accessed through the college network; therefore, students will not be required to participate in assignments or other classroom activities.

NWFSC's LMS provides opportunities for students to connect, collaborate, and build community beyond the classroom. If an instructor chooses to use social media for this purpose, the following guidelines for responsible social media use must be followed:

The Do's of Using Social Networking Tools

1. Because some students have serious privacy concerns about social networking, using these tools in a class cannot be mandatory. Therefore, they can provide enrichment but cannot be the sole source of any instructional content.
2. When the application offers the option, instructors should use a private page, e.g., a Facebook group, which can only be joined by invitation. Such measures protect students from some online risks.

3. Some social networking applications may stipulate that content posted on their sites becomes their property; therefore, users should think carefully about a) giving up intellectual property rights and b) seeing their posted content on the Internet in the future.
4. Instructors should provide students with:
 - a) a statement that the page administrator may remove postings at any time (when the tool allows this action);
 - b) The required syllabus statement regarding social networking: This class uses a social networking site to build community and enrich students' overall experience. Participation in this site is optional and not a required element of the class; all essential course information will be presented in the classroom or online, via video, etc., depending on the class (traditional or distance). The instructor takes careful precautions to safeguard students on the Internet; however, risks still exist, as with many Internet interactions. By participating in the class's social networking site, you accept responsibility for the information you post and assume the risks associated with social networking sites.
5. Effective use of social networking sites requires that the instructor checks daily and update at least weekly. Users will abandon untended sites.
6. Students should be instructed about the nature of social networking sites and the unique requirements of the populations they work with, i.e., The Health Insurance Portability and Accountability Act (HIPAA) for nursing students and FERPA for teacher education students.
7. All students should be instructed on social networking etiquette and information regarding their classmates that they should not disclose. Students must be informed that their activity use of social media tools for classroom activities and engagement is subject to the same conduct standards as any other student behavior.

Creative Ways to Provide Student Feedback

Providing students with early, frequent, and timely feedback is crucial to retention and success. Research at NWFSC has demonstrated a direct correlation between the number of times a student receives feedback and the student's chances of success in the course—the more feedback, the better! A midterm grade and a final grade are not considered sufficient under the NWFSC approach to instruction. As instructors, we are responsible for ensuring that students receive the feedback they need to excel in their studies.

Ideally, research tells us that six to eight feedback points make the difference. Every point of feedback need not be a time-consuming grading activity for the instructor, and many can serve as incentives for attendance and class participation. Consider the following ways to increase student feedback:

- Provide the first instance of feedback within the first two weeks of class.
- Increase the number of exams you give in the class; if grading them on time is an issue, consider more exams, but make each one slightly shorter. Instead of three-hour exams, try five or six-thirty-minute ones spread across the term. It will take less time to grade and give students more frequent feedback.

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

- Conduct five to ten "pop quizzes" of four or five short-answer questions that grade quickly and count for some appropriate portion of the total course grade.
- Consider implementing a series of self-tests that students grade themselves and submit to you for a few points. This approach promotes active learning, as students directly assess their understanding. For instance, they could be required to submit a set number of self-graded quizzes, either in hard copy or online, for a small proportion of the total points available in the course grading scheme.
- Grade for completion only. Since such quizzes are used as checkpoints, there is no need to prepare multiple versions, and the same quizzes can be reused in subsequent terms and classes.
- Encourage students to create quiz questions with correct answers and several incorrect options. These quizzes can be graded as a small group activity in class or online. Each student then submits their completed quiz to you for an "all or nothing" assignment of points. While the proportion of the final grade is small, this activity adds value for the students, offers immediate feedback, and minimizes your grading workload.
- Utilize tools within the LMS to provide feedback in unconventional ways. Qualitative audio and video feedback add to the teaching presence of your course shell and can give students personalized insight into improving their work without a significant time commitment from the instructor.

Faculty Responsibilities and Expectations

Ethical Standards in Teaching

The American Psychological Association (APA) has published a code of ethics for psychology teachers (<https://www.apa.org/ethics/code>). The American Association of University Professors (AAUP) and the National Organization for Legal Problems in Education (NOLPE) have published extensive materials concerning the instructional discipline.

- The instructor should encourage students in their quest for knowledge, giving them every assistance in freely exploring ideas. Teaching frequently and legitimately involves the presentation of disquieting facts and controversial theories, and it is the examination of perplexing issues that students most need the guidance of a good instructor. Disturbing concepts should not be withheld from students simply because they may distress some individuals. When problems are relevant, they should be given complete and objective discussion so students can make intelligent decisions about them. However, presenting ideas is likely tricky for some students to accept and should be governed by tact and respect for the individual.
- An instructor should respect the student's right to privacy and not require students to give details of their personal lives that they may wish to withhold. Instructors must avoid unnecessarily prying into personal information not pertinent to the classroom.
- The instructor should be mindful of the power dynamics in the college setting. As with the employer-employee relationship, there is an inherent power difference in the instructor-student relationship. The less powerful person may perceive a coercive element in suggestions, requests, instructions, or situations unrelated to the classroom or service. A teacher should require students only to do activities designed to contribute to the student in the area of instruction; other activities not related to course objectives or not having discernible secondary value related to the course goals should be made available to students voluntarily.
- The instructor should respect the student as an individual and adhere to the role of instructional guide or advisor, conducting evaluations with objectivity, sound reasoning, logic, and balance; making decisions accessible of prejudice, impartiality, or emotional bias; and conducting instructional activities in an atmosphere of equality, civility, and mutual respect.

- The wise instructor should avoid the appearance of impropriety as avidly as the reality of impropriety. In a questionable situation, err on the side of restraint.
- Therefore, ethical instructors will:
 - ✓ perform job duties without the arbitrary or capricious exercise of authority;
 - ✓ behave in such a manner that their words or actions cannot reasonably be perceived as coercive, harassing, or intimidating to a listener or an observer;
 - ✓ Maintain fairness and objectivity in all grading and evaluative activities, ensuring that students are held harmless if instructors err.
 - ✓ apply policies and decisions consistently and objectively without preference or bias to any students;
 - ✓ Avoid and condemn sexual harassment, intimidation, and exploitation of students;
 - ✓ provide timely access to course requirements and policies for all students;
 - ✓ conduct all instructional activities with civility and respect for all students;
 - ✓ be aware of and adhere to rules and policies;
 - ✓ be aware of and respectful of institutional and community mores;
 - ✓ Meet all College reporting expectations, including those that assess student learning and success.

Class Meetings

Classes are scheduled for the total hours listed in the course syllabus and are expected to meet for the entire length of each class meeting. Be sure to meet your class during the observed period and location throughout the semester, including final exam week, which should provide instruction/assessment for students. Classes will not be dismissed for a significant portion of any period nor shifted in location, meeting time, or number of sessions without advance approval of the appropriate supervisor.

Field trips are valuable learning experiences when designated explicitly as part of a course. Field trips must be approved in advance using the forms section in RaiderNet.

Faculty Schedules and Office Hours

Individual weekly schedules shall be established each semester by each full-time instructor in cooperation with their supervisor. Full-time faculty members must schedule 34 hours each week; supplemental assignments, if recommended by the chair/director and approved by the dean and Vice President of Academic Affairs, must be in addition to those hours. The weekly schedule must contain at least 25 student contact hours, comprising 15 hours of classroom instruction and 10 office hours at the faculty member's assigned location. The remaining 9 hours are Other Professional Activities (OPA). The faculty member must be available for campus engagement, activities, and meetings for these hours each week, and these hours may change every week depending on student and campus needs.

Class compensation will not include travel costs, except under unusual circumstances dictated by college needs and approved by the Vice President of Academic Affairs. Assignment of supplemental courses (including summer classes for 9-month faculty) is not guaranteed. It will be determined semester-by-semester, considering enrollment, faculty availability, instructional quality, and related departmental needs.

All full-time faculty members are responsible for 34 scheduled hours per week. The most common schedule will consist of 15 classroom hours, ten office hours, and 9 OPA per week. All full-time faculty can accomplish this in the Fall and Spring with a 15-credit course load and required office and OPA. 12-month faculty can achieve this during the Summer with a 12-credit course load and required office and OPA. Requests for variation of this schedule through release or reassigned time must be approved by supervision.

The Faculty Door Schedule only requires listing office and class hours (fifteen+ classroom/lab and ten office hours).

The schedule should be prepared in units of at least fifteen minutes. If an instructor's schedule changes during the semester, the signing and forwarding processes must be repeated for the new schedule.

The College's hours of operation are Monday through Thursday from 8:00 a.m.-4:30 p.m. Faculty office hours may be scheduled as early as 7:00 a.m. or as late as 9:00 p.m. to accommodate students with extended hours. All full-time faculty are expected to be on campus at least Monday through Thursday. Faculty who desire to have a part of their office hours scheduled on Friday can have shared office space assigned in the CHS or on the Fort Walton Beach Campus, both of which will remain open on Fridays. Faculty should expect occasional department meetings and other essential college functions or events to be scheduled on Friday. In such cases, attendance may be required or expected.

Work Groups

NWFSC is committed to utilizing various institution-wide work groups established by the President to support effective planning and decision-making within the College. Membership comprises faculty, staff, students, and administrators from across the College who are brought together to advance the institution's mission and support strategic initiatives.

The College's institutional work group structure supports successfully implementing the 2023-2026 strategic plan and provides appropriate procedural support for college-wide operations. The work group structure and membership will be updated annually to ensure the College remains responsive to evolving strategies and tactics associated with the three-year strategic plan.

Each work group has a designated chair who reports back to a member of the College's Executive Leadership Team, who then advances recommendations to the Circle, and the College President, who, in turn, considers the recommendation for approval or disapproval or refers it to an administrative deliberative body.

Faculty Schedule Guidelines

- All faculty, full-time and adjuncts, must notify students when they are available for questions/assistance.
 - Full-time faculty should do so in the class syllabus/policies and must post written notice of their 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 various ways (email, 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 comprehensive schedule showing where the adjuncts are located each term.
- Faculty schedules must be initialed/signed by the Program Director/Department Chair. This verifies that they have reviewed the schedule and agree to its accuracy.

- Schedule forms should be completed using the following guidelines:
 - Traditional and Online Classes within the Load
The schedule form must show online classes counted as part of the load. The form should show the hours the instructor would have spent in class had the course not been online. It is the faculty member's discretion when the hours are scheduled, but the time should accommodate student needs. The faculty member is expected to be available to students on campus during those hours, such as during class or office hours. The hours must be listed as office hours but may be held in the instructor's office, a classroom, or a lab, and the instructor must observe them at that location.
 - Overloads: Regular Classes and Online Classes
If the faculty member is being paid for a traditional class overload, several hours above 25 must appear on the schedule form. For example, an instructor paid to teach an overload of ENC 1102 must show the class hours on the schedule; their total student contact hours for the week would be 28 instead of 25.

Online and hybrid classes not counted as part of the load should be noted in the Comments section on the schedule. The Comments section should also be used for notes on hybrid classes (dates they meet) or whenever additional information is necessary for specific sections.

The door schedule template can be found on the Academic Affairs SharePoint site under Faculty Resources, Templates, then Faculty Door Schedule Template.xlsx (or by clicking [here](#)).

Please make sure you DOWNLOAD the file before making any changes!

If you don't have access to the Academic Affairs SharePoint, please get in touch with the Academic Affairs Coordinator at (850) 729-5363 or academicaffairs@nwfsc.edu or the CITL coordinator at (850) 729-6198.

Faculty Schedule Instructions

1. Complete the Faculty Schedule form, including OPA and reassignment time.
2. Save this file as the Door Schedule form, then remove the OPA and reassignment time.
3. In a light color, highlight the Office Hours for student visibility.
4. Have both approved and signed by the Program Director/Department Chair.
5. The Faculty Schedule Template is published in the Academic Affairs SharePoint.

Fundamental Instructional Obligation for Full-Time Faculty

Expectations for Delivering Course and Program Content

Faculty members are responsible for providing instruction per the course's administrative/departmental syllabus approved by the College. Consult the department chair or program director to request an administrative syllabus. As updates occur, program directors and department chairs will ensure that instructors teaching the course receive information about changes to the course. Instructors may enhance course content with related materials for additional depth and breadth, considering other courses in the program/course sequence. Course content must reflect compliance with Florida Statutes, and instructors should work to present course information with transparency and alignment with course objectives and goals. Specific instructional activities, class requirements, student assessment methods, grading, and presentation mode are the instructor's prerogative unless standards are agreed upon department-wide; this includes, but is not limited to, student learning outcomes and common assignments.

Final examinations must be administered using the established final examination schedule published on the NWFSC website. <https://www.nwfsc.edu/calendar/>. Instructors are not permitted to change the time or location of a final examination without prior approval of the chair/director and dean. Final examinations are held in the same room as the regular lecture class unless moved by Academic Affairs to resolve a conflict of time and place.

Syllabi must be available electronically (via the LMS). Instructors may, additionally, distribute hard copies of syllabi; however, this is not required. All instructors must use the syllabus template, which is updated and sent to faculty before the start of each semester.

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

Class Lecture Defined

A class lecture is a formal or systematic oral presentation as part of a College course intended to present information or teach about a particular subject. A class lecture will occur most often in a course identified by the College as a lecture-type course, whether online or in-person, as opposed to a lab course or a course section identified as a discussion section. Class lecture does not include lab sessions or activities, student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations (including any material relating to autopsy, personal health information, or patient treatment or history), crime scene

instruction, class exercises or activities involving student participation, test or examination administrations, field trips, private or other classroom conversations between students, or individual instruction, feedback, or dialogue between a student and the faculty member.

Course Outlines for Students

By adapting the syllabus template to reflect class-specific requirements, each instructor must provide a written explanation of the grading system, course requirements, and other class policies to all students in their classes. The syllabus must be detailed and precise and not conflict with other college policies or procedures. When a student escalates a complaint about a class beyond the instructor, a detailed syllabus can be a tool others use to quickly and efficiently respond and resolve a student's concern or grade grievance. Faculty are encouraged to review and update their syllabi carefully each semester to ensure that policies, tools, and resources remain up-to-date and relevant.

Recordkeeping

Instructors must keep individual assignment grades for all students updated in the LMS. Grades will be updated no less than once weekly to ensure students have updated information about their progress in a class. The College's LMS, Canvas, provides tools to calculate a point-in-time grade. Faculty are expected to use Canvas to provide students with a grade calculation so that integrations with other student outreach tools can effectively support persistence, completion, and retention.

Faculty must abide by the instructional record-keeping Guidelines provided in this handbook. Furthermore, electronic record-keeping must conform to FERPA guidelines protecting privacy and must be password protected.

Final course grades must be submitted promptly according to the College academic calendar and established processes. According to College policy, midterm grades must also be submitted in the fall and spring semesters. Faculty teaching students at the Collegiate High School will also receive progress reports; faculty are expected to complete these reports to support students enrolled in this on-campus, college-sponsored charter high school. Submitting grade data to the LMS does not satisfy the requirement for submitting an accurate progress report grade for CHS students.

College-wide and Departmental Responsibilities

Full-time instructors are to participate in other professional activities, including department and committee meetings, curriculum planning, student advising, program and student learning outcome reviews, evaluations, other College services, community outreach, professional development, and other activities. Faculty will be assessed on their advising, professional development, service to the College, and outreach to the community.

The College holds fall and spring Commencement events to celebrate students' achievements. Full-time faculty and Program Directors and Chairs are expected to attend all commencement ceremonies.

College Policies

Faculty must be aware of and adhere to established College policies and procedures, including the College Catalog, Employee Handbook, and Board Policy. Faculty may consult their direct supervisor, the Department Chair/Program Director, when in doubt. If additional guidance is required, the chair/director will engage the appropriate Dean, who will, in turn, confer with the Vice President of Academic Affairs as needed.

Titles, Emails, and Email Signature Blocks

The College provides academic ranks, as outlined in Board Policy, and an approved email signature block to support standardization of College representation.

The Title of Professor

Professor title is reserved for full-time faculty who have achieved continuing contracts following a five-year continuing contract process and have served an additional two years in their role (a total of seven instructional years with a successful award of the continuing contract). Faculty who have not yet been awarded continuing contract status and completed the additional two years of instructional service as Associate Professors should use Dr., Mr., Ms., etc., as appropriate until all criteria are met for the highest faculty rank.

Associate and Assistant Professors

The title of Assistant Professor corresponds with the first step toward continuing the contract—the faculty title changes to Associate Professor upon the BOT awarding a continuing contract. After two years as an associate professor, the faculty title changed to professor.

Signature Blocks

Please use the approved signature block provided by Strategic Communications for College Business.

Instructional Recordkeeping Guidelines

Attendance

NWFSC does not have an institutional attendance policy. However, as the demands for attendance records information and student accountability increase each year, instructors are encouraged to develop and include attendance expectations and a record-keeping system in syllabi. Such records are vital for FTE audits, financial aid audits, inquiries, program verification, charter school records, and dual enrollment tracking. Suppose a daily attendance record is not maintained. In that case, 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 2-3 days. For asynchronous non-traditional or online classes, activity or grade records are adequate.

Each full-time and adjunct faculty member must record their student's course progress within the current LMS. Electronic record-keeping must conform to FERPA guidelines, protect privacy, and be password-protected. Faculty must track the last date of attendance within three days and meet any other program or departmental requirements.

When a faculty member ceases employment with the College, instructional records should be submitted to the appropriate director or department chair for retention.

All faculty members must verify that all students attending class are on their RaiderNet rosters.

Faculty should not assume that LMS rosters provide an authoritative reference. RaiderNet is the official roster. Students may not attend class if they are not on the RaiderNet roster.

Attendance Issues		
Item	Comments/Policy	Action Required
Class Rosters	Students not appearing on the RaiderNet class roster are NOT authorized to attend class.	Students should be directed to Student Success staff to reconcile any discrepancies .
No-Shows (never attended)	<p>A student MUST begin attending all their 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 they attend at least one class for each course included in the enrollment status, or for online courses, they submit course assignments to the instructor or initiate contact with the instructor concerning course requirements.</p> <p>Failure to begin attendance in any course will result in a lower enrollment status and possibly impact future Financial Aid awards.</p>	Faculty MUST report all no-shows using the web-based Attendance Confirmation reporting during the second week of class to indicate students who have never attended.
Excessive Absences	<p>All instructors are free to establish attendance policies for their classes. It is the student's responsibility to notify the instructor and make arrangements to complete any missed work.</p> <p>Make-up work is offered solely at the instructors' discretion. Students traveling for college-approved activities will not be penalized academically but will be responsible for missed work.</p>	

Attendance Issues		
Item	Comments/Policy	Action Required
Grading for “F” or “I” Grades	<p>Federal Financial Aid rules REQUIRE the College to collect the “last date of attendance” for the following:</p> <p>F = Failing. W = Withdrawal I = Incomplete Grades</p>	<p>When grading, the instructor MUST enter the “last date of attendance” in the online grading system for all F and I grades. The system will prompt you if you forget.</p>

Managing Attendance

Knowing who is in your class and whether they are attending regularly is essential for several reasons:

- Providing information regarding federal financial aid payback of funds
- Tracking special populations (e.g., CHS Students, Dual Enrollment, etc.)
- Identifying safety concerns
- Spotting struggling students
- Gauging student progress
- Awarding grades
- Making a difference in student success

All instructors can establish class attendance policies in which missed classes impact grades. However, instructors may not withdraw a student.

Avoid attendance policies that limit your flexibility; at the same time, remember that what you do for one student, you will have to do for all students.

Consider some scenarios when evaluating your proposed attendance policy. If you have an excellent student who has done “A” quality work all semester, do you want to lower their course by a letter if their child is hospitalized with a grave illness for two weeks? If not, make sure that your policy allows you some flexibility.

It’s preferable to phrase your statement in terms of hours missed or the percentage of class meetings missed rather than the number of absences since classes meet for varying lengths of time. Remember that many of our students work and have family responsibilities that sometimes present genuine and unexpected challenges. College policy requires you to approximate a student’s last date of attendance within 2 - 3 days. The last date of attendance must be reported at the end of the term when submitting grades for students receiving an “F” or “I.”

In small classes, you may want to take attendance with a checkmark in the grade book, use the attendance feature in the LMS, or take attendance by calling roll. Essential records of class activities, quizzes, written assignments, etc., next to date; the assignment of the grade/points verifies the student attended that day.

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

Be careful – giving points just for attendance is generally not considered a best practice – create a robust learning environment that makes attending necessary for success and worthwhile for the student for other reasons.

Attendance Confirmation Reporting

After the schedule adjustment period ends at the start of each term, faculty must complete attendance confirmation for each course by logging in to RaiderNet and verifying that each student on the roster has attended the class at least once. The U.S. Department of Education defines attendance as a student's engagement in an academic activity. For online courses, the submission of an assignment, completion of a quiz, participation in an academic-related discussion board item, or a student-initiated email conversation about coursework may be considered attendance in the course. According to the U.S. Department of Education, logging into the LMS does not constitute attendance in the course, as a login does not qualify as academic engagement.

A best practice is to require students to complete an academic activity early in the semester to account for their attendance by the attendance confirmation deadline. By completing this assignment, students may be counted as having attended the course at least once and may remain enrolled.

Attendance Confirmation Procedure

1. Login to a PC on the NWFSC network or use a VPN set up by IT.
2. Access the NWFSC web page: <https://www.nwfsc.edu/>
3. Scroll to the bottom of the page to find the B9 Faculty link.
- 4.
5. Enter your Username and Password and click the LOGIN button.
6. Choose the second option in the bulleted list, "Faculty Attendance Tracking."
7. From the Attendance Tracking homepage, select the Take Roll button on the course line for the course you want to review.
8. The Take Roll page will display the students registered in the course.
- 9.

For Online Classes

1. For classes without specific meeting times (online courses), attendance confirmation requires three steps: indicating attendance, noting the hours each student attended, and noting the minutes each student attended.

Select the date you wish to enter attendance by clicking on the date in the column header or selecting the date from the calendar field at the top of the class roster. For the Attendance Confirmation process, faculty only need to enter attendance for a single date.

2. Update individual attendance records by clicking on the date circle:
 - a. To mark it as present, click once. Notice that the circle changes to a green checkmark. A red error message in the upper right corner of the screen will indicate that faculty must enter hours for the student's attendance.
 - b. Using the dropdown menu at right, enter 3 hours and 00 minutes for the Expected. Present hours and minutes should automatically populate, and the red error message will change to a green confirmation message.
 - c. To mark as absent, click twice. Notice that the circle changes to a red negative sign.

For All Other Delivery Methods

1. For classes that meet on a scheduled day and time, select the date you wish to enter attendance by clicking on the date in the column header or selecting the date from the calendar field at the top of the class roster. For the Attendance Confirmation process, faculty only need to enter attendance for a single date.
2. Update individual attendance records by clicking the date circle:
 - a. To mark it as present, click once. Notice that the circle changes to a green checkmark.
 - b. To mark as absent, click twice. Notice that the circle changes to a red negative sign.
3. Faculty can also mass-update class attendance from the Update All button using one of the following four options:
 - Update Empty Records to Present changes only blank entries for the highlighted day to a green checkmark. Any students previously marked as absent will not be changed.
 - Update Empty Records to Absent changes only blank entries for the highlighted

day to a red minus sign. Any students previously marked as present will not be changed.

- Mark All Present changes all the entries for the highlighted day to a green checkmark.
- Mark All Absent changes all the entries for the highlighted day to a red minus sign.

There is no final confirmation message or “save” button, so faculty should ensure that they complete this process for all students in all CRNs assigned to them.

- If a student was correctly reported as never attended but later wants to participate in the class and requests reinstatement AND the instructor feels that the student can still complete the course criteria, the student may be reinstated. The instructor should email the Office of Academic Records and Enrollment at registrar@nwfsc.edu and provide the CRN, student’s ID number, and confirmation that the instructor feels the student could still complete the course. Please note that students not officially enrolled in the course should not be allowed to attend until the Office of Academic Records and Enrollment confirms the student’s reinstatement and the student appears on the roster again as enrolled.

Point in Term	Actions Needed for Reinstatement	Approvals Required
Week 1	First week of class – N/A	N/A
Weeks 2-4	<ol style="list-style-type: none"> 1. Student emails the instructor to request the reinstatement. 2. If approving the reinstatement, the faculty member forwards the email to Registrar@nwfsc.edu to request the reinstatement. 	Instructor
Weeks 5-6	<ol style="list-style-type: none"> 1. Student emails the instructor to request the reinstatement. 2. If the reinstatement is approved, the faculty member forwards the email to the department chair or program director to request additional approval. 3. If approving the reinstatement, the chair or director forwards the email to Registrar@nwfsc.edu to request the reinstatement. 	Instructor Chair Director
After Week 6	<ol style="list-style-type: none"> 1. Student emails the instructor to request the reinstatement. 2. If the reinstatement is approved, the faculty member forwards the email to the department chair or program director to request it. 3. If the reinstatement is approved, the chair or director forwards the email to the academic dean to request additional approval. 4. If approving the reinstatement, the dean forwards the email to Registrar@nwfsc.edu to request the reinstatement. 	Instructor Chair Director Dean

Web Classroom Management Timeline

Web Classroom Archiving

- LMS courses older than three years will be archived at the start of each new semester and removed from the LMS. The archives will include student data and grades and be stored on a local server to restore them if necessary. The CITL will handle all archiving. Unique LMS shells, such as development, OIC, and informational shells, will NOT be archived.
- Kaltura videos located in the LMS that are older than three years will be removed from the “My Media” integration in the LMS. The CITL will send a list of videos to each faculty member meeting these criteria. If you wish to keep the videos, you can download them and store them on your OneDrive. The CITL can provide support for this if needed.

See the Academic Calendar (<https://www.nwfsc.edu/calendar/>) for specific dates for the categories listed below, as dates vary by session.

	Schedule Adjustment Period (Drop/Add)	Attendance Confirmation (Never Attended)	Midterm Grading (For Session 1 classes Fall and Spring only)	Final Grading
Timeframe	1 st week of class	2 nd week of class	One week before midterm grades are due	The last week or days of class
Action by Instructor	<p>Students may add classes throughout this week.</p> <p>Student attendance cannot be based on class days before the student's registration.</p> <p>Refer students who have not paid after Drop/Add to the Business Office.</p>	<p>Reporting opens the day after Drop/Add and closes one week later.</p> <p>Report any student who has never attended your class or completed an activity in an online class by entering WN as a final grade. If everyone has attended, nothing needs to be done.</p>	<p>See the web midterm roster under the Faculty tab in the RaiderNet Portal.</p> <p>Select Midterm Grades from the drop-down box in the "Faculty Grade Assignment."</p>	<p>Submit final grades under the Faculty tab in the RaiderNet Portal.</p> <p>Select Final Grades from the drop-down box in the "Faculty Grade Assignment" during the OPEN window.</p>
What the instructor will see on the web class roster	<p>Class Rosters are not final until after the Schedule Adjustment period. Students who add will appear, and students who drop will be removed from the roster.</p> <p>Students who have not paid will be dropped.</p>	<p>Students reported as never attended will be shown on the class roster with a grade of WN.</p> <p>Once the Office of Academic Records & Enrollment rolls the WN grades; the student will be withdrawn from the roster.</p>	<p>Midterm grades are advisory only. Students can view their midterm grades in RaiderNet.</p>	<p>Instructors will see final grades on their Class rosters as soon as they save the grade on the grading roster. Past semester class rosters show final grades Issued for those terms.</p> <p>Students can view their final grades on RaiderNet.</p>

Procedures for Student Use of Online Resources in Traditionally Formatted Classes

NWFSC faculty can require students to use online resources as part of a traditional format class.

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

Web Class Roster & Student Email from the Class Roster for Faculty

- Go to www.nwfsc.edu and locate “RaiderNet” in the black menu bar at the top of the page.
- Click RaiderNet.
- Log in using your Network ID and Password. Your network ID is the same one you use to access your NWFSC Faculty/Staff email account.
- Click the Faculty Services Tab
- Both the Detail Class List and Summary Class List will take you to the class rosters.
- After clicking on either the Detail Class List or the Summary Class List, you must Select a Term if you have not already done so on another screen. Select the term you want to review.
- After selecting the term, you can choose the Course Reference Number (CRN) you want to review by clicking the drop-down arrow, selecting the appropriate CRN, and clicking Submit.
- When viewing the roster from either the Detail Class List or the Summary Class List, you can email an individual student or the entire class. To email a particular student, click the envelope beside the student’s name. To email the whole class, click the envelope at the bottom of the screen.

For IT assistance, call the Help Desk at (850) 729-5396 or submit a ticket to support@nwfsc.edu. Or contact the Associate Director of Academic Records and Enrollment at (850) 678-5111 ext. 6690. If you cannot reach the Associate Director directly, don't hesitate to get in touch with the Academic Records and Enrollment department at (850) 729-6458 or registrar@nwfsc.edu, and someone will assist you.

Proactively Managing Risk and Avoiding Conflict

Observe the Basic Duties of All Instructors

- Always Provide adequate supervision for students (and guests); adhere to the established “Children on Campus” portion of this handbook.
- Provide students with proper instruction regarding the safe use of equipment, supplies, and facilities; document such instruction if the classroom offers an unusual or dangerous setting.
- Meet your class in the observed period and location.
- Ascertain that all students attending your class are registered for the class.
- Comply with all accommodations approved by the Accommodations Resource Center for students with disabilities.
- Ensure equal access and opportunity for all students; comply with all requirements of Title IX and the ADA.

Adhere to All Standards of the Profession and of Your Teaching Discipline

- Update course outline/syllabi regularly to match the standard, common course syllabus; distribute course outline/policies to all students at the beginning of the course by uploading the syllabus to the LMS and, if desired, distributing a print copy. Inform students of all grading and classroom policies in writing. Consider the course outline an ethical, if not legal, contract with your students and adhere to its contents.
- Include all required items in your course guide/syllabus (refer to the Syllabus Template in the LMS Academic Affairs shell).
- Observe copyright laws (see Copyright Guidelines section of this Handbook).
- Stick to course content during class; cover skills and topics as described in the College Catalog and standard, common course syllabus.
- Adhere to the College’s policies and procedures; be incredibly knowledgeable about policies related to student behavior and relationships (e.g., sexual harassment policy, computer use policy, copyright policy, etc.).
- Consistently apply college and course policies, procedures, and classroom practices to all students as published in the course syllabus and the Faculty Handbook.
- Remember that you are a role model to your students; manners, civility, and etiquette are essential professional behaviors.
- Stay current in your field.
- Whenever feasible, keep records of student appointments and notations of student calls or visits if topics are sensitive or controversial.

- Maintain appropriate professional distance in your relationships with students; conduct student meetings on campus; refer students to other College professionals as needed.
- Do not promise a student that they will successfully request an exception or an appeal to College policies, procedures, regulations, or graduation requirements.

Understand the Student's Rights and Responsibilities

- Be aware that students must adhere to the Student Code of Conduct and Academic Integrity Policy, but remember that students have responsibilities and rights. Be familiar with and knowledgeable of students' rights and responsibilities, the Code of Conduct, and the Academic Integrity Policy by reading them in the College Catalog. These sections of the Catalog set out the processes for addressing conduct, academic integrity, and grade grievance issues.
- Do not single out a student for discipline, personal attack, or humiliation in front of others; if an action/warning is necessary and appropriate, consult with your department chair/program director. Document the situation with attention to facts, avoiding emotionally charged descriptions, which will facilitate others' review.
- If you suspect cheating, do not embarrass or single the student out in front of others.
- When in doubt, make notes, consult with your supervisor, the Chief Student Success Officer, or the Vice President of Academic Affairs, and act later.
- Observe student privacy rights (See the student rights in this Handbook).
- Do not release personal information about a student to anyone other than that student or appropriate College employee. This includes spouses, clergy, law enforcement officials, friends, and partners. If anyone other than the student seeks information about a student, refer that individual to the Senior Executive Director of Enrollment Services and Financial Aid or the Vice President of Academic Affairs. Protected information includes exam grades, course grades, financial aid status, accommodation(s) status, disciplinary actions, email address, academic standing, class schedule, social security number, etc.

Student Support and Resources

Accommodation Resource Center

The Accommodation Resource Center (ARC) of NWFSC is committed to providing equal access and opportunities for our students with disabilities by Section 504 of the Rehabilitation Act of 1973, the ADA, and the ADA Amendments Act of 2008. The ARC accommodates students with disabilities by removing educational barriers and partnering with the campus community for inclusion and support.

Identification-Self Disclosure

Students needing accommodations must be registered for courses and are encouraged to submit a request online by visiting www.nwfsc.edu/accommodations. Students who register may be eligible for accommodations such as, but not limited to, note taker, scribe, interpreter, extended time for testing, course substitution, and use of assistive technology devices in class. Registered students with the ARC must renew their accommodations at the beginning of each semester by filling out and submitting an ARC renewal form in RaiderNet. Confidentiality is honored and maintained. Students may contact the ARC at ARC@nwfsc.edu or (850) 729-6079.

Accommodation Memos

- Accommodation Memos will be emailed to faculty, outlining reasonable accommodations for their students. Students may request accommodation at any time. Memos are generally sent out the week before class begins, but some may not arrive until after Drop/Add for each term based on when the students contact the ARC.
- Students are eligible only for the accommodation listed in the memo.
- If a student requests additional or different accommodations from those stated in the Accommodations Memo, faculty should contact the ARC to make this request known and refer the student to the ARC.
- Students are encouraged to advocate for themselves with the instructor by meeting with faculty to decide regarding how the accommodation will be provided. Faculty may provide the needed accommodations directly or in collaboration with the ARC. The ultimate criterion to be considered is the effectiveness of the provided accommodation. Please consult the ARC for guidance.
- In situations where students cannot adequately communicate their needs, faculty should notify the ARC.
- Accommodation is not retroactive. If a student requests accommodation "after the fact" for an exam or class activity, the College is not obligated to provide it.

Classroom Protocol

- A student's disability may or may not be visible to you. The nature of students' disabilities is confidential and will not be included in the Accommodation Memos.
- Faculty should not ask students about the nature of their accommodation and should avoid revealing students' accommodation status in the classroom, even when attempting to identify a note-taker. Accommodation should be discussed in a private office setting for confidentiality purposes.

Posting, Circulating, and Exhibiting Printed and Filmed Information

Students play a crucial role in maintaining the college's reputation. They must exercise mature judgment and discretion in selecting, publishing, displaying, presenting, and circulating printed or filmed materials at any college location. They must understand that their choices have consequences and accept individual and collective responsibility. Please note that the appearance of the college name, seal, or logo on any material not published by the college is unauthorized and does not imply college approval or endorsement of the contents.

Beginning July 1, 2021, under Florida Statutes 1004.097, a student may, without prior notice, record video or audio of a class lecture for any of three specific purposes:

1. Their personal educational use,
2. In connection with a complaint to NWFSC, or
3. As evidence in, or in preparation for, a criminal or civil proceeding.

Recording Guidelines

1. A recorded lecture may not be published without the consent of the lecturer. To publish is to share, transmit, circulate, distribute, or otherwise provide access to the recording, regardless of format or medium, to another person or persons, including but not limited to another student in the class. Additionally, a recording, or transcript of the recording, is published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, picket signs, or any mode of print.
2. Recordings are subject to the protections provided in the FERPA, 20 U.S.C. § 1232g and Florida Statutes 1002.22 and 1002.225.
3. Students must adhere to classroom behavioral standards while recording. Recording that disrupts the learning environment for other students may violate the Student Code of Conduct and result in disciplinary action.

Publication Notice

A person injured by violating Florida law regarding class lecture recording may sue a person who has published, in violation of Florida Statute 1004.097, video or audio recorded in a classroom. The injured person may be entitled to damages plus court costs and reasonable attorney fees, with the total recovery not to exceed \$200,000.

Developmental Education

Developmental education courses allow students to refine their capacity for success in college-level English, reading, and mathematics courses. Developmental education courses occur through different delivery strategies: modularized (faculty customizes and targets specific skill gaps through a technology- and self-based platform), compressed (faculty accelerate student progression through reduced course length), and co-requisite (students can concurrently enroll in courses). Student performance on the Postsecondary Education Readiness Test (PERT) or equivalent placement test indicates if and what developmental education course to enroll in. See the College Catalog for details.

Developmental Education Exemptions

As of Spring 2014, students who entered ninth grade in a Florida public school in 2003 or after and earned a standard Florida high school diploma are not required to take the PERT or equivalent placement test or enroll in developmental education at any Florida College System institution (FAC 6A-10.0315).

In accordance with FAC 6A-10.0315, effective Spring 2014, a student serving as an active-duty military member is not required to take the PERT placement test or enroll in developmental education at any Florida College System institution.

If a student fits one or both above exemptions, the student may still decide and can take placement testing and enroll in developmental education courses. Support Services and Resources in the Learning Commons

The new and innovative Learning Commons, located in the Myers LRC, building 500, on the Niceville campus, maximizes student success potential. It is a centralized hub of collaborative and engaging support services for students and faculty. Primarily home to library, tutoring, and testing services, the Learning Commons comprises a dedicated computer lab, math and writing lab, and flexible workspaces designed with today's students in mind.

For open hours and contact information, visit the [Susan Myers Learning Resources Center](#) or call (850) 729-5318.

Testing Services

As a Florida Association of College Testing Administrators (FACTA) member, NWFSC offers comprehensive student and community testing services. NWFSC administers college admission tests, placement tests, proctored exams, and college-level CLEP and DSST exams. NWFSC also delivers secure professional certification testing at authorized locations. For information on individual certification tests offered and to register for a certification exam, visit [Pearson VUE](#) or [Certiport](#).

Northwest Florida offers testing at several locations. The testing webpage has a complete list of tests, testing locations, and scheduling information

Testing with Accommodations

Students needing accommodations are encouraged to submit a request [online](#). Students with approved testing accommodations should coordinate testing with their professor early in the semester. The Testing staff cannot guarantee that testing space will be available on the same date or at the same time as classroom testing. In such situations, the instructor may allow testing date/time flexibility or make other arrangements for a space that meets the accommodation needs on the appropriate date/time. Testing staff will try to meet faculty needs, but space and staff availability may be limited.

Testing Guidelines

Testing is managed by appointment only, and candidates must have a valid photo ID to test. Valid IDs include a current driver's license, Florida ID card, Student ID, or Military ID. Lockers are available and free to use. Personal belongings, including laptops, cell phones, Air Pods, earbuds, and other listening devices, are prohibited in the testing room.

Instructor Submission of Proctored Exams

Instructors can submit their exam(s) and information to the Testing Center or off-campus instructional sites in two ways:

1. Register Blast

Visit [Register blast](#) to upload exams, corresponding documents, and class rosters. For instructors providing computer-based exams, upload the exam information and instructions, including the password for proctor access.

2. Deliver material in person to the Testing Center with a completed Proctor Form

Instructors at each campus and center can hand deliver or email their exams and test material to the specific location. A proctor form must be completed with each exam delivery. Exams and instructions must be submitted to the Testing Center at least 24 hours before the test date.

Advising

<https://catalog.nwfsc.edu/content.php?catoid=32&navoid=11832>

NWFSC Student Success Navigators

Student Success Navigators assist all NWFSC students with admissions, registration, financial aid, and academic advising. They connect with students through in-person appointments, virtual appointments, phone calls, and chat. Students can make appointments with Student Success Navigators through phone, email, or chat.

All first-time degree-seeking students must meet with a Student Success Navigator for academic advising before enrolling for courses. It is recommended that all students meet with a Student Success Navigator one time per semester for continued academic advice.

Academic Success

The Learning Commons provides an inviting, open space designed for academic success with a dedicated and helpful staff. Free tutoring is provided for Math, Science, Business, Reading, Writing and Language courses. Assistance with study skills, time management, test-taking, and note-taking strategies is also available and accessible to all NWFSC students.

Tutoring appointments are strongly recommended to guarantee time with a tutor. Students can go to [ConexED](#), call (850) 729-5318, or email LCsupport@nwfsc.edu for help with scheduling.

In-person tutoring is highly encouraged. However, support is also available in the following formats:

- **Remote tutoring** Zoom tutoring provides flexibility for learners regardless of location. Appointments can be scheduled online, and computers are available for remote tutoring in the Learning Commons.
- **Group Tutoring Sessions** are offered to students who prefer to work with a tutor in a group setting. Advance coordination is preferred. Contact the Learning Commons for questions and assistance with scheduling.
- **Submit a Paper that** provides students with asynchronous feedback. Students can upload papers for review 24/7 through the submit a paper option on [ConexED](#). An experienced writing tutor will provide the input requested within 24-48 hours. Students are encouraged to visit with a writing tutor in person or via Zoom for specific guidance on writing skills.
- **Math and Writing Lab** support is offered in the Niceville Learning Commons and at the Fort Walton Beach campus. Students are encouraged to use the labs during open hours. They are staffed with tutors for drop-in tutoring support (no appointment necessary). Computers are also available for student use.

Niceville Campus

Building 500

Monday-Friday: 9:00 a.m. – 4:00 p.m.

Check the website or call (850) 729-5318

Fort Walton Beach Campus

Building 7, Room 702

Monday – Wednesday, 9:00 a.m. - 1:00 p.m.

Check the website or call (850) 729-5318

Visit [Learning Commons tutoring page](#) or call (850) 729-5318 for detailed information on services, availability, scheduling information, and opening hours.

Faculty Workshops and Orientations

Orientations and workshops are excellent opportunities to start students on a path to success. Instructors can include workshops as part of their LMS shell.

For more information or to place a request, email LCsupport@nwfsc.edu or call the Academic Outreach and Success Coordinator at (850) 729-5389.

Academic Referrals

Faculty are encouraged to regularly identify and refer students to the Learning Commons using the academic referral form in RaiderNet or by emailing LCsupport@nwfsc.edu. In your email, provide the student's name and reason for referral. Every effort will be made to contact the student and give the appropriate guidance to ensure a successful outcome.

What are some reasons for referral?

- Low grades
- Excessive absences/behind on work
- Overdue, missing, or incomplete assignments
- Unsatisfactory performance
- Poor study/time management skills

How are students referred?

Faculty can simply email LCsupport@nwfsc.edu or submit an academic referral form in RaiderNet. Be sure to include the student's name and a brief overview or reason for referral.

When can students be referred?

Anytime! The sooner, the better. Throughout the term, look for friendly email reminders from the Learning Commons.

What happens once students are referred?

The Learning Commons Coordinator will oversee the outreach efforts and make at least two attempts to contact the student. Support services will then be coordinated based on the student's needs. Examples of support outcomes include:

- Scheduled tutoring appointments for students
- Recommended help with study strategies and referred to tutoring
- Suggested writing support for papers and referred students to tutoring
- Technical support required; referred student to help desk
 - Active and positive engagement between students and faculty by fostering support and acting as a liaison to bridge any communication gaps

To close the loop, the coordinator will email the faculty member explaining the outcomes provided to the student, or an update will be given on outreach efforts.

Learning Resource Center-Library Services

Niceville hours vary each semester but are on the Library Services website. For more information, call the Learning Commons at (850) 729-5318.

To check out materials from the library or access digital materials (e-books, streaming videos, and databases) from home, you use the same login as LMS, RaiderNet, and the college email. Always bring your college ID card to the library to check out materials.

Reference and Research Help – Call (850) 729-5395 or email reference@nwfsc.edu

Reference services are available during all open hours for you and your students and by email after hours for:

- Help with research and locating sources of information
- Assistance in the search for relevant library materials for classroom assignments
- Developing collection resources in your areas of expertise and interest
- Intra-campus loan service to supply library materials to all the NWFSC centers
- Interlibrary loan service for all Faculty, staff and students
- Provide one-on-one instruction in the use of library resources

Library Instruction and Embedded Course Librarians - Call (850) 729-5395 or email LRCInstruction@nwfsc.edu.

- Conduct library instruction classes in person and via Zoom.
- Offer embedded librarians in any shell or online course. [Learn more about it.](#)
 - We create research guides ([Infoguides](#)) specifically for your course or assignment.
- Place high-demand materials on reserve for controlled student use.

Grading Issues

Because awarding course grades is the instructor's responsibility, faculty members must keep students informed of their progress in each course with accurate, timely, and frequent feedback. As noted below, all faculty, regardless of the delivery mode of their class, must use the LMS (Canvas) Gradebook to enter all grades throughout the semester promptly and to use the system to provide students with a point-in-time calculated grade. A student has a right to a course grade that represents the instructor's professional judgment of the student's performance in the course without personal prejudice. An instructor has the right to expect that all work presented for evaluation by the student is the student's independent work product.

Grades

Grades are awarded in all College, vocational, and developmental education courses and specific non-credit courses. NWFSC maintains permanent records for all students registering for classes. A cumulative record of the student's grades appears on the transcript. Letter grades are assigned according to the Grades Table in the College Catalog.

Instructors must keep grades in the LMS grades tool; however, the content of the class records must conform to the Instructional Recordkeeping Policy.

Audit Status

A student registering in a college-credit course on a "not-for-credit" basis will be enrolled in an audit status. An "X" grade will be awarded upon course completion without impacting the student's GPA. Students auditing a class are not required to complete examinations. Still, they are expected to attend classes and participate in other activities and requirements on the same basis as students seeking credit.

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

Students may register or declare audit status at any time during regular registration and through the end of the Drop/Add period. After the close of the Drop/Add period, students may not change from audit status to credit status or from credit status to audit status unless they obtain both the instructor's written permission and the approval of the Department Chair or Program Director.

If a student declares audit status before the Drop/Add period closes, the enrollment will not be counted as an attempt for purposes of total cost or repeat course regulations. If a student changes to audit status after the close of the Drop/Add period, the enrollment will be considered an attempt under such laws.

Incomplete Grades

At the instructor's discretion, a grade of "I" may be given when a student cannot complete the required work because of documented extenuating circumstances and if the student has a reasonable chance of completing course requirements with a passing grade. An "I" is not a reasonable grading option unless the student has completed a substantial portion of the coursework. An "I" grade does not entitle the student to sit in the regular classroom throughout the subsequent semester as if they are a regular enrollee. Once the instructor determines an "I" grade is appropriate, the instructor files an outline of the work that must be completed with the department chair and the student, including an estimate of the student's grade standing for work already completed during the semester.

Work completed to remove the "I" must be finished before the last class day in the next 16-week semester immediately following. Fall incompletes must be resolved by the end of the spring term. Spring and summer incompletes must be resolved by the end of the following fall term. The grade will revert to an "F" on the official transcript if not removed by that time. A student will not be permitted to re-enroll in a course for which they have an outstanding grade of "I."

To re-register, the course grade must first be changed to an "F" (or to a "W" with advance approval through the standard appeal process). Repeating the course will then trigger the forgiveness process. Due to space and liability issues, the student is not entitled to sit in on the class but is expected to work with the instructor to complete work outside the class and on the student's own time.

- Considerations for awarding an "I" grade:
 - Has the student completed enough coursework to indicate eventual success in the class?
 - Is the student likely to finish the course, or are they risking an "F" grade?
 - Is a withdrawal a better option – even past the deadline?
 - Is a refund a better option – if the student qualifies?
 - Can the unfinished course requirements be completed outside the regular classroom?

- Will the instructor assist the student and process the grade change?

Similarly, students must maintain satisfactory academic progress (SAP) throughout their careers. Failure to maintain grades above an “I” or “F” could result in loss of eligibility to receive Federal Student Aid (FSA) funds.

Midterm Grades

NWFSC issues advisory, or midterm, grades in all developmental education, vocational, and college credit courses in the fall and spring semesters. Advisory grades are not posted on the academic history or transcript. The student receives the advisory grade approximately one week before the last day to withdraw from the course and may use that to decide whether to complete the course. Accordingly, incomplete (“I”) grades will not be awarded at this time unless there are extraordinary circumstances. Faculty members should plan their courses to ensure sufficient graded activities before midterm to determine a valid assessment of student progress.

How to Enter Midterm Grades

- It is not necessary to log in to the NWFSC network or use a VPN for this process.
- Go to www.nwfsc.edu and click RaiderNet in the black menu bar at the top of the page.
- Log on using your Network ID and Password. Your network ID is the same ID you use to access your NWFSC Faculty/Staff email account. For help with network ID and password, call the IT Help Desk at (850) 729- 5396.
- Click on the Faculty Tab.
- Choose Midterm Grades from the down arrow drop-down box, then click Status.
- Make sure that “Mid Term Grades” is displayed in the top left corner.
- Choose the correct grade from the Grade column by clicking the down arrow drop-down box.
- Click Submit once all the grades have been entered.

Final Examinations

Final examinations for both traditional and online classes are held at the end of each term. They must be taken at the scheduled time unless other arrangements are approved in advance by the appropriate Program Director or Department Chair. Both students and faculty are expected to adhere to the established examination schedule printed on the NWFSC website for each term. A late examination may be given if a student is absent from a final exam because of an emergency, serious illness, or other compelling reason. How to Enter Final Grades:

- Go to www.nwfsc.edu and click RaiderNet in the black menu bar at the top of the page.
- Log on using your Network ID and Password. Your network ID is the same ID you use to access your NWFSC Faculty/Staff email account. For help with network ID and password, call the IT Help Desk at (850) 729- 5396.
- Click on the Faculty Tab.
- Choose Final Grades from the down arrow drop-down box and click Status.
- Make sure that “Final Grades” are displayed.
- Enter your Grades: Use the drop-down box in the Grade column to enter the student's grade.
- “F” and “I” grades require a last date of attendance to be entered. If not entered, a prompt will be displayed when you attempt to save grades. Ensure that the Last Attend Date is provided in the MM/DD/YYYY format for anyone receiving an “I” or an “F” grade. The date on which the “I” will become an “F” grade will appear in the Extension Date field for students receiving an “I.”
- To earn an “I” grade, a student must have completed a *significant* portion of the class and have a high probability of completing course requirements successfully.
- If a student has never attended your class but you failed to report a student as Never Attended during the Attendance Confirmation period, DO NOT enter an F grade with a last day of attendance. Contact the Office of Academic Records and Enrollment at registrar@nwfsc.edu and provide the CRN, student’s ID number, and the reason why a grade of WN was not reported during the non-attendance reporting window. You must also contact the Financial Aid Office at (850) 729-5370.
- If you have students on your roster who cannot assign a grade, don't hesitate to contact the Associate Director of Academic Records and Enrollment at (850) 678-5111 x6690.
- Click Submit once all of the grades have been entered.

- ✓ You don't have to enter all the grades for a class at once. You can save the partially graded roster and return to grading anytime during the open grading window.
- ✓ Proofread your grades! Scrolling with the grade highlighted may change the grade.

Contact the Help Desk at (850) 729-5396 or the Director of Academic Records and Enrollment at (850) 678-5111 x6690. If you cannot reach the Director, please contact the Academic Records and Enrollment department at (850) 729-6458 or registrar@nwfsc.edu, and someone will assist you.

Grading Flexibility Tips

Building flexibility into your course requirements can help eliminate your need to make decisions on the validity of student excuses, help lessen your need to develop and arrange make-up exams, and assist students who must miss class because of illness or TDY assignments. Depending on your discipline, you may find the following tips helpful:

- Adopt a point system for course grading that permits you more flexibility than assigning weights to the graded components in your courses.
- Construct grading to reflect a “best four out of five grades” model (students must participate in all activities, but only the best 6 of 7 or 3 of 5, etc., count toward the final grade) – this works well for tests, assignments, or quizzes.
- Consider more frequent but shorter exams (e.g., instead of 4-hour-long exams, give 2-hour-long exams and four thirty-minute tests; instead of 3-hour-long tests, give six thirty-minute tests). This makes allowing students to drop an exam more feasible but does not load you with additional grading.
- Adopt a practice of “re-weighting” segments of the course grading elements if one of those elements is missing or late (assuming the student has made prior arrangements with you). You'll need to use enough different grading elements in a class to make this feasible.
- Use the Testing Center to facilitate alternate testing arrangements when the instructor cannot facilitate flexible solutions
- Offer an online test option for students who must miss an in-class test or quiz/assignment.
- If a student must miss a regularly scheduled activity, allow them to sit in on another section of your class to take a test or make a presentation.

- Offer the students choices among graded assignments where equivalent learning can be accomplished and measured via various activities (e.g., choose between a written paper and a classroom presentation).
- Offer take-home examinations as an option to selected in-class or traditionally proctored exams; this works best if allowed for only one of several tests/quizzes given in a class rather than for all tests/quizzes.
- Allow the students to elect a take-home exam for one or more of their exams, keeping some exams as required in-class or proctored tests.
- Allow students to retest, submit a late assignment, or make up a missed test, but only after providing “evidence” of readiness, such as completing additional Outside work/homework.
- If a student with accommodation(s) requests grading flexibility that does not match the above tips, please contact the ARC immediately to discuss such a request. Such accommodations aim to allow equal access but not to change the course's or program's fundamental nature.

“W” (Withdrawal) Grades Defined

Grade	General Meaning	Appearance on Roster	Appearance on Transcript	Circumstances of Award
AW	Administrative Withdrawal	AW	W	AW grades, which appear only on the roster, result from an administratively initiated or approved withdrawal – usually for the student who receives a “late” withdrawal through petition to the Office of Academic Records & Enrollment. Please note that an administrative withdrawal does <u>not</u> include a refund.
W	Withdrawal	W	W	W grades are awarded when the student withdraws themselves after the end of the add/drop period but before the advertised “Last Day to Withdraw with W” (approximately the 50% mark of the term.)
WN	Withdrawal – Never Attended	WN	WN	WN grades result from an instructor reporting that a student has never attended during the Attendance Confirmation period, which is the second week of classes.
Drop		No Grade or Record of Enrollment Appears	No Grade or Record of Enrollment Appears	If a student drops a course before the drop/add deadline, there is no record of enrollment or grade, and a refund is issued if payment was made. After the drop/add period, students must submit a Request for Exception: Business Office appeal with supporting documentation to request an administrative drop with a refund. Students may also be dropped for non-payment of course fees by the deadline.

Evaluation and Development

Annual Evaluations

All faculty shall be evaluated each semester by their students using forms and procedures that are consistent college-wide. Instructors will be provided a formal evaluation by their supervisor annually each spring; however, feedback on performance may be given at any time and frequency throughout the evaluation period to ensure that faculty has the information necessary to improve performance throughout the evaluation cycle. The results of the student evaluations will be shared with the instructor and discussed at the supervisor evaluation. Results of student evaluations will be used to guide professional development activities on an individual and college-wide basis.

Faculty evaluation instruments are distributed through Human Resources to department chairs and program directors each spring for annual evaluations.

Continuing Contract

For full-time faculty, the annual evaluations serve as progression points toward the application for a continuing contract. The chair or director is responsible for supervising the faculty position, and the faculty member applying for a continuing contract is responsible for monitoring progress toward applying for a continuing contract. Faculty teaching in a continuing contract-eligible position must submit a letter of intent in writing to the department chair or director applying for continuing contract status. This letter of intent must be received no later than Oct. 1 of the academic year, during which the faculty member is eligible for review based on the BOT Policy for Full-Time Faculty Contracts. According to the Board Policy, faculty members are eligible for review during their fifth year of employment after completing four years of satisfactory service.

A completed portfolio that documents four completed years of work product plus documentation for the in-progress fifth year will serve as the application for a continuing contract. This portfolio application (in digital format) and a copy of the letter of intent must be received by the supervisor no later than Feb. 1 of the academic year, during which the faculty member is eligible for review. Missing the deadline will result in a year-long delay in resubmitting an application.

Continuing Contract Timeline

Aug. 1	60-day Notice for Letter of Intent to be submitted.
Sept. 1	30-day Notice for Letter of Intent to be submitted.
Oct. 1	Letter of Intent is submitted to the Department Chair or Director.
Nov. 1	90-Day Notice for CC Submission.
Dec. 1	60-Day Notice for CC Submission.
Jan. 1	30-Day Notice for CC Submission.
Feb. 1	CC portfolio is submitted to the Department Chair or Director.
Feb. 8	The Department Chair/Director submits the portfolio to the Dean by Feb. 8 (or the next business day if the 8 th falls on a weekend).
Feb. 15	Dean forms a Review Committee by Feb. 15.
Mar. 1	The Review Committee completes a review and submits a recommendation to the Dean by Mar. 1.
Mar. 31	Deans and Associate Deans complete independent reviews and submit recommendations to respective supervisors by Mar. 31.
Apr. 15	VPAA and AVPAA complete independent reviews and submit recommendations to the President by Apr. 15.
Apr. 30	The President recommends to the BOT, which makes the final decision by Apr. 30.
May 10	Final notification: Faculty is notified of CC decision.

Post-Award Performance Reviews for Faculty Under Continuing Contract

Each full-time faculty member issued a continuing contract shall be entitled to continue in their respective full-time faculty position at the College without the necessity for annual nomination or reappointment until the individual resigns or retires from employment, except as outlined in the “Dismissal or Return to Annual Contract Status” subsection below.

After continuing contract status is awarded, faculty members will undergo a post-award review (PAR) annually as an annual employee evaluation to give them feedback on their performance. Every fifth year after receiving a continuing contract, the Department chair or Program director will conduct a PAR that includes an evaluation of the faculty member’s portfolio with artifacts documenting performance over the past five years. Once reviewed, the portfolio will be submitted to the Dean for approval or disapproval.

If the PAR identifies insufficient performance, the Dean will prescribe corrective action. If a significant cause is determined during any evaluation, the faculty member may be returned to annual contract status or dismissed according to the procedures outlined in this policy.

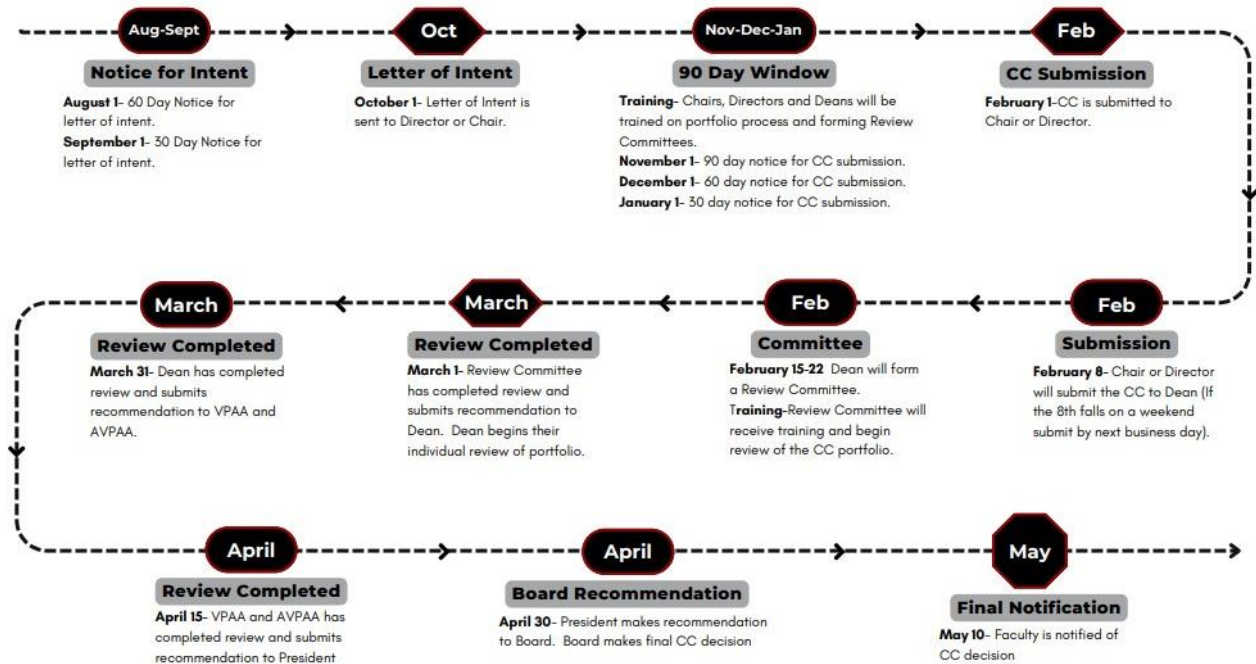
Faculty Portfolio Support

Faculty pursuing continuing contracts will receive documents supporting application and process tracking for the academic year. The CITL will make 1:1 portfolio development and support available to assist faculty with preparing to submit a portfolio for continuing contract and a portfolio for PAR.

All Board Policies relevant to Academic Rank, Faculty Evaluation, and Criteria for Student Success apply.



Continuing Contract Portfolio Process Timeline



Student Evaluation of Faculty

Students enrolled in NWFSC's College credit, vocational credit, and developmental education classes evaluate their instructors using the following survey elements. Responses and open-ended written responses are requested on a five-point scale, ranging from highest to lowest. The results of the evaluations are reviewed by the appropriate supervisor(s) and shared with the faculty member during the term following the student's completion of the survey.

Course-level Questions

1. Class handouts clearly defined this course's objectives, requirements, and grading procedures.
2. The textbook and learning resources supplementing the course helped me understand the coursework.
3. If applicable, other class materials, such as websites, study guides, tutorials, lab materials, field trips, etc., are a valuable part of this class.
4. The course assignments aided my learning experience in this class.
5. In what ways has the course and its assignments contributed to the advancement of your learning? [Open-ended question with space to write.]
6. What was the best thing about this course, and how might the course be improved? [Open-ended question with space to write.]

Instructor-level Questions

1. The instructor was well-prepared for class.
2. The instructor established a positive class environment.
3. The instructor organized the class in a focused way and used students' time productively.
4. The instructor encouraged student participation when appropriate.
5. The instructor provided frequent and constructive feedback, and I could see my grades in the online classroom.
6. The instructor showed professionalism and treated students with courtesy and respect.
7. The instructor was responsive and accessible for communication outside of class.
8. The instructor's teaching strategies helped me understand the subject matter.
9. Major assignments (exams, projects, papers, etc.) reflected what was taught in the course.
10. My instructor was knowledgeable about the subject.
11. What has the instructor done particularly well? [Open-ended question with space to write.]
12. What aspects of your instructor's teaching, if any, do you think need improvement?

Acknowledgment of Faculty Load and Compensation

Full-time faculty members receive a contract from the College annually for signature and filing in Human Resources (continuing contract faculty receive their annual employment letter). Additionally, faculty acknowledge the Faculty Load and Compensation process throughout the year.

Steps to complete the process:

1. Go to the College [website](#).
2. Click the RaiderNet link.
3. Put in your Username and Password and click Login.
4. Go to the Employee tab.
5. Click Employee Dashboard.
6. Click the Faculty Load and Compensation button.
7. Click Compensation and Acknowledgement
8. Select Term
9. Scroll down, and you will see the classes available to be acknowledged (this may be missing late-starting courses).
10. You will see a line for each instructional assignment for the term.
11. Place a check in each "Faculty Acknowledgement" box.
12. If you believe there is an issue with any lines, DO NOT put a check in the box and contact your Department Chair or Program Director.
13. At the bottom of this screen, click "Acknowledge Selected Positions."
14. For convenience, you can download your assignments into an Excel spreadsheet by clicking "Download Compensation Data."

Ad Astra - Reserving a Room

Go to Ad Astra's homepage [here](#) to reserve a conference room, classroom, or special event. In the middle of the page, click the link to the type of room you want to reserve. Fill out the forms that appear on the next page. If you prefer videos over written instructions, click on Ad Astra Tips and Tutorials on the homepage by clicking the grey button in the center of the page.

Northwest Florida State College Position Statement on Student Discipline

“Students are expected to assume full responsibility for their actions. Each member of the College Community is expected to participate seriously and purposefully in College life.” Policies in the College Catalog/Student Handbook shall govern NWFSC students' academic and personal behavior. The current College catalog student handbook lists the procedures/processes for student discipline.

Classroom Misconduct

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

Classroom misconduct includes direct or indirect disruptive, threatening, or otherwise unacceptable social behavior in the classroom. Engaging in or assisting with such activity is prohibited. The instructor has the primary responsibility for controlling classroom behavior and maintaining academic integrity and can order any student engaged in disruptive conduct or conduct that violates the general rules and regulations of the College to leave the classroom.

Students who have an accommodation are not exempt from maintaining appropriate behavior. Professors should follow the abovementioned steps if a student's behavior is disruptive or threatening. Suppose the behavior of a student with a disability concerns the professor but does not rise to the level of disruption or threat. In that case, the professor should still contact the ARC (arc@nwfsc.edu). Often, ARC can meet with such students and help them better understand behavioral requirements.

It is important to note that students and instructors have some measure of academic freedom, and College policies cannot be used to punish lawful classroom dissent.

If the instructor determines the student is an immediate danger to themselves or others, the instructor should call 9-1-1.

Suppose the situation is not immediate, but the instructor is uncomfortable dealing with the student or anticipates trouble in the future. In that case, they should contact the Department Chair/Program Director, Academic Dean, or the Vice President of Academic Affairs. One of these individuals can speak to the student and arrange other preventive actions, such as providing a temporary security presence or referring the student to meet with the Chief Student Success Officer. The faculty member may also file a report through Maxient for referral to the Behavioral Intervention Team at the College.

Dismissing a Disruptive Student from the Classroom

An instructor must maintain order in the classroom to preserve the integrity of the learning environment. Suppose the instructor feels that a student's behavior is disturbing or interfering with instruction or safety. In that case, they may dismiss the student from the classroom for that day. After consultation with the instructor, the student can return to the next class meeting. The instructor must complete a Maxient report detailing the incident.

Maxient Link

To file a Maxient Incident / Injury Report, log in to RaiderNet. Under Forms, in the right-hand column at the top, is a link to file a report. Click here, complete the form, then click Submit.

(See also this handbook's section on Serving CHS Students.)

The College administration will review the incident and determine if additional action is required. The instructor should contact the principal immediately if the disruptive student is also a CHS student.

Instructors must be familiar with and comply with the following policies and procedures, which contain vital information regarding classroom management, student rights and responsibilities, and disciplinary procedures.

The following policies and procedures can be found in the college catalog:

- Student Rights and Responsibilities
- Student Code of Conduct
- Harassment Policy
- Complaints and grievances

While the College Code of Conduct applies to students in any College class, the CHS Code of Conduct can also be found on the CHS webpage for informational purposes.

Student Disciplinary Procedures

Contacts for Referral

Vice President, Academic Affairs (Academic Matters) (850) 729-5363

Chief Student Success Officer/Senior Vice President (Non-Academic Matters) (850) 729-5360

Student Ombudsman (850) 729-5235

Behavioral Intervention Team (BIT Team) – [Submit Maxient form](#)

Student Workforce Opportunities for Faculty

The Workforce Division offers a variety of educational and instructional developmental supplemental instruction for your students. The department is available for potential opportunities related to the coursework being taught, and it specializes in advising students on current trends in business and industry. The following list describes our services for faculty, students, and staff:

1. Apprenticeships
2. Leadership training
3. Industry certification training
4. Soft skills development

If there is a topic you do not see listed above, contact Workforce at workforce@nwfsc.edu or (850) 729-4956.

Outside Employment Form

Full-time faculty are expected to treat the College as their primary employer. Faculty currently employed in addition to their full-time employment at the College or seeking to be employed supplementally should submit an Outside Employment Form to disclose and seek approval for such commitments. The employee should complete the form and submit it to their immediate supervisor, who will then route it for further approval. Once the Vice President of Academic Affairs approves, it will be sent to HR for entry into the employee file.

The form can be found in RaiderNet, under Forms, in the left-hand column under Human Resources.

Field Trip Request

Field trip requests must be submitted one week before the proposed trip. The Field Trip Request (form 0029) can be found at: <http://it.nwfsc.edu/forms/FORM0029-FieldTripRequest.cfm>

Institutional Review Board

The College convened an Institutional Review Board (IRB) to protect the rights and welfare of any human research subjects. Data collection for continuous improvement, such as student learning outcomes and course evaluations, does not require IRB approval. However, other types of research may require IRB review, and this must happen before data collection begins. Any research that uses surveys, interviews, focus groups, or student or employee records requires consideration to determine if it is exempt from IRB oversight. In addition, all human subject data intended to be shared publicly, for example, at conference presentations or through journal publications, will require prior approval. Please email the IRB Chair at jsheffield@nwfsc.edu to begin the IRB evaluation process.

Faculty Load and Compensation

See the salary schedule and payroll calendar for Faculty Load and Compensation information.

Collegiate High School (CHS)

Responding to Parents

FERPA applies to student education records when they enroll in a college class, even if they are a CHS student or if it is a CHS parent reaching out to you. The first point of contact for all Collegiate High School students and parents is the CHS Office. It is acceptable and appropriate for you to refer parental inquiries regarding CHS students to the Collegiate school staff. CHS students and parents have signed a participation agreement that reinforces this policy and should not be surprised by or object to your referring them to the Collegiate staff.

Grading and Attendance

Grading and class attendance policies are the same for College, Collegiate, and dual students, although the consequences and follow-up action may differ for a CHS student. You should immediately notify the CHS Office if you have concerns about a CHS student's attendance. Progress reports generated by CHS will be distributed twice a semester for instructors to complete and return to all CHS students.

Recordkeeping

It would be best not to single out or ask a CHS student to identify themselves publicly any more than you would a student with special needs or a financial aid student. CHS students on the banner detailed roster are identified as dual/CHS.

Recordkeeping requirements for CHS students are similar to those for dual students and students receiving financial aid. The College must be able to document the attendance of CHS students sufficiently to defend the records to an auditor. Students will sign in and out in the CHS Office. Still, an instructor may be asked to verify – much as happens now with financial aid students, athletes, and other special populations – that an individual student attended a given time.

Disruptive Behavior

CHS students enrolled in College classes are subject to the College Code of Conduct and Academic Integrity Policy stated in the College Catalog, just like any other College student. As a faculty member, you must be familiar with and comply with the procedures set out in the College Catalog.

Additionally, there is a comprehensive and detailed Code of Conduct for the CHS. (The full text is available through the CHS Student Handbook). CHS students are subject to the same plagiarism, cheating, and disciplinary standards as other College students. If you have any problems, in addition to following the procedures set out in the College Catalog, you may contact the CHS Office immediately. CHS may also take appropriate steps related to CHS student behavior under the CHS Student Handbook. As with dealing with any student issues in a college class, the faculty member retains all the rights and responsibilities for managing their classroom, regardless of whether a student is a dual-enrolled CHS student or otherwise enrolled at the College. If a faculty member dismisses a student, they know the student is a CHS student, and the student should be directed to the CHS office.

Meeting the Needs of CHS Students

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

Course Content

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

Expectations for College Faculty Serving CHS

CHS is a public charter school owned and operated by NWFSC on the NWFSC Niceville campus. Buildings 340 and 300 function as the primary facilities for CHS, and CHS has specific procedures that apply to the high school's operations. College faculty who engage in CHS for supplemental work assignments or deliver service to the College through CHS classes are expected to follow CHS faculty guidelines.

Before any CHS-related work assignments, the CHS will provide brief onboarding information to college faculty and staff so that they are aware of the critical distinctions in the instruction and content of these high school classes.

College classes in buildings 340 and 300 will abide by College policies and procedures.

Requirements for K-12 Students on Campus

The College provides services for many students on campus that extend beyond the traditional postsecondary programs and demographics. Beyond the CHS, the College has a Child Development Education Center. It conducts summer enrichment programming through Kids on Campus (serving grades 3 through 8) and Futures Forward (serving grades 9 through 12). When faculty and staff conduct college business with these groups, they are expected to follow legislation that applies to K-12 educational institutions. College departments will provide specific guidance to onboard faculty and staff for any work assigned by the College to ensure that the school follows all rules and guidance as appropriate.

Dual Enrollment Disclosures/Disclaimers

To ensure that parents receive complete information regarding expectations for dual enrollment student participation within the College classroom, the following dual enrollment disclaimers are provided during the admissions and registration process.

Dual Enrollment Application

I understand and agree that My student is enrolling in college-level, postsecondary classes. NWFSC complies with federal, state, and accreditation requirements. The content in college classes is designed to offer my students a challenging, growing experience in each class. The class experience may include more mature content that is wide-ranging or different from that provided in a high school classroom. The curriculum is not modified for dual enrollment students, who share classes with students of many ages, backgrounds, and beliefs. My student may be introduced to theories, topics, materials, discussions, or ideas that are different from those they have encountered before or that they do not agree with; my student will not at any time be forced to espouse, believe, or agree with any subject matter even if they may interact with or be required to complete assignments involving that subject matter in class. Every College student, including my student, is expected to talk independently with their instructor to address any questions or concerns or, as needed, follow the College complaint process as stated in the College Student Handbook or withdraw from a class.

Articulation Agreements (Section 7)

College dual enrollment personnel and Student Success Navigators partner with High School counselors to inform students and parents that dual-enrolled students are enrolling in college-level, postsecondary classes. Both College and High School personnel explain the following to dual-enrolled students before enrollment:

The content in college classes is designed to offer all students a challenging, growing experience in each class. Each class experience may include more mature content that is wide-ranging or different from that provided in a high school classroom. The curriculum is not modified for dual enrollment students; dual enrollment students share classes with students of many ages, backgrounds, and beliefs. Dual enrollment students are expected to participate fully in college courses. A dual-enrolled student may be introduced to theories, topics, materials, discussions, or ideas that differ from those they have encountered before or disagree with. Every College student, including my student, is expected to talk independently with their instructor to address any questions or concerns or, as needed, follow the College complaint process as stated in the College Student Handbook or withdraw from a class.

NWFSC complies with federal, state, and accreditation requirements. Every course a dual-enrollment student may enroll in is subject to the College's academic standards, including faculty qualifications, time in the classroom, instructional materials, and syllabus content. The curriculum, content, evaluation of performance, and selection of instructional material are the instructor's prerogative by College-approved syllabi. The College Vice President of Academic Affairs, the College Curriculum Committee, and respective divisions or departments of the College monitor the instructional quality of all courses per institutional guidelines and the Statement of Standards for Dual Enrollment/Early College Programs in the Florida Community College System. Courses offered under the dual program meet or exceed the SACSCOC standards. All grades earned will be reported to the appropriate high school and posted to the NWFSC Transcript; hence, the dual grades are part of the permanent postsecondary academic record.

Risk Management Procedures and Contacts

Risk Management is a branch of Business Operations at NWFSC that partners with all areas of the College to promote a safe, secure, and healthy environment for students, employees, and visitors. Reporting is a crucial component of Risk Management. This document outlines the basic requirements for filing reports and obtaining a Certificate of Insurance.

Repairs/General Maintenance

- To report any maintenance issues, go to RaiderNet and click the "[Facilities/PhysicalPlant](#)" tab. Complete the form available through the "Service Request" buttons. Or, contact the Physical Plant at (850) 729-5380.
- Please provide as much information as possible regarding the repair/maintenance required. If you have pictures, you can send those via email to PhysicalPlantFacilities@nwfsc.edu

Insurance Requirements

- A Travel Pre-Authorization (PA) must be submitted and approved prior to any College-related excursion. Automobile liability coverage provides liability coverage for college employees, College students, and non- College employees as long as the automobile is used with permission and is used within the scope of business for the College.
- Unless waived explicitly in advance, all outside vendors, contractors, and caterers operating on a NWFSC campus or at a NWFSC sanctioned event must provide the College a Certificate of Insurance (COI) showing evidence of general liability coverage and name NWFSC as additional insured on the policy. You must plan to ensure that there is sufficient time for the College to receive proper proof of insurance.

If a College department is asked to provide a Certificate of Insurance to an off-campus entity, vendor or venue, please email Risk Manager at dannero@nwfsc.edu with

- date(s) of event, description of event or activity, and coverage required and
 - complete mailing address and contact name, along with phone number and email address, for the company or venue. It may take upwards of a week to secure a COI. You must plan ahead to ensure that there is sufficient time for the College to provide proper proof of insurance.
- Refer to the Employee Handbook for additional information and procedures.

Injuries/Accidents/Incidents

If an injury, accident, or incident occurs on campus, please provide necessary assistance, notify appropriate departments (e.g., Campus Police, Physical Plant), and immediately file a report in RaiderNet.

All injuries/accidents/incidents that occur on campus, at a sanctioned College event, or while traveling on college business should be reported within 24 hours. Reporting forms can be found in RaiderNet under the “Forms” tab. Click on “Incident/Injury Report” or click the Incident Report link.

Incident Report

- All College community members should use this report to report an injury on college property, during a college-sponsored event, or during a classroom/clinical activity.
- This form should also be used to report incidents such as thefts, accidents not involving injury, and/or damage to college property if such incidents occur after hours. During Campus Police Department operating hours (7 AM – 11 PM, M-F), call (850) 729-6888 to report incidents.
- Please provide as much information as possible when describing the details of any injury or incident. For injuries, describe, in-depth, how the injury occurred, the nature of the injury, and any first aid administered on scene. Please fill out all blocks in the information section on each involved party. If the injured person was transported to the hospital, indicate if it was via ambulance, self, or a third party. Remember that you will be asked to provide dates, times, locations, the name of the injured party, and any witnesses to the injury. This applies to injuries sustained by students and visitors whether during College operating hours or after.
- Be sure to include any witness information. This information is extremely valuable in claims adjustment. If appropriate, please also take pictures and forward these to the Risk Management/Facilities Coordinator (please call (850) 729-5380 for the email address).
- These reports are forwarded to our insurance company and should be as accurate, detailed, and objective as possible.
- Do not assume that someone else will file the report.
- If an injury occurs to a student during travel (off campus) for any College-sanctioned trip, make appropriate notifications. Upon return to campus, please file an Incident/Injury Report immediately.

- Certain programs cover students injured while participating in college courses, labs, or clinical training. There is a 60-day window for these injured students to file a claim with our insurer. The faculty member must file an incident report in a timely manner so that the College's Risk Manager can complete appropriate steps to provide the student insurance claim information. Only students enrolled in a program covered by the Student Accident Policy will receive a letter from the Risk Manager regarding claim filing. Letters will only be sent to students' NWFSC email and instructors who filed the report.
- Supervisors should complete the incident/injury form for on-the-job related accidents.
- Workers' Compensation insurance covers those who are injured or become ill as a direct result of their job. Please contact Human Resources with any questions regarding Workers' Compensation.
- If an injury occurs to an employee during travel (off campus) for any College-sanctioned trip, make appropriate notifications, and upon return to campus, please file an Incident/Injury Report.

NWFSC Risk Management Contacts

Risk Manager (850) 729-5233

Executive Director, Human Resources (850) 729- 5365

Serving Military Students and Teaching on a Military Installation

Teaching on Base

When teaching at an education center on a military base, it is essential to remember that we are guests on the installation and must follow the rules established and enforced by the base.

Remember that the students and personnel you encounter on base will view your actions as those of the College itself. On base, you are both a private citizen and a representative of NWFSC.

1. Carry appropriate identification with you—Florida Driver's license/ID Card and NWFSC ID card.
2. Obey posted speed limits and other traffic control warnings, as they are strictly enforced.
3. Do not use a cell phone while driving on base unless it is a hands-free car cell phone or Bluetooth.
4. Observe the prohibition of eating and drinking in the classrooms.
5. Honor all procedures, signs, and directions provided to you by base officials. Honor all requests from base personnel regarding building occupancy, evacuation of premises, room access, etc.

Serving Military Students

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

- If a military student has specific TDY orders, they will nearly always be granted a refund for the class if requested by the deadline. If the student does not have official orders but can document a change in duties or other commitment that impacts classroom attendance, a refund may be approved but is less likely. In these cases, the student should go to RaiderNet – Student tab – Student Resources section on the right – Student Forms button – Request for Exception: Business Office. They fill out the form, choose Refund Request, and include supporting documentation.

- If the student has TDY orders, an extended illness, or other similar issues but is still making reasonable progress in the course, an “I” grade may be appropriate.
- If timing permits, the student may drop/add from a full-length semester to a shorter session course. Note that this option is not possible across semesters (i.e. you cannot move from a fall course into a course in the spring or from a spring course into the summer).