ACADEMIC AFFAIRS

FLORIDA POLYTECHNIC UNIVERSITY

Guidelines for Faculty & Departments
Office of the Provost

Coming in 2022 – Academic Research Center

2021-2022
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Contents

Prefatory Note

There are several new items in this year's Guidelines and some have been removed, chiefly a lot of the particulars around Covid-19. While the University remains vigilant, encouraging vaccinations, expecting mask-wearing, and other common preventative measures, it is not in a position at this stage to mandate these things.

New Items Worthy of Note:
1. Academic Integrity – Updated process and sanctioning guidelines (Appendix 4)
2. Freshman Courses – Guidelines for Design
3. HB 233 – the legislations allowing students to record classes
4. Substantive Change Policy

Absences—Faculty

Faculty members are expected to hold all class meetings consistent with the course schedule, maintain a predictable number of office hours, which shall be posted, and be available to students, colleagues and others through their workload commitment in order to contribute to the educational mission and orderly operations of the University.

It is the responsibility of the instructor to meet all scheduled classes, as well as their other commitments; however, there may be occasions when it is necessary for an instructor to miss a class or other obligation. Faculty members, whenever possible, should have prior approval from their Department Chair or Division Director before missing classes or missing other scheduled duties. In the case of emergency, notification should be made to department chair and coordinator for course if it is a "coordinated course" (e.g. multiple sections of one course). Faculty members are expected to forecast their own class attendance issues that may arise and work proactively to put a solution in place in a timely manner. In general, only in rare circumstances should a faculty member provide short, same day notice of a class delivery issue.

When a faculty member must miss an occasional class (i.e. for professional meetings, health reasons, religious observances, etc.) he or she is expected to arrange for a substitute lecturer or provide an alternative form of instruction approved by the Department Chair and course coordinator for institutionally coordinated courses. Faculty are not allowed to reschedule a class outside of the published class schedule unless the change is approved by the Department chair, the Registrar, and appropriately managed and for all students.

Faculty who have external professional obligations during the semester—or anytime while on contract or leading up to and overlapping with time on contract—must obtain approval from their Department Chair of the dates they will be absent as soon as they are known, submit appropriate requests in Workday, and make all necessary arrangements to ensure classes or other obligations are covered appropriately.

Faculty Quarantine, Self-isolation, and Illness

- If a faculty member is required to quarantine or self-isolate but is still able to work,
- Faculty who do not feel well should not come to work and should notify their supervisor and Human Resources.
- If a faculty member needs to be absent for more than three days, the faculty member will provide Human Resources with a doctor's note.
- If a faculty member is required to quarantine or self-isolate, the faculty member will ideally find a substitute instructor to deliver their class in its normal modality; ; in some instances, working with their Chair, a faculty may deliver the class remotely.
- Once the faculty member is no longer required to quarantine or self-isolate and is able to return to work, any classes temporarily redistributed to other faculty members or adjunct faculty will be reassigned to the faculty member.
- If a faculty member is too ill to work remotely
- If the faculty member is too ill to work for more than three days, the faculty member will provide Human Resources with a doctor's note.

- In rare instances, the faculty members workload will be redistributed among other faculty. The University will compensate a faculty member consistent with the existing collective bargaining agreement for the duration of the overload activity that is assigned.
- If a faculty member takes leave under FMLA or FFCRA, the University at its sole discretion will determine the individual that is the instructor of record moving forward in the semester.
- Faculty members will report the time period that they are unable to work as sick time.

Academic Integrity Violations

The University's policy (FPU-5.005 Academic Integrity) on academic integrity as it applies to students and their work includes, but is not limited to the following types of violations:
- Cheating. Intentionally using or attempting to use unauthorized materials, information, or study aids in any type of academic exercise.
- Plagiarism. Appropriation of another person's ideas, processes, results, or words without giving appropriate credit in any academic exercise.
- Fabrication. Making up data or results and recording or reporting them in an academic exercise.
- Multiple Submission. Submission of the same or substantially the same work for credit in two or more courses. Multiple submissions shall not include those situations where the instructor gives the student prior written approval to use such prior academic work or endeavor.
- Facilitating Academic Dishonesty. Intentionally or knowingly assisting or attempting to assist another in violating any provision of this regulation.
- Misconduct in Research and Creative Endeavors. Serious deviation from the accepted professional practices within a discipline or from the policies of the University in carrying out, reporting, or exhibiting the results of research or in publishing, exhibiting, or performing creative endeavors. It does not include honest error or honest disagreement about the interpretation of data. (Faculty and Staff will refer to FPU-12.0013AP Research Misconduct, which covers this type of violation. In general, student infractions in research will be processed under this policy.)
- (g) Misuse of Intellectual Property. Illegal use of copyright materials, trademarks, trade secrets, or intellectual properties.
- Excessive Collaboration. Partnering on individual assignments in such a way that one or more student(s) may benefit without contributing any original work of their own.
- Violating Examination Rules. Rules explicitly set up for an exam, especially as they pertain to distance modalities, when violated are subject to sanction under this policy.

Process for Reporting Violations

Note: It is the faculty member's responsibility to collect evidence and make the infraction clear. The Provost's Office does not investigate academic integrity matters.

When a course instructor suspects that a student has committed an academic integrity violation, the course instructor must follow these steps:
- Gather the evidence, taking care to maintain the confidential nature of the situation and in a manner that supports teaching and learning.
- Consult with their department chair to assess the evidence and determine whether the sanction identified is appropriate given the likely infraction.

- Meet with the student to discuss the allegation of misconduct.
- Document the meeting by having the student complete the Academic Integrity Student Acknowledgement (AISA) Form.
- (i) The student has three (3) days from the date of your meeting to sign the form.
- (ii) Failure to return the form within that period will be construed as not contesting the charge or sanction and the adjudication process will go forward as defined.
- Upon receipt of the AISA Form, submit all documentation through the Campus Student Conduct Record System. (Maxient)

The faculty's action is the same regardless of whether the student accepts responsibility. Faculty should follow the sanctioning guidelines included in this appendix.

Upon submission of the forms, an Academic Integrity Manager will review for completion and consult the student's conduct record.

All decisions past this point regarding the dispensation of a violation and/or sanctioning will be handled by an Academic Integrity Hearing Panel comprised of Department Chairs, faculty, and students.

Accommodations—Faculty

Faculty requiring workplace accommodations must make their request through Human Resources. Human Resources works with the supervisor to identify appropriate accommodations to ensure job duties can be carried out to the fullest extent required for the position.

Accommodations—Students

Periodically, a student will require certain accommodations to their learning environment as a result of a disability. For details and a complete guide for faculty on the Office of Disability Services (ODS), contact Ms. Kelly Morgan, Coordinator of Disability Services at 863-874-8770 and at kmorgan@floridapoly.edu.

The ODS is the contact for all questions regarding disability services and/or accommodations for students. Students who request accommodations or disclose a disability directly to their professors should be referred to ODS. What follows is a brief outline of the Accommodation Request Process:

1. Student completes an ODS Online Student Application and submits supporting documentation from a qualified healthcare professional.
2. ODS staff member meets with the student to discuss their request.
3. ODS staff member reviews the student's documentation and meeting notes to determine if the student is eligible for services. If eligible; an accommodation letter is prepared. The accommodation letter explains what accommodations the student has been granted but does not provide information regarding the student's disability.
4. The student then requests that their Accommodation Letter be sent to their instructors through the ODS Student Portal (AIM). Accommodation Letters are then emailed to instructors.
5. In addition to sending these requests, students are still expected to communicate with their instructors regarding accommodation implementation.
6. Accommodation letters are distributed each semester and the semester date is included on the letter.

7. If a faculty member believes an accommodation listed in a student's accommodation letter is a fundamental alteration to a course or program, they should contact the ODS immediately. A deliberative process will be used in cases where a requested accommodation may fundamentally alter the course or program.
8. Testing Accommodations are only for those students that have been granted a testing accommodation. Their note should say they have this accommodation.

Testing Accommodations—

- Students are asked to schedule their exams at least 48 hours in advance. If the exam is scheduled in 24 hours or less, we advise the student that there is a probability they will not be able to test.
- If we cannot get the exam in time, then the student will have to reschedule this exam. Written approval from professor is required to reschedule.
- Students are expected to test during the same time the exam is given in class, unless there is a conflict. This is usually verified with their schedule.
- If student misses an exam or is asking to take it outside of the normal class time, written approval from professor is required to schedule the exam.
- The testing center provides students time and a half (1.5x) or double the time (2x) as the time given in class. Instructor should refer to the Accommodation Letter for each student's extra time accommodation details.
- Instructions to follow on administering your exam (calculators allowed, formula sheet, etc.) must be provided to the Testing Center along with exam.
- Once an exam is scheduled both professor and student receive a calendar invitation with the exam details from: ODSTesting@floridapoly.edu
- Faculty are encouraged to closely review the invitation. If any objections or questions arise, you can decline the invitation or respond with questions. The calendar invite is the opportunity for the testing center to receive feedback from you, the professor.
- Each faculty member has a designated SharePoint folder into which exams should be uploaded The Testing Center will scan completed exams unto the "Completed folder." If you are a new faculty member, please let us know so we can set this up for you.
- Returning faculty members should clean out their SharePoint folders to avoid confusion (both blank and completed folder).
- If you would like the paper copy of the completed exam, you may pass by the ASC East to pick up. Exams will be stored for 30 days.

Attendance—Students

Student attendance is a clear sign of student engagement. As a University in the Florida State System, we are expected to facilitate the learning and academic progress of all students we admit. One way of doing this is taking class attendance. Canvas includes a feature called A+ Attendance that can be set up to facilitate this process (See Dr. Doug Holton, Director of Teaching and Learning, dholton@floridapoly.edu, or Brennan Cannon, Canvas Administrator, bcannon@floridapoly.edu) for details.

Keeping attendance is required for courses in the Foundations Sequence of the Common Freshman Year. This includes SLS 1106 – Academic and Professional Skills, IDS 1380 – Intro to STEM, EGN 1007C – Concepts and Methods, and COP 2271C – Intro to Computation and Programming. All other freshman courses (Pre-

Calculus, Calculus, Chemistry, Physics, and so on) especially, as well as upper-division courses, are strongly encouraged to track student attendance as well. Specific attendance policies are up to the instructor or academic department; however, *faculty may not withdraw students from the course*. Should situations arise, faculty must work with the University Registrar.

Tracking attendance is important but following up on frequent absences is where it benefits the students. For students who miss class twice in a row, we strongly encourage you to send them a quick email and copy the Academic Success Center (success@floridapoly.edu). Something as simple as "Hey, missed you in class today. Hope to see you next time" will put students on notice that we are concerned about their success and reinforces the high-contact environment that is an asset of a small University. In most cases, the Academic Success Center will follow-up with these students to get them back on track.

For Federal Financial Aid purposes, we must take attendance the first week of classes. And because our modalities are different, the concept of attendance is different too. So, here's how to do it.

Week One Attendance
1. For face to face (labs where all are expected to be in attendance): you may do this as your normally would.
2. For Flex classes where students are expected to be present either in class physically or synchronously, attendance can be taken by the instructor as one normally would, via roll call, A+ Attendance, or other normal means.
3. For online classes (including synchronous) AND for asynchronous, you must take attendance via some type of engaged activity such as
   - Introductory discussion board—such as, introduce yourself to the class
   - A student poll
   - A Pre-test or concept inventory
   - Self-assessment or survey

While, technically, in a synchronous session online one could take "attendance" in the same way one does in class, federal law requires some stronger proof of engagement with the class, so some activity like the ones above is a must do.

Student Absences for University-Sponsored Activities
Student involvement in university-sponsored activities is a vital part of the whole student experience. Students who are absent for these types of activities should be excused from class provided they have given their instructors at least one week's notice. Students are responsible for making up (or completing beforehand) all associated coursework.

Canvas Minimum Requirements
It is important to ensure that students have access to course materials in a consistent and relatively complete manner. Therefore, as a university community, we use CANVAS in a consistent manner to produce consistency in our presentation to the students. With this in mind, these minimum standards set a minimum for faculty adoption. The teaching and learning center can provide faculty with a range of CANVAS "toolkits" to help instructors move their materials onto CANVAS. In all cases, the goal is to deliver

our curriculum in a Canvas environment that allows for faculty flexibility and provides an easy to navigate repository of course information for students.

Minimum standards

1. Publish the course by <u>1st day of classes on academic calendar</u>
   a. (this does mean that you <u>must</u> have chosen an organizational template for your course in Canvas)
2. Publish the course syllabus in Canvas by <u>1st day of scheduled delivery or upon department approval</u>
3. Use a Canvas front page that includes:
   a. Instructor's contact information
   b. Instructor's office hours
   c. Link to syllabus
   d. Explanation for class engagement and student commitment
4. Post grades to Canvas gradebook in a manner that is both timely and accurate such that a student can reasonably track their progress through the course and in such a way that the likelihood of a substantial difference between the Canvas grade and official CAMS posted grade at the end of the term is inconsequential.
5. Hide course navigation links that will not be used.

Course Coordinators

The role of a course coordinator is to facilitate quality and consistency of instruction in multiple-section courses, to ensure that the course appropriately addresses the learning outcomes for the course, and to insure consistent content and quality in each semester that a course is delivered. Typically, the assigned course coordinator is teaching at least one of the sections of a course delivered in multiple section format. For courses that are delivered in single section, the course coordinator is responsible for ensuring consistency across the semesters but does not have to be the individual delivering the course.

All ABET programs, and courses that used by ABET programs, must have a consistent course coordinator in place.

In order to ensure effective delivery of courses, those coordinating and those contributing to the course have shared responsibilities. In general, the course coordinator has the following responsibilities related to common course delivery:

- *For multi-section courses, the course coordinator is responsible for ensuring that the syllabi for all sections support the learning outcomes of the course and that the course is appropriately consistent in subject matter delivered, learning objectives on a semester by semester basis, and grading standards (a student should not be disadvantaged in terms of the grade that they receive because of the section that they are in).*

- *The course coordinator is responsible for leading the development, execution, and grading of common exams. The coordinator also must ensure that grading systems across multiple sections are substantially similar and that all sections cover the same major topics.*

- *Common Course coordinators establish formal ground rules, as required, for collaboration throughout the entire semester (e.g., own notes, homework assignments, quizzes, and common exams, project(s), grading scale) ; set agenda for term meetings (including biweekly meetings); set timelines for completion of instructional and exam materials, assignments to other instructors as appropriate to rank/role (e.g. adjunct, assistant, associate, full) taking care not to assign all work to other instructors, but taking primary responsibility for course content and appropriately calibrated work distribution;*

- *All instructors for a common course strive to attend all meetings; abide by agreed upon elements of the course; complete work assignments in timely fashion in order to share with group for feedback and decisions. Work delivered must be useable in the course. The course coordinator ensures that examinations and examination preparation are delivered 7so that no section attains an advantage over another.*

- *Whether coordinator or contributor, all faculty demonstrate availability, collegiality, and alignment on delivery of content, exams, standards, and grading.*

- *At the end of each semester, the course coordinator must meet with all participating faculty, evaluate the course assessments, and summarize, from the standpoint of achievement of learning outcomes, course strengths, and areas of concern. In addition, the coordinator must identify prerequisite knowledge strengths and also areas of concern. This memorandum (course memo) must be delivered to the department chair and the vice provost of academic affairs shortly after final grades are submitted.*

Faculty are expected to attend course coordination meetings in person.

Early Alert Reporting Process

The Early Alert System is a collaborative, confidential, preventative process between faculty members and Student Affairs to assist with students' overall success and wellness.

In the event of concerning academic performance or behavior in a student, the Early Alert System is utilized by instructors to notify the Early Alert Committee. This report creates an opportunity for an Early Alert Committee member to step in and help the student correct their concerning performance.

A student should be submitted via the Early Alert System at the instructor's discretion, or when any of the following criteria are met:
- The instructor notices a sudden change in a student's behavior, involvement, or academic performance
- A student has missed 3 or more consecutive classes without communication
- A student has missed 3 or more consecutive assignments without communication
- A student has missed a major exam without communication

It is recommended that an instructor reach out to their student to discuss their concerns prior to reporting. If no response is received, or there is no change in the student's performance, please proceed to report a student using the Early Alert Report.

When a report is received, an initial email is sent to the student requesting a meeting with an Early Alert Committee member. Each report will be reviewed individually at a bi-weekly committee meeting, and students will be assigned a specific committee member. This committee member will continue outreach attempts if the initial email does not garner a response, culminating in phone call(s) to the student's on-file phone number.

When contact is made, a meeting between the student and Early Alert Committee member is scheduled. This meeting will discuss each concern raised by the reporting instructor and formulate solutions to improve student performance.

The Early Alert Committee member will then send an email to the reporting instructor with a brief report and a request to follow up if the student's performance does not improve.

Examinations

Common Examinations

Florida Poly defines common examinations as follows: Examinations that are delivered in a single, commonly scheduled time period to all students for multiple section courses. These exams provide greater consistency in learning outcomes across the multiple sections and also provide a higher level of consistency in terms of grading standards for students.

- Common exams that are not the final exam, including the dates and times of the exams, should be noted in the course syllabus.
- Excuses for requiring a makeup exam that are acceptable include: documented illness, family emergency of some kind (again typically documented in some way). Instructors should use careful discretion in managing students that have work commitments that cannot be broken. Many of our students do work and in some cases the testing schedule will result in commitments that if broken, make students lose their jobs. Instructors should request verification of the commitment by the student.
- Makeup exams are a necessary part of faculty life and faculty should plan on how to manage these requests.
- Course/Exam conflicts need to be resolved by a common rule. In the event of conflict between a normally scheduled course and an exam, a makeup exam must be provided to the student. If the conflict is a partial overlap of the course delivery time with the exam time, the instructor may, at his or her discretion, deliver the same exam, for the same amount of time to the affected student in a way that does not conflict with the course but overlaps partially with the exam time.
- Makeup exams are to be scheduled after the common exam is delivered and should be of comparable difficulty but should be different enough that students taking the makeup are not provided an advantage due to the typical student discussion of the exam.
- In the rare instance of conflicting common exams, the lower course number examination will be taken, and the higher course must provide a makeup exam for the student.

- As with all exams, students with accommodations must provide appropriate notice to the faculty member teaching the class and must work flexibly with the ASC to take the test as soon after the test is given to the rest of the class as possible.

For Faculty

- The Registrar's office must be consulted, before the start of the semester, to reserve rooms for common exams.   All Final exams during the final exam period, common or otherwise, will be scheduled by the registrar.
- Writing, Delivering, and Grading of examinations is a core faculty responsibility. On common exams, faculty must carefully collaborate in the writing, grading, and delivery of the exam. If the faculty cannot agree on the production of the exam, the department chair or division director may arbitrate, with final authority, the production of the exam. However, this solution is not recommended and indicates that the faculty are not successfully cooperating.
- Under normal circumstances, the delivery of the examination (whether common or not) is the responsibility of the faculty. When the examination delivery requires multiple rooms, examination proctoring is provided by the instructor(s) of record, the department faculty, and in some instances by department staff. In rare instances, department administrative staff may also be used. The department chair can help find resources to deliver the exam, but it is not the responsibility of the chair to deliver the exam.
- Makeup examinations are the responsibility of the faculty. In rare instances, the ASC may provide some help, but the ASC and testing center's primary responsibility is to serve disability testing, not routine examinations or makeup examinations.
- Common grading (where faculty members grade a fraction of all exams for grading consistency) of exams is a best practice and a department chair or division director may choose to mandate common grading to ensure that students are treated appropriately and fairly. Similarly, a department chair may mandate common exams as a part of the overall delivery of a course.
- As with all exams, faculty must provide students with documented accommodations an appropriate means to take the exam. Faculty should work with the ASC to deliver the exam ideally at the same time as the common exam. When the ASC delivers a common exam after the normal common exam is delivered, the exam will typically be a similar in difficulty, but not exact copy of the original exam.

Final Exams

Final examinations may produce unintended conflicts for students in terms of scheduling. In addition, a student's examination schedule may include an inappropriate number of examinations in a single day. This guideline provides a set of "solutions" to these unintended problems. Final exams are not to be given in the week before finals.

Final Examination Conflicts

In general, the examination schedule explicitly avoids time conflicts for students in terms of the examinations that they must take. However, in rare instances, the formal examination schedule may include a few conflicts. In the case of these conflicts, if an examination is not given at its registrar assigned time, the examination must be rescheduled for the class and must adhere to the published schedule. If the conflict is between two registrar scheduled examinations and if both examinations will be administered for both classes, if one of the exams is a common exam, the instructor for the course that is not a common exam must provide the make-up examination. For cases where both examinations are not

common exams, the instructor with the higher course number will provide a makeup examination for the student. Strong preference is to provide the makeup examination after the normally scheduled time.

Maximum Number of Examinations in a Single Day

Occasionally students will have a final exam schedule that includes multiple examinations in a single day. Up to three examinations can be given to a student in a single day, provided that the examinations are at the registrar scheduled time and that the student is not scheduled to take more than two examinations in one six-hour period. If a student schedule exceeds these limits and if the examinations are not only scheduled but will be administered, the student may request a makeup examination from the instructor of the course with the highest number. Makeup examinations will be provided by instructors to create an examination schedule that meets the limits listed above.

Students with Accommodations

Students with accommodations can at their election choose to limit their examination schedule to two exams per day.

Take-Home Exams

It is permissible to issue students a take-home examination in lieu of a regularly scheduled final or other exam, subject to certain restrictions. ***In general take home exams for undergraduates are not recommended.***

1. Take-home examinations are not permitted for multi-section common courses unless the faculty and the issuing department agree that it is in the educational best interests of the students. This decision and rationale must be documented and included in the appropriate course folder;
2. Any take-home examination must be administered through CANVAS.
3. Take-home examinations should be open for a period of no less than 48 hours and no more than 60 hours during which students may complete the exam.
4. Take-home exams for final examinations must set as a due-date/time the same date/time as the regularly scheduled in-class examination time.
5. Take-home examinations must not be used as a substitute for regular class time.
6. Faculty must recognize that take-home examinations enable students to bring any and all resources to bear on answering the exam and must consider this in the writing of such exams.

Faculty Recruiting and Hiring Guidelines

- Faculty hiring starts with identification of the long-term strategic need of the departments to support course delivery and areas of research strength. The faculty that are hired must be capable of providing strong breadth of course delivery that meets the department needs and must also provide research expertise aligned with research areas supported by Florida Poly.
- Faculty hiring relies on the subject matter experts in the faculty to assess the quality and capability of the candidates. This drives us to use faculty "search" committees.
- Faculty, whether as direct committee participants, or as individuals that provide input, should both express their candid opinion in a careful, professional manner and, as a way of allowing hiring recommendations to "mature," must encourage other faculty to also express their opinions.

- Proper adherence to guidelines is essential to ensure an appropriate and "legal" hiring process. Careful attention to committee roles and the procedures allows us to select the best candidate with appropriate attention to state and federal law.
- The search committee produces a carefully reasoned set of recommendations; the committee does not have hiring authority.

Florida Poly Hiring Procedures

Terms: The word "Chair," without adjective, refers to search committee chair.

1. Provost and Department Chairs identify hiring targets
2. Department Chairs and their respective programs develop ads; in many cases, the search committee will provide input on the add. For a particular hiring season, the Provost office will provide common language for much of the advertisement.
3. Provost's office staff facilitates posting
4. Appointment of Search Committee:
   a. Model 1: Department Chair chairs the committee.
   b. Model 2: Department Chair charges the committee.
   c. BOTH Models:
      i. Department Chair formally acquires approval of the committee from the Provost or his designee.
      ii. At the outset of the process, a committee is provided with the rank sought and the area of specialization for the position.
      iii. Search committees must include input from outside of the program. For individuals that are included outside of the program, the Department Chair should be copied on the request to the faculty member. Provost office staff will provide a faculty service matrix list to avoid undue overload on any one faculty member.
      iv. Careful thought needs to be present on "committee" structures when multiple hires may come from an ad (consider if the committee technical depth is sufficient to appropriately vet the range of applicants).
      v. Committee typically will be five individuals and should include diversity in the makeup of the committee. In some cases, a committee may need to be larger than the typical five members (if an even number of individuals make up the committee that is ok).
5. Department Chairs contact potential committee members and ask them to help with the hiring activity. When contacting members outside of the division or department, cc the potential member's Department Chair as a courtesy.
6. Department Chair and Committee chair create a "draft" of a "scoring" methodology.
7. Before meeting to select potential candidates for further consideration, Human Resources reminds the committee of the basic "rules" regarding searches. This phase of the committee's work is done in confidence. There are two significant parts:
   a. The Chair and the committee discuss the ground rules for the search. These include:
      i. Scoring. The intent is that the characteristics of a successful candidate will be discussed by the committee to create agreement on candidate assessment. Typically, the Committee Chair will request input from the search committee members on scoring methodology. The initial evaluation of applications can be done in a relative manner based on the scoring methodology but does not

require painstaking scoring of each applicant. In many cases, initial "stoplight" style chart scoring with subsequent committee provides an efficient and fair selection process.

   ii. Scoring methodology will have been developed as noted above. Note that the discussion of candidates between committee members is completely appropriate and that committee members may change their judgement of a candidate based on the discussion.

   iii. Confidentiality. All search committee members must be sure that they can confidentially share their views with colleagues. Limit casual discussions with colleagues not on the committee about how the search is progressing.

   iv. The New York Times rule. Don't write anything in an email that you wouldn't want attributed to you on the front page of a major newspaper. Email is great for distributing information but deliberations about candidates should be done in person.

   v. Recordkeeping. The committee must keep complete records, including all job advertisements, postings, candidate dossiers, rating sheets, long and short lists, and interview notes. The documentation must demonstrate that Florida Poly has made good faith outreach efforts towards female and minority candidates. When the search concludes, the search records should be turned in to HR for archiving.

   vi. Encourage an open airing of ideas and opinions by all committee members on the topic of excellence and diversity.

8. If desired, the Provost office will provide a search manager to help with administrative functions such as creation of excel based score sheets for use by the faculty, facilitating access to applications, collation of ranking results, scheduling for committee work and candidate interactions. The search manager will not share intermediate results of the search with the Provost.

9. If more CVs come in , the evaluation steps may be repeated for all applicants that have come in up to a specified date.

10. Details of evaluating CVs and producing an interview list

   a. Minimum Qualifications test: Performed by HR or if preferred, by the committee or subset of the committee. If a subset of the committee is used, at least two committee members must independently apply the minimum qualifications test. Candidates are disqualified only if all participating members agree to disqualify the candidate.

   b. Send polite and prompt letters of rejection to candidates who clearly do not meet the minimum qualifications for the position. If a search manager is used, this can be done by the search manager.

   c. Triage to "High Interest list"

      i. As noted above, each committee member individually ranks the candidates using the agreed upon scoring methodology. The Committee Chair manages the discussion of candidates as agreed upon by the committee (noting again that initial stoplight scoring of candidates is an efficient method of determining which candidates will be considered further). Ideally, scores are provided to the search manager before the meeting and discussion is focused on candidates that are of high interest to the committee.

      ii. The committee discusses the candidates and collectively decides which candidates are worthy of further consideration. This discussion does allow committee members to change their relative scoring of candidates based on the discussion. The output of the meeting should be a list of candidates to be

considered further and this list does not have to align with a simple adding up of scores initially provided by the committee members.

d. Moving to a "short" list
- i. In some instances a short, "are you still interested phone call" may be performed by HR or HR and a single committee member with the sole intent of determining the candidates continued interest in the position and in order to verify communication skills.
- ii. Candidates for Phone interview must be approved by the Department Chair and Provost (or Provost designee). This approval should be requested in a short summary memo that lists the individuals to be phone interviewed, a list of "backup" individuals that may warrant further consideration at a later date.
- iii. The phone interview: Purpose is to verify verbal communication skills, get a small sense of the level of mutual interest between candidate and poly
  1. Remote short interviews should be designed for 15 minutes in duration and may last up to 25 minutes.
  2. Remote short interview can be held by a consistent subset of the search committee. Notice and document meetings.
  3. Post a public announcement at least 7 days in advance of any interview involving more than one committee member;
  4. The committee must agree on the core questions to be used in the interview as determined from agreed upon criteria
  5. Pre-determine the order in which the interviewers will ask questions
- iv. The committee considers phone interview results, recommends a "short" list, the chair formalizes recommendations for short list in a memo. This memo should include:
  1. A summary assessment of the recommended candidates
  2. Copy of search committee questions and criteria
  3. Links to Vita or dossier for each candidate listed in the approval to interview request
- v. Department Chair and Provost consider the short list and either accept, or if not, work with committee on getting to a short list.
- vi. Candidates that are of no further interest are sent a polite and concise declination letter.
- vii. The search committee may, if it so chooses, hold a secondary list of candidates for further consideration.

e. Pre-Campus interviews (done remotely)
- i. The committee is responsible for orchestrating the interview and a committee member should be designated as the host
- ii. Interviews should involve faculty, staff, and students. Specific individuals that must be involved in hiring:
  1. The committee, both in individual meetings and in a common interview setting, with a common set of questions used for the common interview meeting.
  2. Members of the faculty in the program that is hiring the individual.
  3. Other members of the faculty outside of the department that may provide informed input on the candidate and/or that may be interesting as a potential colleague to the candidate.

4. The Department Chair if not on the committee, and at least two other Department Chairs.
5. At least one Vice Provost
6. Provost
7. The interview should include both a research presentation and a sample lecture, length for these should be managed by the committee.

f. Recommendation for onsite interview (for COVID19 period, typically a single candidate)

   i. The committee is charged with collecting information, considering their in-depth interactions with candidates, and carefully considering the inputs from their faculty colleagues

   ii. The committee must formally offer faculty members that participate in the interview the opportunity to comment on the individual. A best practice would be to ask the input to be provided as a response to a few standard questions.

   iii. Based on the interviews and the information collected, the committee forms a recommendation. This recommendation is presented as a rationale for support (or not) for a candidate or set of candidates. The chair prepares a formal recommendation.

   iv. The Department Chair and the Provost will consider the recommendation and if the candidate will be invited to campus. If the recommendation is not followed, the Department Chair and Provost will work with the committee to determine which candidate (if any) will be invited for campus interview.

g. Recommendation for hire

   i. The search committee must actively check references. These reference checks must include oral contact with the candidate's references. Within these phone calls, a committee member must listen carefully to the content and context of the conversation. Individuals are typically reluctant to make negative comments about individuals. If hints of negative comments are present, the committee member must gently pursue/clarify these comments with the reference.

   ii. Off-List reference checks must be performed as well. To do so, during the on-site interview, the candidate must be asked by the committee chair: "***we will actively check references as a part of our hiring process. Do you wish to identify individuals, or individuals within specific institutions that you do not want us to contact as we further consider your candidacy?***"

   iii. The final recommendation will be provided to the Department Chair and/or Provost. This recommendation MUST include affirmation that a full reference check was performed.

   iv. The Provost or his/her designee will consider the recommendation and if appropriate, provide the hiring parameters for the Department Chair.

11. Closing the Search

a. When the search closes the search chair will provide to Human Resources:

   i. Copies of the add and the search criteria
   ii. Copies of minutes from meetings
   iii. Copies of memos used for recommendations
   iv. A finalized search process form that indicates that this process was followed or that documents deviations from the process.

FERPA

FERPA, the Family Educational Rights and Privacy Act of 1974, as Amended, protects the privacy of student educational records. It gives students the right to review their educational records, the right to request amendment to records they believe to be inaccurate, and the right to limit disclosure from those records. An institution's failure to comply with FERPA could result in the withdrawal of federal funds by the Department of Education.

As a Faculty Member, you need to know the difference between Directory Information and Personally Identifiable Information or Educational Records:

DIRECTORY INFORMATION
(May be disclosed, unless the student requests otherwise. *Please refer such requests to your department office or to the Registrar's Office.*):

- Name
- Current Mailing Address
- Telephone Number
- Date of Birth
- Major
- Dates of Attendance
- Enrollment Status (Full/Part-time)
- Degrees/Awards Received
- Participation in Officially Recognized Activities and Sports
- Height/Weight

PERSONALLY IDENTIFIABLE INFORMATION (any data other than "Directory Information", **may not be disclosed**)
Including, but not limited to:
- Social Security Number
- Student ID - (CAMS)
- ISO Number
- Residency Status
- Gender
- Religious Preference
- Race/Ethnicity
- Email Address

EDUCATIONAL RECORDS
Including, but not limited to:
- Grades/GPA
- Student's Class Schedule
- Test Scores
- Academic Standing
- Academic Transcripts

Personally Identifiable Information or Educational Records may not be released to anyone but the student and only then with the proper identification. Parents and spouses must present the student's written and signed consent before the University may release Personally Identifiable Information or Educational Records to them. (Please refer callers to the Registrar's Office 863-874-8542, 2052 IST Building.)

General Practices to Keep in Mind

- Do not leave exams, papers, or any documents containing any portion of a student's Social Security Number, Personal Identification Number, grade or grade point average outside your office door or in any area that is open-access.
- Do not record attendance by passing around the CAMS Class Roster, which may contain the student's ID.
- Do not provide grades or other Personally Identifiable Information/Education Records to your students via telephone. Providing grades to your students via your Florida Poly Outlook addresses ("@floridapoly.edu") to students' Florida Poly email addresses is allowable.

- Do not record your classes and distribute those recordings to other sections without student consent. If you only post course recordings in the section you have recorded, this is not necessary. To record and distribute a class, you must obtain a FERPA release.
- All faculty are encouraged to use recorded class sessions judiciously. Watching a recorded class is in no way intended to substitute for in person attendance.

- Faculty may use recorded sessions that are provided only to students that are sick during the class time. There is no expectation that the recording is of the same quality as personal attendance in the class, and the faculty member has no obligation to interact with students that are temporarily remote.

FERPA Release for class recordings

The easiest way to do this is create this release as a Canvas Assignment. Here's how to do it:

1. Go into your Canvas Course
2. Click on the Commons Icon on the left-hand column
3. When you're in the Commons, type "Florida Poly" in the search bar without the quote marks
4. Look for the following assignment: Florida Poly FERPA Consent Release Form
5. Select all the courses in your instance of Canvas that you wish to import this assignment into.
6. Then, from your dashboard, set up the assignment so that it is a required assignment to close **before** end of week one.
7. Once students complete the assignment, download all submissions by batch and email the batch to the registrar@floridapoly.edu. In the **Subject line** put the following: **FERPA_Fall2020_CourseCode_Number.Section_InstructorLastName** (Ex: FERPA_Fall2020_EGN5930.01_Dvorske)

Students declining to sign the FERPA waiver must be instructed to remain off-camera and informed that their voices can also be used to identify them so other means of communicating in-class questions or comments must be considered.

Posting Grades

According to FERPA, student grades must not be released or made available to third parties. Florida Poly policy restricts instructors from posting grades in classrooms (except as follows), or on websites unless the student's identity is concealed by a secure password-entry interface (i.e., CAMS or Canvas). Please refrain from posting grades by Name, Student ID, or SSN.

How to Post Grades (other than CAMS or Canvas Grades)

1) Ask the student to supply you with a self-chosen code identifier. This identifier may be known only to you or your teaching assistant; or,
2) You may create and assign a list of randomly generated numbers/characters known and available only to you (or your teaching assistant) and the student; or,
For each option above, arrange the grade list so students are NOT in alphabetical order.

Records Access by University Personnel

As a faculty member, you may be allowed access to a student's Educational Records if you can establish legitimate educational interest for the request, meaning that you need the information to fulfill a specific professional responsibility, such as advising purposes or for assessing a student's progress.

The following is a list of information items that are not considered Educational Records and not subject to a student's request for review:
- Law-enforcement records and medical treatment records;

- Records maintained exclusively for individuals in their capacity as employees. Records of those who are employed as a result of their status as students (work-study, student workers, graduate assistants, etc.) are considered Educational Records;
- Alumni records; and,
- Sole-source/Sole-possession documents: these are notes (memory joggers—not grade or GPA related) created and maintained by you, meant for your personal use exclusively. So long as no one else ever sees these notes, they remain private and are not subject to FERPA. If you share them with someone, these notes no longer are considered "sole source." They become part of the student's Educational Record and are subject to disclosure under FERPA.

Grade Books are not considered "sole source" documents under FERPA and so must be made available to written student requests for record disclosure. If a student requests Grade Book disclosure, all notations pertaining to other students would be stripped out of the copy provided for review.

Freshman Courses – Guidelines for Design

Freshman and/or entry level courses are strongly advised to follow these guidelines as much as possible.[1]

1. An integrated and intentional use of required course resources and a regular assessment of student engagement with those materials. This includes textbooks, e-books, required videos, lecture notes, and lab manuals.
2. Regularly scheduled homework of at least weekly frequency. Some homework should require detailed written work on which formative feedback may be given.[2] Homework should strongly encourage engagement with required course resources.
3. Quizzes and exams should be spaced evenly over the semester with approximately 25% of the course grade earned by week 6. Note this should include one exam.
4. Final exams should be a comprehensive measure of course learning outcomes to be worth at least as much as any other exam and up to 30% of the course grade.
5. Departments may utilize grading schemes that require a minimum average score across all exams to pass the course.
6. Courses should set and assess standards for communication and organization of student work. Course must provide exemplars of outstanding student work and examples of grading rubrics that assess communication standards.
7. Lab classes need to reflect course lecture material and provide students an experiential learning activity.
8. Departments may choose to set attendance policies for their courses. Attendance can count towards a student's grade up to 5%. Regardless of policy, instructors should set a professional expectation of attendance by making class time critical to success.

Student Facilitators

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[1] If you are uncertain about your course and how to appropriately follow the guideline, please discuss this with
[2] This may be mixed with online homework, a minimum requirement is biweekly homework that includes a fraction of the exercise where the detailed solution is submitted. Typical submittal of homework will be via Canvas, noting that r template for homework solutions should be provided to students.

The purpose of student facilitators (a.k.a. Peer Learning Strategists) is to assist students in having effective study groups. They are not subject matter experts, TAs, or tutors. Their job is to encourage habits of mind that enhance real learning.

Code	Num.	Name	Curricular Pos.
BSC	1010	Biology 1	FY
BSC	1010L	Biology 1 Laboratory	FY
CGS	1100	Computer Information Technology and Applications	CRT
CHM	2045	Chemistry 1	FY
CHM	2045L	Chemistry 1 Laboratory	FY
COP	2271C	Introduction to Computation and Programming	FY-FS
COP	2073	Introduction to Data Science	CRT
COP	2034	Introduction to Programming Using Python	CRT
CTS	2375	Cloud Infrastructure and Services	CRT
EGN	1006	Career Design for STEM Disciplines	FY-FS
EGN	1007	Concepts and Methods for Engineering and Computer Science	FY-FS
IDS	1380	Introduction to STEM	FY-FS
MAC	2311	Analytic Geometry and Calculus 1	FY
MAC	2312	Analytic Geometry and Calculus 2	FY
MAC	1147	Precalculus Algebra/Trigonometry	Pre-FY
PHY	2048	Physics 1	FY
PHY	2048L	Physics 1 Laboratory	FY

HB 233 Guidance (08.08.2021)

This section provides guidance on HB 233 which is in effect on July 1, 2021. Included below are proposed definitions, a proposed syllabus statement, faculty-focused FAQ, and student-focused FAQ. Each institution will necessarily have to customize its own approach to implementation, but we hope you find this document helpful to guide your process.

Syllabus Statement

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use.

Recordings may not be used as a substitute for class participation and class attendance. Recordings may not be published or shared in any way, either intentionally or accidently, without the written consent of the faculty member. Failure to adhere to these requirements is a violation of state law (subject to civil penalty) and the student code of conduct (subject to disciplinary action).

Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), and invited guest speakers is prohibited.

Further clarification is provided at <u>LINK.</u>

Prefatory Language and Definitions

A state university student may, without prior notice, audio or video record a <u>class lecture</u> in which the student is enrolled for the following purposes:

      (a)   personal educational use of the student.
      (b)   in connection with a complaint to the university where the recording is made; or
      (c)   as evidence in, or in preparation for, a criminal or civil proceeding.

A class lecture recording may not be published without the written consent of the faculty member, with exception of sharing with university administration or law enforcement officials as a part of a complaint. Violation of this provision may subject the student to disciplinary action by the university and/or to a legal action by a person injured by the publication.

A <u>class lecture</u> is defined as a formal or methodical oral presentation as part of a university course presented to enrolled students about a particular subject. Class lecture **does not** include lab sessions, student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member, and invited guest speakers during a class session. A recording that provides identifying information regarding a student (name, audio of student, video of student) who has not consented to being recorded will not be recognized as a class lecture for these purposes and may be subject to other institutional policies.

To <u>publish</u> means to share, transmit, circulate, distribute, or otherwise provide access to the recording, regardless of format or medium, to another person, or persons, including but not limited to another student in the class. Additionally, a recording, or transcript of the recording, is published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited social media, book, magazine, newspaper, leaflet, picket signs, or any mode of print.

Frequently Asked Questions: House Bill 233 and Student Recordings[3]

When can a student record?

A Student may record a <u>class lecture</u> for three specified purposes as outlined in House Bill 233/Section 1004.097, Florida Statutes:
1. For the student's own personal educational use;
2. In connection with a complaint to the University where the recording is made; or
3. As evidence in, or in preparation for, a criminal or civil proceeding.

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[3] Adopted from FAQ document on this subject developed by the University of Florida

What can students record?

Students may audio or video record a class lecture for a class in which the student is enrolled. A <u>class lecture</u> is defined as an educational presentation delivered by faculty or guest lecturer, as part of a Florida Poly course, intended to inform or teach enrolled students about a particular subject. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

When are students allowed to record?

Students may record at any time during a class lecture, so long as the recording is made for one of the above listed specified purposes.

Do students need permission to record?

No. Students do not need to seek permission from the lecturer prior to recording a class lecture. However, the recording must be made in accordance with the three specified purposes.

Can a student share a recording with another student?

No. A recording of a class lecture may not be published without the consent of the lecturer. <u>Publish</u> means share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet.

Are students required to inform faculty that they are recording a class lecture?

No. Students may record a class lecture under the specified purposes listed above without informing the lecturer or receiving consent from the lecturer.

If a faculty member is recorded, will they receive a copy of that recording?

No. A student who records is not obligated to share the recording with the lecturer. In order for the student to publish such a recording, the student must obtain written consent from the lecturer.

Will students be advised that they are prohibited from publishing the recording without the prior written consent of the lecturer, and the consequences of publishing without consent?

Yes. Students are required to know the laws of the State of Florida and the University Regulations as set forth in [Florida Poly Regulation](#) FPU-3.006 Student Code of Conduct =, Additionally, a statement will be added to syllabi expressly noting that students may not publish recordings without the written consent of the lecturer.

What are the consequences for a student who publishes a recording without consent?

A student who publishes a recording without consent may be subject to a civil cause of action. A person injured by a violation of Section 1004.097, Florida Statutes, may seek declaratory and injunctive relief and may be entitled to damages plus court costs and reasonable attorney fees. Total recovery may not exceed $200,000. Additionally, a student in violation may be subject to discipline under [Florida Poly Regulation](#) FPU-3.006 Student Code of Conduct.

No. If the faculty member is delivering a class lecture, then a student has a legal right to record the class lecture, if the recording is made in connection with the three specified purposes listed above.

Will student recordings violate other students' privacy under the Family Educational Rights and Privacy Act (FERPA)?
No. Student recordings are not "educational records" as defined under the Family Educational Rights and Privacy Act (FERPA). Under FERPA, in order for a record to have privacy protection, the photo, video, and/or recording must be (1) directly related to a student; AND (2) maintained by an educational agency or institution or by a party acting for the agency or institution (20 U.S.C. 1232g(a)(4)(A); 34 CFR § 99.3 "Education Record"). Please visit the link for more details and examples provided by the U.S. Department of Education; FAQs on Photos and Videos under FERPA | Protecting Student Privacy (ed.gov)

Are there any exceptions?
Recording a class lecture or any other class activity outside of the definition of class lecture may be permitted as a part of an accommodation approved by the Office of Disability Services.

Independent Study Courses

The independent study course is a curriculum option for students in some degree programs at Florida Polytechnic University. Choosing an Independent Study course allows the student(s) to complete degree requirements with a faculty by determining a formal individualized / small group plan for the suitable knowledge and skills not available in the standard course-offering catalog. *The independent study course needs to have sufficient detail to justify the number of proposed credits and cannot have significant overlapping outcomes with other courses taken by the student(s).*

In general, the student, faculty instructor, and designated university personnel (Chair, Registrar) are building a specialized course that will constitute a focus area for students to complete their degree program.

Required Steps to Develop the Independent Study Course

Building an Independent Study course requires two documents to be completed for consideration for approval. Initial approval of the independent study concept (documented informally by email) by the Chair or Division Director must be received before any commitment to students is made:
1. Independent Study Proposal memo;
2. Complete Course Syllabus.

Independent Study Proposal Memo

The independent study proposal memo should be directed to the Department Chair and include the following information:
1. Request the creation of the independent study and identify the student(s) who will participate, their major/concentration and current level (fr, so, jr, sr; hours completed, if available).

2. Explain the purpose of the independent study. For instance, student may require an independent study in these situations:
   a. substitution for specialized elective in degree program,

b. substitution for required courses in old degree program and no longer offered to general student population, and

c. by permission, in area of special interest to individual / small group of students.

3. Provide the course topic and description.

4. Write a brief description of the background, experience and strengths the student(s) bring to the topic/focus area.

a. Include a statement from the student(s) where they identify the objectives/ goals for their education by explaining what they hope to gain (or is required for course substitution) in terms of knowledge, skills, personal and professional contacts, and other experiences while in the Independent Study course.

5. If an independent study is course substitution, identify the course to be substituted and show how the course learning outcomes are similar.

Complete Course Syllabus

- Syllabus must follow the University Syllabus Template. Of particular importance to syllabi for independent study are the following elements:

List course learning outcomes.

List outcomes by using statements describing what the students are going to achieve. Link the outcomes with specific learning activities and align the outcomes, where appropriate, with program student outcomes.

LEARNING OUTCOMES	DELIVERABLES *List assignments that will demonstrate the student has achieved the learning Outcomes.*	% Value

Develop a timetable and plan

Develop a plan for the Independent Study course that the student can follow to include what the student is expected to do and produce and dates for completion and submission. List the types of activities/ assignments that the student will be completing during the semester, as well as grading components that may include papers or presentation.

Sign off at start and completion of Independent Course

Include a regular sign-off on the timetable and plan, as follows:

TIME COMMITMENT AND WEEKLY OUTLINE

Week #	Time commitment and weekly outline	Meeting Date	Faculty initials
1			
2			

Late consequences
Be sure to include this as part of the agreement.

Signatures
Include Student, Instructor, Chair, and Registrar.

Library Collections

The University's library collection is shaped by the input from the Collections Advisory Committee, a standing committee of the University that includes membership from faculty and advises the Director of Libraries on budget, policy, collections usage and provisioning to support disciplinary areas and mission. The Committee strives to meet once per semester and includes Department Chairs and representatives from the Faculty Assembly.

Office Hours

The Faculty Handbook states that faculty must schedule office hours across at least three weekdays to ensure that a faculty member is available to students. Office hour schedules will be provided to department chairs for approval.   In addition, faculty will within the bounds of a normal working week find time to meet with students outside of their formal office hours upon request.

Outside Employment: Other Teaching

Florida Poly asks that all of its regular, full-time faculty focus their full-time efforts on their responsibilities of teaching, service, and, if applicable, research. As a University, we prioritize our mission and place our core value in the broad educational experience provided by faculty as central elements of that student experience. Therefore, because it is such a strong conflict of commitment, only in unique circumstances are full-time faculty permitted outside employment in the form of teaching. Such employment is limited to non-Florida State University System or State College institutions during a faculty member's regular full-time, 9-month contract period at a commitment not to exceed the equivalent of one 3-credit hour course at Florida Poly per semester. Faculty must obtain permission from the department chair, and the Provost prior to the academic term in which the outside employment is intended to take place.

Professional Development Funds for Faculty

In the current year, Florida Poly has budgeted up to $2000 in a fiscal year for professional development funds for the faculty. However, the following guidelines will be observed:

- The use of professional funds is a privilege, not a right, and is always subject to approval by the department chair. When funds are approved for use, the approver is certifying that to the best of their knowledge, the use of the funds is appropriate and advances the overall interests of the university.

Guidelines for use

Professional development activities within a discipline must enhance professional knowledge and skills in a manner that supports the faculty member's career development. To be considered for funding, activities must include:

- A presentation of your own that you are delivering either by yourself or in collaboration with others;
- It must be in an area that supports the institutional mission (for instance, travel to a psychology conference as a computer science faculty is most likely not appropriate)
- Laboratory supplies in small amounts, that advance a faculty members efforts.
- PD funds will not be authorized to pay for predatory publishing fees (i.e. paying for your own work to be published).
- Publication fees may be supported but a faculty member should preapprove the use of the funds.

Faculty members should locate professional development opportunities such as conferences or other research opportunities where they may participate as a speaker or other formal participant.

Finally, Florida Poly uses the Professional Development funds as an investment in the faculty. Except for unusual circumstances, PD funds will not be approved for individuals that are in their terminal year with the University.

The fiscal year starts on July 1 and ends on June 30. Expenses are applied for the date of the services used, not the date when reimbursement is requested. Unused funds from a prior year are not available for use once the year is over. For travel occurring in the month of June, all expense reports must be processed by 06. 30. 20XX in order to use funds from the current fiscal year. Expense reports submitted after July 1st, for prior year travel, will be using funds from the new fiscal year.

Professional Experience Internship (IDS 4941) & Faculty Role

The course description for IDS 4941 is as follows:

Professional Experience Internship	2018-2019 Academic Catalog

📄Print this Page

IDS 4941 - Professional Experience Internship

Credits: 0

Prerequisites: Completion of at least 72 Credit hours, or permission of APC, Provost or designee.
Course Description: This course is a co-curricular requirement that provides students with the opportunity to experience working in a professional environment or community-based organization where they can apply the knowledge and skills they have gained from their program.

This requirement may be satisfied through a traditional internship provided by an employer; a community service experience; or some other form of professional/entrepreneurial experience; pending approval by the Provost or designee.

Key parts of this course description are:

1. EXTERNAL experience: this has always been the intent of the internship experience. In some cases, we have allowed on campus internships, but the clearly stated intent was for an external experience.
2. Prerequisite of 72 credit hours completed: Critical to maximizing internship experience is that students have sufficient core content to make it meaningful both professionally and from a disciplinary perspective.

With the establishment of an official Career Development office on campus, we will adhere to these basic tenets of the course description and prerequisites. Career Development will work carefully to have students satisfy the internship requirement with an experience at an external company.

For faculty that want to work with students, either as a student worker or in an uncompensated capacity, an internship is not required.

Any faculty requests to sponsor an internal internship experience and have the student enrolled in IDS 4941 should be submitted to Melissa Vasquez, along with proposed learning objectives for the internship and a plan on how the internship will allow the student to work the required 100 hours. Internal internships will be considered for approval by the Provost. Internships must be completed by the faculty member and do not produce FARE form credit.

Official form is available in Academic Affairs. (See Appendix 2 for example.)

Providing Student Feedback

(See also Instructional Delivery Modes)
Providing students regular feedback on their academic performance is an effective way to keep students engaged, facilitate learning, and achieve better outcomes.

It is strongly recommended that you administer some substantive assessment within the first 3-weeks of class. This may be a quiz or short paper that draws on prior knowledge, assesses knowledge already taught in the class, and includes some problems or issues not-yet addressed as a way of setting a framework for student learning. The assessment should be substantive enough so that students take it seriously, but not something they can't recover from. Consider issuing a similar exam later in the term and dropping the lower of the two grades.

Regular and EARLY feedback is important, so along with this is the strong encouragement to also do the following:
1. Fully utilize the Canvas gradebook – this means all assignments must be set up in Canvas so that student grades can be captured in the gradebook. Be sure that the assignments are weighted appropriately (consult with Teaching and Learning for assistance).
2. Submit mid-term grades into CAMS. Do this no later than the beginning of week 8, based on the assignments submitted to that point.

Public Records & Records Retention

The Sunshine Law: Open Meetings

The "Open Meetings Law" (Chapter 286, Florida Statutes) provides the public the right to have prior notice of and to attend "meetings of any board or commission of any state agency."

Applicability

The open meetings requirements apply to all meetings of any board or commission of any state agency at which official acts are to be taken or declared. Examples include, but are not limited to, the University's Board of Trustees meetings, the Student Government Association meetings, and search committees.

The requirements do not apply to meetings where the committee's sole charge is a fact-finding role of gathering, reporting or exchanging information and is not exercising delegated decision-making authority.

Meetings

A meeting is any discussion between two or more committee/board members about a matter in which it is foreseeable that the committee/board might act.

"Meetings" include any workshops, telephone conversations, e-mail or text communications, or other interactions where covered material is exchanged, including social gatherings.

Open Meeting Requirements

1. Reasonable prior notice of the public meeting must be provided and posted;
   a. The notice should contain the time and place of the meeting and, if available, an agenda. If no agenda is available, subject matter summations should be provided.
   b. The notice should be provided at least 7 days prior to the meeting.
2. The meeting must be open to the public;
3. The meeting must be held in a location accessible to the public; and
4. Minutes must be taken to reflect what occurred at the meeting.

Voting

During an open meeting, voting by secret ballot and voting by proxy are not allowed. Roll call votes are not required. Written ballots may be used if the votes are made openly at a public meeting; the name of the person who voted and his/her selection are written on the ballot; and the ballots are maintained and made available for public inspection. Members may not abstain from voting unless they declare a conflict of interest. The minutes must reflect a vote for each member.

Public Participation

Members of the public must be given a reasonable opportunity to be heard on a proposition before the board/commission, but reasonable restrictions may be placed on public comments such as time limits.

Public Records Law

Florida's Public Records Law, Ch. 119, F.S., provides a right of access to the records of the state and local governments, including the University.

Public Record Definition

A public record is any record made or received in connection with the transaction of official business of the University unless it is exempt from disclosure by statute.

Record includes all documents, papers, letters, maps, books, tapes, photographs, films, sound recordings, data processing software, or other material. Also includes electronic messaging (emails, instant messages, text messages, etc) and social media.

Includes materials that are not in their final form. Once circulated, "working drafts" or personal work are considered to "perpetuate, communicate, or formalize knowledge" and are subject to disclosure.

Three (3) key things to look at:
(1) Made or received in connection with the transaction of official business of the University.
(2) Intended to formalize or communicate knowledge.
(3) Statutory exemptions.

Statutory Exemptions

A record may be exempt from disclosure if there is a statutory exemption. Exemptions include:
- Education records under FERPA.
- Social Security numbers.
- Medical information.
- Records maintained for the purposes of any investigation of employee misconduct, grievance proceeding, or disciplinary proceeding until complete.
- Academic evaluations of faculty records. This does not include in the State University System Student Assessment of Instruction.
- Certain collective bargaining records.

Public Records Request

If you receive a public records request, immediately forward the request to the Office of the General Counsel (OGC).

The OGC will provide guidance in determining what records are confidential or non-public records and assist in responding to the request.

Record Retention Requirements

Records must be maintained in accordance with retention schedules promulgated by the state librarian. Records cannot be destroyed until the retention period has lapsed.

An exemption only removes the records from public access requirements, it does not exempt the records from complying with record retention requirements.

General Records Retention Schedule:

- http://dos.myflorida.com/library-archives/records-management/general-records-schedules/

Records Retention Schedule for Public Universities and Colleges:
- http://dos.myflorida.com/media/693587/gs05.xls

Note highlighted rows below.

Common Records	Retention Period
Departmental Annual Reports	3 fiscal years
Class Rolls	3 fiscal years provided applicable audits have been released
Class, Course, Room, and Faculty Schedules	End of semester
Course and Program Records: Descriptions and Requirements	Retain until obsolete, superseded, or administrative value is lost
Course and Program Records: Professor/Department Files	2 anniversary years after training provided applicable audits have been released.
Examination Materials: Non-Standardized:	1 semester after expiration of appeal process.
Examination Materials: Standardized	3 fiscal years provided test scores posted to permanent record and provided applicable audits have been released.
Faculty Sabbatical/Professional Development Leave Records	5 fiscal years after final report submitted or notification of denial.
Grade Records: Data Input Forms	1 semester provided posted to Student Record.
In-Service Education Records	5 fiscal years provided applicable audits have been released.
Instructor Evaluations	1 semester after submitted.
Student Class Work Records	Retain until obsolete, superseded or administrative value is lost.
Student Education Records: Permanent Academic File	Permanent
Student Education Records: Supporting Documents	5 anniversary years after graduation, transfer or withdrawal provided applicable audits have been released.

Student Advising

Student advising is conducted as a shared responsibility between the Registrar's office, the Academic Success Center, and the Faculty.

The Registrar's office handles transactions associated with student transcripts and ensures that the students' records include all documentation to provide justification for the conferral of degrees.

The Academic Success Center (ASC) guides students as they develop their schedules and prepare required paperwork. The ASC uses a First-Year coaching model, and subsequently supports students on an as-needed basis through graduation. ASC Success Coaches are considered curriculum experts but not content experts. Faculty are the subject-matter experts and/or content experts.

The Faculty role has three distinct areas:
1. Department Chair.
2. Departmental Mentor. Each department formally assigns a mentor to each student who declares a major within that department. The department informs students of their mentor assignment, and the administrative assistant maintains a semester-by-semester list (archived by semester) of students and their mentors. The mentor role functions as a key connection for students to gain faculty subject-matter-expert input on academic issues and professional development.
3. Faculty Assembly.

Registrar/ASC/Faculty			
Registering-Advising-Mentoring Division of Duties			
LIST IS NOT EXHAUSTIVE			
	REGISTRAR	ASC	FACULTY
CHOOSING MAJORS/MENTORING		"Pitches" majors to potential students who appear upon recommendation of Admissions. Helps students understand which courses need to be taken for each major.	Chair[4] role: Establishes Departmental Mentors for varying specialties within the degree programs. Mentor role: Discusses Concentrations with already-enrolled students, offering guidance

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[4] For Units within the Science, Arts, and Mathematics Division, the Director carries this responsibility and may delegate certain aspects of this responsibility, at her discretion, to the Department Chairs within SAM. This note applies to all portions of this table.

		When appropriate, discusses majors with already-enrolled students, offering guidance about coursework. Refers all other major-specific discussions to the Department Chairs and/or designated Departmental Mentor.	about coursework, career planning, and professional development.
	REGISTRAR	**ASC**	**FACULTY**
TRANSCRIPTS/CREDITS	Evaluates transcripts for incoming/potential students. Communicates to incoming students which credits have been accepted and for what they are equivalents. Verifies, inputs, and documents recommendations from ASC/Faculty for course substitutions/ equivalencies.	Performs unofficial re-evaluations of transcripts when a student considers changing catalogs or majors. Suggests students meet with Department Chairs about in-Poly course substitutions, when ASC believes Department Chair might approve those substitutions.	Chair[5] role: Assesses/approves/rejects course substitutions/equivalencies from incoming transcripts, when Registrar deems them to be non-standard substitutions/equivalencies. Chair consults faculty as appropriate. Chair role: Assesses/approves/rejects in-Poly course substitutions for students who request them. Chair consults faculty as appropriate. NOTE: Course substitutions are to be approved/rejected by the Chair that "owns" the course for which the substitution is being considered. If appropriate, the Chair may consult with the Chair of the degree program in which the student is enrolled. The Provost or designee can override the decision of a Chair.
	REGISTRAR	**ASC**	**FACULTY**
POLICIES/FORMS AND REGISTRATION	Establishes and process all FloridaShines requests. Processes forms related to registration. Performs manual enrollment when students are unable to enroll due to forms or other reasons.	Teaches policy to students (9 Summer Credits, W policy, Academic Standing Policy, etc.). Distributes forms. Teaches students how to use FloridaShines. Verifies FloridaShines requests.	Chair role: Signs forms, when appropriate and justified. NOTE: Prerequisite waivers and course maximums can only be performed/allowed by the Chair of the department delivering the course. The Provost or designee can override

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[5] For all responsibilities for the Chair regarding course substitution, degree audit, or prerequisite waivers, the Chair may, at his or her, discretion formally and in writing delegate portions of this responsibility to an individual. This written delegation must be provided to Academic Affairs Provost office and to the Registrar's office.

	REGISTRAR	ASC	FACULTY
			the decision of a Chair.
	REGISTRAR	**ASC**	**FACULTY**
REGISTRATION ADVISING	Performs registration advising for incoming students.	Teaches the degree plans to students. Performs registration advising for already-enrolled students, specifically addressing essential courses, sequence for degree plan, and pre-requisites. Recommends changes of for students who are floundering/foundering in their current majors.	Mentor role: Meets with assigned students to discuss Concentration paths, course selection, degree management, and professional pathways.
	REGISTRAR	**ASC**	**FACULTY**
AUDITING DEGREES	Processes Applications for Graduation. Performs graduation degree audits.	Performs advising degree evaluations—but not official audits—for the purposes of registration advising. Upon request of Registrar, verify graduation degree audits.	Chair role: Assists with graduation degree audits and/or verifying students' eligibility to graduate for complex cases. This is a responsibility of the department that owns the degree that student seeks. Faculty Assembly role: Validates by vote that students have completed all graduation requirements.
	REGISTRAR	**ASC**	**FACULTY**
COURSE PLANNING AND SCHEDULING	Manages/maintains waitlists or similar processes. Communicates with students/faculty about waitlists/similar and seat availability.	Fields questions about course availability (times, days, offerings). Informs Registrar if students detect unsatisfactory and unavoidable course conflicts.	Chair role: Plans how many sections of courses will be needed and their caps. Chair may delegate this duty to an appropriate Faculty member. Chair role: Requests date/time slots from which the Registrar will work, trying to honor requests. Chair may delegate this duty to an appropriate Faculty member.
	REGISTRAR	**ASC**	**FACULTY**
THE STUDENT EXPERIENCE	Provides positive customer service experience. Connects students with on-campus support resources.	Provides positive customer service experience. Facilitates a First-Year Success Coaching model that provides new students with five different types of Success Coaching experiences.	Provides expert advice about the content of the coursework. Delivers career-related and professional-opportunity advice to students.

| | | Supports Sophomores, Juniors, and Seniors with these same coaching experiences on an as-needed basis.

Hosts "best practices" workshops and other enrichment sessions for students throughout each semester.

Assists students in developing a step-by-step application plan for Graduate School.

Connects students with on-campus support resources. | Connects students with on-campus support resources. |

Student Advising--Registered Student Organizations

Advisors are an important part of every student organization. Generally, the purpose of a faculty/staff advisor is to serve as an on-campus resource to students within the organization.

Full-time faculty and staff members are eligible to serve as student organization advisors.

The role of an advisor may vary depending on the organization's needs. The scope of an organization's activities, the effectiveness of its officers, the time commitments of the advisor and other factors determine the nature of an advisor's involvement with the group. Advisors should never consider themselves as only a requirement for registration.

Faculty and Staff member Advisor Responsibility to the Institution includes, but may not be limited to, the following:

1. Take an active role with the organization
2. Be familiar with University guidelines, policies, and procedures that may impact the organization, and hold their organization accountable
3. Be aware of all plans and activities of the organization and inform the organization of institutional policies that may affect these plans
4. Be available to the organization officers and members and regularly meet with the organization
5. Serve as a liaison between the University and the organization
6. Report any concerning behavior or violation of the Student Code of Conduct at https://floridapoly.edu/report/
7. Review and approve RSO paperwork
8. Review and approve Student Travel Request Forms and Student Travel Code of Conduct Agreements
9. Provide continuity within the group and should be familiar with the group's history and constitution
10. Assist the organization in evaluation and assessment of activities

Student Educational Assistants

Student Educational Assistants (SEAs) are undergraduate students who meet minimum requirements for GPA and enrollment eligibility to work as support for instruction or in other academic support functions in the university. SEAs typically support faculty and departments as "graders," or in other routine tasks.

SEAs are assigned to instructors based on need and availability. In programs that also support the graduate degrees, Graduate Assistants will be more commonly used as support for instruction rather than SEAs. In both cases, however, the following guidelines apply when it comes to using students as support for instruction.

General Functions

An SEA helps the instructor with routine task such as homework graded to a rubric set up by the instructor, copying, and simple instructional-administrative tasks. The SEA should report to the instructor if they see

anything out of the ordinary in the homework or notice that a student is not turning in acceptable homework or any homework at all. The instructor can then follow up with the student who has lost their way. Note that the SEA should not be the one doing the follow-up.

It is NOT the practice to use SEAs at Florida Poly to grade exams or to deliver classes.

Other Specific Functions

SEAs may also function in more specific ways as instructional and learning support.

Computer Classrooms

- For computer-based classes, an SEA may work alongside the instructor as extra support to assist student with computer-lab work.

Labs & Lab Classes

- Lab SEAs are an extra set of hands in the lab to aid the primary instructor. With a rubric and guidance from the instructor, SEAs can grade weekly labs to the rubric (provided by the instructor).
- SEAs may work as lab monitors. Lab monitors are students that sit in the lab and "monitor" a sign in sheet, keep an eye on behavior in the lab, and are the person responsible for opening & closing the lab during open access hours.
- If trained in safety and lab protocol, **Graduate Assistants** may be able to hold lab make-up sessions for students.

Recitations & Groups

- SEAs serving as tutors or recitation leaders should be trained in proper conduct and protocol to lead a group of students.[6] The problems or activities in the recitation should be determined by the instructor, not the students, as the instructor should know with what areas students will need extra help. The role of the SEA/tutor should be clearly defined:
    1) do extra problems for students;
    2) help students with extra problem set provided by the instructor; or,
    3) provide a "walk-in" session where tutor helps students with any questions, usually focused on the homework due in the next assignments.

Tutors

- SEAs may work as tutors, sometimes managed by the department or managed/coordinated by the Academic Success Center. Before the beginning of the semester, Departments should identify areas where students typically need tutoring and identify and recommended students to fill these roles. Students who are hired as tutors should undergo specialized training on working as a tutor.[7]

Peer Mentors

- SEAs who support courses such as Academic and Professional Skills or as Orientation Leaders sometimes work as "peer mentors" where part or most of their role involves leading small groups of students in discussion and other activities designed to engage them with the University and acclimate them to campus academic and social life.

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[6] As of fall 2020, the Associate Director of Educational Outreach and Special Projects delivers a student SEA training program that supports SEAs in professional development including learning to become recitation and group learning leaders. Students going through these programs earn "badges" that designate that have had this training.

[7] As of fall 2020, the Associate Director of Educational Outreach and Special Projects delivers a student SEA training program that supports SEAs in professional development including learning to become recitation and group learning leaders. Students going through these programs earn "badges" that designate that have had this training.

Substantive Change Compliance

Florida Polytechnic University maintains compliance with the Southern Association of Colleges and Schools Commission on Colleges [Substantive Change Policy and Procedures](#) through appropriate and timely reporting of qualifying changes. The Vice Provost of Academic Affairs serves as the University's accreditation liaison and is responsible for education the campus community about substantive change reporting requirements and leading efforts to monitor high risk activities to proactively detect potential substantive changes.

Possible substantive changes that Academic Departments must be aware of include the following:
- Intent to offer a new academic program
- Intent to offer a program in a substantially different modality (distributed learning at 50% or greater)
- Intent to offer instruction outside of the main campus
- Significant changes in the scope and offerings of a program.

Because most of these require at least a notification to SACSCOC, time will be a factor. Changes cannot be implemented prior to receiving approval or acknowledgement from SACSCOC.

Syllabus Standards and Review

Before the start of each semester, the syllabus must be reviewed by the department chair with assistance, when needed, of an ad hoc committee of at least two (2) faculty in the department to ensure that the syllabus, at a minimum, supports:
- The learning outcomes for the course.
- A grading system that appropriately assigns grades as a measure of the competency of each individual student.
- Consistency with grading system guidelines recommended by the department and reported to the Undergraduate Curriculum Committee. (Departments should develop these guidelines and provide them to the Undergraduate Curriculum Committee and Vice Provost of Academic Affairs annually or as updated.)
- Consistency with the University goal that the work used to produce student grades is representative of the student's level of achievement. Grading systems must assure general competency, based on a national standard, standard in the 'field of study' or other appropriate benchmark.

Faculty must submit their syllabi to the department chair five days prior to the first day that the class will meet or as defined by the department. If the chair is concerned that a syllabus does not meet an appropriate standard, the chair will discuss the syllabi with the faculty member. If a resolution is not easily reached that satisfies the chair, the chair will select two additional faculty members to provide an independent review of the syllabus. The joint review of the syllabus and recommendations by the chair and two faculty members will be adopted by the faculty member.

Syllabus standards are provided below. In addition, a syllabus should include expected grading times for homework and exams (i. e. homework is always graded in a timely manner, exams are always graded in a timely manner). (See also [Practices Associated with Delivery Modes](#) and [Canvas Minimum Requirements](#).)

- **Syllabus template**: See [Appendix 3. Template for University Syllabi: Covid-19 Version.](#)
- **Syllabus policy**: https://floridapoly.edu/wp-content/uploads/FPU-5.0065AP-Course-Syllabi-11.17.2017.pdf
- **Grading Policy**: https://floridapoly.edu/wp-content/uploads/FPU-5.0071AP-Grading-Policy-10.20.15-FINAL-REVISED.pdf

Textbooks & Course Materials

Selection and use of textbooks and course materials can have a significant impact on the success or failure of a course. Faculty should give careful consideration to what they choose and how they use these materials. For multi-section courses, faculty should collaborate, per Department processes, to select common texts and materials to ensure consistent delivery of content and quality throughout the course. Departments should establish a master list of course texts and materials (including even software) and regularly review it as part of their ongoing improvement processes.

Florida Requirement

The State of Florida requires that textbook orders be published 45 days prior to the start of the semester. It is essential that Florida Poly adhere to this requirement. To do so, we have established the following procedure to manage the textbook process and ensure we meet the posting deadline and minimize post-deadline changes to textbooks.

Procedure

Whether it is an individual faculty decision or committee, all required textbook and materials selections should be made well in advance of the semester in which the course is taught. Once the text/material is selected, the critical information (author, title, ISBN, edition) should be provided to the Department's administrative assistant who will keep track of orders and submit them to the University's Textbook Coordinator (UTC) in Academic Affairs. The UTC manages and tracks all orders and dates of orders to ensure we are in compliance with state law.

If a faculty member wants to add or change a textbook or course material after the deadline for ordering has past, the faculty member must appeal directly to the Vice Provost of Academic Affairs. Exceptions to this rule include courses or sections added to a course after the posting deadline, or Thesis/Project courses for which no textbook is required.

Book orders must be provided to your Administrative Assistant no later than by the following dates:

>**Fall Semester: July 13th**
>**Spring Semester: November 15th**
>**Summer Semester: March 20th**

Appendix 1. Important Contacts

Departmental Administrators
- Zaira Medina-Rodriguez: VPAA Units, Graduate Programs, Research & Grants, zmedina@floridapoly.edu, 4-8496
- Crissi Hinson: ECE and ME, chinson@floridapoly.edu, 4-8600
- Karen Urnaitis: Registrar's Office, kurnaitis@floridapoly.edu, 4-8501
- Rashawnya Wesley: DSBS, CS, rwesley@floridapoly.edu, 4-8684
- Dara Griffis: Physics, Applied Mathematics; Arts, Humanities, and Social Sciences, dgriffis@floridapoly.edu, 4-8461

Chairs
Shahram Taj, Chair, Data Science and Business Analytics, staj@floridapoly.edu, 4-8521
Shahram Taj , Chair, Computer Science, [btowle@floridapoly.edu,](mailto:btowle@floridapoly.edu) 4-8566
Mary Vollaro, Chair, Mechanical & Environmental Engineering, mvollaro@floridapoly.edu, 4-8604
Bruce Jacob, Chair, Electrical and Computer Engineering, [bjacob@floridapoly.edu,4-8553](mailto:bjacob@floridapoly.edu).
Antonio Ruotollo, Chair, Engineering Physics, aruotolo@floridapoly.edu, , 4-8613.
Michael Brilleslyper, Chair, Applied Mathematics, mbrilleslyper@floridapoly.edu, 4-8610.
Tom Dvorske, Chair, Arts, Humanities, and Social Sciences, tdvorske@floridapoly.edu, 4-8544
Graduate Programs: Contact Vice Provost of Academic Affairs, tdvorske@floridapoly.edu, 4-8544

Academic Affairs Administration & Staff
Terry Parker, Provost and Executive Vice President for Academic Affairs, tparker@floridapoly.edu, 4-8500
Melissa Vazquez, Director of Academic Affairs, mvazquez@floridapoly.edu, 4-8500
Tom Dvorske, Vice Provost of Academic Affairs, tdvorske@floridapoly.edu, 4-8544
Kathryn Miller, Vice Provost of Student Affairs, kmiller@floridapoly.edu, 4-8640
BenMatthew Corpus, Assistant Vice Provost of Admissions and Financial Aid, bcorpus@floridapoly.edu.
Andrew Konalpelsky, University Registrar, akonapelsky@floridapoly.edu, 4-8765
Kevin Calkins, Director of Institutional Research, kcalkins@floridapoly.edu, 4-8545
Nicole Tardiff, Director of Sponsored Programs, ntardiff@floridapoly.edu, 4-8585
Kelly Morgan, Office of Disability Services, kmorgan@floridapoly.edu, 4-8770
Kristin Stokes, Associate Director of Campus Wellness Management, kstokes@floridapoly.edu, 4-8641
Julia Meyers, Associate Director of Student Success and Retention, jmyers@floridapoly.edu, 4-8531

Instructional Development /Instructional & Technical Support
Doug Holton, Director of Teaching and Learning, dholton@floridapoly.edu, 4-8683
Constantine Stefanakos, Inst. Media Engineer, cstefanakos@floridapoly.edu, 4-8881
Indira Sukhraj, Associate Director, Educational Outreach, isukhraj@floridapoly.edu, 863-333-0833
Brennen Cannon, Canvas Support, bcannon@floridapoly.edu, 863-874-8816

Human Resources
Ashley Douberly, Administrative Assistant, douberly@floridapoly.edu, 863-874-8821
DeAnn Doll, Associate Director, ddoll@floridapoly.edu, 863-874-8421, LTB-1140
Gloria Nelson, Compensation & Training Manager, gnelson@floridapoly.edu, 863-874-8402, LTB-1141
Lorraine Pierre-Louis, Coordinator, lpierrelouis@floridapoly.edu, 863-874-8422, LTB-1145
Regina Brown, Employee Relations Specialist, rbrown@floridapoly.edu, 863-874-8736, LTB-1136
Rico Despiau, Coordinator, fdespiau@floridapoly.edu, 863-874-8507, LTB-1144

Technology Services
HelpDesk: helpdesk@floridapoly.edu, 863-874-8888 (on campus 4-8888)
Candis Tate, Interim CIO and Special Projects, ctate@floridapoly.edu, 863-874-8567
Jay Morton, Director, Tech Support Services, jpmorton@floridapoly.edu, 863-874-8880
Marie Desir, HelpDesk Manager, mdesir@floridapoly.edu, 863-874-8742
John Causey, AV Engineer (*Classroom Support*), jcausey@floridapoly.edu, 863-874-8883
JP Bouvier, Computer Specialist-Applications, jpbouvier@floridapoly.edu, 863-874-8698

Appendix 2. Sample Internal Internship Experience Request Form

FLORIDA POLYTECHNIC UNIVERSITY

Internal Internship Experience Request Form

Faculty and staff must complete this form when requesting to sponsor an Internal Internship Experience. This form must be completed for all Internal Internship Experiences and aligns Florida Poly with NC-SARA.

Please note: Student Education Assistant (SEA), Federal Work Study, and/or student worker positions are not considered an Internal Internship Experience and cannot be used for completion of the required IDS 4941 (Professional Experience Internship) internship experience.

Internal Internship Experiences are approved by the Faculty Department Chair or Staff Member's Supervisor and the Provost or designee.

FACULTY/STAFF NAME:

_____

Has a student been tentatively identified for the proposed Internal Internship Experience?

Yes | No
◉   ○

If Yes, NAME OF STUDENT:

_____

Step 1: Description of Proposed Internship

Briefly describe project and expected contribution from student

_____
_____
_____
_____

Step 2: Proposed Internal Internship Experience Learning Objectives

Proposed Learning Outcomes for Internal Internship Experience: (Upon completion of the internship, student will be able to... (align with Bloom's taxonomy)

1._____
_____
_____

4700 RESEARCH WAY
LAKELAND. FL 33805-8531

FLORIDAPOLY.EDU

The form includes additional pages for
- Budget
- Work Plan (weekly hours, deadlines, and deliverables)
- Signatures

Please note, IDS 4941 (Professional Experience Internship) requires the student to complete 100 internship hours.

If the Internal Internship Experience is approved, and the Internal Internship Experience ends (for any reason), the faculty or staff member must close out the Internal Internship Experience by notifying the Provost's Office in writing of the reason for the Internal Internship Experience differed from the Work Plan. If the Internal Internship Experience is part of the IDS 4941 internship hour requirement, the faculty or staff member agrees to help the student locate another internship experience to complete their required internship hours.

Appendix 3. Syllabus Template
08.16.2021

***Note: specific format may be determined by Department or Instructor;
however, the following, at a minimum, must be included on all course syllabi.***

Course Information
- Course Number and Title:
- **Credit Hours:** (if it's lecture/lab, indicate the breakdown (e.g. credits: 3 (2 lecture/1 lab)
- Current Academic Term:

Instructor Information
- Instructor:
- Office:
- **Office Hours**: How and where these will be held
- Ways to Contact You:

Course Details
- Explanation of class delivery mode/meeting times expectations, noting specifically
- Official Catalog Course Description:
  - Course Pre and/or Co-Requisites:
  - **Communication/Computation Skills Requirement (6A-10.030)**: Y/N (see catalog description. Identify course as "Gordon Rule" if you see the following in the description: This course meets communication/writing-intensive requirements (W)).
- Required Texts:
  - **Equipment and Materials**: (e.g. supplies and software)
- **Course Objectives**: Describes what a faculty member will cover in a course, e.g.: To provide a foundation in….
- **Course Learning Outcomes**: Describes what students should know and be able to do upon completion of the course, e.g. students should be able to demonstrate…
- **Alignment with Program Outcomes**: Include alignment with General Education Competency; ABET Student Outcomes; or other professional standard, if applicable, e.g. This course supports General Education competency for scientific reasoning. Program Learning Outcomes and General Education Competencies may be found in the Academic Catalog (http://catalog.floridapoly.edu/). Additionally, outcomes may be aligned with level of difficulty per Bloom's taxonomy (see University's Institutional Effectiveness Manual for Academic programs).

Example SLO Table

Course Learning Outcome	Learning Level (e.g. Bloom's, Anderson/ Krathwohl; Rogers/Hatfield (ABET Assessment Example)	Program Learning Outcome (ABET, GenEd, Other)

Academic Support Resources
(Copy and paste the following)
- **Library**: Students can access the Florida Polytechnic University Library through the University website and Canvas, on and off campus. Students may direct questions to Academic Success Center success@floridapoly.edu or by email, library@floridapoly.edu.
- **ASC**: The Academic Success Center, located in the IST and at ASC East, provides a range of services. Students may direct questions to success@floridapoly.edu.

<div align="center">

Course Policies

</div>

Attendance
The language provided here is suggested and not required. Each department and instructor should make adjustments as appropriate.

- Students in **face-to-face (this includes labs and C-courses)** courses are expected "to attend all of their scheduled University classes and to satisfy all academic objectives as defined by the instructor" (University Policy, FPU-5.0010AP).
  [**INSERT** YOUR POLICY HERE—see *Appendix 3.1* below.]
  [Also, **INSERT**: Exceptions to any attendance requirements may be made on a case-by-case basis.]

Students Feeling Sick
Copy and paste this text-block immediately before or after your attendance policy.

> **I am a student; what should I do if I think I may have COVID-19?**
> Students who are showing symptoms or who have been exposed to COVID-19 are expected to stay in their residences (at home or in their dorm rooms) and immediately notify the FL Poly CARE manager at care@floridapoly.edu. The CARE Manager will work with each student to triage their individual situation and the CARE Manager will notify faculty of students who are not attending courses due to COVID-19 symptoms.

Late Work/Make-up work
Instructor or department policy on late/make-up work should be consistent with attendance policy and include some *case-by-case caveat* as well.

Grading Scale
Include the grading scale that will be used in the course. (See also University Grading Policy).

Assignment/Evaluation Methods
The syllabus should include details about how the student will be evaluated include types of assignments – exams, quizzes, papers, projects, and relative percentage of course grade for each.

University Policies
(Copy and Paste this section into all syllabi)

Basic rules for in the classroom, IST, and Campus
1. We highly recommend, until further notice, that you wear your face-covering during class and throughout the building at all times.
2. Absolutely **no eating or drinking** during class.

Reasonable Accommodations

Florida Polytechnic University is committed to assisting students with disabilities and offering reasonable accommodations to those with documented eligibility. The Office of Disability Services (ODS) coordinates accommodations for students with disabilities in accordance with the ADA Amendments Act of 2008 (ADAAA), the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973. Reasonable accommodations are determined on an individual basis through an interactive process between you, ODS, and your instructor(s). If you have already registered with ODS, please ensure that you have requested an accommodation letter for this course and communicate with your instructor about your approved accommodations at your earliest convenience. If you are not registered with ODS but believe you have a temporary health condition or permanent disability requiring an accommodation, please contact ODS as soon as possible.

The Office of Disability Services (ODS):
DisabilityServices@floridapoly.edu
(863)874-8770
ASC East building
ODS website: www.floridapoly.edu > Student Affairs > Health Wellness > Disability Services

Accommodations for Religious Observances, Practices and Beliefs

The University will reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of examinations and work assignments. (See University Policy.)

Title IX

Florida Polytechnic University is committed to ensuring a safe, productive learning environment on our campus that prohibits sex discrimination and sexual misconduct, including sexual harassment, sexual assault, dating violence, domestic violence and stalking. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to your professor, but your professors have an obligation to report the incident to the Title IX Coordinator. It is an educational goal that you feel able to share information related to your life experiences in classroom discussions and in one-on-one meetings. However, it is requirement for university employees to share information with the Title IX Coordinator regarding disclosure. However, please know that your information will be kept private to the greatest extent possible. You will not be required to share your experience. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Florida Polytechnic University Ombuds Office, BayCare's Student Assistance Program, 1-800-878-5470 and locally within the community at Peace River Center, 863-413-2707 (24-hour hotline) or 863-413-2708 to schedule an appointment.

Academic Integrity

All students must commit to the highest ethical standards in completion of all academic pursuits and endeavors, whether in classroom or online environments: Academic Integrity.

Student Record of Lectures

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use.

Recordings may not be used as a substitute for class participation or class attendance. Recordings may not be published or shared in any way, either intentionally or accidently, without the written consent of the faculty member. Failure to adhere to these requirements is a violation of state law (subject to civil penalty) and the student code of conduct (subject to disciplinary action).

*Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), and invited guest speakers **is prohibited**.*

Further clarification may be found on the University website.

Course Schedule
- Include a week-by-week, class-by-class schedule of activities, assignments, and so forth.

Appendix 4. Academic Integrity Sanctioning Guidelines

Regulation Reference: FPU-5.005 Academic Integrity

Sanctioning Guidelines for Violations of Academic Integrity will be published annually in the Student Handbook.

The guidelines included here cover academic sanctions, which are within the purview of faculty to assign when it concerns issues of academic integrity. Faculty must consider a range of factors when it comes to issuing sanctions including the severity of the infraction, the conditions surrounding the student and/or their infraction, as well as the level of the student: a freshman and a graduate student ought to be held to different standards, for example.

The following definitions and guidelines were originally developed by Behrend College and adapted by Penn State University. These guidelines assume that it is the student's first offense, which is the assumption that all faculty should make when assigning a sanction. As this policy notes, it is up to the process to determine if it is a subsequent infraction and reassign sanctions as appropriate.

Levels of Offense
- MINOR OFFENSES: In general, minor offenses involve errors in judgment without a clear intent by the student to violate academic integrity.
- MODERATE OFFENSES: In general, moderate offenses are unpremeditated dishonest acts that directly affect only one student.
- MAJOR OFFENSES: In general, major offenses are premeditated dishonest acts or dishonest acts that directly affect the grade of other students.
- Sanctioning Guidelines

Violation	Considerations	Offense: Academic Sanction Range
Copying: examples include a student looking at another student's work during an exam, a student copying an assignment from another student, students exchanging color-coded exams for the purpose of copying.	In determining severity, consider the weight of the exam or the assignment as related to total percentage of course grade, the frequency of copied answers or amount of copied material, whether or not it was premeditated or spontaneous, and any other significant factors.	**Minor**: Reduced exam or assignment grade to 0 for assignment or exam **Moderate**: 0 for assignment or exam to reduced course grade **Major**: F for course
Submitting Another Person's Work As Your Own or Submitting Another Person's Work Without Proper Citation: for example, a student submits work created by another person as his/her own; a student presents information indicating it is not the student's own work but fails to properly cite the source. These are commonly referred to as plagiarism.	In determining severity, consider the weight of the assignment as related to the total percentage of course grade, whether or not the fabrication or plagiarism was a substantive portion of the assignment, and attempt to determine whether this was a clear case of intentional dishonesty or careless scholarship.	**Minor**: Redo the assignment with reduction in grade to 0 for assignment with or without redo of assignment **Moderate**: Reduction in final course grade in addition to 0 for assignment **Major**: F for course
Unauthorized Test Possession, Purchase, or Supplying: for example, when a student possesses an exam without the instructor's permission; a student purchases or steals an exam; a student fails to return an exam which was requested to be returned; a student	With rare exception, this form of misconduct is premeditated and deceptive with the intent to defraud. The manner in which the exam was obtained is critical in determining appropriate action. A student may access old exams and not be aware viewing the exam is a violation. In other instances, a student	**Minor**: 0 for exam **Moderate**: Reduction in course grade to F for course **Major**: F for course

Violation	Considerations	Offense: Academic Sanction Range
makes a copy of an exam; or sells an exam.	may have stolen an exam or is found in possession of an exam knowing it is not permitted.	
Ghosting: for example, a student takes a quiz or exam or completes an exercise or assignment on behalf of another student; NOTE: it is possible that students involved in such violations may not be enrolled in the instructor's class and there is not an option to assign an academic sanction. In such instances the instructor should notify the Office of Student Conduct or Student Conduct Designee.	Although this form of misconduct is inherently premeditated and deceptive, severity should be assessed based on the percentage of course grade the violation entails. Faculty may also consider the nature of the deception - for example, signing in for another student in order to gain class participation points vs. having another student complete an assignment or take an exam for a student	**Minor** (primarily used when ghosting was for participation points or in-class low credit assignment): 0 for participation points; 0 for assignment to reduced grade for course participation credit. **Moderate**: 0 for quiz or exam and reduction in course grade **Major**: F for course
Altering Exams or Assignments: for example, a student changes incorrect answers and requests a favorable grade adjustment when instructor returns graded assignments/exams for review; a student changes the letter and/or numerical grade on an exam/assignment after the instructor has assigned the final grade.	This form of misconduct is deceptive with the intent to defraud and may also affect the credibility of an instructor. Consideration should be given to whether the act was premeditated or spontaneously committed out of panic. In determining severity, consider the extent to which the exam or assignment was altered, the weight of the exam as related to total percentage of course grade, and other significant factors.	**Minor**: 0 for exam or assignment **Moderate**: Reduced course grade to F in course **Major**: F for course
Improper Use of Technology: for example, a student possesses and/or uses a cell phone when one is not permitted; a student uses software or electronic aides such as calculators, computers, handheld devices, etc. when not permitted by the instructor.	When sanctioning, consider if the technology was used for misconduct. Also consider whether the misconduct was premeditated, the impact it potentially had on student's course grade, and the level of dishonest activity in which the student engaged.	**Minor**: Warning to Reduction in assignment or exam grade Note: When students possess an unauthorized electronic device but there appears no evidence of intended use, a faculty may issue a warning and not reduce the student's course grade **Moderate**: Reduced course grade **Major**: F for course
Facilitating Academic Dishonesty by Others: for example, a student permits another student to copy an exam or assignment; a student provides a completed assignment to another student and allows the student to submit it as his or her own; a student writes another student's paper or completes another student's assignment and then provides it to the student so they may receive credit; a student shares information about an exam with another student who has not taken the exam. NOTE: it is possible that students involved in such violations may not be enrolled in an instructor's class and the instructor may not have the option to assign an academic sanction. In such instances the instructor should notify	For students who are enrolled in the class, consider the impact their actions had on the grade of the student they were assisting in measuring the severity of the violation.	**Minor**: Reduced assignment grade for what the student submitted **Moderate**: 0 for assignment student submitted **Major**: Reduced grade in course

Violation	Considerations	Offense: Academic Sanction Range
the Office of Student Conduct or Student Conduct Designee.		
Submitting Work Previously Used Without Permission: for example, a student submits work completed previously for another course or assignment without the instructor's permission. *This violation assumes that the work submitted is the student's own work, submitted on more than one previous occasion.	Students appear to be less informed regarding this form of academic dishonesty, and in some cases, you may find that this breach occurs to some degree in an inadvertent manner as compared to other forms of academic dishonesty.	**Minor**: Warning and Redo assignment to Redo Assignment and reduced grade for assignment **Moderate**: Redo assignment with reduced grade to 0 for assignment **Major**: 0 for assignment to F in the course
Unauthorized Collaboration: for example, working with another student on an assignment or exam.	When sanctioning, consider whether or not the misconduct was premeditated, the impact it potentially had on the student's course grade, and the level of dishonest activity in which the student engaged. Faculty may wish to consider a more serious sanction when students were explicitly instructed not to collaborate	**Minor**: Redo assignment. Reduced assignment or exam grade **Moderate**: 0 for assignment or exam **Major**: 0 for assignment or exam and reduction in course grade
Unauthorized Use of Study Aids: for example, using or possessing crib sheets; pre-programming an electronic device to provide solutions; using notes, texts, etc. without the permission of the instructor.	When sanctioning, consider whether or not the misconduct was premeditated, the impact it potentially had on student's course grade, and the level of dishonest activity in which the student engaged.	**Minor**: Reduced exam grade if determined use is limited to failure of exam **Moderate**: Failure of exam to reduced course grade **Major**: F for course

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