

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

FACULTY HANDBOOK

This handbook provides faculty members with up-to-date information regarding the College, its policies, and procedures. It is not intended to duplicate information contained in the Faculty Collective Bargaining Agreement. In addition, it is not intended to be a substitute for current College policies as outlined in *Board Rules* or the *Administrative Procedures Manual*, nor to duplicate the information contained in the *Faculty Handbook for Online Course Development and Online Teaching*. This handbook is primarily intended to be a resource for faculty searching for information about instructional or student policies.

Every attempt was made to gather current, relevant information. However, faculty are encouraged to consult their immediate supervisors to confirm the current validity of policies and procedures for specific situations.

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Mission	5
Values	5
College-Wide Goals	5
The Vision within FCCJ’s College-Wide Goals	7
Board of Trustees	8
History	9
FCCJ Website	10
FCCJ Calendars	10
Additional College Websites	10
Disclaimer Concerning Web Pages	11
FCCJ Campuses and Centers	11
Convocation	13
Commencement	13
Graduation	13
FCCJ Foundation	13
COLLEGE AND RELATED POLICIES & PRINCIPLES AFFECTING FACULTY	14
Professional Ethics	14
<i>Code of Ethics of the Education Profession in Florida</i>	14
<i>Principles of Professional Conduct for the Education Profession in Florida</i>	14
Part–Time Faculty Certification	18
Curriculum Approval Process	18
College Curriculum Committee	19
Participatory Governance Model	19
Faculty Senate	21
Faculty Awards	24
Sexual Harassment	25
<i>Complaint Procedure</i>	25

PROCEDURES AFFECTING LEARNING	26
Course Outline and Syllabus	26
<i>Veterans Attendance</i>	<i>26</i>
<i>Financial Aid Students' Attendance</i>	<i>27</i>
Final Examinations.....	27
Student Conduct	28
<i>Procedures for Handling Violations of College Standards of Conduct</i>	<i>29</i>
Academic Dishonesty/Plagiarism	29
<i>Alleged Academic Dishonesty in the Classroom.....</i>	<i>30</i>
Due Process	31
Fair Use Guidelines for Faculty	32
Learning Communities.....	37
Grading Systems.....	38
<i>College Credit and Workforce Certificate Grading Policies</i>	<i>38</i>
<i>Continuing Workforce Education</i>	<i>38</i>
<i>General Educational Development, Adult Basic Education, Vocational Preparatory Instruction, and English for Speakers of Other Languages</i>	<i>39</i>
<i>Adult High School.....</i>	<i>39</i>
Drop for Non Attendance Process.....	40
<i>Security for the NA Process Input.....</i>	<i>41</i>
<i>Problems during the NA Process Input</i>	<i>41</i>
<i>NA Given in Error.....</i>	<i>42</i>
<i>NA Not Given by Session Deadline</i>	<i>43</i>
<i>Retracting a NA Given Correctly.....</i>	<i>43</i>
Withdrawals	44
Incomplete Grade	44
Grade Forgiveness Policy and Course Repeats.....	45
Grade Changes.....	45
Standards of Academic Progress.....	46
<i>College Credit Standards of Academic Progress</i>	<i>46</i>
<i>Workforce Certificate Program Standards of Academic Progress</i>	<i>46</i>

<i>Standards of Academic Progress for Students in Vocational Preparatory Instruction</i>	46
<i>Adult Basic Education Standards of Academic Progress</i>	47
<i>Adult High School Standards of Academic Progress</i>	48
<i>Polytechnic High School Competency Based Diploma</i>	52
<i>GED Standards of Academic Progress</i>	54
<i>English for Speakers of Other Languages Non-Credit Standards of Academic Progress</i> ...	54
President’s and Dean’s List	54
<i>College President’s List</i>	54
<i>Dean’s List</i>	55
Student Records and Privacy	55
Gordon Rule	57
<i>Designated Gordon Rule Courses</i>	58
Information Literacy Requirement	58
Religious Observances	59
FACULTY RESOURCES	60
Computer Technology	60
Artemis	62
Bookstore Services	63
Libraries	64
<i>The LINCC Network</i>	64
<i>Borrowing and Reserving Materials</i>	64
<i>Instruction by Librarians</i>	65
Student Workers	65
Telecourses	65
Online Courses and Programs	66
Mail	66
Grant Applications	67
<i>Resource Development Department</i>	67
Faculty Stipends	67
<i>Full Time Faculty</i>	67

<i>Adjunct Faculty</i>	68
Professional Development	69
<i>Florida Community College University</i>	69
<i>Center for the Advancement of Teaching and Learning</i>	69
<i>Southeastern Center for Cooperative Learning</i>	70
Learning Innovations	70
STUDENT SUPPORT SERVICES	71
Financial Aid	71
Orientation	71
Assessment and Certification Center Services	71
Career Development Center Services	72
Academic Advising	73
Health Services	74
Counseling	74
Learning Centers	74
Computer Labs	75
Learner Support Center	75
Services for Students with Disabilities	75
Intramural/Recreational Activities	76
Intercollegiate Athletics	77
SAFETY AND SECURITY	78
Emergencies and First Aid	78
Incident Reports	78
Campus Accident Reporting	78
Parking and Traffic Regulations	78
Biohazardous Waste	79
APPENDIX A	80
APPENDIX B	81

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

Mission

We are dedicated to meaningful learning and excellent teaching, enabling individuals to achieve their hopes, dreams and full potential, and to being a leading partner in creating a dynamic, prosperous community of enlightened leaders and thoughtful, effective, global citizens.

Values

To effectively demonstrate our mission in all we do, we are committed to six College-wide values:

Meaningful Learning that is student centered, comprehensive and responsive to the student and the community.

Excellent Teaching that is inspiring, committed to a partnership for learning with the student, sensitive to diversity, and expert in the development of sound educational experiences.

A Collegial Community built upon effective teamwork and commitment that reaches out to the greater community to foster civic, cultural, social and economic development.

Leadership that provides the vision for the College and enables faculty, students and staff to reach their full potential in a supportive environment.

Universal Access that provides equal opportunities for all who seek to better their lives through education.

Quality Service that provides responsive, efficient, and effective support from every person at the College to each person who seeks assistance from the College.

College-Wide Goals

The mission at Florida Community College at Jacksonville will be fulfilled, in part, through achievement of the following College-wide goals:

1. **Prepare students for distinctive success, and as outstanding citizens, in the global knowledge economy.** Faculty, curricula, teaching methods, technology, learning environments and academic resources will provide students with relevant and rigorous preparation for success in a global knowledge economy. This preparation will enhance the capacity of students for effective citizenship through understanding of the governance and economic foundations of a democratic society. In pursuit of this goal the College will provide a comprehensive array of high-quality liberal arts and technical courses. The College will be recognized for exceptional collaboration, innovation and excellence in the pursuit of this goal.
2. **Optimize access to and participation in College programs and services.** College programs and services will be accessible, in an affordable and convenient form, to every adult in the College's service area. An ever-increasing number of students will elect to become active members of the College community.
3. **Ensure that every student has an extraordinarily positive experience in every engagement with the College.** The summative experience of students will be that the College provided a superior experience in every service interaction and academic encounter. Innovation, particularly involving advanced technology, will combine with exceptional customer service and instructional excellence to invariably produce this result.
4. **Contribute significantly to the ongoing economic development of the College's service area.** The College will play a major role in economic development through rapid, relevant and high quality responses to the human resource requirements of employers. Effective processes for the identification and rapid response to workforce development needs of employers will be improved continuously. Employers will receive the highest order of service and professionalism in interactions with College personnel. The College's economic development initiatives will contribute to an elevation of per capita income, quality of life and community prosperity.
5. **Enhance institutional performance and accountability and investment capital.** Standards of performance for individual employees, organizational units, students and the College as a whole will be continued at an unsurpassed level. Outcomes will be continuously monitored and reported, and the information derived will be applied effectively to improve institutional performance. High performance will be recognized and rewarded. The College will secure and invest the requisite fiscal, intellectual, human, and technical and fiscal resources to fulfill its mission and to achieve its goals. New investment capital will be derived increasingly from earned revenue.

The Vision within FCCJ's College-Wide Goals

The College-wide goals envision FCCJ as a nationally prominent comprehensive community college of exceptional quality where students:

- Are extraordinarily well prepared for the challenges and opportunities of the emerging knowledge-based, information-driven society and attendant new economy. Our students will develop the ideal balance of discipline expertise and academic skills to learn quickly and adapt to change over their lifetime. They will be skilled in the use of technology and advanced information resources. They will be uniquely prepared for success in contemporary organizations and a global business environment.
- Access College programs and services through a broad array of personal and electronic opportunities. They will find an excellent correlation between their lifestyle and the College's locations, operating hours and well supported technology-based resources. Virtually every eligible citizen will be able to connect with the College in a timely and convenient manner and they will do so in continuously increasing numbers. Current and prospective members of the College community will always be well-informed of the College's programs and services.
- Are treated exceptionally well by College personnel who work collaboratively in the interest of students and the College. Employers and community members will also encounter unsurpassed levels of service and respect.
- Achieve significant career advantage as a result of the College's highly effective relationships with, and responsiveness to, employers. Students will understand the relevance of their academic work when applied in a career setting. They will take full advantage of the College's outstanding assessment and career development services. Strong partnerships between the College and employers will continuously improve curriculum and create opportunities for graduates.
- Benefit directly from the College's distinctive capacity for responsiveness, innovation and accountability. The College will be recognized for its exceptional professional development program and high standards of performance for all personnel. The investment of College resources will support vital strategic initiatives and the advancement of the College. Accountability will be ensured through continuous evaluation and reporting of performance and outcomes.

Board of Trustees

Florida Community College at Jacksonville is operated by the District Board of Trustees, whose members are appointed by the governor. The Board of Trustees has the authority and responsibility to establish rules and standards as deemed appropriate for the efficient operation of the College. These rules and standards are contained in the FCCJ Policy (Rules) Manual and outlined in APMs 01-0101 through 01-0504 found at: http://www.fccj.org/friends/president/policies/apms/vol_I/.

The District Board of Trustees is required by Florida Statute and State Board Rules to prescribe human resources rules for the College. The development of human resources rules includes, but is not limited to, the following areas found at: http://www1.fccj.org/policies/apms/vol_I/01-0206.doc.

- Employment recommendations for administrative and instructional personnel
- Position qualifications
- Salary schedules
- Disciplinary actions
- Faculty workloads
- Equal access/equal opportunity
- Certification and tenure
- Work schedules
- Employee benefits
- Leave policies

History

Since the first day of classes, Florida Community College at Jacksonville (FCCJ) has been making history. When Florida Junior College (FJC), as it was then known, opened its doors in August 1966, it did so to a record number of students. FJC's charter class of 2,610 students was reported to be the largest beginning class for any institution in the nation, according to The Florida Times-Union. Two temporary facilities—Cumberland Campus (now Kent Campus) on Roosevelt Boulevard and Southside Campus on Flagler Street—served students that first term. By the next August, the number of students enrolled doubled.

In 1968, FJC continued to make history, expanding its mission with the addition of vocational and adult education programs, which were previously administered by the Duval County School Board. The College held its first commencement that May.

Today, students are enrolled in a variety of academic, training and enrichment courses and programs at FCCJ making it one of the largest in the nation. FCCJ prepares individuals for upper division college education, a high school diploma, skilled employment and personal and career self-enrichment. Graduates of FCCJ's college transfer program are guaranteed acceptance as juniors at any of the state universities under a comprehensive articulation agreement. Recent studies have shown that FCCJ graduates rank among the top transfer students from the state's community colleges.

The College offers associate in science (A.S.) degree programs for in-depth training in more than 50 fields to prepare students for employment after two years of study. In addition, students may choose to enroll in certificate programs or take classes for self-enrichment. In the area of adult education, the College offers adult basic education and courses leading to the high school diploma or the GED diploma at all campuses and at many off-campus locations.

FCCJ is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award the associate degree and is one of 28 community colleges in Florida. The College is governed by a local District Board of Trustees, which is appointed by the governor.

Visit the College Profile website for the most current national and state rankings for FCCJ at: <http://www.fccj.edu/friends/aboutfccj/collegeprofile>.

FCCJ Website

FCCJ maintains an informative, comprehensive Website that provides basic information about the College, its services, courses and policies. The FCCJ homepage can be accessed at

<http://www.fccj.edu/>

FCCJ Calendars

College calendars including academic and registration calendars are found at:

<http://www.fccj.edu/current/calendar/>

Additional College Websites

- Administrative Procedures Manual
http://www.fccj.edu/friends/president/policies/apms/vol_V/
- Center for the Advancement of Teaching and Learning
http://www.fccj.edu/campuses/mccs/instruction/liberal_arts/catl/index.html
- Curriculum Services at: <http://www1.fccj.org/curriculum/comittee/index.html>
- Curriculum Services and Program Development newsletter:
http://www1.fccj.edu/program_development/newsletters.html
- Exchange of Views: Faculty Senate:
<http://www.fccj.edu/friends/president/facultyev.html>
- Human Resources: <http://www.fccj.edu/campuses/mccs/HumanResources/index.html>
- Faculty Collective Bargaining Agreement:
http://www.fccj.org/campuses/mccs/HumanResources/faculty%20stuff/tent_agrmt0507.pdf
- Faculty and Staff Websites: http://www.fccj.edu/fac_staffweb/
- FCCJ Organizational Chart: <http://www.fccj.org/friends/president/orgchart.html>

Disclaimer Concerning Web Pages

Florida Community College provides computer accounts and access to technology resources for all faculty members, students, and staff for education related purposes. The College assumes full responsibility for the accuracy and appropriateness of official FCCJ Web pages.

Individual, personal, pages (as denoted by "~username" in the URL) are provided as professional and educational work areas. These individual pages are reviewed for adherence to technical standards only. Individual page content is determined by the page owner, is not reviewed by the College, and is subject to review upon formal complaint by a responsible party. Florida Community College at Jacksonville assumes no responsibility for, nor does it endorse, the contents of any personal/individual WWW page. However, if you believe the content of a personal page is offensive, obscene, or inconsistent with the generally accepted norms for WWW page content, please register a formal complaint by contacting Webmaster@fccj.edu.

All software, documentation, research data, and other materials ("Materials") submitted for installation on the FCCJ Internet Server will be deemed in the public domain, except for any express restrictions included in such Materials by the submitting party. Florida Community College at Jacksonville is not responsible for providing notice of or enforcing any such restrictions.

All parties submitting Materials to the FCCJ Internet Server represent and warrant to FCCJ that the submission, installation, copying, distribution, and use of such Materials in connection with the FCCJ Internet Server will not violate any other party's proprietary rights. FCCJ is not responsible for any errors created in or damage to the Materials as a result of their installation or maintenance on the Internet Server, or their use by anyone accessing the Internet Server.

FCCJ Campuses and Centers

FCCJ has five campuses and seven centers to serve faculty and students.

- Downtown Campus, 101 W. State St., Jacksonville, FL 32202
904-633-8100

- Kent Campus, 3939 Roosevelt Blvd., Jacksonville, FL 32205
904-381-3400

- North Campus, 4501 Capper Road, Jacksonville, FL 32218
904-766-6500
- Open Campus, 601 W. State St., Jacksonville, FL 32202
904-646-2300
- South Campus, 11901 Beach Blvd., Jacksonville, FL 32246
904-646-2111
- Advanced Technology Center, 401 W State Street, Jacksonville, FL 32202
904-598-5600
- Aviation Center of Excellence, 13450 Lake Fretwell St., Jacksonville, FL 32221
904-997-2800
- Betty P. Cook Nassau Center, 760 William Burgess Blvd., Yulee, FL 32097
904-548-4400
- Cecil Center 13367 Normandy Blvd. Jacksonville, FL 32221
904-997-2860
- Deerwood Center, 9911 Old Baymeadows Road, Jacksonville, FL 32256
904-997-2500
- Martin Center for College Services, 501 W. State St., Jacksonville, FL 32202
904-632-8100
- Urban Resource Center, 601 W. State St., Jacksonville, FL 32202
904-646-2300

Convocation

Fall Convocation is a convening of faculty, Board members, administrators and support staff each year after the summer hiatus. During convocation information is made available describing the latest in programs, products, and services; updates regarding the College's priorities and focus are explained; new faculty are introduced, and awards are presented to deserving faculty. Following the program, lunch is provided, and faculty and staff meet in groups according to discipline to discuss their respective programs and responsibilities, i.e., legislative changes, curriculum updates, and new services. It is the responsibility of all faculty members to attend convocation ceremonies.

Commencement

FCCJ holds only one commencement exercise each year at the end of the second academic term, generally in May. Students graduating at the end of fall or summer terms may participate in the next formal commencement exercise. Students graduating at the end of spring term are expected to attend the ceremony. It is the responsibility of all faculty members to attend the appropriate commencement ceremonies.

Graduation

Students may be graduated at the end of any term in which they complete the graduation requirements. Graduation dates will be the date of the end of the term in which students complete the academic requirements for their specific degree or certificate. Adult Studies Program holds graduation in May.

FCCJ Foundation

The Florida Community College Foundation, Inc is organized and operated exclusively for the support of Florida Community College at Jacksonville. It is the vehicle by which individuals and corporations make tax-deductible financial contributions to the College for student scholarships and program support. Through these private investments, the Foundation seeks to provide the margin of excellence that tuition and tax support alone cannot offer. Because of its status as a not-for-profit, IRS 501 (c) 3 organization, the Foundation can qualify for certain matching funds from the State of Florida.

COLLEGE AND RELATED POLICIES & PRINCIPLES AFFECTING FACULTY

Professional Ethics

The following **Code of Ethics of the Education Profession** and the **Principles of Professional Conduct for the Education Profession in Florida** were adopted by the Florida State Board of Education and are binding upon those who practice in this profession in the public schools of Florida. Faculty members must sign statements signifying that they have read the codes, recognize their rights as members of the education profession in Florida, and accept the obligations and responsibilities placed upon them.

Code of Ethics of the Education Profession in Florida

1. The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all
2. The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity
3. Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct

Principles of Professional Conduct for the Education Profession in Florida

The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.

Obligation to the student requires that the individual:

1. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety
2. Shall not unreasonably restrain a student from independent action in pursuit of learning
3. Shall not unreasonably deny a student access to diverse points of view
4. Shall not intentionally suppress or distort subject matter relevant to a student's academic program
5. Shall not intentionally expose a student to unnecessary embarrassment or disparagement
6. Shall not intentionally violate or deny a student's legal rights
7. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination
8. Shall not exploit a relationship with a student for personal gain or advantage
9. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law. In addition, faculty shall follow all relevant statutes concerning confidentiality and integrity of student records

Obligation to the public requires that the individual:

1. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated
2. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression
3. Shall not use institutional privileges for personal gain or advantage
4. Shall accept no gratuity, gift, or favor that might influence professional judgment
5. Shall offer no gratuity, gift, or favor to obtain special advantages

Obligation to the profession of education requires that the individual:

1. Shall maintain honesty in all professional dealings
2. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization
3. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities
4. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination

5. Shall not make malicious or intentionally false statements about a colleague
6. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues
7. Shall not misrepresent one's own professional qualifications
8. Shall not submit fraudulent information on any document in connection with professional activities
9. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position
10. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment
11. Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment
12. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules
13. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor

traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.05854.(c) and 943.0594.(c), Florida Statutes

14. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.281., Florida Statutes
15. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.281., Florida Statutes
16. Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice
17. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate

Part-Time Faculty Certification

FCCJ issues the following types of certificates to part-time instructional personnel:

- **Adjunct Certificate** – a faculty certificate issued to part-time instructional College personnel with no expiration date
- **Provisional Certificate** – a non-renewable faculty certificate issued to part-time instructional College personnel with a one (1) term validity period

Curriculum Approval Process

The College places primary responsibility for the content, quality and effectiveness of its curriculum with its faculty. This is embodied at the College through the College-wide Curriculum Committee, described below. Program coordination is provided through the College's faculty as well as its Deans and Associate Deans.

New programs and curricula are developed after an assessment has been conducted to determine student and/or community needs and to determine the cost of initiating and operating the program under consideration. Advisory committees play an integral part in this determination.

A curriculum proposal may be initiated by anyone within the College; however, a faculty member typically initiates the proposal. The originator of the proposal must then notify the appropriate Campus Dean of the intent to develop a curriculum proposal. The Dean will review the proposal and determine what action should be taken. The process for developing, adopting, and revising curricula is detailed in APM 09-0304 http://www1.fccj.org/policies/apms/vol_IX/09-0304.doc.

College Curriculum Committee

The duties of the Curriculum Committee are to provide a forum for discussing curriculum issues; receive, examine and recommend curriculum proposals for approval by the Executive Vice President of Instruction; distribute curriculum information; and make recommendations as needed.

The College Curriculum Committee is composed of 28 members including 16 faculty representing a variety of departments throughout the College, one student, five academic Deans from each campus, chairperson for the Center of for the Advancement of Teaching and Learning, Registrar, a Student Success Dean, and three Associate Vice Presidents. Officers include a Chairperson who is the President of the Faculty Senate and a Vice Chairperson who is elected annually by the committee.

Participatory Governance Model

<http://www.fccj.org/friends/president/partgovmodel.html>

The timely and meaningful participation of college constituencies in decision-making processes is essential to the advancement of the College. Further, that the administration of the College is committed to a participatory governance model designed to ensure bi-directional communication, input in policy development, and broad collaboration in the continuous improvement of programs and services.

The participation of College personnel, students and community members occurs through organized governance groups, each with its own leadership. The governance model functions primarily through the fully expressed role of governance group leaders. The model calls for each governance group to perform some or all of the following functions:

- Organize and facilitate the requisite level of communication among all members of the group, both full-time and part-time. This includes serving as a liaison and representative of the group relative to interactions with the College administration and other governance groups of the College to ensure an effective bi-directional flow of information
- Facilitate the appropriate representation of group interests in the decision-making process of the College through coordination of the group’s participation in issue analysis and input
- Coordinate and communicate the resource requirements (e.g., human, financial, facility and technical resources) and professional development needs of the group, as a participant in the College’s planning and resource allocation processes
- Coordinate the efforts of the group to promote and assist the continuous improvement of the programs and services of the College
- Recommend appointments to committees, task forces and design teams upon the request of the administration

A brief description of each governance group follows:

GROUP	MEMBERSHIP	ROLE
District Board of Trustees	<u>Chair</u> : As elected by the Board. <u>Membership</u> : Nine members as appointed by the Governor of Florida.	Overall governance of the College is as provided by Florida Statutes, Division of Community Colleges regulations and Board Rules.
College President’s Cabinet	<u>Chair</u> : College president. <u>Membership</u> : All administrators reporting directly to the college president (currently executive vice president for instruction and student services, vice president of administrative services, five campus presidents, vice president of technology, vice president of governmental relations, general council, vice president of human resources, and vice president of economic & community development). Representatives of governance groups may be invited to participate in the consideration of specific issues.	General advisory council to the college president regarding planning, resource management, administrative procedures, programs and services, and College operations.

GROUP	MEMBERSHIP	ROLE
Faculty Senate	<p><u>Chair</u>: As elected by the faculty.</p> <p><u>Membership</u>: All full-time faculty of the College shall be considered members for the purpose of faculty-representation on all academic issues, election of officers, and amending the Bylaws. One (1) Senator shall represent no fewer than ten (10) and more than twenty-seven (27) full-time faculty members from his/her campus at Senate meetings. One (1) Senator shall represent adjunct faculty from each campus per appointment by the Senate president and ratification by the Senate.</p>	Represents the interests of faculty relative to curriculum, professional development and committee appointments.
Career Employees Council (CEC)	<p><u>Chair</u>: As elected by the Council.</p> <p><u>Membership</u>: Elected by their peers in the ballot process, or if more participants are needed, an employee may volunteer or be asked to serve by the CEC president. There is one representative for every 25 full-time and permanent part-time career employees at each major administrative unit (MAU). Number excludes the five elected officers and one ex-officio member.</p>	Advisory body to the college president, responds to the needs of career employees in matters of common interest, and promotes the welfare of career employees and the College as a whole.
Administrative and Professional Collaborative (APC)	<p><u>Chair</u>: As elected by administrators and professionals.</p> <p><u>Membership</u>: Employees classified as administrative or professional and entitled to participation and representation on all issues. Only elected representatives of the various units shall vote at Collaborative meetings.</p>	Representative voice for administrative and professional employees to provide leadership, counsel, and advice to the College community as appropriate. The Collaborative shall also be dedicated to promoting a collegial community focused on teaching and learning.
Student Government Association (SGA)	<p><u>Chair</u>: President of all campus SGA.</p> <p><u>Membership</u>: The voting membership of each campus SGA shall be comprised of elected officers and campus club representatives. Elected officers are president, vice president, two senators, and one representative per 1,000 college credit students or fraction thereof not less than 500. The president and vice president of each campus SGA shall comprise the college-wide Executive Board. These members have full voting rights. The assigned campus student activities director shall serve as the advisor.</p>	Serves as the official voice of the student body and as the connection between the student body, the faculty, and administration on each campus.

GROUP	MEMBERSHIP	ROLE
Exchange of Views: Faculty Senate	<u>Chair</u> : College president. <u>Membership</u> : Faculty Senate president and vice president and eight faculty members appointed by the Senate president and confirmed by the Senate, executive vice president for instruction and student services, five campus presidents, associate vice president for enrollment development and student success, associate vice president for liberal arts, and associate vice president for workforce development and adult education.	Advisory body to the senior administration of the College relative to major academic policy issues. *
Exchange of Views: Career Employees Council	<u>Chair</u> : College president. <u>Membership</u> : Eight career employees as appointed by the Career Employees Council, five campus presidents, executive vice president for instruction and student services, vice president of administrative services, and vice president of human resources.	Collaborative resolution of issues of concern raised by either the career employees or the administration.
Exchange of Views: Administrative and Professional Collaborative	<u>Chair</u> : College president. <u>Membership</u> : Eight administrators/professionals as appointed by the Administrative and Professional Collaborative, five campus presidents, executive vice president for instruction and student services, vice president of administrative services, and vice president of human resources.	Collaborative resolution of issues of concern raised by either administrators and professionals or the administration.
Exchange of Views: Student Government Association	<u>Chair</u> : College president. <u>Membership</u> : Student Government president and vice president from each campus, executive vice president for instruction and student services, five campus presidents, and vice president of administrative services.	Collaborative resolution of issues of concern raised by either the students or the administration.
Campus Governance Councils	<u>Chair</u> : Campus president. <u>Membership</u> : Executive dean, director of administrative services, dean of liberal arts, dean of student success, dean of workforce development, one faculty EOJ member and two faculty members appointed by the Senate president, Career Employees Council member, career EOJ member, career member-at-large, campus SGA president, and two students selected by the campus SGA. Additional faculty may be appointed to ensure faculty representation from College centers.	Collaborative resolution of issues of concern raised by employee groups and students at the campus level. Any issue that extends beyond one campus or is not resolved by the Campus Governance Council shall be forwarded to the appropriate EOJ process. Faculty concerns shall be limited to academic and professional development.

GROUP	MEMBERSHIP	ROLE
Instructional Affairs Council	<p><u>Co-chairs:</u> Associate vice president of liberal arts and associate vice president of workforce development and adult education.</p> <p><u>Membership:</u> All executive deans, academic deans, student success deans and college center directors College-wide.</p>	General advisory council to the executive vice president for instruction and student services regarding the coordination and improvement of administrative operations in instruction and student success operations.
Strategic Planning Council	<p><u>Chair:</u> College president.</p> <p><u>Membership:</u> Three faculty members appointed by the Faculty Senate, three career employees appointed by the Career Employees Council, three administrators and/or professionals appointed by the Administrative and Professional Collaborative, three student leaders appointed by the Student Government Association, executive vice president for instruction and student services, five campus presidents, vice president of administrative services, vice president of technology, vice president of community & economic development, vice president of human resources, executive director of the Foundation, director of resource development, and vice president of governmental relations.</p>	General advisory council to the college president regarding the authorization of strategic initiatives for College advancement.
Student Success Council	<p><u>Chair:</u> A dean of student success appointed by the college president. <u>Membership:</u> Associate vice president of liberal arts, associate vice president of workforce development and adult education, associate vice president for enrollment development and student success, vice president of administrative services, Learner Support Center manager, campus deans of student success, 10 teaching faculty, five counselors, two administrators or professionals (at large), five career employees, and five Student Government Association presidents (one from each campus).</p> <p><u>Ex-officio:</u> College president, campus presidents, executive vice president for instruction and student services.</p>	General advisory committee to the college President's Cabinet regarding opportunities to enhance student success.

* Mandatory subjects of collective bargaining are negotiated with the Florida Community College Faculty Federation.

Faculty Awards

In order to recognize those faculty who have shown a commitment to the College over and above their normal duties, a number of awards are presented annually. Faculty members are evaluated on the following criteria:

- Outstanding instruction, librarianship, or counseling
- Student recognition of excellence
- Innovation in profession
- Leadership among colleagues
- Peer recognition of excellence
- Participation in professional organizations and community activities
- Service to the institution
- Evidence of support to the total educational mission of FCCJ

Faculty awards include the following; however, other awards may be given at individual campuses during campus convocations.

- Outstanding Faculty Award
- Trustees Award for Community Service Endowed Chair Awards through the FCCJ Foundation for Excellence in Innovation and/or Community Service in Designated Areas
- Innovative Faculty Technology Award
- Endowed Chair Awards
 - Dr. Clyde B. Lipscomb Endowed Chair for Excellence in Instruction Supporting Nursing Education
 - Roland S. Kennedy Endowed Chair for Excellence in Instruction Supporting Business Education

- Nathan H. Wilson Endowed Chair for Community Leadership in Minority Affairs
 - Marcus E. Drewa Endowed Chair for Excellence in Instruction Supporting Health Care and Natural Sciences
 - Sister Mary Clare Hughes Endowed Chair for Excellence in Health Care and Natural Sciences
- Service Awards (based on years of service)

Sexual Harassment

Sexual harassment is defined in the District Board of Trustees Rule 6Hx7-2.27. It is a violation of the College's policy on sexual harassment for any officer, employee, student, or agent to sexually harass any other officer, employee, student, or agent. Such misconduct may result in disciplinary action up to and including termination. <http://www1.fccj.edu/policies/boardrules/2-27.doc>

Sexual Harassment Defined

For the purpose of this policy, sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature which (1) makes submissions to or rejection of such conduct either an explicit or implicit basis for employment, contract and/or academic decisions affecting the individual or (2) unreasonably interferes with the individual's employment, contractual relationship, or academic performance by creating an intimidating, hostile, or offensive environment.

Complaint Procedure

The procedure for filing a complaint for violation of this policy is set forth in Administrative Procedure Manual 02-1303, Discrimination, Harassment, Sexual Harassment or Retaliation. All complaints and investigations of sexual harassment will be kept as confidential as possible and to the extent allowed by law.

PROCEDURES AFFECTING LEARNING

Course Outline and Syllabus

Each active college credit course in the curriculum must have an approved course outline. Faculty members are obligated to teach each course in accordance with the approved and official course outline. Official course outlines are held at Curriculum Services and are accessible online at <http://www1.fccj.edu/curriculum/credit/>.

In addition to the outline, each teaching faculty member must develop, maintain and distribute a course syllabus based upon the course description and content in the approved course outline. This syllabus should contain the components identified elements contained in APM 09-0201 found at: http://www1.fccj.org/policies/apms/vol_IX/09-0201.doc.

Every semester, faculty members shall submit a copy of the syllabus for each course taught to their supervising administrator. Faculty members shall make their syllabi available to their students in hard copy or in a distance learning format during the first week of the instructional term.

Attendance

The requirement for attendance in college credit classes is the responsibility of the instructor, and s/he will fully inform students of such policy at the beginning of the term. Professors teaching college preparatory courses must limit absences to no more than 10% of the scheduled class time. The instructor is obligated to fully inform each student of the requirement at the beginning of each term and in the course syllabus. However, the Department of Veterans Affairs Office has their own policies for those students receiving veteran's benefits.

Veterans Attendance

Veterans in vocational programs are allowed two days of unexcused absences per class per calendar month. Excused absences are those occurring for the reasons cited hereafter and officially accepted by the VA certifying official.

1. Personal Illness — Must be supported by a physician's signed statement on letterhead stationery, specifying the dates the student was incapable of attending classes

2. Death in Family — Pertains to death of a parent, spouse, children, brothers or sisters only. Must be supported by valid evidence that indicates date of death and relationship of deceased person to the veteran
3. Jury Duty — Must be supported by a court document showing dates of jury service

Documentation of excused absences must be submitted no later than the 10th calendar day of the month following the month in which the absences occurred. All unexcused absences are reported to the Veterans Administration. Partial days of absence are converted to full days. Veterans reported for failure to attend class will be contacted by the College Veterans Affairs Office. Without a satisfactory explanation and immediate resumption of attendance, veterans will be reported to the VA as having terminated attendance in that course. Individuals reported for excessive absence will be eligible for recertification at the beginning of the following term providing other enrollment criteria are met.

Financial Aid Students' Attendance

Students enrolled in college credit courses must adhere to the attendance policy set by each instructor. The policy is usually posted in the syllabus given to the students. The instructor will fully inform students of such policy at the beginning of the term. Instructor attention to the student non-attendance process is critical to the implementation of financial aid programs.

Final Examinations

Each faculty member who teaches a college credit course must administer a final examination during the exam time set aside by the College for each term or, at the professor's discretion, must provide other appropriate instructional activity during the specified times in lieu of a final examination (APM 09-1102 http://www1.fccj.org/policies/apms/vol_IX/09-1102.doc).

The final examination schedule will be developed and distributed College-wide each term by the Registrar and posted in the faculty Artemis portal. Each examination period for the fall, spring and summer sixteen (16) week term will be designated to meet for a two-hour block of time. The examination period for all remaining sessions less than sixteen weeks (and weekend only classes) will be scheduled the last class meeting.

Any student who is scheduled for four examinations in one day will be permitted to reschedule one of the four examinations. The student must request a rescheduled exam through the appropriate Campus President. The Campus President will notify the instructor concerned if a final examination is to be rescheduled consistent with this reschedule provision.

Student Conduct

Florida Community College is dedicated to maintaining an environment which fosters student success. The College endeavors to protect the rights of students and also expects all students to act responsibly.

Attendance at the College is a privilege, and in order to maintain the College ideals of scholarship, character, and personality, the right is reserved by the College to establish rules and regulations to foster these ideals and protect the interest of the College. Each student is subject to federal and state laws, respective county and municipal ordinances, and all rules and regulations of the College.

Violations of published laws, ordinances, or rules and regulations may subject the violator to appropriate disciplinary action by College authorities.

Disciplinary action, unless otherwise provided by law, may include fines, the withholding of diplomas or transcripts pending compliance with rules or payments of fines and the imposition of probation, suspension, or dismissal. Students shall be afforded due process prior to the administration of disciplinary action for violation of this rule as defined in District Board of Trustees Rule 6Hx7-2.18 at: <http://www1.fccj.org/policies/boardrules/2-18.doc>.

- 1) Any act or behavior on the part of the student which tends to impair, interfere with, or otherwise disturb or obstruct the orderly conduct, processes, functions, and/or interests of the College is expressly prohibited. Such acts or behavior may include, but are not limited to, the following:
 - a) Consumption of alcoholic beverages on campus or at a College function
 - b) Illegal use or possession of illegal drugs or narcotics
 - c) Cheating in any form
 - d) The use of indecent or abusive language
 - e) Gambling
 - f) Hazing as defined in Chapter 240.326 Florida Statutes
 - g) Vandalism or destruction of property

- h) Falsification of records
- i) Unauthorized use of the College name
- j) Lewd or indecent conduct or attire
- k) Violence against any member or guest of the College community
- l) Theft or willful destruction of College property or of the property of members of the College
- m) Interference with the freedom of movement of any member or guest of the College
- n) Obstruction of the normal processes and activities of the College community
- o) Deliberate interference with the rights of others
- p) Violation of federal or state law, or county or city ordinance
- q) Repeated offenses of a less serious nature
- r) Sexual harassment or assault
- s) Accessing, altering or deleting College computer files/systems
- t) Stalking (to repeatedly follow another person so as to put that person in fear for his/her safety)
- u) Violation of the Computing Facilities Use Agreement
- v) Any other offense reasonably deemed to be contrary to the best interest of the College

Procedures for Handling Violations of College Standards of Conduct

The campus dean of student success will be responsible for student discipline. All alleged student violations of Board Rules or College regulations will be referred to the appropriate campus dean of student success. Any administrator, faculty member, career employee, student, guest of the College or other College staff person may allege violations against any currently enrolled student. For more detailed information on Student Rights and Responsibilities, please refer to the current College catalog.

www.fccj.edu/resources/catalogs/2006_2007/rights/expectations.

Academic Dishonesty/Plagiarism

Academic dishonesty, in any form, is expressly prohibited by the rules of the District Board of Trustees of Florida Community College at Jacksonville. As used herein, academic dishonesty incorporates the following:

- Cheating, which is defined as the giving or taking of any information or material with the intent of wrongfully aiding one's self or another in academic work considered in the determination of course grade or the outcome of a standardized test

- Plagiarism, which is defined as the act of stealing or passing off as one's own work the words, ideas or conclusions of another as if the work submitted were the product of one's own thinking rather than an idea or product derived from another source
- Any other form of inappropriate behavior which may include but is not limited to: falsifying records or data, lying, unauthorized copying, tampering, abusing or otherwise unethically using computer or other stored information, and any other act or misconduct which may reasonably be deemed to be a part of this heading

Alleged Academic Dishonesty in the Classroom

Each faculty member shall communicate the College's policy on academic dishonesty to each class section with which that faculty member is involved. This subject is to be considered an integral part of the faculty member's course syllabus.

A faculty member who has a concern regarding a student's conduct in the area of academic dishonesty may elect to meet with the student directly. Once the student is notified, it is advised that the student resolve the matter with the faculty member. However, at any time the student may request a hearing with the campus dean of student success. Meeting(s) referenced above shall meet the College's requirements for due process.

Following the discussion with the student, the faculty member may:

- Verbally warn the student that continuation or repetition of misconduct of this nature may be cause for further disciplinary action
- Require the student to retake the test or rewrite the assignment
- Require the student to withdraw from the course
- Fail the student for the assignment
- Fail the student for the course
- Refer the student(s) to the campus dean of student success for possible suspension or dismissal

For cases in which the student is referred to the campus dean of student success for action, the dean will appropriately involve the faculty member and inform the faculty member of the disposition of the matter.

Due Process

Any student alleged to have committed any act of academic dishonesty shall be entitled to due process prior to the administration of disciplinary action including suspension and dismissal. Due process is described in District Board of Trustees' Rule 6Hx7-2.18 at: <http://www1.fccj.org/policies/boardrules/2-18.doc>.

1. Every employee and student at Florida Community College at Jacksonville shall be entitled to substantive and procedural due process
 - a. As used herein, substantive due process requires that all rules or regulations of the College shall:
 - i. be for a proper purpose
 - ii. bear a reasonable relation to that purpose
 - iii. not be arbitrary or capricious
 - b. As used herein, procedural due process means that an employee or student whose vested rights are affected by action of the College shall be entitled to a reasonable notice of the concerns and an opportunity to present his or her position on the matter
 - c. As used herein, reasonable notice means that the notice is timely (to give the individual time to respond) and adequate (specifying the charge the individual faces)
2. Every employee and student of Florida Community College at Jacksonville shall be entitled to procedural due process prior to suspension or dismissal for cause (as used herein, non continuation of new position orientation employees shall not be considered termination for cause) except that in an emergency, to protect the interests and welfare of the College, the President, the head of the appropriate Major Administrative Unit, or an appropriate designated college officer may, without a hearing, temporarily order the removal from College property of an individual charged with an offense or a violation of a college rule or procedure for which suspension may be warranted

Fair Use Guidelines for Faculty

Federal copyright laws set the guidelines regarding what can and cannot be copied by classroom teachers. To assist you in determining what is permissible under the law, the following guidelines have been adapted and reproduced with permission from TechLearning.com. Faculty wishing to make use of materials not in the public domain should follow the guidelines listed below.

Printed Material (short)

- Poem less than 250 words; 250-word excerpt of poem greater than 250 words
- Articles, stories, or essays less than 2,500 words
- Excerpt from a longer work (10 percent of work or 1,000 words, whichever is less)
- One chart, picture, diagram, or cartoon per book or per periodical issue
- Two pages (maximum) from an illustrated work less than 2,500 words, e.g., a children's book

What you can do

- Faculty may make multiple copies for classroom use, and incorporate into multimedia for teaching classes
- Students may incorporate text into multimedia projects

The fine print

- Copies may be made only from legally acquired originals
- Only one copy allowed per student
- Faculty may make copies in nine instances per class per term
- Usage must be “at the instance and inspiration of a single teacher,” i.e., not a directive from above affecting large groups of faculty and students
- Don't create anthologies
- “Consumables,” such as workbooks, may not be copied

Printed Material (archives)

- An entire work
- Portions of a work
- A work in which the existing format has become obsolete, e.g., a document stored on a Wang computer

What you can do

- A librarian may make up to three copies “solely for the purpose of replacement of a copy that is damaged, deteriorating, lost, or stolen”

The fine print

- Copies must contain copyright information
- Archiving rights are designed to allow libraries to share with other libraries

Illustrations and Photographs

- Photograph
- Illustration
- Collections of photographs
- Collections of illustrations

What you can do

- Single works may be used in their entirety, but no more than five images by a single artist or photographer may be used
- From a collection, not more than 15 images or 10 percent (whichever is less) may be used

The fine print

- Although older illustrations may be in the public domain and don't need permission to be used, sometimes they're part of a copyright collection

Video (for viewing)

- Videotapes (purchased)
- Videotapes (rented)
- DVDs

What you can do

- Faculty may use these materials in the classroom
- Copies may be made for archival purposes or to replace lost, damaged, or stolen copies

The fine print

- The material must be legitimately acquired
- Material must be used in a classroom or nonprofit environment “dedicated to face-to-face instruction”
- Use should be instructional, not for entertainment or reward
- Copying OK only if replacements are unavailable at a fair price or in a viable format

Video (for integration into multimedia or video projects)

- Videotapes
- DVDs
- Multimedia encyclopedias
- QuickTime Movies
- Video clips from the Internet

What you can do

- Students may use portions (10 percent or three minutes whichever is less) of lawfully acquired copyright works in their academic multimedia

The fine print

- The material must be legitimately acquired: a legal copy (not bootleg) or home recording
- Copyright works included in multimedia projects must give proper attribution to copyright holder

Music (for integration into multimedia or video projects)

- Records
- Cassette tapes
- CDs
- Audio clips on the Web

What you can do

- Up to 10 percent of a copyright musical composition may be reproduced, performed, and displayed as part of a multimedia program produced by an educator or students

The fine print

- A maximum of 30 seconds per musical composition may be used
- Multimedia program must have an educational purpose

Computer Software (purchased and /or licensed)

What you can do

- Librarians may lend software to patrons
- Software may be installed on multiple machines, and distributed to users via a network
- Software may be installed at home and at school
- Librarians may make copies for archival use or to replace lost, damaged, or stolen copies if software is unavailable at a fair price or in a viable format

The fine print

- Only one machine at a time may use the program
- The number of simultaneous users must not exceed the number of licenses; and the number of machines being used must never exceed the number licensed. A network license may be required for multiple users
- Take aggressive action to monitor that copying is not taking place (unless for archival purposes)

Internet

- Internet connections
- World Wide Web resources

What you can do

- Download images for student projects and teacher lessons
- Download sound files and videos for use in multimedia projects (see portion restrictions above)

The fine print

- Resources from the Web may not be reposted onto the Internet without permission. However, links to legitimate resources can be posted
- Any resources you download must have been legitimately acquired by the Website

Television

- Broadcast (e.g., ABC, NBC, CBS, UPN, PBS, and local stations)
- Cable (e.g., CNN, MTV, HBO)
- Videotapes made of broadcast and cable TV programs

What you can do

- Broadcasts or tapes made from broadcast may be used for instruction
- Cable channel programs may be used with permission. Many programs may be retained by teachers

The fine print

- Schools are allowed to retain broadcast tapes for a minimum of 10 school days
- Enlightened rights holders, such as PBS's Reading Rainbow, allow for much more
- Cable programs are technically not covered by the same guidelines as broadcast television

Sources: United States Copyright Office *Circular 21*; Sections 107, 108, and 110 of the Copyright Act (1976) and subsequent amendments, including the Digital Millennium Copyright Act; *Fair Use Guidelines for Educational Multimedia*; cable systems (and their associations); and *Copyright Policy and Guidelines for California's School Districts*, California Department of Education.

Note: Representatives of the institutions and associations who helped to draw up many of the above guidelines wrote a letter to Congress dated March 19, 1976, stating: "There may be instances in which copying that does not fall within the guidelines stated [above] may nonetheless be permitted under the criterion of fair use."

Learning Communities

Learning Communities include a variety of approaches that link or cluster classes during a given term, often around an interdisciplinary theme, that enroll a cohort of students. This represents an intentional restructuring of students' time, credit and learning experiences to foster more explicit intellectual, social and personal connections between students, between students and their faculty, and between disciplines. Learning communities invite an array of pedagogical approaches, including problem-centered learning, collaborative/cooperative learning, writing and speaking across the curriculum, and team teaching.

Grading Systems

Florida Community College at Jacksonville's grading system is designed to evaluate the performance of students as fairly and equitably as possible.

College Credit and Workforce Certificate Grading Policies

Letter grades will be assigned for courses as follows:

A	= Excellent
B	= Good
C	= Average
D	= Poor
F	= Failure
FN	= Failure for Non-Attendance
W	= Withdrawal
I	= Incomplete
X	= Audit
NR	= Not reported by Instructor

Continuing Workforce Education

The grading system is designed to evaluate the performance of a student as fairly and equitably as possible. Several continuing workforce education courses assign only "NG", "S", or "W" grades. Letter grades will be assigned as follows:

A	= Excellent
B	= Good
C	= Average
D	= Poor
F	= Failure
NG	= No grade
S	= Satisfactory
W	= Withdrawal

General Educational Development (GED), Adult Basic Education (ABE), Vocational Preparatory Instruction (VPI), and English for Speakers of Other Languages (ESOL)

Letter grades will be assigned for courses as follows:

S	= Satisfactory*
U	= Unsatisfactory**
NG	= No grade***
IW	= Instructor-Initiated Withdrawal***
W	= Withdrawal

* This grade may only be awarded to a student who has successfully completed the appropriate ABE, VPI, or ESOL course.

** The Unsatisfactory grade is awarded to a student who did not successfully complete the coursework and/or meet the attendance requirements.

*** A student registered in an ABE, VPI or ESOL class who has not successfully completed the course will receive an NG (no grade). A student registered in a general educational development class who has not passed the appropriate portion(s) of the General Educational Development diploma will receive an “NG” (no grade).

*** An instructor-initiated withdrawal grade of “IW” may be assigned by an Adult Studies instructor if prior to the withdrawal deadline a student has been absent for more than 15 percent of the scheduled classes in any given term and is making unsatisfactory progress. The “IW” grade is an optional grade and may be assigned only after a warning has been sent to the student. Faculty who intend to use this grade option must clearly state that intention in their course syllabi. A student may appeal an “IW” grade within ten (10) days of the withdrawal by contacting the campus Adult Studies office.

Adult High School

Letter grades will be assigned for courses as follows:

A	= 90 percent - 100 percent
B	= 80 percent - 89 percent
C	= 70 percent - 79 percent
D	= 60 percent - 69 percent
F	= below 60 percent

- I = Incomplete****
- IW = Instructor-Initiated Withdraw***
- NG = No grade*
- W = Withdrawal
- S = Satisfactory**

*A student registered in a high school class who has not completed the course will receive an “NG” (no grade).

**This grade may be awarded only to a college preparatory student who has completed the requirements for the course.

***An instructor-initiated withdrawal grade of “IW” may be assigned by an Adult Studies instructor if prior to the withdrawal deadline a student has been absent for more than 15 percent of the scheduled classes in any given term and is making unsatisfactory progress. The “IW” grade is an optional grade and may be assigned only after a warning has been sent to the student. Faculty who intend to use this grade option must clearly state that intention in their course syllabi. A student may appeal an “IW” grade within ten (10) days of the withdrawal, by contacting the campus Adult Studies office.

****An “I” grade may be assigned only when extenuating circumstances prevent a student from completing the coursework during the regular term. To be eligible to receive an “I” grade, a student must have completed at least 75% of the coursework. The “I” grade may be changed by the instructor to “A,” “B,” “C,” “D” or “NG” within the first eight weeks of the subsequent term. The “I” grade is not computed for purposes of grade point average. The “I” grade is changed to an “F” after one year and GPA is recalculated.

Drop for Non Attendance Process

This is a mandatory process performed by all instructors to stop unnecessary financial aid debt. The non-attendance window (time frame for online input), which is the first window to open for each 4, 8, 12 and 16-week session, allows faculty to select students who have not attended at least one of the first two class meetings. By selecting one or more students, the instructor drops him/her from the class roster. The drop process refunds money to the payment source, i.e. student, financial aid, veterans, third party.

NOTE: Even if all students are present, the instructor must complete this process by clicking on the button that states, “All students are present.” This process is considered official documentation and certifies that the instructor has verified all students are present.

Security for the NA Process Input

Every instructor must have an FCCJ user ID to perform the NA process. User ID's are obtained through submission of a request form to the Helpdesk. Once an instructor has their user ID and password, they can access Artemis. Training for on-line input is provided either by FCCU or a campus representative. **Instructors should never divulge their password.** If assistance is needed, the instructor should first sign on and then have a person assist them to complete the process. Only the primary instructor has access to the class roll to complete the process.

If a class is encoded with a TBA instructor, the process cannot be completed online. TBA instructors must be cleared prior to the NA process beginning. Every effort must be made to encode the correct instructor for the class. TBA instructors should only be encoded under unusual circumstances. Encoders should use the interested person module in IRM to accommodate instructors which are not yet fully approved by the Human Resources department. Utilization of the interested person module will allow the instructor to input the NA process. If the TBA can not be resolved by the input deadline the appropriate Dean/Associate Dean/Instructional Program Manager must print out the class roster and have the instructor designate on the paper either "All Present" or indicate the students to be dropped. The instructor *must* sign and date the roster. The roster should be delivered to the Registrar's office via fax or campus mail. In the case of distance learning, the class roster can be emailed to the instructor. The instructor can notate on the email the "All Present" or dropped students on the roster. The instructor must email the roster to dfoust@fccj.edu. The electronic email signature is accepted. Only rosters with TBA instructors will be accepted by the Registrar's office.

Problems during the NA Process Input

At times, an instructor may experience problems during the input of the NA process. Depending on the error, the instructor will need to contact different people to resolve the problem. The system will not drop students who receive one of these errors.

- Connection to Artemis, logon to Artemis, display of class rolls, input unavailable – contact the Helpdesk at 632-3151 or helpdesk@fccj.edu

- Class error message – contact your department administrative assistant, Associate Dean, Dean or Instructional Program Manager to understand the error message. A class error message will be returned to the instructor if there is a problem with the encoding. These errors are easily resolved by the campus department assistant who encodes the class. The NA process cannot be completed until the class error is resolved. Once the error is cleared, the instructor may complete the NA process. **The situation should be handled *on campus*.** If the campus encoder can not resolve the problem, they should contact Deborah Foust in the Registrar’s office for assistance

- Registration error message - contact your campus enrollment services office, campus department administrative assistant, Associate Dean, Dean or Instructional Program Manager to understand the error message. A registration error message must be resolved by either the instructor or academic department. Examples of registration error messages are: student cannot drop only prep class, athlete must be full time, international student must be full time or class requires a co-requisite. **The situation should be handled *on campus*.** If the campus encoder can not resolve the problem, they should contact Deborah Foust in the Registrar’s office for assistance

- TBA instructor encoded as the primary instructor - contact your campus department administrative assistant, Associate Dean, Dean or Program Manager to correct the encoding

- Non-primary instructor trying to complete the process – contact the primary instructor to complete the NA process

NA Given in Error

If an instructor has designated a student with an NA in error and the student must be added back on their class roster, the instructor must:

- Have the student fill out an add form and the campus enrollment services office has to add the student back in classes. **The situation should be handled *on campus***

- The campus enrollment services office will register the student and inform him/her of any payment necessary. An official add slip is required because State Auditors need to see the appropriate form to substantiate change. If a freeze has occurred, financial aid will need to manually add the student’s enrollment to their financial aid eligibility

- In the case of distance learning, where the instructor is unable to complete the form, an email from the instructor with the necessary information will be accepted by the Learner Support Center

NA Not Given by Session Deadline

If an instructor wants to submit an NA after the deadline, he/she must be aware that a general academic appeal form with comments must be submitted with all the appropriate signatures. If the student was due a NA the general academic appeal may be initiated by either the student or a college representative.

The appeal must be completed for financial aid and veteran affairs to determine the impact to the student before the dean approves or denies. An appeal that involves a drop for refund must be carefully reviewed and only the course(s) listed on the appeal should be dropped.

Date of drop is determined and entered by staff in the records department processing the appeal. All NA academic appeals must have signature of faculty, financial aid in enrollment services office, Dean and Campus President before being sent to District Records Office at the Martin Center. The absolute academic NA appeal deadline, even with all signatures, is the A16 session withdrawal deadline of the next term. Military appeals are approved without faculty signature and are acceptable when the student is involuntarily called up to service. The student must show proof of orders.

Retracting a NA Given Correctly

If an instructor issues an NA but wants to approve a student's re-enrollment and retract the drop, the instructor must:

- Have the student fill out an add form. The campus enrollment services must add the student back in class. **The situation should be handled on campus.** An official add slip is required because State Auditors need to see the appropriate form to substantiate the change. The student will need to pay for the class again. If a freeze has occurred, financial aid will need to know to manually add the student's enrollment to their financial aid eligibility
- In the case of distance learning, an email from the instructor with the necessary information will be accepted by the Learner Support Center

Withdrawals

A student may withdraw without academic penalty from any course up to the published withdrawal date. The assigned grade of “W” is not included in the calculation of any grade point average. Course (s) receiving a grade of “W” are included in attempted courses when determining a standard of academic progress. The student will be permitted only two withdrawals per course. Upon the third attempt a student must receive an “A”, “B”, “C”, “D”, “F”, or “FN” grade for that course.

Students may request a withdrawal for extenuating circumstances after the session withdrawal date by requesting a grade change. The appropriate campus dean will make the decision after consulting with the faculty member(s). Requests for “W” grades after the end of a course constitutes a grade change and must follow the procedure for grade change.

Withdrawal from a college prep class after the drop deadline constitutes one of two attempts to successfully exit that course. After the second attempt, students will be advised into the appropriate Adult Studies course or alternative remediation.

Incomplete Grade

An “I” grade may be assigned at the instructor’s discretion upon request by the student to permit the student time to complete required course work which he/she was prevented from completing in a timely way due to non-academic reasons. The instructor may require the student to document the request to assist in the decision. The instructor may choose not to grant the request. The “I” grade should be considered only when the student has the potential to earn a passing grade if the missing work is made up.

The instructor shall prescribe in a written agreement with the student the remaining course work required for completion and removal of the “I” grade. A copy of this agreement will be kept on file in the office of the appropriate dean. All work must be completed within the first eight weeks of the subsequent term, unless the instructor agrees to a longer timeframe (not to exceed one year). When the work is completed, the instructor will submit a grade change form with the grade earned. If the work is not completed within the prescribed timeframe, the “I” will automatically change to an “F” grade. The student will be informed of the final grade assigned. To be eligible for an “I” grade, the student must be passing the course at the time of the request, and must have completed at least 75% of the course work.

Grade Forgiveness Policy and Course Repeats

Students may repeat a course in an attempt to improve a grade previously earned. State Board Rule 6A-14.0301 limits such attempts to courses where a “D”, “F”, or “FN” grade was earned, and limits to two the number of times a course grade may be forgiven. The official grade and the grade used in calculating the GPA shall be the last grade earned in the course.

A student may have only three total attempts in any course, including the original grade, repeat grades, and withdrawals. Upon the third attempt in a course, the student must be given an “A”, “B”, “C”, “D”, or “F”. A fourth attempt may be allowed only through an academic appeals process based on major extenuating circumstances.

Courses may be repeated if they are designated as repeatable through the curriculum process (e.g., certain music courses), or if they are required to be repeated by a regulatory agency, or are being repeated as part of a regulatory requirement for continuing education to stay current in a field, such as teacher certification. All courses attempted will appear on the transcript. The forgiveness policy does not apply to courses repeated after the term in which a degree was awarded. Students must be aware that transfer institutions may treat repeated courses differently and that some forms of financial aid may be affected.

Grade Changes

Once a grade of “A”, “B”, “C”, “D”, “F”, “FN”, or “NR” in a course has been reported to the registrar, it may only be changed:

1. Upon recommendation of the professor who assigned the grade with approval of the appropriate associate dean or program manager; or
2. Upon recommendation by the program manager or associate dean and approved by the campus instructional dean when the professor who assigned the grade is no longer a member of the faculty

The “I” grade may be changed by the professor to “A”, “B”, “C”, “D”, “F”, or “FN” within the time limits specified in the “I” grade agreement.

Standards of Academic Progress

College Credit Standards of Academic Progress

The purpose of the Standards of Academic Progress (SOAP) is to clearly communicate the College's minimum expectations of academic progress.

In order to maintain satisfactory academic progress, students must maintain the following minimum cumulative standards:

Florida Community College Cumulative Enrollment	Percentage of Semester Credits Successfully Completed ("W," "F" and "FN" grades count as unsuccessful)	Required SOAP Cumulative Grade Point Average
6 hours or more credit	50 percent	2.0

Workforce Certificate Program Standards of Academic Progress

The same standards and procedures for college credit students also will apply to students in adult workforce certificate programs with one exception: the 50 percent completion requirement will not apply to students in workforce certificate programs. At the end of each semester, instructional program managers will evaluate students for academic progress and apply appropriate interventions. Students suspended from workforce certificate programs will follow the same reinstatement procedure as college credit students; however, registration limitations for students returning from suspension will be at the discretion of the program manager.

Standards of Academic Progress for Students in Vocational Preparatory Instruction (VPI)

Prior to the midpoint of their program of study, students whose Test of Adult Basic Education (TABE) scores are within two grade levels of the exit requirement for the program may enroll simultaneously in their workforce certificate courses and required VPI until they reach the midpoint of their workforce certificate program. If a student does not

test within two grade levels of the exit requirement for the program, the student must enroll only in VPI courses. Once the student earns a TABE score no more than two grade levels from the exit requirement, the student may enroll in workforce certificate coursework.

At the Workforce Certificate Program Midpoint

Once students reach the midpoint of their workforce program, they must have earned a TABE score within one grade level of their program exit requirement. If students have not earned a TABE score within one grade level of the exit requirement by the mid-point of the program, they must enroll only in VPI coursework. When the student earns a TABE score which is no more than one grade level below the exit requirement, the student will be permitted to continue with workforce certificate coursework.

At the Workforce Certificate Program 75 Percent Point

Once students have completed 75 percent of the coursework of their workforce certificate program of study, they must earn a TABE score that meets or exceeds the exit requirement. If students have not earned a TABE score that meets or exceeds the exit requirement by the 75 percent completion point of their program, they must enroll only in VPI coursework. Once the student has earned a TABE score that meets or exceeds the exit requirement, the student will be permitted to continue and complete workforce certificate coursework.

Adult Basic Education Standards of Academic Progress

FCCJ is dedicated to providing students with a high quality educational experience in an environment supportive of intellectual and personal development. The Adult Basic Education Standards of Academic Progress were formulated to help assure quality and to clearly communicate the department's minimum expectations of reasonable academic progress for our students. All students enrolled in an adult basic education course at Florida Community College must meet the minimum requirements of the Standards of Academic Progress. A thorough review of these standards will be presented to each student during the orientation/enrollment process.

Adult High School Standards of Academic Progress

The Adult High School Standards of Academic Progress were formulated to help assure quality and to clearly communicate the department's minimum expectations of reasonable academic progress for our students. All students enrolled in an Adult High School course at FCCJ must meet the minimum requirements of the Standards of Academic Progress. A thorough review of these standards will be presented to each student during the orientation/enrollment process.

Students Who Will Be Affected

The standards described below took effect at the beginning of summer term 2000. These standards will be applied to all students who are enrolled in an adult high school course beginning summer term 2000 or later.

Specific Standards

In order to maintain satisfactory academic progress, students must maintain the following minimum standards each term they are enrolled:

Full term enrollment	Completion requirement
1-3 courses	minimum 1 course
4-6 courses	minimum 2 courses

("NG", "W", IW and I grades count as enrollments and non-completions.)

Students who do not meet the standard outlined above will initially be placed on academic warning. Students who are placed on warning or probation may avoid being placed into the next stage of the standard (i.e., probation or suspension) by maintaining the standard for the next term which they enroll.

Notification of Status

All students placed on warning, probation, or suspension will be formally notified of their status by mail. Such students should meet immediately with an adult studies advisor to determine what action can be taken to return to satisfactory progress.

Satisfactory Progress

Students who meet or exceed the established standards each term will be considered to be making satisfactory progress. Students who are placed on warning or probation will be returned to satisfactory progress as soon as they meet or exceed the standards.

Academic Warning

Students who do not make satisfactory progress based on the standard will initially be placed on warning. Students who make satisfactory progress during the term they are on warning will return to satisfactory status.

Academic Probation

Students who do not make satisfactory progress based on the standard while on warning will be placed on probation. Their enrollment will be limited to two courses during the next term they enroll. Students who make satisfactory progress during the term they are on probation will return to satisfactory status.

Academic Suspension

Students who do not make satisfactory progress based on the standard while on probation will be placed on suspension and will not be allowed to enroll in the College for one full term. The second and subsequent time students are suspended two full terms must pass before reinstatement is possible. Students on suspension should contact an adult studies advisor at least two months prior to the beginning of the term they wish to re-enter Florida Community College in order to initiate a formal request for reinstatement.

Reinstatement

Students placed on suspension must complete a formal request to be re-enrolled. Information regarding reinstatement procedures and deadlines can be obtained from the campus adult studies office or the student success office. No requests will be accepted after the established deadlines. Students seeking a clarification of any part of this policy should contact an adult studies advisor or the adult studies campus program coordinator.

Reinstatement Process

1. Students who are academically suspended for the first time will not be allowed to enroll in any courses for one full term
2. Following the required one-term suspension, students who wish to re-enter Florida Community College must complete an application for reinstatement at any campus student affairs office. Students should complete the process on the campus they were attending at the time of suspension
3. Suspended students who apply for reinstatement will be reinstated and allowed to register for a maximum of two courses on the first suspension, or one course on the second and subsequent suspensions
4. Students may request additional courses based only on documented extenuating circumstances (death, illness, family crisis or accident) or educationally sound reasons. The loss of Social Security, veteran's assistance, insurance or other benefits is not included in the definition as having extenuating circumstances. Students must also show progress in the preceding terms, and the extenuating circumstance must be in the term prior to suspension. Exceptions can be reviewed by a counselor with final approval by the campus dean of student success
5. Once a student has been reinstated (approved for registration), completion of the courses taken during the semester of reinstatement will permit the student to register for the subsequent term if the standard is met. Reinstated students who do not meet the standards based on final grades will be dis-enrolled and be restricted from registration for two terms
6. Previously suspended students who do not meet the standard will be suspended for two terms and must request reinstatement based on the criteria stated in item 3. Extenuating circumstances may occur and will be reviewed based on the same process in item 4
7. Immediate Reinstatements Students may request immediate reinstatement based on the following criteria: A grade change that removes students from the standard

8. The campus dean of student success will submit to the registrar the appropriate documentation of all students approved for reinstatement. Once students are cleared for registration by the office of enrollment services, they are eligible to register at any adult studies office
9. Application for Reinstatement Process — All students requesting reinstatement must complete an application for reinstatement
 - a. If the application request meets the standards in item #3, the application is directed to the campus dean of student success for approval/processing
 - b. If the application includes a request for additional courses (extenuating circumstances or educationally sound reason), students must make an appointment with an adult studies advisor. Once completed, the application is then sent to the campus dean of student success for approval/processing

Diploma

A minimum of 24 unduplicated credits, grades nine through 12, is required for an adult high school diploma. The credit requirements are as follows:

1. English, four credits
 - a. English courses must include major concentration in composition and literature
2. Science, three full credits
 - a. laboratory courses, two full credits
 - b. non–laboratory courses, one full credit
3. Mathematics, three credits
 - a. mathematics courses must include credit in Algebra I or equivalent courses
4. Social studies, three credits
 - a. American history, one credit
 - b. World history, one credit
 - c. American government, one–half credit
 - d. Economics, one–half credit
5. Study skills, one–half credit

6. Career research and decision making, one-half credit
7. Life management skills, one-half credit
8. Practical arts, vocational education/exploration vocational education, one-half credit and performing fine arts, one-half credit or one credit in either area
9. Electives, eight and one-half credits

Graduation Requirements

To graduate, students must:

1. Complete 24 credits: 15.5 credits of general course requirements and eight and one-half credits of approved electives
2. Complete a minimum of two full credits at Florida Community College
3. Receive a passing score on the Florida Comprehensive Assessment Test (FCAT), or equivalent state-approved assessment
4. Acquire a minimum cumulated GPA of 2.0 (see state student performance standards);
5. Be classified as admission status "A"
6. Apply for graduation with adult studies advisor

Graduation and course requirements may change. Please be sure to check with your Adult Studies advisor and refer to the state student performance standards listed in this section.

Polytechnic High School Competency Based Diploma

1. Pass GED examination
2. Pass FCAT
3. Complete Career Breakthrough course, and
4. One dual enrollment course

Successful completion of both the Career Breakthrough and dual enrollment courses will meet residency requirements for this diploma option.

State Student Performance Standards

All students must pass the Florida Comprehensive Assessment Test (FCAT) and/or other state-mandated tests prior to graduation. No student shall be granted credit toward a high school diploma for enrollment in the following courses or programs.

1. more than nine elective credits in remedial programs as provided for in Florida Statutes 236.0841 and remedial programs as provided for in FS* 232.246(8)(a) (Students entering the ninth grade in 1997–98, or thereafter, may not use level one courses to meet graduation requirements.)
2. more than one-half credit in exploratory vocational courses as defined in Florida Statutes 228.041(22)(a)(2)
3. more than three credits in practical arts home economics as defined in Florida Statutes 228.041(22)(a)(4)

Students enrolled in the adult high school program in pursuit of the high school diploma after the beginning of the 1978–79 school year and before the 1984–85 school year are required to meet only those requirements for graduation that were in effect at the time of their enrollment when such enrollment has been continuous except for summer terms.

Students enrolled prior to the 1997–98 school year in the adult high school program may use one of the following two options to satisfy the GPA graduation requirement until the end of Spring Term 2003.

- Option 1: Earn a cumulative 1.5 GPA on a 4.0 scale in those courses taken prior to July 1, 1997, and earn a cumulative 2.0 GPA on a 4.0 scale for courses, which are taken after July 1, 1997, that apply to the 24 credits required for high school graduation as specified in subsection (1) of section Florida Statutes 232.246, or
- Option 2: Earn a cumulative 2.0 GPA on a 4.0 scale for courses that apply to the 24 credits required for high school graduation as specified in subsection (1) of section Florida Statutes 232.246.

For students entering the ninth grade for the first time in the 1997–98 school year and thereafter, and for all students graduating after Spring Term 2003, a cumulative GPA of 2.0 on a 4.0 scale is necessary to graduate from high school as specified in subsection (1) of section Florida Statutes 232.246.

It is the students' responsibility to schedule and participate in an exit interview with an adult studies advisor and make application for graduation after they have completed requirements. Before students may graduate, they must have fulfilled all financial obligations to the College.

GED Standards of Academic Progress

The GED Standards of Academic Progress were formulated to help assure quality and to clearly communicate the department's minimum expectations of reasonable academic progress for our students. All students enrolled in a GED course at Florida Community College must meet the minimum requirements of the Standards of Academic Progress. A thorough review of these standards will be presented to each student during the orientation/enrollment process.

English for Speakers of Other Languages (ESOL) Non-Credit Standards of Academic Progress

The English for Speakers of Other Languages (ESOL non-credit) Standards of Academic Progress were formulated to help assure quality and to clearly communicate the department's minimum expectations of reasonable academic progress for our students. All students enrolled in an ESOL course at Florida Community College must meet the minimum requirements of the Standards of Academic Progress. A thorough review of these standards will be presented to each student during the orientation/enrollment process.

President's and Dean's List

Students who achieve academic excellence during a term are recognized by being placed on the College President's or Dean's lists. This is done at the completion of the fall and spring terms and in August for the summer terms. The criteria of eligibility for each list are listed below.

College President's List

To qualify, students must have:

1. a minimum enrollment of three credit hours (excluding college preparatory classes)

2. a minimum of 12 credit hours earned at FCCJ (excludes transfer work)
3. a FCCJ cumulative GPA of 3.0
4. a term GPA of 3.75-4.0 with no grade of I, F, FN, or W; and
5. must be making satisfactory academic progress (see standards for student success)

Dean's List

To qualify, students must have:

1. a minimum enrollment of at least three credit hours, (excluding college preparatory classes)
2. a minimum of 12 credit hours earned at FCCJ (excludes transfer work)
3. a FCCJ cumulative GPA of 2.5
4. a term GPA of 3.5-3.74 with no grade of I, F, FN, or W; and
5. must be making satisfactory academic progress (see standards for student success)

Student Records and Privacy

Pursuant to Public Law 93-380, the Family Educational Rights and Privacy Act of 1974, students and their parents are advised of certain practices and procedures at Florida Community College at Jacksonville that relate to student records.

Once students reach the age of 18 or are enrolled in a postsecondary program, parents no longer have any rights to student information under this act unless students give written consent to release the information to their parents or the parents provide evidence that students are dependents of the parents as defined in section 152 of the Internal Revenue Code of 1954.

Under this Act, students or parents (if eligible) will be accorded access to students' records within a reasonable time after the submission of a written request to the custodian of that record. Suitable arrangements will be made by the College to permit records to be reviewed in the presence of a representative of the custodian of records. Either students or parents (if eligible) have the right to challenge the content of any record they believe to be inaccurate, misleading or in violation of their rights or otherwise inappropriate, and to insert into the record any written explanation of any matter therein. The custodian of the records challenged shall conduct a hearing upon the matter at a reasonable time and place at which time students or parents (if eligible) may present any evidence they may have in support of the challenge. If a record is challenged, the custodian of the record shall make a decision at the conclusion of the hearing. This decision may be appealed by students or parents (if eligible) through established procedures to the student appeals review committee.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. They may address their complaint to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605

Students or parents (if eligible) must consent to the release of any student information other than directory information to any person or agency. This consent must be in writing, signed, dated and must specify the information to be released, the reason for release and the names of individuals to whom the information is to be released. Disclosure without consent will be exercised by Florida Community College to school officials with legitimate educational interests. A school official is defined as a person employed by the college in an administrative, supervisory, academic, or support staff position (including safety and security staff); a person employed by an educational entity with which the college has an educational agreement or contract who has a legitimate educational interest; a person or company with whom the college contracted (such as auditor, collection agent, credential and enrollment verification services); or assisting another official in performing his or her tasks. A school official has a legitimate educational interest if he or she needs to review an educational record in order to fulfill his or her professional responsibility.

In addition, the college may disclose identifiable information from student educational records without student consent to officials presenting a judicial order or lawfully issued subpoena, and to military branches in accordance with federal guidelines.

The following records are maintained in students' files: application for admission, transcripts from other colleges, academic history records and general correspondence.

The following information about individual students is classified as “directory information” and will be released upon request to any person.

- name
- major field of study
- dates of attendance
- degrees, certificates or diplomas received
- honors received

Individual students or parents (if eligible) have the right to submit a request in writing to the custodian of student records that all or part of the directory information NOT be released. Send request in writing to: College Registrar, Florida Community College at Jacksonville, 940 N. Main Street, Jacksonville, FL 32202. Access to, or release of directory information will be withheld until further written instruction is received for a student or parent (if eligible.)

Gordon Rule

On November 17, 2005, the Florida Board of Governors approved a change to “The Gordon Rule,” which eliminates word count in the communication component of the policy and instead requires the following:

Six semester hours of English coursework and six semester hours of additional coursework in which the student is required to demonstrate college-level English skills through multiple assignments.

For the purpose of establishing Florida Community College at Jacksonville’s Gordon Rule writing requirement, committees of discipline-specific faculty met to recommend courses to be designated as Gordon Rule courses, to define for the College “multiple assignments” and to produce lists of assignments and rubrics of evaluation which would define “college-level English skills.” The work of these committees was validated by the College’s Curriculum committee and approved to be integrated into the Course Master outlines file. As the Course Master outlines housed in Curriculum Services are the standard against which all syllabi are measured, this will ensure that all sections of each course taught throughout the College are in compliance with the policy.

Designated Gordon Rule Courses

Communication: ENC 1101, ENC 1102, and LIT 2000

Speech: SPC 2016, SPC 2040, and SPC 2600

Humanities: HUM 2021, HUM 2211, HUM 2236,
HUM 2250, HUM 2410, and HUM 2450

Information Literacy Requirement

Beginning in 2004-05, all Florida Community College students pursuing an associate's degree are required to pass a six-module Information Literacy examination prior to receiving the degree. The 90 minute exam, comprised of 6 modules, is given under controlled conditions at each campus assessment center. Each module must be passed with a 70% or above score and may be repeated if necessary. Once a module is passed, it does not have to be repeated.

LIS 1002 Information Literacy is a helpful one-credit online course offered in conjunction with the new exam requirement. Registration in this course is not required to complete the assessment. LIS 1002 course content is also available to students at no charge online (links to the six modules are below). Workshops are offered by campus libraries and course textbooks can be checked out from each campus library. Florida Community College professors have been encouraged to incorporate information literacy concepts across the curriculum.

Please see the Information Literacy Frequently Asked Questions for further details about the exam, http://www.fccj.edu/campuses/kent/assessment/info_literacy.html.

If you have questions about the Information Literacy course content, contact a College librarian by calling the reference desk at any College library:

- Cecil Center 904.997.2800
- Deerwood Center 904.997.2562
- Downtown Campus 904.633.8169
- Kent Campus 904.381.3545
- Nassau Center 904.548.4467
- North Campus 904.766.6636
- South Campus 904.646.2179

Religious Observances

The College shall reasonably accommodate the religious observances, practices and beliefs of individual students in regard to admissions, class attendance, and the scheduling of examinations and work assignments. Students who have a concern regarding the College's implementation and/or interpretation of this rule shall have the right to formalize that concern through the general student appeal process.

- It is the responsibility of students to notify instructors in writing in advance of absences to observe religious holy days in their own faith. Upon such reasonable notification, such absences shall be excused without penalty
- Students shall be responsible for material covered during the period of observance and shall be provided a reasonable time to complete make up assignments
- The College and its faculty, as appropriate, shall schedule major class assignments, major examinations and official ceremonies on other than major religious holy days whenever possible

FACULTY RESOURCES

Computer Technology

As an FCCJ faculty member, you have a number of computing resources that allow you to enhance learning with technology. These resources include:

E-mail	ARTEMIS
Online computer-based training	ORION
College-wide Software	

Please note, in using these resources, all equipment, hardware, software, programs and other property, in any form whatsoever, owned, leased or otherwise lawfully in the possession of the College, is intended for utilization by the College only except as otherwise provided by law or rule to that effect. Any other unauthorized use or appropriation of such property by College employees or other persons is expressly prohibited Rule 6Hx7-3.59, Employee Use of College Equipment; see <http://www1.fccj.org/policies/boardrules/3-59.doc>

In addition to the above, the College requires that persons using College technology resources read and accept the *Florida Community College at Jacksonville Computing Facilities Policies and User Agreement* in order to access FCCJ Student Computing Resources a user will:

Recognize that FCCJ computing facilities are intended to support the academic mission and administrative functions of the college and assume full responsibility for using these facilities in an effective, efficient, ethical, lawful and courteous manner.

Recognize that authorized FCCJ systems personnel may, while performing routine operations or investigating system problems or complaints, have access to data and software stored in FCCJ computing facilities, including electronic mail.

Recognize that FCCJ disclaims responsibility for loss of data, time delay, system performance, software performance or any other damages arising from the use of FCCJ computing facilities.

Understand that some systems at FCCJ are operated under license agreements with IBM, Microsoft, Novell and others. Under these agreements, the systems may be used for instructional and research-related purposes only.

Take all necessary steps to protect the integrity of FCCJ computing facilities. Specifically, users shall not share with others the access codes, account numbers, passwords or other authorization assigned to them. The user shall be responsible for all access and/or authorizations assigned and all activities occurring under these accesses/authorizations.

Respect the copyrights of all software and data available through FCCJ computing facilities and take reasonable steps to protect the integrity and privacy of the software and data available.

Use FCCJ computing resources in a manner consistent with all FCCJ general policies, rules and procedures regarding codes of conduct, academic integrity and the college environment. Respect the policies established by the administrators of external networks such as those accessible through the Internet. The user shall also respect the policies established by the administrators of computing facilities at FCCJ.

Respect the privacy of electronic mail and other user files transmitted and stored in FCCJ computing facilities or at any other location accessible through a network.

Accept that a userid or program may be terminated, or its priority may be altered, if it is consuming excessive system resources, degrading system response or threatening system integrity.

Use only those facilities which are in the public domain, or for which they have obtained explicit authorization, at FCCJ or any other location accessible through FCCJ computing facilities.

Not use the FCCJ computing facilities for conducting private business or for personal financial gain that is not related to designated college programs or functions.

Not use FCCJ computing facilities for any unauthorized or illegal purpose, such as creation or deliberate introduction of a computer virus, destruction or alteration of data owned by others, destruction or alteration of computing facilities, interference with legitimate access to computing facilities or harassment of users of such facilities at FCCJ or elsewhere, unauthorized disruption of FCCJ computing facilities, attempts to discover or alter passwords or to bypass security systems in FCCJ computing facilities or in any other computing facility.

I understand that violation of these policies may result in temporary or permanent loss of my access to any or all FCCJ computing facilities and other disciplinary actions as appropriate. I also understand that any use of FCCJ facilities is not private and that data and/or transactions may be reviewed by system administrators as part of normal operations and that FCCJ implies no privacy or secrecy for those using its computing facilities.

I further understand that by my acceptance of employment in any capacity with FCCJ and/or registration for classes at FCCJ and/or use of FCCJ computing facilities that I have agreed to and entered into this agreement as it is incorporated into the applications for employment and admission.

Artemis

ARTEMIS (Academic Resource Technology & Education Management Information System) is the College's primary interface, or portal, for faculty and students to conduct normal business. The system is Web-based and user friendly. It provides the following functions and links:

- college calendar
- college catalog
- class schedules and rosters
- instructor schedules
- final exam schedule
- class-specific URLs to syllabi or other online resources
- grade input calendar
- non-attendance and final grade processing

ARTEMIS may be accessed via the Web at <https://artemis.fccj.edu/employee/>. Due to the need for privacy and for the protection of sensitive information and transactions, ARTEMIS provides secure transactions and communications for faculty accessing instructor schedules, class rosters, and class-specific URLs to syllabi or other online resources. Because of the portal nature of ARTEMIS, each individual's view and access (what information they can see or actions they can invoke) is unique. ARTEMIS is continuously being refined and improved. Although ARTEMIS is designed to be extremely intuitive and user friendly, there may still be occasions where assistance is required. Support is available by contacting the Learner Support Center (College-wide help desk) operated by Open Campus at extension 3151 while inside the College, and at (904) 632-3151 when calling from outside the College's phone system.

Clerical Support and Duplication Services

Clerical support and duplication services are available for faculty on each campus. The procedures for using these services are available through the immediate supervisor's office.

Bookstore Services

Management of the College's bookstores at each campus and Deerwood Center are periodically competitively solicited. The College enters into a contract with the qualified private bookstore corporation to exclusively provide the college management of both online campus and on campus distribution of required textbooks and reference materials. The bookstore contract defines specific bookstore management services. These include providing consolidated buy backs, perpetual inventory control, real time interfaces between the College's Artemis registration and Financial Aid systems to the bookstores text management systems, web based College Logo Store, Custom Academic Publishing, as well as committing to shipping out of stock text books by second day air at no additional cost to students.

The bookstore contractor provides the college the functionality to either adopt textbooks on-line with an e-adoption process, or to adopt texts with a paper adoption form. The contractor is required to provide textbook adoption order forms to campus faculty members via the appropriate supervisor. The online e-adoption or paper adoption forms must be provided to the Contractor prior to College adoption deadlines. The faculty member must submit the completed e-adoption or adoption form to his or her appropriate associate dean, program manager, or campus dean for approval.

Completed textbook adoptions by contract are due to the Bookstore Contractor prior to the following deadlines:

Fall Term	Prior to April 15 th each year
Spring Term	Prior to October 15 th each year
Summer Term	Prior to February 15 th each year

Requests from off-campus bookstores for copies of College adoption forms are to be referred to the on-campus bookstore contractor. By contract, the on-campus bookstore is required to provide/sell such copies.

Libraries

FCCJ's libraries are located on each of the four campuses and at the Nassau, Cecil, and Deerwood Centers. They offer a full range of services to students and faculty. Materials are available in print, audiovisual, and computer-based formats. The libraries have Internet access and more than 60 online reference databases. The online state-wide catalog includes indexes of the 28 community college libraries and the state university libraries (LINCC). Librarians and staff are available to assist patrons in the use of these materials. Materials can be accessed through LINCC, Intercampus Loan, and Interlibrary Loan. Telecourse materials, conference rooms, copiers and media production services are also available. More information is found at: <http://www.fccj.edu/library/>.

The LINCC Network

LINCC, a program of the State Board of Community Colleges, connects Florida's community college libraries to each other and to the world. The College Center for Library Automation (CCLA) operates the Library Information Network for Community Colleges (LINCC), an automated information system that connects Florida's 28 community colleges and their associated 63 campus libraries. LINCC contains information about the collections of each library and provides a gateway to important literature and information sources in all subject areas. This world of electronic information is available to Florida's nearly one million community college students and faculty. LINCC may also be accessed online.

Borrowing and Reserving Materials

Faculty members may check out Library materials for the regular loan period. Certain materials may be checked out for the term with the approval of the campus Library. The libraries reserve the right to recall material when necessary. Prior to the end of each term, faculty and staff will be notified of outstanding materials, and all materials must be returned at the end of the term during which they were checked out. Replacement costs will be charged for lost materials.

Faculty members who have made special arrangements may have materials placed on reserve. Reserve materials are circulated for a period less than the regular loan period. Arrangements should be made a minimum of three days in advance before releasing the reserve list to students. Faculty and students may check out all audiovisual software for classroom use or for viewing in the Learning Resource Center.

Instruction by Librarians

Instruction by librarians at each of the campus libraries is available for faculty and students. These sessions afford students the opportunity to learn the arrangement of the Library, the varied services available, and the materials available and how to use them. Check with a librarian at the appropriate Library to schedule classes.

Student Workers

Student workers are classified as College work-study (paid from federal funds) or student assistants (paid from College funds). Students currently enrolled at least half time at FCCJ and not otherwise employed by the College may also be hired as student workers through the disabled student services program as note takers, readers, tutors, scribes, learning disabilities tutors or interpreters for the hearing impaired.

Requests for student workers may be made at the beginning of the school year. A request for student help should be made to the instructor's immediate supervisor. Allocations of student assistant funds are made to the campus after approval of the College budget and the campus president assigns priorities.

Student workers shall be paid no less than the Florida minimum wage and no more than \$10 per hour. The College President will be responsible for establishing pay rates annually within this range. Pay ranges will reflect levels of responsibility, training and College needs. Students interested in these employment opportunities should complete an application form that is available at the Career Development Center on each College campus.

Telecourses

The College offers credit courses to homes, jobs, campuses, and other convenient sites through telecourses. The telecourse airing schedule is specified in each course syllabus. Telecourse students may go to a campus for an initial meeting or to take exams. Telecourse students have the option of taking tests on campus with their professor or at alternate test sites. Telecourse content and college credit hours are equivalent to on-campus courses. Each course is a combination of televised lessons, study guide and textbook readings, written assignments, faculty interaction and testing. For information contact the Distance Learning Office at 904.632.3116.

Online Courses and Programs

Online courses and programs are an integral part of FCCJ that promote student success through innovative teaching, learning and technology. These courses enable the College to extend its teaching services and enrich its community of learners. Online courses and programs at FCCJ are learner-centered and learner-focused. Our trained and dedicated faculty are essential to the success of online courses. Faculty members bear responsibility for the academic quality of the learning experience and function as facilitators, coaches and tutors for online learners.

The FCCJ Office of Organizational Learning Services coordinates the development of College-owned online courses. The *FutureClass* project utilizes two member teams of faculty working with an instructional designer to develop high student demand online courses, using standard textbooks and software as appropriate. This project has completed ten phases with a total of 93 fully developed courses. The *SIRIUS* project includes development of 28 high demand courses designed to support student retention and performance. These courses are developed by larger faculty teams without the use of commercially published textbooks. Consequently student can reduce their educational costs with savings of 50% or more on course materials. For more information please see the *Faculty Handbook for Online Course Development and Online Teaching*. It is available online at: http://www.fccj.edu/campuses/mccs/instruction/onfac_hdbk.pdf.

Mail

Central mail is responsible for picking up mail from each campus daily. When U.S. mail is picked up, postage is applied, and the mail is presorted. Prior to sending any large mailings, the Central Mail Department should be contacted so funds can be applied to the postage account to cover the postage. The Central Mail Staff also is responsible for the delivery of internal mail. All U.S. and FCCJ internal mail is processed daily.

The Central Mail Department is available to provide assistance in any of the following areas:

- High volume folding and stuffing
- Provide information on processing large volume mailing
- Assist with resolving mail problems
- Set up training on mail addressing and processing
- Courier pickup

Grant Applications

Members of the faculty interested in seeking external funding through grants are encouraged to discuss the concept for the grant with their immediate supervisor. The Resource Development Department assists in searching for potential funding sources, facilitates proposal development, and submits the proposal to the potential funding source.

Resource Development Department

The department is a college-wide resource located at the Martin Center. Criteria for submittal of a proposal require that it must support College goals and strategic initiatives. A design team of content experts works with the department to articulate concepts responsive to the funding source's objectives. The department obtains necessary College approvals and submits the proposal by the agency's published deadline.

The Resource Development department is also available to help with the College's Strategic Planning application process. The Strategic Planning Council exists to provide a venue for College personnel to secure special resources in order to pursue the five College-wide goals. Successful proposals will incorporate innovative ways to advance those goals. Check out the Strategic Planning application process or attend a technical assistance workshop – information located on the FCCJ website at:

http://www.fccj.org/friends/president/strategic_init/index.html.

Faculty Stipends

Full Time Faculty

Full time faculty may be paid stipends for work completed for FCCJ that is in addition to their contractual responsibilities.

The Collective Bargaining Agreement between the District Board of Trustees of Florida Community College and the Florida Community College Faculty Federation provides the authority for such payment in Article 28: Compensation, (E.) Pay for Special Assignments. Stipends for special assignment work may be awarded at the discretion of the administration and as approved by the Executive Vice President.

Each stipend must be approved by the Supervising Administrator of the Project, Supervising Administrator of the Employee, and Campus President or Vice President prior to approval by the Executive Vice President. A faculty member should not begin work related to a specific stipend until notified that all of the required signatures have been obtained thus indicating that the special assignment and the stipend for that assignment have been approved.

An individual full time faculty member may not receive stipend compensation that exceeds \$10,000 in total per academic year. The academic year begins on August 16 and ends on August 15 of the following year. While multiple stipends may be received during any academic year, the maximum payment of \$10,000 per academic year is based upon the start date of each stipend rather than the completion date or the payment date.

Payment will be made on the 20th of the month following completion of the project provided the Project Agreement Stipend Form is received in the Martin Center payroll Office by the 10th of the month. When the project extends beyond six months, up to three partial payments may be made until the project is completed.

Adjunct Faculty

Adjunct faculty may be paid a stipend as determined by the supervising administrator and supported by a detailed plan of activities for project work outside the work hours scheduled in their individual pay agreement.

Board Rule 6Hx7-4.24 Pay Plan (9) E. provides the authority for such payment. Projects shall be approved by the Campus President or Vice President and the Executive Vice President. The stipend may not exceed \$5,000 per project.

Upon completion of the project, the stipend form including the “project completed and approved for payment” signature of the Supervising Administrator of the Project is submitted to the M CCS Payroll office. When the form is received by M CCS Payroll before the 10th of the month, payment will be made on the 20th of the month; if not, payment will be made in the following month. When the project extends beyond six months, up to three partial payments may be made until the project is completed.

Professional Development

Florida Community College University

Florida Community College University (FCCU) offers courses and programs to all FCCJ faculty and staff. These specially designed programs are intended to enhance the job performance and career growth of all College personnel. Workshops are available face-to-face, online, and blended.

Courses may vary by term, but current courses include:

- Blackboard Workshops
- Pedagogy Workshops
- Strategic Planning Initiatives Workshops
- Multimedia Workshops
- MS Office Workshops
- Respondus Workshops
- SIRIUS Instructional Design Assistant Workshops

In addition, workshops covering a wide variety of topics are offered throughout the year. Consult the FCCU Website at: <http://www.fccj.org/fccu/> or call (904) 632-3114.

Center for the Advancement of Teaching and Learning

The Center for the Advancement of Teaching and Learning is a 9 member, faculty-driven body dedicated to promoting, enhancing, and honoring teaching and learning. It is physically located at the Downtown Campus. At the campus level, the Center is represented by campus-based steering committees chaired by members of the college-wide steering committee. Faculty members from each discipline on the campus are invited to serve. Budgets are provided to support planned activities. Center activities include workshops, seminars, awards, and mini-grants to support classroom research and innovative learning strategies.

The Center also sponsors the *International Conference on College Teaching and Learning* each spring. The College provides funds to support all full- and part-time faculty who wish to attend. Further information about the Center may be found at:

http://www.fccj.edu/campuses/mccs/instruction/liberal_arts/catl/index.html.

Specific information about the current year's *International Conference on College Teaching and Learning* may be found at <http://www.teachlearn.org/>

Southeastern Center for Cooperative Learning

The *Southeastern Center for Cooperative Learning* was established to provide an on-going effort to promote, research, explore, and disseminate the practices, theories, and strategies of cooperative learning within FCCJ and to other institutions. The Center, a branch of the *Center for the Advancement of Teaching and Learning*, is located at Downtown Campus. Training seminars are held at a variety of locations. The Southeastern Center works to provide a "model" center to be adapted to other educational institutions.

In July of 1996, the FCCJ Board of Trustees gave approval to institutionalize the Center and fund its activities from the College's operating budget. *The Southeastern Center for Cooperative Learning* provides multiple levels of cooperative learning and training, follow-up support, and research on the impact of cooperative learning on teaching and learning.

Learning Innovations

Learning Innovations is a division of the FCCJ Technology Team dedicated to facilitate the use of pedagogically-sound and technologically-enhanced instructional content. It is an extensive resource for FCCJ faculty who wish to infuse technology into their classroom – whether that classroom is on-campus, blended or on-line. Individual assistance is available from the Learning Innovations staff by appointment. For more information visit: <http://li.fccj.edu/>.

STUDENT SUPPORT SERVICES

Financial Aid

Florida Community College at Jacksonville offers many types of financial assistance to students who would otherwise be unable to further their education without such support. Depending on the type of aid, eligibility is based on one or more of the following criteria: financial need of the student, income (in the case of dependent students the student and parental income is used), educational costs, academic achievement, availability of funds, disability and/or special talent. Inquiries regarding financial aid should be directed to the Enrollment Services/Financial Aid Office on the student's home campus. A student's home campus is the point of contact for academic advising, financial aid advising, and disbursement of checks.

Orientation

After submitting a membership application and completing any testing requirements, students will be advised to complete the New Student Orientation online, by video or through a live group session on campus (about one hour). The Student Success Office will notify students of times and procedures for completing orientation.

Assessment and Certification Center Services

- **Credit by Examination:** Students may earn up to 45 semester credit hours toward an Associate degree through credit-by-examination. This may be a combination of Advanced Placement (AP), College Level Examination Program (CLEP), DANTES subject standardized tests and/or transfer credit. Additional credits may be obtained by participation in the Proficiency Examination Program (PEP). For more information regarding the following tests, contact the campus Assessment and Certification Center.
- **Course Placement Testing** is required of new degree-seeking college credit students in order to assist them with course selection. Non-degree-seeking students planning to take English, reading or mathematics must also be tested. FCCJ utilizes the Computerized Placement Test (CPT) and companion as its course placement test. The tests include subtests of English, reading and mathematics skills.

- **College-Level Academic Skills Test (CLAST)** is a state-wide test of college level communication and computation skills developed by the state of Florida. The CLAST is designed to test the communications and mathematics skills that are judged by state university and community college faculty to be generally representative of the sophomore level of achievement. The test is required, for those students who are not eligible for CLAST exemptions, by Florida statutes and rules of the State Board of Education.

The CLAST is administered three times per year to community college students who plan to complete the AA degree or plan to complete the associate in science degree and transfer to Florida public universities. The CLAST requirement also applies to students transferring to community colleges from private colleges in Florida and from out-of-state colleges.

Students who do not achieve satisfactory scores on the CLAST will not be awarded the Associate in Arts degree. Students who have passed three of the four CLAST subtests may (at university discretion) enroll in a state university for up to 36 semester credits in upper division before being required to pass the fourth subtest.

Students seeking to participate in intercollegiate athletics at senior institutions may be required to have graduated to be eligible to participate. Questions regarding athletic eligibility may be directed to the Director of Athletics and Physical Education. Registration and additional information on CLAST is available at any campus Assessment and Certification Center.

- **Test of Adult Basic Education (TABE).** Assessment and Certification Centers administer the state required TABE to those enrolled in vocational certificate programs of 450 or more contact hours. The TABE is also a state requirement for those entering selected adult studies programs. Further information is available through the campus Assessment and Certification Center.

Career Development Center Services

Career-planning services are offered at the Career Development Center on each campus. Students who are undecided about their future career plans are encouraged to make an appointment with a counselor to begin the career planning process. <http://www.fccj.edu/resources/careers/>.

Services available in the Career Development Centers include:

- Career aptitude, interest and temperament testing
- Career research (with current information on occupations, job requirements and career opportunities)
- Computerized career planning, (an easy-to-use computer system that helps students with career decisions)
- Career Goals booklet - (self-directed, step-by-step career planning)
- Career counseling, courses (SLS 1301 Career Planning and the World of Work, SLS 1401 Computerized Career Exploration and SLS 1933 Special Topics — Independent Study in Career Planning), workshops and seminars
- Student employment opportunities
- Job search skills assistance: cover letter writing, resume writing, and interview skills
- Job search via Workforce

Academic Advising

Counselors and advisors are available to assist students with the achievement of their academic goals. Academic advising is available to help students identify appropriate courses, select majors, select transfer institutions and assist with academic problems. Advising also provides assistance with class scheduling and graduation requirements. Students are encouraged to seek advising on a regular basis in order to achieve their educational objectives. Appointments may be scheduled through the counseling and advising office. Pertinent information is available on:

- selection of courses
- course prerequisites
- transfer requirements
- effective study methods
- academic progress
- availability of resource agencies

For more information visit: <http://www.fccj.edu/resources/counseling/advising.html>.

Health Services

As a community-based institution, FCCJ relies on health services provided within the community for students. Various health agencies are brought to each campus periodically to make their services available to students. Arrangements and coordination are handled by the Student Success offices and/or Student Activities offices.

Counseling

Student Development counseling services are available within each Student Success office with the exception of Open Campus. Open Campus students have access to the counseling Web site provided below. Students are encouraged to consult with counselors to discuss issues relating to student life, interpersonal relations, study skills, or any life coping concerns which may relate to their college experience.

Counselors can provide faculty with assistance for student crisis intervention in areas including suicide, abuse, and sexual assault. Crisis Response workshops can be arranged via Lin White, at 632-3240. Contacts for community referral agencies are available at the Web site provided below.

For more counseling information, visit: <http://www.fccj.edu/resources/counseling/counseling.html>.

Learning Centers

Each campus has a Learning Center for individualized student instruction on a drop-in basis. In these labs, students may pursue self-paced instruction through a variety of learning tools and may receive one-on-one assistance from tutors in a number of subjects. Students may stop in during day or evening hours—hours are posted at each Learning Center as well as on the main Learning Center Web page, <http://www.fccj.org/lc/>. Students may consult a tutor, use the various learning tools, use a computer, and/or review for one or more of their courses.

In addition, practice tests and learning materials are available to assist students in assessing their readiness for and preparing to take the College Level Academic Skills Test (CLAST) and the General Knowledge Test. Computers with a broad variety of English, math, science and foreign languages tutorials and exercises are provided to assist students.

A comprehensive, lab accessible, Web-based computer tutorial program covering basic reading, math, English, and science is also available for student registration in each Learning Center. Discipline specific Web sites, contact information and access to each Campus Learning Center page are found at <http://www.fccj.org/lc/>.

Computer Labs

There are one or more open computer laboratories on each campus for use by FCCJ students enrolled in courses requiring computer-based assignments outside of class. These labs are heavily utilized by students taking courses with lab assignments, but are available to all students.

Learner Support Center

The Learner Support Center (LSC) provides coordinated support for distance learning students. This centralized support center combines the Technical Help Desk and Information and Student Services for distance learning students.

The Learner Support Center may be reached by e-mail (helpdesk@fccj.edu) or by phone at (904) 632-3151. Support is provided 78 hours per week to faculty, staff and students, wherever they may be. Current hours of operation are:

- Monday-Thursday 7:00 a.m. - 10:00 p.m. ET
- Friday 7:00 a.m. - 5:00 p.m. ET
- Saturday 9:00 a.m. - 1:00 p.m. ET
- Sunday 1:00 p.m. - 5:00 p.m. ET

Services for Students with Disabilities

FCCJ provides many services to students with special needs. Students are responsible for self-reporting their need for assistance that may affect success, performance, or well-being at the College. Some of the special needs may be related to vision; hearing; physical or chronic conditions; mental or psychological conditions; learning or attention deficit disorder.

The Office of Services for Students with Disabilities is available to assist in providing accommodations for equal educational access. The following services can be provided upon receipt of documentation of a student's disability: note taker, tutor, reader, scribe, interpreter, testing

accommodations, adaptive equipment/software, enlarged or brailled instruction material, CLAST waivers or special accommodations, course substitutions, and voter registration. It is strongly recommended that the syllabus for each FCCJ course informs students that disabilities services are available. An example statement follows:

Students should notify their instructor if any special need or disability may affect success, performance, or well-being in the course. If specific accommodations are required to complete a course, students should also contact Services for Students with Disabilities at www.fccj.edu/resources/disabilities/index.html

Services can be accessed on each campus in the Student Success areas:

- Downtown Campus (904) 633-8488 Voice and TDD
- Advanced Technology Center
- Open Campus
- Urban Resource Center

- Kent Campus (904) 381-3500 Voice and TDD
- Aviation Center of Excellence
- Cecil Center

- North Campus (904) 766-6784 Voice and TDD
- Nassau Center

- South Campus (904) 646-2191 Voice and TD
- Deerwood Center

- Collegewide/Program Director (904)632-5007

Intramural/Recreational Activities

Both group and individualized intramural/recreational activities are available at selected campuses. Activities include flag football, volleyball, basketball, soccer, softball, tennis, bowling, horseshoes, billiards and golf. Special discount passes to a variety of community recreational facilities are available at substantial savings from the Student Activities office. These recreational facilities include bowling, golf, driving ranges, miniature golf and movies.

Intercollegiate Athletics

A diverse program of intercollegiate athletics is available at the College. Basketball (men's and women's), golf (men's), tennis (women's) and volleyball (women's) are sports activities based at the South Campus. North Campus is the location for baseball and softball. Students may participate in the College-wide intercollegiate athletic program regardless of the campus where they attend classes. Students interested in participation should contact the coach or the Director of athletics and physical education. FCCJ is a member of the Mid-Florida Conference of the Florida Community College Activities Association and the National Junior College Athletic Association.

SAFETY AND SECURITY

Emergencies and First Aid

The campus security officer should be contacted in situations requiring the rendering of first aid. If campus security cannot be reached immediately, assistance can be obtained by dialing the College emergency telephone number ELK-HELP (355-4357). This number will connect the individual with security 24 hours a day, seven days a week. Security will contact campus security by radio. In an off-campus center, the center administrator should be contacted in case of an emergency. In case of illnesses and minor accidents, security will render first aid, and call the city emergency rescue unit in the cases of more serious illnesses and accidents.

Evacuation plans are posted at each campus in case of fire, severe weather, or other safety hazards. Faculty members should familiarize themselves with evacuation plans for the campus on which they are located.

Incident Reports

All incidents at a campus involving College students, faculty, employees, or property that involve a real or potential danger of public health, safety, welfare, or property and other matters of an unusual nature must be documented on an incident report. The responsibility for the preparation of an initial incident report rests with College security personnel.

Campus Accident Reporting

Any accident should be reported immediately to a security officer. In the case of an accident resulting in injury or death to another, or property damage in any amount; the security officer will contact the police for investigation and an accident report.

Parking and Traffic Regulations

The College maintains a speed limit of 15 mph for all motorized vehicles on all campuses. All city and state regulations and all directive signs governing the use of motor vehicles should be observed at all times. Motorists must give right-of-way to pedestrians crossing the street at designated crosswalks. Appropriate authorities will prosecute moving violations that endanger life and safety.

Smoking

The College maintains a smoke-free environment. Smoking is permitted outdoors except where prohibited.

Biohazardous Waste

FCCJ follows established procedure to adequately ensure that all biohazardous waste is segregated, handled, stored and disposed of in a safe manner. The Director of Risk Management, Administrative and Business Services through the use of the Florida Community College at Jacksonville Safety Department conducts inspections of facilities to determine compliance with the standards as set forth in Chapter 64e-11 of State of Florida Department of Health and Rehabilitative Services Florida Administrative Code.

APPENDIX A

Acronyms

ABE	Adult Basic Education
AHS	Adult High School
AOL	Adjunct Overload
AP	Advanced Placement
APM	Administrative Procedures Manual
ARTEMIS	Academic Resource Technology & Education Management Information System
CCLA	College Center for Library Automation
CDC	Career Development Center
CLAST	College Level Academic Skills Test
CLEP	College Level Examination Program
CPE	Computerized Placement Test
CWE	Continuing Workforce Education
DAS	Director of Administrative Services
ESOL	English for Speakers of Other Languages
FACC	Florida Association of Community Colleges
FCAT	Florida Comprehensive Assessment Test
FEOV	Faculty Exchange of Views
GED	General Education Development (High School Equivalency Diploma)
GER	General Education Requirements
HSCT	High School Competency Test
IAC	Instructional Affairs Council
LCP	Literacy Completion Points
LINCC	Library Information Network for Community Colleges
NCPP	Navy College Partners Program
OCP	Occupational Completions Points
OFA	Outstanding Faculty Award
PEP	Proficiency Examination Program
PSAV	Post Secondary Adult Vocational
SACS	Southern Association of Colleges and Schools
SIRS	Student Instructor Reviews
TABE	Tests for Adult Basic Education
VPI	Vocational Preparatory Instruction
WLU	Workload Unit

APPENDIX B

SACS STANDARD CONCERNING FACULTY CREDENTIALS AND GUIDELINES

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accord with the guidelines listed below. The institution also considers competence, effectiveness and capacity, including, as appropriate, undergraduate and graduate degrees, related work experience in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competences and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of all its faculty.

Credential Guidelines:

- Faculty teaching general education courses at the undergraduate level: a doctoral or a master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: a doctoral or a master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline.)
- Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: a baccalaureate degree in the teaching discipline, or an associate degree and demonstrated competencies in the teaching discipline.
- Faculty teaching baccalaureate degree courses: a doctoral or a master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline). At least 25 percent of the discipline course hours in each undergraduate major are taught by faculty members holding the terminal degree – usually the earned doctorate – in the discipline.