



F L O R I D A
C O M M U N I T Y
C O L L E G E
— ★ —
A T J A C K S O N V I L L E

FACULTY
COLLEGE RESOURCES
HANDBOOK

Updated August 1, 2004

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INTRODUCTION

The purpose of this manual is to improve student retention at Florida Community College at Jacksonville by acquainting faculty with best practices in the classroom and with the resources available within the college and community for our students.

Studies in retention show that competent, professional teachers, who are fair in their policies and who engage students with the best practices in higher education, are the instructors most likely to recruit and keep the largest number of students in their classes.

To that end, members of FCCJ's retention committee culled many of the best practices of excellent professors, as well as the literature on retention, and have included many of the tips in this manual. This compilation of suggestions/recommendations is an abstract from the Student Success and Retention Study Group's final report. We hope you will be able to incorporate some of these tips into your classroom teaching.

Nonetheless, studies in retention also show that students frequently drop out of college classes for reasons that have little or nothing to do with courses or classroom activities. Frequently, personal problems with money, mental health, physical health, shelter, or childcare cause students to withdraw from school. When these difficulties arise, we may have neither the expertise nor the energy to help them and often for legal, professional, and emotional reasons, we should not overly involve ourselves in their personal struggles.

However, many services are available at FCCJ and in the Jacksonville area to help such students. We can assist both them and ourselves at the same time by connecting the people we teach with the expertise and assistance they need.

Please take a few minutes to familiarize yourself with the many resources available. The contents page is a good place to start. A quick skim of the information in this handbook will open your eyes to a whole world of social services. (Who knows; you may even find resources for yourself in here somewhere.)

If a student comes to you in need, please consult this manual. **If you do not know whom to call, call the Jacksonville area general crisis first call number.** It is a referral hotline designed to direct people to the various services available in the Jacksonville area.

STUDENT SUCCESS STUDY: **WHY HAVE THEY LEFT US?**

EXECUTIVE SUMMARY: JUNE 28, 2002

Eighteen members of the faculty, administration, and staff were charged to examine the reasons why students left FCCJ and encouraged to develop campus-based action plans to help stop the exodus.

We initially reviewed the literature from a faculty perspective and concluded that many of the current research assumptions on student persistence matched our students' demographics, multi-campus venues, and faculty profiles. The literature is filled with assumptions indicating that we have the power to reduce attrition through our actions and connections with students in the classroom (Bartow, 2000; Dugan, 2000; Jalomo, 1995; and Terenzini et al., 1994).

Over the course of our project, the four campus special coordinators (M. Kovaly, J. Staver, J. Stratmann and C. Williams) convened discussion groups, conducted informant interviews, and collected faculty and student survey data from which campus-based action plans were developed. The action plans are contained within this final report. They mirror the heartfelt and personal reflection by a large sample of FCCJ faculty. Using qualitative analysis, survey data was coded and analyzed college wide and by campus. Several findings can be posited from the data:

1. Active and meaningful learning experiences, as identified by respective faculty, promote student success and can be considered "best practice."
2. Personal connections by faculty with students increase student persistence and, coupled with active and meaningful learning, promote success in the classroom.
3. Student attitudes, overextension, and the lack of preparation are the major faculty perceptions as to why students do not persist.
4. Increased personal connections, increased student preparation, and the removal of institutional barriers will contribute to the reversal of student attrition.

5. Corollary perceptions, such as negative teacher attitudes and preparation, inadequate referral, advising, and information system, all affect student persistence.
6. Students who become connected, engaged, and supported by faculty during the first two weeks of the semester have a greater chance of persisting at FCCJ.

Our findings are supported by the work of several investigators including Tinto (Tinto et al., 1994) who studied pre-entry attitudes, goals, intentions, social integration, and academic integration of students. We also confirmed that social integration and connections are vital to success and an element of retention.

Recent research studies and doctoral dissertation searches also confirmed our assumptions. Bilsky (2000) and Horn (2000) both examined attitudes and expectations of students and suggest that personal discipline and positive relationships with faculty and staff encourage persistence. Models of engagement, although multidimensional, support positive persistence and Bartow (2000), Boyles (2000), and Baca (2000) all posit similar variations in their research findings.

The Task Force provided a vital data link for the preparation of the Title III, Part A, grant proposal. The proposal is focused on student retention and student support services. The student services studies and the Title III grant proposal was the framework for the SACS Quality Enhancement Plan.

Our work is not done and we now have to translate the campus action plans into fundable strategic initiatives that will help each campus serve its respective student body. Once the action plans are in place, a two-year longitudinal study on the effectiveness of the strategies and measurements of the outcomes will commence, always with the vision of improving student support services, engaging in active and meaningful learning experiences, and increasing student persistence.

SUCCESSFUL STRATEGIES FOR INSTRUCTION

In response to the survey titled “Student Success Study: Why Have They Left Us?” respondents credited communications with being the most mentioned key to student success. Other factors were instructors’ attitudes and responsibilities, personal contact with students, diverse teaching styles, and specific educational goals. The following is a sampling of strategies and practices that focus on improving our students’ educational experiences and subsequent successes.

INSTRUCTORS’ ATTITUDES AND RESPONSIBILITIES

Availability

- Make yourself available to assist students. You are their coach.
- Schedule office hours both before and after classes. Make yourself available to students during office hours. Whenever possible, make special arrangements to meet students who for some reason are unable to catch you during officially posted office hours.
- Leave your office door open so students feel free to come in; sometimes they think if they have to knock, they are bothering you.

Enthusiasm

- Maintain a positive attitude about teaching and learning.
- Communicate excitement and passion about your subject.
- Show an infectious enthusiasm for being in the classroom.
- Be genuinely interested in student goals.
- Keep career interests and other pertinent information noted about students on their grade sheets so that you can tie in their course work with their needs and interests.

Quality

- Your greatest area of influence is on the quality of education delivered.
- Maintain achievement standards (theoretical and practical).
- Keep up with current trends in courses and techniques.
- Be knowledgeable in the subject matter being conveyed.
- Give quick and meaningful feedback on all assignments.
- Allow students to know how they stand in class by returning tests and quizzes the next class.
- Provide thorough explanations and clearly state learning objectives.
- Challenge students to achieve a level above test results by concentrating on problem areas with one-on-one instruction.
- Be fully prepared and schedule the day’s activities. Do this the day before class.
- Give your students something to look forward to.

ENCOURAGING STUDENT SUCCESS

Beginnings

- Have students introduce themselves and talk about themselves. Go out of your way to talk personally with students who appear confused or uninterested.
- Learn your students' names and a little bit about them.
- Try to work with each student individually the first time he/she comes to class in order to assess his/her abilities.
- Have new students in your class complete a student information form to let you know why they are in this program, how close they are to graduation, what courses and state tests they need to complete, what their career and academic goals are, whether they have adequate computer skills for college-level coursework, whether they know the location of primary campus resources, and what they think are their talents. Go over these forms with each student individually and answer questions.
- Spend the first day of class asking each student why he or she came to FCCJ and what his or her goals are. Introduce yourself and let the student ask you questions.
- On the first day of class, have each student fill out a 4x6 index card with his/her name, phone, e-mail, and general goal. Use the card to keep attendance. This is an easy way to identify students who miss regularly.

Making teacher - student connections

- Keep all communication with students, whether verbal or written, at a professional level.
- Encourage students and be available to them.
- Greet students daily; ask, "How are you doing?"
- To show your interest, share experiences about yourself that relate to what they have told you about their lives.
- Show your concern and provide words that inspire students to "stick it out."
- Try to have one-on-one meetings with each student during the term.
- Elicit feedback (written) regarding class activities to learn of their concerns.
- In the middle of the semester, call students individually to discuss their progress.
- Speak to students one-on-one or call on them in the classroom. Make each one feel like a person instead of a number. This is very important. In fact, it is the key. A student must feel comfortable with a professor in order to connect.
- Remain in the classroom after class.
- Help them to recognize opportunities and realize their dreams.

Creating a positive classroom atmosphere

- Constantly reaffirm to students that they are important and what they are doing is important to their total well-being.
- Make it clear to your students every day that your primary interest is in their success and the deepening of their education.
- Try to give each student a sense of involvement in the class by eliciting responses and keeping a generally relaxed atmosphere.
- Comment on positive aspects of their work.
- Provide helpful suggestions.
- Discuss their positive progress and then talk about the areas in which they need to improve. Make a plan.
- Study the body language of your students and modify your body language to encourage relaxation.
- Try to see that students have some measure of academic success and make sure they are familiar with college resources such as the Learning Center and the Career Development Center (CDC).
- Make students feel welcome when they return and praise them for trying again.
- Try to better understand students' needs.
- Try to change students' thinking from negative to positive: "You can do math. You can be successful."
- Eye contact, body language, and voice intonation can all attribute to setting a relaxed atmosphere in your classroom. Also, learning our student's names is a key to connection.
- Make time for individual conferences with your students.
- Meet individually with students after grading their research papers and mid-term exams.
- Connect with each student individually, as soon as possible.
- Encourage classroom interaction.
- Always allow time for and encourage discussion, questions, and feedback (on a daily basis).
- Encourage classroom questions and discussion.
- Provide mutual respect for students and their ideas.
- Respect students' questions, and be positive about questions and student comments.
- Let students ask questions even if they do not seem pertinent to the lecture and then attempt to find a way to connect to the material they are learning.
- Try to involve all students in a discussion, not just the ones who like to speak. Classroom discussion is really important.

- During discussion time, always give positive reinforcement. On graded assignments, always provide a comment.
- Begin criticism with what's right. Whatever they've done, it cannot be all wrong.
- Encourage students to be creative in solving problems.
- Let them see the end of the tunnel. Encourage them every day. Give praise when praise is due.
- When the opportunity arises, encourage students to take the next course in the sequence as soon as possible.

Introducing students to successful practices

- Instill work ethics that will make them successful at their career.
- On the first day and frequently thereafter, emphasize the need to have time allocated for class, homework, and study.
- Help students to be realistic about what they can accomplish. Even the hardest working and brightest students can become discouraged when they have more to do than time allows.
- Make it clear to incoming students what is required of them so that there are no surprises. In addition, make sure the students know that they are ultimately responsible for their own success and that hard work, patience, and discipline will get them further than any entitlements.
- Communicate with students regarding the length of time it might take to complete their programs of study. Talk to them concerning how to meet their goals.
- Encourage honesty.
- Provide written and verbal expectations of assignments.
- Talk about some of your own general challenges in college and graduate school. We have many common experiences.

Rewarding the strong and remediating the weak

- Recognize good performance.
- Speak to everyone who makes less than a "C" on each test. Encourage those to do better.
- Emphasize to all students that they have the ability to complete the course successfully, especially when they become discouraged. Encourage them to seek tutoring if they are having extreme difficulty, but first work with them individually to remedy the situation. Consider offering extra credit assignments to allow students to improve grades.
- Provide opportunities to retest if students do poorly on the first test.
- Purposefully try to find something unique about each student to appreciate in a positive and public way.
- Don't belittle or humiliate students.
- Readily receive and positively respond to all student responses.

Attendance

- Provide reward for attendance with stimulating and informative classes.
- Exempt the student from the final exam for perfect attendance.
- Call students at home if they miss more than two classes.
- Call the students who have poor attendance to see why they are missing classes. These discussions provide an opportunity to identify the issues in the lives of these students so that you can discuss their options.
- Send note cards encouraging attendance.

DEALING WITH STUDENTS' CONCERNS

- Try to respond to them almost immediately when they express a concern or problem.
- Be understanding and flexible concerning personal and family complications.
- Assist students in development of career goals.
- Provide access to as many outreach networks for students as possible (e.g. financial assistance, transportation, affordable childcare, etc.)
- Don't put up too many barriers to success. You must be accessible and willing to understand the life problems that students encounter.
- Promote financial aid awareness.
- Encourage students to try online courses or telecourses if travel is a problem. Encourage them to return when the circumstances are more favorable.
- Explain to students who register late that the syllabus is a contract and that they too must abide by it.
- Understand when students have conflicts in attending class. Keep them up to speed on what they have missed so that they don't become discouraged. Promote sharing of information.
- Be flexible when it comes to due dates for assignments if a student has extenuating circumstances.
- Make an effort to inform students about part-time jobs with flexible hours.
- Actively promote the positive things happening at FCCJ.
- Help students to understand that we are here FOR THEM. They will be more anxious to communicate their concerns, both academic and personal.

COURSE DESIGN

Structure and accountability

- Provide realistic deadlines and schedules.
- Enforce strict attendance requirements.
- Enforce rules and only make minimal adjustments to schedules.
- Require written homework and papers to be turned in on time.
- Keep accountability parameters consistent and clear.

Quizzes

- Give frequent quizzes and tests that require students to “stay up” with course materials.
- Use "Reading Quizzes" during the semester. These quizzes are always announced in the class period prior to the quiz. On the day of the quiz, begin class by putting up an overhead with one multiple-choice question from the chapter. It is always something that will have stood out to those who read the chapter.
- Administer regular quizzes over assigned readings.
- Quiz daily, so students are more likely to succeed on the final exam.

Approaches to teaching

- Help individuals meet current pressing needs by teaching practical English, math, and business skills.
- Include outside learning experiences with students (e.g. volunteer work).
- Arrange field trips with employers to their work sites.
- Schedule industry-specific guest speakers.
- Develop activities that keep students interested. Prepare creative lesson plans.
- Provide more individual work to increase student interest.
- Give individualized instruction and have students “practice-practice-practice” until the intended lesson is learned.
- Use computers to provide extra practice in basic skills areas.
- Include experiential learning.
- Get students involved with hands-on assignments and projects.
- De-emphasize tests and emphasize active learning. Try not to lecture for the whole class. Instead, engage your students in other more stimulating activities.
- Provide opportunities for cooperative learning, base groups, and jigsaw reviews.
- Try to use all three learning modalities: hearing, visual, and kinesthetic styles.
- Tailor study suggestions to fit (their) primary mode(s) of processing (visual, auditory, or kinesthetic) and identify the students’ learning styles.

- Vary teaching methods by using verbal explanations combined with various types of practices such as worksheets, listening, and visual.
- Provide prescriptive, individualized assignments and creative alternative assignments.
- Give students as much choice as possible.

Grades

- Drop the lowest test grade.
- Spread points evenly between exams, attendance, participation, and assignments. By spreading the points over three areas, students can still earn a C even if they are poor test takers.

Endgame

- Do not introduce new material in the last two weeks when stress levels are high.
- Ensure that the review of central concepts is unceasing and designed explicitly to show the students the connections between related ideas in the course. This means that the course must have a clear goal and a clear way for the students to measure their progress in reaching that goal.

CLASSROOM TECHNIQUES

- Call out the name of each person who has improved from one test to another and also, call out the number of A's.
- Relate class theory to current events.
- Provide “real-life” examples of theoretical concepts.
- Provide sample assessment questions.
- Conduct review sessions before tests to reinforce the main concepts of the unit.
- Supplement the book rather than reading it to the students.
- Provide a list of practice problems for each test, review those problems before the test, and work a wide variety of problems in class.
- Have students bring in related articles to discuss at the beginning of every class.
- Provide grade sheets with each paper so that students can clearly see patterns to their errors by comparing the sheets, and set aside a time in class to do the comparing.
- Provide handouts for your lectures to minimize note taking.
- Model successful assignments.
- Provide students with a printed copy of your class lecture.
- Have students try problems while they are still in class to see if they understand the concepts necessary to do the homework.
- Have students keep a journal as a way to encourage meaningful reflection of course material.

- Provide a review in the beginning and ending of each class.
- Provide a unit objective sheet that guides students in terms of what to focus on from text and lecture for the exam unit. This sheet also alerts them to topics that they need to know definitions for and topics for which there will be more difficult application questions. Essentially, the objective sheet ends up focusing them on important parts of the text and really asks them to know the entire lecture. There is something about the sheet that students like; presumably, it makes studying a more concrete task for them, especially students with poorer study skills.
- Start students on their daily assignment and come back soon and check what they are doing even if they have completed only half a page. Try to identify students who are having difficulties and becoming discouraged. Go over errors with them so that they will do better on the last half of the assignment.
- Make E-mail distribution lists for each class.
- Discuss the relationship of class content to current events and to the students' lives.
- Pay close attention to the zone of maximal learning.
- Provide students with a printed copy of your class lecture.
- Make worksheets available for homework.
- Provide study guides.

SUCCESSFUL STRATEGIES TO PROMOTE TEAMWORK AMONG STUDENTS

- Encourage study groups for support.
- Encourage students to get to know one another.
- Allow students to learn from one another.
- Assign projects which require teamwork.
- Use group activities to help create a social imperative to return to class and be with friends, to help friends, and to study in groups.
- Have students work in pairs or triads to complete assignments or take tests.
- Let students maintain memberships in base groups that remain stable (same people) for the entire term.
- Utilize interactive discussions and small, short group writing exercises that are sometimes competitive.
- Encourage competitive activities—team members become friends.
- In order to promote both a good attitude and self-confidence in a student, initiate group discussions and assignments. This gives each student the ability to contribute what he/she knows and also receive help in a non-threatening environment. Student success is dependent on attitude and confidence.

- Try to create team spirit in a classroom so students feel they are not alone in their pursuit of learning.
- Form base groups and use lots of demonstrations and hands-on with follow-up practice exercises.
- Allow students to participate in discussions, demonstrations, etc. and show classmates how to do a particular function/assignment.
- Develop projects that relate to “real world” activities; promote team participation and collaboration.
- Use cooperative learning to encourage students to meet each other.
- Recognize good performance.
- Meet one-on-one with students.
- Encourage study groups.
- Be open and available to questions, dialogue, and phone calls.
- Divide students into groups of four and have them create a power point presentation on one of the chapters in the textbook. Have them present this chapter to the class.

SUCCESSFUL STRATEGIES FOR TECHNOLOGY IN THE CLASSROOM AND FOR ONLINE CLASSES

- Encourage students to contact you during the week via e-mail when they need to speak to you in a timely manner. This allows them the opportunity to communicate with you about an issue they may not feel comfortable discussing face to face.
- Create an e-mail distribution list for each class.
- Have students e-mail an assignment to you. This personalized communication allows them to ask a question or make a comment that makes them feel successful. Students feel a closer connection to each other and the instructor via e-mail.
- Establish e-mail address links to as many students as you can and maintain a constant open communication with them, even on the weekends when you can also answer questions over e-mail.
- Maintain a bulletin board online to encourage communication.
- E-mail online students at least weekly regarding class concerns, and send individual e-mails to each student every three days on average. When they “disappear,” contact them by e-mail and phone.
- Provide topic discussion questions that require students to respond with cited references, base online chat times on consensus rather than assigning a time, and encourage students to come on campus by inviting them to a workshop-like presentation of subject material (usually held on Saturday) that is relevant to course material.
- Communicate on a personal level, especially in online courses.
- Stay on top of e-mail and respond in a timely manner.

COLLEGE RESOURCES

LEARNING CENTERS

<http://www.fcj.edu/current/learningcenter/>

The LC's provide computerized tutorials, instructional video and audio-tapes, professional and peer tutors, worksheets, and practice test materials.

DEERWOOD CENTER LC: 997-2543

Deerwood Math Lab: 997-2574

NASSAU CENTER LC: 548-4467

	SOUTH	NORTH	KENT	DOWNTOWN
MAIN	646-2169	766-6718	381-3419	633-8166
WRITING	646-2169	766-6718	381-3449	633-8166
READING	646-2169	766-6718	381-3449	633-8166
MATH	646-2169	766-6718	381-3441	633-8444
MATH College Prep	646-2083			
ENGLISH	646-2169	766-6718	381-3449	633-8166
FOREIGN LANGUAGE	646-2084	766-6718	381-3562	633-8166
SCIENCE	646-2169	766-6739 A&P	381-3419	
MICROBIOLOGY		766-6570		
ACCOUNTING	646-2169		381-3650	
COMPUTER	646-2169	766-6718	381-3449	633-8166

LIBRARIES

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

SOUTH	NORTH	KENT	DOWNTOWN	DEERWOOD	NASSAU
646-2174	766-6717	381-3522	633-8368	997-2562	548-4468

COUNSELING/ADVISING OFFICES

<http://fccj.edu/resources/counseling/>

SOUTH	NORTH	KENT	DOWNTOWN	DEERWOOD	NASSAU
646-2424	766-6761	381-3611	633-8212	997-2600	548-4440

FACULTY RESOURCE WEBSITE

Please visit the Faculty Resource Website at:

<http://moon.fccj.org/~gharr/sccoun/faculty.htm> for additional information of interest to faculty.

EDUCATIONAL PLANNING/ACADEMIC ADVISING

Sessions with students are made by appointment. Counselors and advisors assist students in developing academic plans and work closely with students to smooth the transition from community college to the university. Educational planning appointments ensure that students take the required courses for their major.

PERSONAL COUNSELING & REFERRALS

Personal counseling services are available for students facing decisions regarding student life issues, interpersonal relationships, and other life-coping concerns that may impact their college experience. Students are usually seen on an appointment basis.

Note: Crisis counseling and referrals are available on a walk in basis.

STUDENT LIFE SKILLS COURSES

SLS 1301 Career Planning and the World of Work (2 cr.)

Using assessment instruments as well as group discussion, students utilize decision-making techniques to select a career direction which is compatible with their aptitudes, abilities, interests, and personal values.

SLS 1401 Computerized Career Exploration (Independent Study) (1 cr.)

A self-paced information gathering process for students who have not decided, are having difficulty deciding, or need clarification in making a career choice. Topics include work-related interests, values clarification, and identification of abilities. Various computer-based career exploration activities are included.

SLS 1103 Living & Learning in a Knowledge Based Economy (3 cr.)

A course to assist students to develop skills that will help them to survive and prosper in a knowledge-based economy, and adapt to and cope with a college environment, with emphasis on how basic academic success skills can be applied in a knowledge-based economy. Included in the course are problem solving, communication skills, work ethics, information literacy, and other related topics.

STUDY SKILLS WORKSHOPS

Free one-hour workshops focusing on successful strategies are offered each term through the campus counseling/advising offices. Topics include: overcoming test anxiety, test-taking strategies, note-taking techniques, time management, building math confidence, preparing for finals, improving memory, and basic study skills strategies.

CAREER DEVELOPMENT CENTERS (CDC)

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

SOUTH	NORTH	KENT	DOWNTOWN
646-2283	766-6779	381-3594	633-8492

CAREER & LIFE PLANNING

Career Planning services help students reach their full potential. These services include assessments, career research, computer based programs, and career development classes and workshops.

SLS 1401 Computerized Career Exploration (1 cr.)

An independent study designed as a self-paced information gathering process for students who have not decided, are having difficulty deciding, or need clarification in making a career choice.

RESUME DEVELOPMENT/ELECTRONIC PORTFOLIOS

Workshops are held routinely to assist students with resume and electronic portfolio development. Producing electronic portfolios will give students a competitive edge as they seek employment and internship opportunities.

CAREER FORUMS

Each month during fall and spring semesters, one hour career forums are held.

STUDENT EMPLOYMENT SERVICES **(in the CDC)**

SOUTH	NORTH	KENT	DOWNTOWN
646-2283	766-6786	381-3400	633-8492

STUDENT EMPLOYMENT

To be eligible, students must first apply for financial aid.

OFF-CAMPUS EMPLOYMENT

Students who have graduated from FCCJ are eligible for job placement assistance. Appointments should be scheduled with Sybil Rowe at the campus phone number listed.

DISTANCE LEARNING RESOURCES

<http://www.distancelearning.org/>

LEARNER SUPPORT CENTER
632-3151

The Learner Support Center provides assistance to distance learners experiencing technical, academic, or other problems with their distance learning classes.

ASSESSMENT & CERTIFICATION CENTERS

<http://www.fccj.org/assessment/>

SOUTH	NORTH	KENT	DOWNTOWN
646-2040	766-6708	381-3491	633-8388

- CPT** College Placement Test to determine level of English, reading, and math. Required of all degree-seeking students (unless they qualify to use SAT or ACT scores).
- CPTL** College Placement Test for foreign/international students to determine level of English and Reading ESL classes.
- CLAST** Achievement test that measures selected communication and mathematics skills. It is a required test, but students can be exempted based on SAT/ACT scores or attainment of 2.5 GPA in ENC1101 & NC1102 and/or 2.5 GPA in college-level math courses.
- NOTE:** CLAST practice tests are available in testing centers and libraries.
- CLEP** Credit by exam program. Students must go to the testing center to register for a CLEP exam.
- PEP** FCCJ-developed testing program to award credit for prior learning and experiences.

IT CERTIFICATIONS

Provides a variety of certification assessments for the information technology field, such as MOUS Certification and A+ Certification.
Carl Jowers, Urban Resource Center632-5009

BRIGHT FUTURES SCHOLARSHIPS

Questions regarding this scholarship should be directed to the Director of Assessment or by calling 1-888-827-2004. The website is <http://www.firm.edu/doi/brfuture>.

ENROLLMENT SERVICES

SOUTH	NORTH	KENT	DOWNTOWN	DEERWOOD
646-2124/2303	766-6789	381-3559	633-8240	997-2500

ADMISSIONS

Handles applications, enrollment verification, concurrent registration, residency requirements, transcript evaluation, proof of high school graduation, and general information.

STUDENT RECORDS

Responsible for transcripts, personal information, program of study, standards of student progress, academic status, degree audits, and status toward graduation.

REGISTRATION

Provides on-campus registration and/or assistance with touchtone or on-line registration, drop/add activities, and overrides as needed.

COURSE WITHDRAWAL

Official forms for withdrawal are obtained here.

INFORMATION

This office can provide campus directories, maps, catalogs, and applications.

FINANCIAL AID

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

SOUTH	NORTH	KENT	DOWNTOWN	DEERWOOD
646-2020	766-6700	381-3577	633-8240	997-2500

FA APPLICATIONS

Applications are available at campus Financial Aid offices or on the Web at <http://www.fafsa.ed.gov> (for federal aid, state aid, grants, loans and institutional scholarships)

SCHOLARSHIPS

Many scholarships are offered through the FCCJ Foundation. Call the campus Financial Aid office for more information.

GENERAL LOAN

<http://FIRN.edu/doe/osfa>

INFORMATION

1-800-366-3475

VETERANS INFORMATION

<http://www.fccj.edu/prospective/financialaid/veterans>

<http://www.GIBILL.va.gov>

1-888-442-4551

SOUTH	NORTH	KENT	DOWNTOWN	DEERWOOD
646-2124	766-6775	381-3577	633-8256	997-2506

NASSAU CENTER INFORMATION

Learning Center

Contact: Don Hughes 548-4487

Counseling, Advising & Career Development Center

Contact: Jim Martin..... 548-4437

STUDENT ACTIVITIES

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

SOUTH	NORTH	KENT	DOWNTOWN
646-2272	766-5550	381-3674	633-8210

SERVICES AVAILABLE TO STUDENTS THROUGH STUDENT ACTIVITIES INCLUDE:

- Campus organizations and clubs—Phi Theta Kappa, Forensic Team, Brain Bowl team, International Student Association, Honors Students Club, Science Club.
- Performing and Literary Arts organizations—Chorale, Jubilee Singers, Jazz Ensemble, symphonic band, Galaxy Girls Dance ensemble, The Experience, Kalliope.
- Career-related organizations
- Student Government Association
- Student Leadership Program
- Campus student volunteer centers
- Recreation activities
- Student newspaper
- Intramural sports
- Intercollegiate athletics
- Student ID cards

SERVICES FOR STUDENTS WITH DISABILITIES

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

SOUTH	NORTH	KENT	DOWNTOWN
646-2191	766-6784	381-3500	633-8488

SERVICES FOR STUDENTS WITH DOCUMENTED DISABILITIES INCLUDE:

- Note taking
- Tutoring
- Reading
- Scribing
- Interpreting
- Testing accommodations
- Adaptive equipment/software
- Instruction enlarged or in Braille
- CLAST waivers or special accommodations
- Course substitutions

ROSANNE R. HARTWELL WOMEN'S CENTER

<http://opencampus.fccj.org/wc/>

DOWNTOWN
633-8311

THE WOMEN'S CENTER IS LOCATED ON THE DOWNTOWN CAMPUS AND OFFERS THE FOLLOWING ASSISTANCE TO QUALIFIED WOMEN:

- Personal growth groups
- Short term personal counseling (when university interns are available)
- Scholarships
- Information and referral services
- Women's Information Exchange Luncheons
- Career Information Exchange
- Career fairs
- Job clubs

Call LaDonna Morris at 633-8363

ADULT STUDIES

<http://www.fccj.edu/prospective/programs/adultstudies/>

SOUTH	NORTH	KENT	DOWNTOWN
646-2233	766-6761	381-3505	633-8478

ADULT HIGH SCHOOL COMPLETION

Provides high school courses for students age 18 or older who have withdrawn from a public or private high school and wish to pursue an FCCJ high school diploma.

GED

Provides preparation for the GED examination.

ADULT BASIC EDUCATION

Provides basic skills instruction in the areas of reading, writing, math, and workforce readiness. College preparatory students who need further remediation may be referred to Adult Basic Education through the Counseling/Advising office.

CHAPPELL/FCCJ CHILD DEVELOPMENT CENTERS

<http://fccj.edu/resources/childcare/>

SOUTH	NORTH	KENT	DOWNTOWN
646-2225	713-6010/6011	381-3445	632-3122

Students are eligible for discounted fees for child care services. Childcare scholarships are also available to eligible students.

BUSINESS OFFICES

Services provided by the Business Office to faculty and staff include:

SOUTH	NORTH	KENT	DOWNTOWN	DEERWOOD
646-2086	766-6656	381-3572	633-8308	997-2500

- Personal check cashing for full-time and permanent part-time staff.
- Human Resource forms, such as tuition reimbursement, insurance forms, address change forms, etc.
- Payroll inquiries.

BOOKSTORES

<http://www.efollett.com>
for on-line book orders

SOUTH	NORTH	KENT	DOWNTOWN	DEERWOOD
646-2000	766-6631	384-9431	356-9918	997-9973

SECURITY

SOUTH	NORTH	KENT	DOWNTOWN	DEERWOOD	CECIL FIELD
646-2357	766-6608/6609	381-3688	633-8200	997-2650	997-2800

COMMUNITY RESOURCES

DUVAL COUNTY

GENERAL CRISIS

UNITED WAY 211

Provides a 24-hour-a-day, 7-day-a-week, suicide, AIDS, and drug abuse hotline as well as a directory of human services for northeast Florida (serves 10 counties)

<http://www.nefl211.org> **211 or 632-0600**
or toll free 1-866-318-0211

MENTAL HEALTH SERVICES

LINK PROGRAM

(Mental Health and Case Management)

Provides services for the homeless and for the mentally ill

305 N. Washington St **358-2411**

MENTAL HEALTH CENTER OF JACKSONVILLE

Provides crisis stabilization

3333 20th St **695-9145**

11820 Beach Blvd **642-9100**

CRISIS RESPONSE CALL CENTER

Baptist Hospital

Provides 24-hour hotline for emergencies, and referrals, and has a psychological evaluation emergency room

24 hours a day (If the person is not insured, the

Center will try to place him or her.) **202-7900**

FAMILY COUNSELING SERVICE

1639 Atlantic Blvd. **396-4846**

<http://www.fcsjax.org>

FIRST CARE / CITY PROGRAM AT SHANDS JACKSONVILLE

Provides medical / psychiatric care (must qualify –

Duval county resident, sliding scale fees based on

family size and income) **244-4015**

PASTORAL COUNSELING

Provides individual, couple, and family counseling

(fees may be charged on an adjusted scale)..... **398-2437**

**DRUG AND ALCOHOL ABUSE COUNSELING AND
TREATMENT**

RIVER REGION HUMAN SERVICES, INC.

Provides individual and family counseling for victims of drug abuse (day care provided during sessions, assessment fee and other charges may apply)

330 W. State St.....899-6300 x4400

GATEWAY COMMUNITY SERVICES, INC.

Provides counseling and treatment for alcoholics and drug addicts through in-house and outpatient treatment programs (fee may be charged)

555 Stockton St387-4661

DETOXIFICATION CENTER

Provides medical detoxification

555 Stockton St781-0838

ALCOHOLICS ANONYMOUS

Provides a 24-hour call line and meeting location information:

- Open meetings for individuals who are not sure that they or a family member has a drinking problem
- Closed meetings for individuals who want to take action to solve their drinking problems

1628 San Marco Blvd., Suite 7.....399-8535

AL-ANON FAMILY GROUP

Provides location information for open meetings for

individuals (friends, family members) affected by alcoholism350-0600

GENERAL CRIME VICTIM SERVICES

VICTIM SERVICES CENTER

Provides comprehensive services to crime victims and survivors with focus on crisis intervention, stabilization, and recovery

403 W. 10th St.....630-6300

<http://www.coj.net>

Normal Hours: 7 a.m. to 6 p.m.630-6300

24 hour hotline.....630-5496

JACKSONVILLE SHERIFF’S OFFICE VICTIM SERVICE COUNSELOR

Provides a direct contact for crime victims to
provide temporary emotional support and
referrals to other service providers**630-1764**

SERVICES FOR SEXUAL ASSAULT SURVIVORS

SEXUAL ASSAULT RESPONSE CENTER (SARC)

Provides forensic exams, HIV testing for sexual
assault survivors, and follow-up services**244-4600**
24-hour Hotline**244-RAPE**
.....**244-7273**

HIV HEALTH SERVICES

HIV HEALTH SERVICES PLANNING COUNCIL

Provides multiple services for individuals and
family members (fees on a sliding scale)**630-4673**
<http://www.coj.net/comm/mhw/hivpc1.htm>

SERVICES FOR VICTIMS OF DOMESTIC ABUSE / VIOLENCE

LOCAL DOMESTIC ABUSE HOTLINES (24-HOUR)

Provide services and support for victims and
their children
Hubbard House (Duval County).....**354-3114**
Quigley House (Clay County)**284-0061**
Betty Griffin House (St. Johns County)**808-8544**

FLORIDA DOMESTIC VIOLENCE HOTLINE

Provides names of shelters within the state **1-800-500-1119**

SERVICES FOR CHILD ABUSE AND/OR ELDER ABUSE VICTIMS

FLORIDA CHILD ABUSE HOTLINE

To report suspected abuse, neglect, or threatened harm for children, elderly, and vulnerable adults **1-800-962-2873**

YOUTH CRISIS CENTER / SAFE PLACE

Provides emergency shelter and short-term respite care for homeless or runaway teens (ages 10-17)
3015 Parental Home Road (counseling).....**725-6662**

FOOD, SHELTER, AND UTILITIES ASSISTANCE

SULZBACHER CENTER FOR THE HOMELESS

Provides basic health care, meals, drug and alcohol rehabilitation, shelter, and employment services
611 E. Adams St.**359-0457**

CITY RESCUE MISSION / NEW LIFE INN

Provides shelter and meals for up to 7 days; meals for people not seeking shelter
234 W. State St.**353-5565**

TRINITY RESCUE MISSION

Provides immediate food and shelter and long term rehabilitation for alcohol and drug abuse
<http://www.trinityrescue.org>
622 W. Union St.**355-1205**

SALVATION ARMY

Provides shelter and financial assistance when available
900 W. Adams St.**356-8641**

LIBERTY CENTER FOR MEN AND WOMEN

Provides single room occupancy for men and women referred by HUD and the Jacksonville Housing Authority (help for part-time students, not full-time students)
941 N. Liberty**353-0446**

ARLINGTON COMMUNITY SERVICE

Provides food for people in zip codes 32211, 32277, 32225, 32246 (north of Beach Blvd.); for zip codes 32224 and 32216 will assist with a small amount for rent and utilities (once in a two year period)

1450 Rogero Rd.....743-7402

BEACHES EMERGENCY ASSISTANCE MINISTRY (BEAM)

Provides (for beaches residents only) a food pantry and small amounts of money to help with rent and utilities

850 6th Ave S. Suite 400.....241-2326

NORTHEAST FLORIDA COMMUNITY ACTION AGENCY

Provides:

- Training and education for employment (self-sufficiency) with support services
- Energy assistance (heating and cooling, weatherization), home repair services (heating and cooling, electrical, wheelchair ramps, roof repair, etc.)
- Services for the homebound and disabled (prescriptions, eye care, mortgage assistance, etc.)
- United States Department of Agriculture (USDA) commodities food program (staple foods provided quarterly)
- Data Busters (provides training so adolescents can become computer literate)
- Home ownership program (assistance for first time home buyers with information and resources to aid them in purchasing a home)

421 W. Church St.358-7474

CLARA WHITE MISSION

Provides food, clothing, ID

613 W. Ashley St.....354-4162

CATHOLIC CHARITIES EMERGENCY ASSISTANCE

Provides food, rent, mortgage and utilities assistance for emergencies

134 E. Church St.354-4846

WOMEN, INFANTS, AND CHILDREN PROGRAM (WIC)

Provides supplemental food and education for pregnant women, children, and promotes good health through good nutrition.

(Federal Program, applicants must meet criteria for help: referral, low to moderate income, family)

900 University Blvd. North **630-3290**

DOWNTOWN ECUMENICAL SERVICES COUNCIL

Primarily a food bank with limited resources for utilities and rent

215 N. Ocean St. **358-7955**

FOOD STAMPS

FLORIDA DEPARTMENT OF CHILDREN AND FAMILIES

Apply to service center closest to your residence

1440 Dunn Ave. Suite 8 (North side) **696-5940**

227 Park St. (Riverside)..... **359-6845**

2747 Art Museum Drive (Southside).....**346-5045 or 5060**

7579-6 103rd St. (Westside) **573-3972**

RENTAL HOUSING FOR VERY LOW INCOME FAMILIES

JACKSONVILLE HOUSING AUTHORITY

Provides public housing for low income families..... **630-3877**

LEGAL ASSISTANCE

JACKSONVILLE LEGAL AID

Provides legal assistance for very low income civil matters
(housing, repossession, wills)

126 W. Adams St.....**356-8371**

**JACKSONVILLE BAR ASSOCIATION LEGAL REFERRAL
SERVICE**

Provides legal consultation referral services (\$50 referral fee)**399-5780**

CIVIL RIGHTS

JACKSONVILLE HUMAN RIGHTS COMMISSION

Provides services related to discrimination, employment and
housing

117 W. Duval St., Suite 350**630-4911**

NATIONAL LABOR RELATIONS BOARD

Federal government agency that provides services dealing
with union discrimination

550 Water St., Suite 340.....**232-3768**

EMPLOYMENT ASSISTANCE

WORKSOURCE

Provides assistance with finding employment.....**356-JOBS**

.....**356-5627**

VOCATIONAL REHABILITATION

DIVISION OF VOCATIONAL REHABILITATION, STATE OF FLORIDA

Provides career training to individuals with a physical or mental disability and assistance with securing or maintaining a job or making a career change through education

2050 Art Museum Drive, Suite 101 (Southside)**348-2770**

7451 103rd St., Suite 11 (Westside)**573-3910**

SERVICES FOR PEOPLE WITH DISABILITIES

DISABLED SERVICES DIVISION

Provides information and referral, peer counseling, and limited emergency assistance. Monitors federal and state legislation related to disability rights and informs the public about programs for the disabled.

117 W. Duval St., Suite 205**630-4940**

SERVICES FOR PEOPLE WITH LEARNING DISABILITIES

HOPE HAVEN CHILDREN'S CLINIC AND FAMILY CENTER

Provides diagnosis, therapy, counseling, and tutoring for children and adults dealing with various speech, language, psychological, and educational difficulties, including ADD and ADHD

4600 Beach Blvd.**346-5102**

COMMUNITY RESOURCES

NASSAU COUNTY

ARC PARENTS' GROUP

Provides assistance to parents and guardians of mentally challenged individuals
ARC Nassau 86051 Hamilton Street, Yulee.....225-9355

NARCOTICS ANONYMOUS

Provides assistance for those fighting substance abuse
First Assembly of God Church
302 S. 14th St., Fernandina Beach..... 800-576-4357

BARNABAS CENTER

Provides crisis services for food, utility bills, rent/mortgage and special needs
11 South 11th Street, Fernandina Beach.....261-7000
Hilliard Office, Ohio Street845-4999

BEREAVEMENT SUPPORT GROUP

Provides support for families who have lost a loved one
St Peter's Episcopal Church
801 S. Atlantic Ave., Fernandina Beach
Mary Jo Morrison.....277-4246

CHILDREN'S HOME SOCIETY

Provides support to parents of children with Attention Deficit Hyperactivity Disorder (ADHD)
Nemours Children's Clinic 10th floor, Jacksonville..... 904-348-2811

FREEDOM FROM TOBACCO

Provides support to smokers who want to quit
McArthur Family YMCA
1915 Citrona Drive, Fernandina Beach
Laureen Grady-Robinson277-3607
Susan Holden-Dodge261-7000

NASSAU COUNTY DEMENTIA CAREGIVERS SUPPORT GROUP

Provides support to people who have loved ones with any form of dementia
Osprey Village Assisted Living Center,
76 Osprey Village Drive, Fernandina Beach.....277-3337

NASSAU COUNTY EVEN START PROGRAM	
Provides programs for parents who want to complete their high school education.....	225-3158
NASSAU COUNTY TEEN COURT	
Provides juvenile diversion program offered by the Clerk of Court’s office	
Temporary Nassau County Courthouse, Yulee	548-4600
NASSAU COUNTY VOLUNTEER CENTER	
Provides opportunities for people who want to volunteer in the community	261-2771
NATIONAL ALLIANCE FOR THE MENTALLY ILL (NAM) NASSAU AFFILIATE	
Provides support for family members and friends of persons diagnosed with mental illness	277-1886
NORTHEAST FLORIDA COMMUNITY ACTION AGENCY	
Provides assistance to low-income residents who need electric bill and/or rent assistance, eye and dental care, youth programs and assistance with food and prescription drugs.....	261-0801
VETERANS AFFAIRS ASSISTANCE	
Provides referrals to medical and other services	
Nassau County Veterans Service Office	904-630-3680
POISON CONTROL	800-222-1222
ABUSE/ASSAULT SERVICES	
Abuse Neglect & Exploitation of Children	800-962-2873
Child Abuse Hotline	800-962-2873
National Domestic Violence Hotline	800-799-7233
TDD (Telecommunication Device for the Deaf)	800-787-3224
RAINN (Rape, Abuse, Incest, National Network) Hotline	800-656-4673

HIV/AIDS SERVICE

National Aids Hotline 24 Hrs..... 800-342-2437
National Prevention Information Network..... 800-458-5231
SIDA (Spanish) 800-344-7432
TDD (Telecommunication Device for the Deaf)..... 800-243-7889

ALCOHOL/DRUG ABUSE

AA Group And Al-Anon.....261-3580
Alcohol & Drug Abuse Action Helpline & Treatment..... 800-888-9383
Or Call..... 800-234-0420
Jacksonville Alcohol, Drug Abuse & Mental Health723-2068
National Substance Abuse Info line 800-662-4357
Sutton Place Behavioral491-2001

BETTER BUSINESS BUREAU.....721-2288

CHILDREN'S SERVICES

Child Help USA 800-422-4453
Children & Family Services879-4660
National Center For Missing & Exploited Children..... 800-843-5678
Sutton Place Behavioral491-2001
Youth Crisis & Runaway Hotline..... 800-448-4663

CITY OFFICE INFORMATION

Callahan.....879-3801
Fernandina Beach.....277-7305
Hilliard845-3555

CIVIL RIGHTS

US Health & Human Services
Office For Civil Rights..... 800-368-1019



FLORIDA
COMMUNITY
COLLEGE

AT JACKSONVILLE