

**North Florida College**  
**Faculty Senate Meeting**  
**Approved Minutes**  
**October 12, 2022 11:00 am**  
**Building 6, Room 101**

**Call to order**

President Jay Welch called the meeting to order at 11:00 am

**Members present**

Sharon Brave Heart, Carol Burkart, Denise Callaway, Rick Davis, Anna Doughty, Michelle Ginn, Laura Hanna, Daniel Harris, Guenter Maresch, Manoharan Mariappan, David Palomino, David Paulk, Hillary Ring, Kristin Summers, Phillip Taylor, Jay Welch, Karen Hiers, Jamen Brock and Philip Wilkerson.

**1. Approval of minutes**

Minutes from September 14, 2022, meeting approved by show of hands.

**2. Old Business**

- a) **Assessment Sub-Committee** – Jay Welch presented the list of volunteers for the Assessment Sub-Committee (see attached list). This committee would meet the faculty committee requirement to serve on two committees each school year. Volunteers are still needed for Mathematics, Humanities, and possible Elective area.

**3. New Business**

- a) **SLS 1103 Enrollment Standards** – Kristin Summers presented current enrollment requirements for SLS 1103 and discussed opening the course to students who had not passed the TABE and/or PERT. SLS 1103 would not be a requirement, but available at the discretion of high school and NFC advisors. (See attached 6A-14.064, 1.f. College Credit Dual Enrollment) No action was required by the Faculty Senate.
- b) **Semester Start Information Requests** – Danny Harris discussed the “Back-to-School” email and the problems encountered at the beginning of Fall term. Motion to approve the Senate’s request to receive the “Back-to-School” email at least two (2) weeks before the first day of class was made, seconded and approved by show of hands. Jay Welch will discuss the Senate’s request with Kristin Summers.
- c) **POS 2112 Journalism** – Philip Wilkerson discussed offering POS 2112 American State & Local Government as an elective and presented a course syllabus (see attached syllabus). The course

could be offered yearly during Spring term and it would not compete with other courses. The issue was tabled until a master syllabus is presented.

- d) **QEP** – Philip Taylor, QEP Committee Chair, presented five QEP proposals as required for SACSCOC accreditation (see attached list). Faculty Senate was instructed to review the five QEP proposals and vote online for their three (3) choices in two (2) weeks. The top three (3) vote getters will be presented to the Management Team.
  
- e) **8-Week Courses & Business/Accounting Changes** – Sharon Brave Heart discussed updates to the Program Outcomes for the Associate in Science degrees in Business Administration and Accounting Technology. Discussion included using Gen Ed courses for Program assessments and more information will need to be gathered to answer questions raised. No action was required by the Faculty Senate.

Sharon Brave Heart also discussed 8-week courses and student feedback.

#### **4. Adjournment**

Meeting adjourned at 11:46 am. Next meeting will be held on November 9, 2022.

Minutes submitted by: Denise Callaway

NFC Faculty Senate Meeting – October 12, 2022 @ 11:00 am

Faculty –  Initial beside your name	Bell, Ashley	
	✓ Brave Heart, Sharon	<i>Sharon</i>
	Bryce, Glenn	
	✓ Burkart, Carol	<i>Carol Burkart</i>
	✓ Callaway, Denise	<i>Denise Callaway</i>
	Curry-McDougal, Ebony	
	✓ Davis, Rick	<i>Rick Davis</i>
	✓ Doughty, Anna	<i>Anna Doughty</i>
	Eustace, Bill	
	✓ Ginn, Michelle	<i>Michelle Ginn</i>
	✓ Hanna, Laura	<i>Laura Hanna</i>
	✓ Harris, Daniel	<i>D. Harris</i>
	Haynes, Ashley	
	Kirkland, Michael	
	✓ Maresch, Guenter	<i>Guenter Maresch</i>
	✓ Mariappan, Manoharan	<i>Manoharan Mariappan</i>
	McCullers, Paula	
	Molnar, Greg	
	Morgan, Ellie	
	✓ Palomino, David	<i>David Palomino</i>
	✓ Paulk, David	<i>David Paulk</i>
	Paulk, Elias	
	Plummer, Brandy	
	✓ Ring, Hillary	<i>HR</i>
	Spence, Katherine	
	✓ Summers, Kristin	<i>(PC)</i>
	✓ Taylor, Phillip	
	Thompson, Lisa	
	Waldron, Stormy	
	✓ Welch, Jason	<i>J.</i>
Valadez, Maricela		
✓ Heirs, Karen		
Guests –  Initial and/or sign-in	Dunkle, David	✓ Philip Wilkerson <i>(PC)</i> presented
	Holland, James	
	✓ Brock, James	<i>JB</i>
		Kristin Summers <i>(PC)</i> presented

# **Faculty Senate Meeting Agenda**

**11:00am 10/12/22**

- 1) Approval of Minutes
  
- 2) Old Business
  - A) Assessment sub-committee
  
- 3) New Business
  - A) SLS 1103 enrollment standards – Kristin Summers
  - B) Semester start info requests – Danny Harris
  - C) POS 2112 Journalism – Philip Wilkerson
  - D) QEP – Philip Taylor
  - E) 8 Week Courses & Business/Accounting changes – Sharon Braveheart

#### **6A-14.064 College Credit Dual Enrollment.**

(1) To be eligible to receive college credit through dual enrollment:

(a) Students must meet the grade point average (GPA) requirements, as specified in Section 1007.271, F.S., for the degree or certificate program selected. Procedures for determining exceptions to the GPA requirements on an individual student basis must be noted in the Dual Enrollment District Interinstitutional Articulation Agreement as required by Section ~~1007.271~~ 1007.235, F.S.

(b) Students must demonstrate readiness for college-level work ~~satisfy the college preparatory testing requirements of pursuant to Section 1008.30(41)(a), F.S. and Rule 6A-10.0315, F.A.C., which is hereby incorporated by reference. Pursuant to Section 1008.30(1), F.S., Florida College System institutions may use alternative methods in lieu of the common placement tests as identified in Rule 6A-10.0315, F.A.C., to determine student eligibility to participate in dual enrollment. The use of alternative methods must be specified in the Dual Enrollment Articulation Agreement.~~ Students who have been identified as deficient in basic competencies in one of the areas of reading, writing or mathematics, as determined by scores on a postsecondary readiness assessment or alternative method identified in Rule 6A-10.0315, F.A.C., shall not be permitted to enroll in college credit courses in curriculum areas precluded by the deficiency. Students may enroll in college credit courses that are not precluded by the deficiency; however, students may not earn more than twelve (12) college credit hours prior to the correction of all deficiencies. Exceptions to the twelve (12) college credit hour limitation may be granted by the postsecondary institution provided that the dual enrollment student is concurrently enrolled in a secondary course(s) in the basic competency area(s) for which they have been deemed deficient by the postsecondary readiness assessment or alternative method. In addition, the secondary student who has accumulated twelve (12) college credit hours and has not yet demonstrated proficiency in the basic competency areas of reading, writing and mathematics must be advised in writing by the school district of the requirements for associate degree completion and state university admission, including information about future financial aid eligibility and the potential costs of accumulating excessive college credit, as outlined in Section 1009.286, F.S.

(c) For joint dual enrollment and Advanced Placement (AP) courses, as authorized in Section 1007.272, F.S., students must comply with the add/drop policies and deadlines of the postsecondary institution. A student who elects to enroll in an AP course that is jointly offered with a dual enrollment course may not earn postsecondary credit for that course through dual enrollment.

(d) In order to remain eligible for college credit coursework, students must maintain the high school grade point average required for initial eligibility unless otherwise noted in the Dual Enrollment District Interinstitutional Articulation Agreement.

(e) Participation of exceptional student education (ESE) students must be in accordance with statutory eligibility requirements and with the procedural guidelines and district-college responsibilities delineated in the Dual Enrollment District Interinstitutional Articulation Agreement.

(f) Districts and colleges may agree to extend dual enrollment participation in Student Life Skills (designated as SLS course prefix in the Statewide Course Numbering System) courses to students who do not meet the statutory eligibility requirements, if alternate eligibility requirements are delineated in the Dual Enrollment District Interinstitutional Articulation Agreement.

(g) In order to be considered a full-time dual enrollment early admission student, the student must enroll in a minimum of twelve (12) college credit hours but may not be required to enroll in more than fifteen (15) college credit hours.

(2) The following requirements shall apply to faculty providing instruction in college credit dual enrollment courses:

(a) All full-time or adjunct faculty teaching dual enrollment courses must meet the faculty credentialing requirements of the postsecondary institution's institutional accrediting agency ~~Southern Association of Colleges and Schools Commission on Colleges' Principles of Accreditation: Foundations for Quality Enhancement, 2010 Edition, Section 3.7.1, for postsecondary instructors in the course and discipline, which is hereby incorporated by reference. The document may be accessed at <http://www.sacscoc.org/pdf/2010principlesofaccreditation.pdf>.~~ These criteria apply to all faculty teaching postsecondary courses regardless of the physical location of the course being taught. The postsecondary institution awarding credit shall ensure faculty teaching dual enrollment courses meet these qualifications.

(b) Postsecondary transcripts of all full-time or adjunct faculty teaching dual enrollment courses must be filed with the postsecondary institution, regardless of who employs or pays the faculty member's salary. For dual enrollment courses taught on high school campuses, the faculty transcripts must be submitted to the postsecondary institution for filing.

(c) The postsecondary institution shall provide all full-time and adjunct faculty teaching dual enrollment courses with a copy of the current faculty or adjunct faculty handbook. Faculty shall adhere to the professional guidelines, rules, and expectations therein. Any exceptions to such requirements must be noted in the Dual Enrollment District Interinstitutional Articulation Agreement.

(d) The postsecondary institution shall provide all full-time and adjunct faculty teaching dual enrollment courses with a current

student handbook detailing information that includes, but is not limited to, add/drop and withdrawal policies, student code of conduct, grading policies, and critical dates. Faculty shall adhere to the guidelines, rules, and expectations therein that apply to faculty. Any exceptions to such requirements must be noted in the Dual Enrollment District Interinstitutional Articulation Agreement.

(e) The postsecondary institution shall provide all adjunct faculty teaching dual enrollment courses with a full-time faculty contact or liaison in the same discipline.

(f) All full-time and adjunct faculty teaching dual enrollment courses, regardless of location of instruction, shall be observed by a designee of the college president and evaluated based on the same criteria used for all other full-time or adjunct faculty delivering college courses at that institution.

(g) The postsecondary institution shall provide all full-time and adjunct faculty teaching dual enrollment courses with a copy of course plans and objectives for the college course they are teaching. In addition, faculty shall be provided with information on additional requirements related to Rule 6A-10.030, F.A.C., if applicable. All course objectives and identified competencies must be included in the course plan and covered per the syllabus during the term.

(h) All full-time and adjunct faculty teaching dual enrollment courses shall file a copy of their current course syllabus with the college's discipline chair or department chair prior to the start of each term. Content of the syllabus must meet the same criteria as required for all college courses offered at that institution.

(3) The following curriculum standards for content, syllabi, exams, and grades shall apply to college credit dual enrollment:

(a) Dual enrollment courses taught on the high school campus must meet all competencies expected and outlined in the postsecondary course plan. To ensure equivalent rigor with on-campus courses, the institution granting postsecondary credit shall be responsible for providing a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes ~~in accordance with the Southern Association of Colleges and Schools Commission on Colleges' Principles of Accreditation: Foundations for Quality Enhancement, 2010 Edition, sections 2.7.4 and 3.5.1, which are hereby incorporated by reference. The document may be accessed at <http://www.sacscoc.org/pdf/2010principlesofaccreditation.pdf>.~~ Assessments shall be provided to the high school campus dual enrollment course instructor by the college in a timely manner to ensure availability prior to scheduled administration dates. Completed, scored exams will be returned to the postsecondary institution and held on file for a period of one (1) year.

(b) Textbooks and instructional materials used in dual enrollment courses must be the same or comparable with those used with other postsecondary courses at the postsecondary institution with the same course prefix and number. The postsecondary institution will advise the school district of instructional material requirements as soon as that information becomes available, but no later than one term prior to a course being offered.

(c) Course requirements such as tests, papers, or other assignments for dual enrollment students must be at the same level of rigor or depth as those for all non-dual enrollment postsecondary students. All full-time and adjunct faculty teaching dual enrollment courses must observe postsecondary institution procedures and deadlines for submission of grades in the appropriate format. All faculty will be advised of postsecondary institution-wide grading guidelines prior to teaching a dual enrollment course.

(d) Policies relating to dual enrollment course withdrawals and repeats shall be determined by the college and must be clearly delineated in the Dual Enrollment District Interinstitutional Articulation Agreement.

(4) The following environmental standards shall apply to college credit dual enrollment:

(a) Dual enrollment courses taught on a high school campus shall ensure minimal interruptions of instructional time. A student shall lose eligibility to participate in dual enrollment if the secondary institution where a course is being offered determines that a student is being disruptive to the learning process, such that the progress of other students and the efficient administration of the course are hindered.

(b) Dual enrollment courses may not be combined with other high school courses, except in accordance with Section 1007.272, F.S.

(c) A formalized process between the high school counselor and the college must be delineated in the Dual Enrollment District Interinstitutional Articulation Agreement for informing students and parents or guardians of college course-level expectations, including, but not limited to the following:

1. Any letter grade below a "C" will not count as credit toward satisfaction of the requirements in Rule 6A-10.030, F.A.C.; however, all grades are calculated in a student's GPA and will appear on their college transcript.

2. All grades, including "W" for withdrawal, become a part of the student's permanent college transcript and may affect

subsequent postsecondary admission.

3. While appropriate for college-level study, course materials and class discussions may reflect topics not typically included in secondary courses which some parents may object to for minors. Courses will not be modified to accommodate variations in student age and/or maturity.

4. The selection of courses to meet degree requirements, including approved program common prerequisite courses, in order to minimize student and state costs for excess hours.

~~5. The inclusion of dual enrollment course plans in their Electronic Personal Educational Planner (ePEP) using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org, as required by Section 1003.413(3)(i), F.S., to minimize enrollment in a random selection of college courses.~~

(5) The following accountability and assessment standards shall apply to college credit dual enrollment:

(a) Postsecondary institutions shall analyze student performance in dual enrollment to ensure that the level of preparation and future success is comparable with non-dual enrollment postsecondary students. Analyses and recommendations shall be shared and reviewed with the principal and local school district.

(b) High schools shall analyze course and instructor evaluations for dual enrollment courses on the high school campus. Analyses and recommendations shall be shared and reviewed by both the college and the high school.

(c) Any course-, discipline-, college-, or system-wide assessments that a postsecondary institution requires in non-dual enrollment sections of a course shall also be used in all dual enrollment sections of the course.

(d) Colleges shall compare student performance, to include final grade and exam, of dual enrollment course offerings on high school campuses and college campuses to ensure that results are comparable to non-dual enrollment sections. Results will be made available to the principal, local school district, the college president, and the Department of Education.

*Rulemaking Authority 1001.02(2), (6), 1007.271(3), (9) FS. Law Implemented 1007.271 FS. History--New 6-22-10.*

Assessment sub-committee

- Communications **Paula McCullers**
- Mathematics
- Social Science **Jay Welch (chair)**
- Science **Anna Doughty, Manoharan Mariappan**
- Humanities
- Business/Accounting **Sharon Braveheart**
- Criminal Justice **Rick Davis**
- Nursing **Katherine Spence**
- Emergency Medical Services **Michael Kirkland**
- Elective area (we can discuss this later)





NORTH FLORIDA  
COLLEGE

North Florida College  
POS 2112 - American State & Local Government  
Course Syllabus

TERM: SPRING 2023	CRN:	COURSE NUMBER: POS 2112
SECTION: 1	COURSE TITLE: American State & Local Government	
MEETING LOCATION: #6/202	MEET DAY(S): F/Hy-Flex	TIME: 8:00-9:15
INSTRUCTOR: Philip Wilkerson	OFFICE LOCATION: 2/106	
TELEPHONE: (850) 973-9455	EMAIL: wilkersonp@nfcc.edu	
DEPARTMENT CHAIR: Michelle Ginn	DEPARTMENT CHAIR EMAIL: ginnm@nfcc.edu	
<b>COURSE DESCRIPTION:</b> This course provides a comparative study of American state governments and political processes, with an emphasis on Florida. The curriculum emphasizes the structures and functions of state governments, as well as the importance of federal-state relations and state-local relations.		
<b>PREREQUISITES:</b> Successful completion of POS 2041 American National Government		
<b>COREQUISITES:</b> N/A		
<b>RESPONSE TIME FOR PHONE AND EMAIL MESSAGES:</b> The instructor will respond to phone and email messages received during the week within 48 hours. The instructor does not hold office hours on the weekend, and therefore, checks emails periodically during this time. Those received during the weekend may not be responded to until the following Monday.		
<i>Note: If you do not get a response from your instructor within the time frames specified above, please contact the Department Chair, Michelle Ginn, <a href="mailto:ginnm@nfcc.edu">ginnm@nfcc.edu</a>.</i>		
<b>OFFICE HOURS:</b> Friday 9:30 AM – 10:30 AM, Virtual Hours		
<b>REQUIRED TEXT: State and Local Government: The Essentials 6<sup>th</sup> Edition. Bowman/Kearney 9781435462687</b>		
<b>ADDITIONAL RESOURCE MATERIALS AND/OR SUPPLIES:</b> Internet access for completing course assignments and access to a computer with Microsoft Word for papers.		
<b>MINIMUM TECHNOLOGICAL REQUIREMENTS AND SKILLS:</b> Internet access for completing course assignments, access to a computer with Microsoft Word for papers and basic computer and internet skills.		
<b>COURSE GRADING/EVALUATIONS:</b> Grades for this course are based on a point system. To determine the final course grade, the total number of points earned will be divided by the total points available and the grade will be assigned based on the following percentages:		
A- 90-100%    B- 80-89%    C- 70-79%    D- 60-69%    F- below 60%		
Planned evaluations will be through five (5) on-line discussions, nine (9) chapter quizzes, two (2) exams, and two (2) website reviews.		
<ul style="list-style-type: none"> <li>On-line Discussions (5) which each are worth 5% of your final grade</li> <li>Quizzes (9) which each are worth 5% of your final grade</li> <li>Mid-Term Examination (1) worth 15% of your final grade</li> <li>Final Examination (1) worth 15% of your final grade</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>On-line Discussions (5):</b> Important material from the text and outside sources will be covered via on-line instruction, presentation and discussion posts. Two individual discussion topics will be posted and each student must post one discussion and respond to at least one other students' posts. Discussion posts require a 100 word minimum, responses to other students must meet a 50 word minimum. Failure to meet the minimum word requirement will lead to a 10% point reduction for the post and the response.</li> </ul>		

- **Quizzes (9):** Quizzes will be assigned for topics covered. The quizzes will consist of multiple choice, short description, and/or true or false questions. Quizzes must be completed prior to the deadline. All missed quizzes will result in a grade of 0.
- **Mid-Term Examination (1):** The mid-term examination will cover Bureaucracy, Federalism, Campaigns and Elections and US Congress topics. The mid-term exam will be taken via D2L and will be during a certain time frame as outlined below. The mid-term exam may not be made up unless absolutely necessary and prior arraignments are made with the instructor.
- **Final Examination (1):** The final examination will cover all material covered during the semester. The final exam may not be made up unless absolutely necessary and prior arraignments are made with the instructor.
- Unless otherwise noted or advised all work is to be submitted via D2L.

Students **will be required** to read from the free online text book for completing coursework.

**RESPONSE TIME FOR POSTING OF GRADES ON D2L:**

Grades will be posted within 7 days after assignment deadlines. If you do not see a grade for your assignment by day 8, please contact your instructor. Your grades to date will be viewable in the D2L gradebook under Final Adjusted grades and is updated continuously as assessments are graded. Your current course grade is the Adjusted Final Grade. The Adjusted Final Grade will be updated as assignment grades are posted to the D2L gradebook.

**MIDTERM AND/OR FINAL EXAM INFORMATION:**

**Midterm Exam: Friday February 14<sup>th</sup> by 11:59 PM**

**Final Exam: Friday May 1<sup>st</sup> by 11:59 PM**

**GENERAL EDUCATION PROGRAM LEARNING OUTCOMES**

1. **Communication Skills:** Students will demonstrate competence and understanding in both oral and written expression.
2. **Critical Thinking:** Students will demonstrate mastery of discipline-specific problem-solving skills.
3. **Diversity:** Students will interpret and evaluate societal and ethical issues, problems and values specific to time and place.
4. **Technology:** Students will demonstrate competence in use of technology appropriate to course and/or circumstance.

**COURSE LEVEL STUDENT LEARNING OUTCOMES**

All courses with multiple sections must use the same wording for all SLOs, and assessments must share common attributes.

1. Students will apply an objective, analytical approach to understanding state and local government issues and concerns.
2. Students will describe the major characteristics of a representative republic.
3. Students will explain how the Florida Constitution protects life, liberty, and the pursuit of happiness.
4. Students will examine the role of state legislative, executive, and judicial branches within a system of checks and balances.

Course Level SLO #	Gen Ed/Program Outcome #	Summative Assessments (A student artifact: A specific assignment that could be submitted as evidence of a General Education competency)
1	4a, 7a	Class discussion and Discussion Post 2
2	4a, 7a	Quiz 5 and Final Exam
3	4a, 7a	Class discussion and Final Exam
4	4a, 7a	Quiz 8 and Final Exam

**COURSE CONTENT AND SCHEDULE:**

- Friday January 10<sup>th</sup>, Federalism. Discussion 1 due on **Friday January 17<sup>th</sup> by 11:59 PM**
- Friday January 17<sup>th</sup>, Constitutionalism. Quiz 1 due on **Friday January 24<sup>th</sup> by 11:59 PM**
- Friday January 24<sup>th</sup>, Participation in State Politics. Quiz 2 due on **Friday January 31<sup>st</sup> by 11:59 PM**
- Friday January 31<sup>st</sup>, Legislators in State Politics. Quiz 3 due on **Friday February 7<sup>th</sup> by 11:59 PM**

- Friday February 7<sup>th</sup>, Bureaucratic Politics at State Level. Quiz 4 due on **Friday by February 14<sup>th</sup> 11:59 PM**
- Friday February 14<sup>th</sup>, **NO CLASS MEETING. Midterm Exam Due in D2L by 11:59 PM**
- Friday February 21<sup>st</sup>, Politics in the Sunshine State. Quiz 5 due on **Friday February 28<sup>th</sup> by 11:59 PM**
- Friday February 28<sup>th</sup>, Governors in State Politics. Quiz 6 due on **Friday March 6<sup>th</sup> by 11:59 PM**
- Friday March 6<sup>th</sup>, Politics of Education. Quiz 7 due on **Friday March 13<sup>th</sup> by 11:59 PM**
- Friday March 13<sup>th</sup>, State-Level Democracy. Quiz 8 due on **Friday March 20<sup>th</sup> by 11:59 PM**
- Friday March 20<sup>th</sup>, **No class meeting, college is closed for Spring Break**
- Friday March 27<sup>th</sup>, State Tax & Finance Policy. Quiz 9 due on **Friday April 3<sup>rd</sup> by 11:59 PM**
- Friday April 3<sup>rd</sup>, State Court System. Discussion 2 **Friday April 10<sup>th</sup> by 11:59 PM**
- Friday April 10<sup>th</sup>, Florida Crime & Correctional Policy. Discussion 3 due on **Friday April 17<sup>th</sup> by 11:59 PM**
- Friday April 17<sup>th</sup>, Republican Form of Government. Discussion 4 due on **Friday April 24<sup>th</sup> by 11:59 PM**
- Friday April 24<sup>th</sup>, Florida Voting Laws. Discussion 5 due **Friday April 24<sup>th</sup> by 11:59 PM**
- Friday May 1st, **Final Exam due by 11:59 PM**

#### Early Alerts:

**#1 – January 27-30, 2020**

**#2 – February 24-27, 2020**

**COURSE POLICY STATEMENTS:** At the beginning of the semester, the instructor must report “no show” students for this course. “No show” indicates the student will be removed from the course. In order to be considered as attending the online course, the student must log in to D2L and complete “Getting Started,” step #1. Students will be prompted to complete the Mandatory Attendance quiz by the deadline as given on the course schedule; this quiz will verify students’ attendance in the course.

#### **NFC INFORMATION AND POLICY STATEMENTS:**

##### **Academic Honesty**

NFC is committed to providing a high-quality educational experience to all students, and students are expected to follow appropriate and honest academic practices. This information is available in the Academic Regulations section of the college catalog at [www.nfcc.edu](http://www.nfcc.edu). All cases of academic dishonesty will be reported to the Office of Academic Affairs.

Instructors use [www.turnitin.com](http://www.turnitin.com) to review papers and projects for improper citation and/or plagiarism by comparing each student’s report against billions of internet pages, a repository of works submitted to Turnitin in the past, and thousands of academic sources. A comparison document called the *Similarity Report* details the areas of a student paper that may have been documented incorrectly or used improperly. **Refer to instructor’s course policy statements for usage details.**

##### **Attendance Policy**

Regular and consistent attendance facilitates student success. Absences beyond the equivalent of two weeks of class are considered to be excessive and thus may impact a student’s course grade. Typically, two weeks of class would be described as follows:

- For a three credit hour class that meets MW or TR: 4 class meetings (2 weeks).
- For a three credit hour class that meets once a week for three hours: 2 class meetings (2 weeks).

Students are responsible for material covered during their absence. Refer to instructor makeup policy.

**If there is no verifiable participation within the first week of the term, a student will be dropped from the class for non-attendance.** This includes classes delivered in face-to-face, online, or hybrid format. See instructor policy.

### Textbook Purchases

All required course materials are listed in the Virtual Bookstore tab on NFC's homepage. Course materials purchased through Follett, NFC's only contracted vendor, can be charged against a student's financial aid account. Course materials may also be purchased from any other source with the understanding that these non-Follett purchases cannot be charged against a student's financial aid account.

### Used Book Purchases

Students should check the Follett book list found in the Virtual Bookstore tab on NFC's homepage for correct titles and editions. Note: The ISBN listed in Follett may include both the required text and a required access code. When considering purchasing used books, students should be sure the purchase includes the ACCESS CODE in courses where required. If not, the access code must be purchased separately at an additional cost.

### Students/Visitors: Where to Park on Campus

If you have any questions about parking on campus, contact Campus Security at (850) 973-0280. Park in designated parking spaces only. Do not park on the grass or in undesignated areas. Faculty/Staff parking areas are to be used only by full- and part-time employees of the college. Faculty and staff parking spaces are lined in yellow and are clearly marked "STAFF". Students and visitors can park in any spaces that are lined in white. **NOTE: Some visitor parking spaces are lined in yellow with the word "Visitor" in the center. These are for visitors only. Students are not allowed to park in these spaces. Vehicles cannot be parked by backing into the space. Any vehicle that is illegally parked will be towed at the owner's expense. Refer to the college catalog or student handbook for all other parking regulations.**

**Enforcement:** If a vehicle is parked illegally anywhere on campus, it is subject to be towed at the owner's expense (\$85.00+). An illegally parked vehicle will be given a **WARNING on the FIRST OFFENSE. There will be no second warning.** Illegally parked vehicles will be **TOWED ON THE SECOND OFFENSE.** Signs will be displayed near parking areas with the name and address of the company to contact if the vehicle is towed.

The company that tows the vehicle is an independent company contracted by North Florida College. The College has no authority to negotiate towing fees and is not in any way responsible for damage or liability to the vehicle or its contents. The company that provides the towing service is:

Jimmie's Firestone  
6025 South SR 53  
Madison, FL 32340  
(850) 973-8546

### Campus Security

The administration of NFC works diligently to make the campus as safe as possible. A few of the procedures in place include the use of security officers, the placement of security lights at strategic locations, and the locking of buildings when not in use. Students should always be alert and use normal precautionary measures at all times. Campus crime statistics are documented annually and are available in the college catalog. Campus security can be contacted at 850-973-0280 from 7:30 a.m. until 11:30 p.m. for assistance while on campus with non-emergency security concerns. All emergency incidents should be reported directly to 911.

### Library Services

The Marshall Hamilton Library, located in Building 4 at NFC, is open for the Spring 2020 term during the following hours:

Monday - Thursday	8:00 a.m. - 7:00 p.m.
Friday	8:00 a.m. - 4:30 p.m.

Resources and staff are available in the Library to support student learning in the classroom. Students are encouraged to visit, browse the collections, and use the computers during these hours. Librarians are on duty to help with questions and research strategies. To gain access to the Library's extensive collection of electronic resources such as eBooks and academic databases with full-text articles, students MUST activate/renew their library accounts each semester. On campus students should bring their student ID to the library to activate their account. Off campus students should call

the library to activate their account. Once a student's library account is activated, online library resources are available 24 hours a day through the Library's website, [www.nfcc.edu/library](http://www.nfcc.edu/library). Wireless Internet is also accessible in the Library and on the patio after hours. Specific policies and regulations applicable to the Library are available in the Library or by visiting the Library's website.

### Academic Success Center

The Academic Success Center (ASC) exists to provide all NFC students, regardless of academic proficiency, the help and support necessary to ensure successful completion of studies and programs. Services include one-on-one peer and faculty-led tutoring assistance, online tutoring, organized group study sessions, workshops, study skills training, academic coaching, web resources, and more. The ASC takes pride in working closely with faculty and staff to develop resources and to support the various academic programs offered at NFC.

#### Locations (for Spring 2020)

- **Walk-in and/or by-appointment tutoring sessions:** Visit the Tutor Lab located in the Marshall Hamilton Library.

Monday - Thursday	8:00 a.m. - 5:30 p.m.
Friday	8:00 a.m. - 4:30 p.m.

- **Workshops, organized group study sessions, and professional tutoring:** See the ASC calendars and schedules on NFC's website for specific times and locations.

#### Smarthinking Online Tutoring

Online tutoring is available to NFC students 24 hours a day, 7 days a week, through Smarthinking. Each NFC student has access to a Smarthinking account and 240 minutes of free tutoring services. Located in D2L, Smarthinking offers a variety of tutoring services including drop-in live sessions, scheduled sessions, submit a question, and writing center submissions. Smarthinking covers a wide range of subjects like basic math, algebra, statistics, trigonometry, calculus, chemistry, physics, accounting, reading and writing (all subjects). Sessions are archived and available for students to review at any time for studying or test preparation.

**For more information about accessing the Smarthinking online tutoring service, see the ASC webpage or contact Elizabeth Gonzales at [gonzalese@nfcc.edu](mailto:gonzalese@nfcc.edu) or (850) 973-1719 and/or Jamen Brock at [brockja@nfcc.edu](mailto:brockja@nfcc.edu) or (850) 973-9411.**

For **any** additional information regarding services provided by the **Academic Success Center**, please contact any of the following:

- Elizabeth Gonzales, Academic Success Center Coordinator (850) 973-1719 / [gonzalese@nfcc.edu](mailto:gonzalese@nfcc.edu)
- Jamen Brock, Tutor Lab Manager/Academic Specialist (850) 973-9411 / [brockja@nfcc.edu](mailto:brockja@nfcc.edu)
- Academic Success Center (ASC) (850) 973-1624 / [asc@nfcc.edu](mailto:asc@nfcc.edu)
- Lynn Wyche, Director of Learning Resources (850) 973-9404 / [wychel@nfcc.edu](mailto:wychel@nfcc.edu)

### Americans with Disabilities Act

NFC is dedicated to the concept of equal opportunity. Students desiring modifications in class or on campus due to a disability may choose to inform the instructor at the beginning of the semester or contact the Disability Resource Center directly. Accommodations and modifications will be made after the student registers with the Disability Resource Center and provides appropriate documentation of disability. After the documentation is evaluated, the instructor may be involved in providing accommodations to equalize the student's educational experience. Students may call (850) 973-1683 (V) or (850) 973-1611 (TTY) for an appointment or additional information.

### Technology Access

All NFC online learning tools are available on the MyNFC portal. To access the portal, students should click the MyNFC link at the top of the NFC website (<http://www.nfcc.edu>) or type the following URL into the Internet address bar: <https://my.nfcc.edu>. **When accessing the portal for the first time, students should click the "First Time User" link and follow the instructions to set up the account.**

Each NFC student is provided an email account through GoMail. The student's GoMail account is the official email address used by faculty and staff for communication with the student. A student can access his/her GoMail account via the MyNFC portal. Students are expected to check their GoMail accounts regularly.

Desire2Learn (D2L) is the learning management system that houses all online and supplemented face-2-face courses. Students can log in to an online or supplemented course by accessing the MyNFC portal. Students will then see their course(s) listed under the "My Courses" widget on the D2L homepage. Click the name of the course to begin.

### **Student Ombudsman**

The Student Ombudsman provides confidential, informal, and neutral assistance to students seeking to resolve disputes or address issues of importance. The Student Ombudsman does **not** serve as a student *advocate*, but rather serves as a guide to assist students in the navigation of College organizational structure and in understanding of policies and procedures. David Paulk is the current Student Ombudsman. He can be reached at (850) 973-9418 or [paulkd@nfcc.edu](mailto:paulkd@nfcc.edu).

### **Equal Opportunity Statement**

North Florida College is dedicated to the concept of equal opportunity and access to all programs and activities. In accordance with federal and state laws, and College policy, NFC does not discriminate in any of its policies, procedures or practices on the basis of race, ethnicity, color, religion, sex, national origin, gender, age, disability, pregnancy, marital status, genetic information or any other characteristic protected by law. Inquiries or complaints regarding equity issues of any nature may be directed to Denise Bell, Equity Coordinator, 325 NW Turner Davis Drive, Madison, FL 32340, Telephone (850) 973-9481 or email [equity@nfcc.edu](mailto:equity@nfcc.edu).

### **Student Rights**

As members of the College community, students have certain rights that include the following.

Students have the

- Right to a quality education;
- Right to freedom of expression;
- Right to hold public forums;
- Right to peacefully assemble;
- Right to a fair and impartial hearing;
- Right to participate in Student Government;
- Right to be a member in authorized student organizations;
- Right to appeal College decisions through established grievance procedures;
- Right of personal respect and freedom from humiliation and control;
- Right to make the best use of the student's time and talents and to work toward the goal which brought the student to the College; and
- Right to ask about and recommend improvements in policies that affect the welfare of students.

### **Student Responsibilities**

As members of the College community, students have certain responsibilities that include the following.

Students are

- Expected to assume responsibility for knowing the rules, regulations and policies of the College;
- Expected to meet the course and graduation requirements of the students' program of study;
- Expected to keep college records current with up-to-date addresses and other information;
- Expected to meet with an academic advisor at least once each term;
- Expected to comply with College rules, regulations and policies; and
- Expected to behave in a manner which demonstrates respect for others and self.

### **Student Rights Under the Family Educational Rights and Privacy Act (FERPA)**

FERPA affords students certain rights with respect to their educational records.

1. The right to inspect and review the student's educational records.

2. The right to request the amendment of the student's educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
3. The right to consent to disclosure of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosures without consent.
4. The right to file with the U.S. Department of Education a complaint concerning alleged failures by North Florida College to comply with the requirements of FERPA. Please write to: U.S. Department of Education, 600 Independence Ave. S.W., Washington, D.C. 20203.
5. The right to obtain a copy of North Florida College's student record policy from the Office of the Registrar, North Florida College, 325 NW Turner Davis Drive, Madison, Florida 32340.

**Vulnerable Persons Act**

All faculty and staff of North Florida College are required by law to report any type of abuse of minors that they witness or become aware of through written or verbal communication, regardless of the time that has passed since the abuse occurred. Students are advised that any information, written or verbal, communicated in this class, or to the instructor in any way, in regards to any willful act or threatened act that results in any physical, mental, or sexual abuse, injury, or harm that causes or is likely to cause harm to the physical, mental, or emotional health of another to be significantly impaired is subject to disclosure as required per Florida State Statutes.

## **QEP Proposals 10.3.22**

### **Enhancing Pathways to Student Success, Persistence, Retention and Completion**

This QEP would seek to increase student success, persistence, retention and completion through student goal setting and providing a consistent and engaging experience for all students. Aspects would include utilizing guided pathways and meta-majors with intentional advising, forming a 3-year academic plan based on student goals and expectations utilizing the career and transfer center, creating a consistent quality user experience online complete with an online orientation, developing a year-round schedule with resources and training for advisors and mentors, increasing student engagement in campus and classroom activities, and improving quality teaching through implementing consistent rubrics, improving SLOs, and utilizing assessment for improving learning.

### **Improving Student Success and Completion in Dual-Enrollment**

This QEP would seek to increase student success in dual-enrollment and completion by dual-enrollment students. Aspects would include better education of students, parents, administration and faculty, before students begin classes, throughout the program, and as students prepare for high school graduation, improved communication between all parties throughout the program, improved inclusion of the dual-enrolled students in the main campus and its resources and activities, hosting a dual enrollment summit, and faculty training on particular needs and culture of dual-enrollment students.

### **Advancing Student Success through Expanding and Generalizing Mentoring**

This QEP would seek to increase student success, persistence, retention and completion through expanding the current mentoring program and applying principles of mentoring to the larger college population. Aspects would include expanding the current mentoring program through larger selection of mentee group, and further recruitment of mentors, including 2nd year students to co-mentor with experienced faculty/staff mentor, generalizing mentoring through 1 hour Freshman Experience Seminar to offer mentor-like support, aggressively advertising/requiring orientations for select populations, developing (and requiring?) an online orientation, aggressively advertising/requiring SLS course for select populations, and increasing student engagement in classroom and campus activities;

### **Targeting an Underperforming Student Population for Success, Persistence and Completion**

This QEP would seek to facilitate the success, persistence and completion of a targeted underperforming student population (First Gen, Full time FTIC, Minority, e.g.). Aspects would include continued and expanded intentional advising, expanding mentoring, upgrading ASC outreach, providing appropriate faculty training, ensuring a consistent quality user experience online, monitoring of student performance in gateway courses, and developing enhanced engagement activities.

### **Increasing Student Success through Optimizing Academic Success Center Usage**

This QEP would seek to increase student success, persistence, retention and completion through expanding student usage of the Academic Success Center through improved faculty partnerships with the ASC. Aspects would include expanded usage of ASC classroom orientations, test and final exam reviews, success seminars, workshops, writing consultations, absent professor services, as well as peer tutoring, academic coaching and smarthinking services for struggling students and expanded technology resources for the ASC.



**Associate in Science Business Administration (Old)**

1. Students will demonstrate an understanding of the business environment and how it is impacted by world events.
2. Students will demonstrate the ability to appropriately utilize channels of communication in a business environment.
3. Students will demonstrate the ability to use technology to retrieve, organize, critically evaluate and/or present information from a variety of sources as applied within the business environment
4. Students will demonstrate an understanding of core and supportive business functions

Proposed revisions:

When they leave this program, students should be able to:

1. Demonstrate the ability to apply critical thinking in resolving business-related issues.
2. Demonstrate the ability to utilize appropriate technologies to retrieve, organize, critically evaluate and/or present information from a variety of sources as applied within the business environment.
3. Demonstrate the competency in utilizing the following soft skills within the business environment-leadership, communication, problem-solving work ethic, interpersonal skills and teamwork.
4. Demonstrate the ability to appropriately apply underlying business principles within the business environment.

**Associate in Science Accounting Technology (Old)**

1. Students will demonstrate the ability to prepare and communicate financial information in accordance with the appropriate rules and regulations that govern reporting.
2. Students will demonstrate the ability to use technology to retrieve, organize, critically evaluate and/or present information from a variety of sources in conveying financial information to internal and external users
3. Students will demonstrate the ability to appropriately utilize channels of communication in a business environment
4. Students will demonstrate an understanding of the business environment and how it is impacted by world events.
5. Students will demonstrate an understanding of core and supportive business functions

Proposed revisions:

When they leave this program, students should be able to:

1. Students will demonstrate the ability to prepare and communicate financial information in accordance with the appropriate rules and regulations that govern reporting.
2. Demonstrate the ability to integrate and apply appropriate technologies to retrieve, organize, critically evaluate and/or present information to users of financial information within the business environment.
3. Demonstrate the competency in utilizing the following soft skills within the business environment-leadership, communication, problem-solving work ethic, interpersonal skills and teamwork.