



ACADEMIC AFFAIRS

**FLORIDA POLYTECHNIC
UNIVERSITY**

Guidelines for Faculty & Departments

Office of the Provost

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Contents

Prefatory Note	5
Absences—Faculty	6
Academic Integrity Violations	6
Process for Reporting Violations.....	7
Academic Program Coordination.....	8
Academic Review and Student Progression	9
Terms	9
Satisfactory Academic Progress.....	9
Academic Standing.....	9
Academic Probation.....	10
Academic Suspension	10
Types of Academic Jeopardy.....	11
Accommodations—Faculty	12
Accommodations—Students	12
Testing Accommodations.....	13
Attendance—Students.....	13
Student Absences for University-Sponsored Activities.....	14
Canvas Minimum Requirements.....	14
Minimum standards.....	14
Course Coordinators	15
Academic Early Alert Reporting Process.....	16
Examinations.....	17
Common Examinations	17
For Faculty.....	17
Final Exams.....	18
Final Examination Conflicts.....	18
Maximum Number of Examinations in a Single Day.....	18
Students with Accommodations.....	18
Take-Home Exams.....	19
Faculty Credentialing	19
Faculty Recruiting and Hiring Guidelines	19
Florida Poly Hiring Procedures.....	20
FERPA.....	24
General Practices to Keep in Mind.....	25
FERPA Release for class recordings.....	25
Posting Grades	26
How to Post Grades (other than CAMS or Canvas Grades)	26
Records Access by University Personnel.....	26
Florida Poly PLS.....	27
Freshman Council.....	27
Membership.....	27
Rationale	28
Scope and function	28
Freshman Courses – Guidelines for Design	29
Graduate Student Support.....	30

HB 233 Guidance – Student’s Right to Record (08.08.2021)	31
Syllabus Statement.....	31
Prefatory Language and Definitions.....	31
Frequently Asked Questions: House Bill 233 and Student Recordings.....	32
Independent Study Courses.....	34
Required Steps to Develop the Independent Study Course	34
Independent Study Proposal Memo	34
Independent Study Course Syllabus	35
Library Collections.....	35
Office Hours	35
Outside Employment: Other Teaching	35
Professional Development Funds for Faculty	36
Guidelines for use	36
Professional Experience Internship (IDS 4941) & Faculty Role.....	37
Providing Student Feedback	38
Public Records & Records Retention	38
Applicability	38
Meetings	38
Open Meeting Requirements	39
Voting.....	39
Public Participation	39
Public Records Law.....	39
Public Record Definition	39
Statutory Exemptions	39
Public Records Request.....	40
Record Retention Requirements	40
Shelter-In-Place (Active Shooter).....	41
Student Academic Advising.....	41
Students in the First Two Academic Semesters.....	41
Students Post First Two Semesters at Florida Poly	42
Registrar/SSC/Faculty.....	44
Registering-Advising-Mentoring Division of Duties	44
Registered Student Organizations	47
Student Workers	47
Peer Learning Strategists	48
Student Educational Assistants (SEAs).....	48
Other Specific Functions	48
Student Worker Rules	49
Student Progression.....	49
Substantive Change Compliance.....	49
Syllabus Standards and Review.....	49
Syllabus – 45 Days (see also “Textbooks” below).....	50
Textbooks & Course Materials.....	51
Florida Requirement	51
Procedure.....	51
University Sponsored Undergraduate Research.....	51
Appendix 1. Important Contacts.....	53
Appendix 2. Sample Internal Internship Experience Request Form	54

Appendix 3. Syllabus Template 55
Appendix 4. Academic Integrity Sanctioning Guidelines 59

Prefatory Note

This is the first update to this document since 2021. Notably, a lot has changed, mostly in the form of Covid-19 guidelines. There are, however, updates and edits to nearly every section. Substantive changes include the addition of the section “Freshman Council,” and “Syllabus – 45 Days.” Substantive changes have also been made to the section on Academic Integrity and some clarifications added to “Student Workers.” Faculty and Staff are encouraged to review, at least briefly, the contents of the document and sections of interest to them. A great many of the questions the Provost’s Office gets asked are answered in these Guidelines.

Absences—Faculty

Faculty members are full time employees and are expected to hold all class meetings consistent with the registrar-established course schedule, maintain office hours in person (explicitly not remotely) on a minimum of three days per week, 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. In general university business is done in person including all committee and department meetings. Office hours must be listed in the syllabus and posted on a faculty members door.

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. For planned absences, faculty must have prior approval from their Department Chair before missing classes or missing other scheduled duties, and for planned absences, the faculty member is responsible for finding a substitute faculty member for the class. For unplanned absences due to sickness or emergency, notification should be made to the Department Chair and course coordinator (if it is a “coordinated course,” i.e. multiple sections of one course). Faculty members are expected to forecast their own work attendance issues that may arise and proactively to put a solution in place for unplanned absences; it is not a department chair duty to find a substitute for a faculty member that has an attendance issue. In general, only in rare circumstances should a faculty member provide short, same day notice of a class delivery issue. Cancelling classes due to faculty absence is done as a last resort only, and the department chair must be notified of the cancellation.

When a faculty member must miss an occasional class (e.g. for professional meetings, health reasons, religious observances, etc.) he or she is expected to arrange for a substitute lecturer or in occasional instances 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 the change is appropriately managed for all students.

Faculty who hold 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 and other obligations are covered appropriately.

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.)
- 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. Similarly using calculators that are not allowed or using cellphones to acquire information during an examination is an active form of cheating.
- Sharing attendance codes or in other ways facilitating misrepresentation of attendance. Students that facilitate misrepresentation of attendance are in violation of the academic integrity policy since they are providing students with the means to falsely claim attendance.

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. Resources for Academic Integrity violations may be found here: <https://floridapoly.edu/vp-of-academic-affairs/resources.php>

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.
- The student has three (3) days from the date of your meeting to sign the form.
- 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 use the sanctioning guidelines included at <https://floridapoly.edu/vp-of-academic-affairs/resources.php>.
Academic Integrity Sanctions

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.

Academic Program Coordination

Academic Degree programs are managed by Academic Departments, where the academic department sets the curriculum for the degree by working with the Undergraduate Curriculum Committee. Further the department is responsible for producing a course offering schedule, and supporting that schedule with faculty in courses, that allows students to progress in their degree program and for offering enough "seats" for students that need the course in order to progress. Students for their part must take academic advice that is offered and cannot demand that courses be offered in an "off-cycle" manner.

Academic Departments are also responsible for delivering "service" courses that may serve students other than those in their own degree program. These courses must be delivered with the same quality as those in the degree program and must be provided in a manner consistent with the offering schedule for other degrees. Conflicts over course offering schedules for courses that effect other departments are first discussed in Undergraduate Curriculum Committee and then if necessary by the Provost. A department does not have the authority to stop offering a course that supports another degree program without providing an appropriate alternative for the effected department.

In some cases, a jointly managed degree program is appropriate where the faculty necessary to offer a degree reside in more than one department. In this case, the degree program will be managed by both departments, with one chair taking the lead in management at the direction of the provost. The two department chairs must meet with, and report to, the provost multiple times a semester to assure smooth management across the departments. In addition, the faculty that support the degree must be specifically listed and approved by the provost, with the justification for inclusion of a faculty member being provided typically by the courses taught by the faculty member.

Coordination of degrees for a department (both wholly managed or jointly managed) is a core responsibility of the department chair. The department chair may choose to work with a faculty committee, or a select set of experts to help manage the degree(s), regardless, the final authority and responsibility lies with the chair.

Departments may choose to coordinate a degree program by ensuring that a curriculum and assessment committee (or similar) is formally tasked with the responsibilities of coordination, with this committee reporting to the Department Chair. However, in all cases, all committees in a department report to the department chair.

Curriculum and assessment for shared degree programs must be coordinated with a curriculum and assessment committee that is staffed with appropriate representatives from each department. Faculty on this committee are named, due to their subject matter expertise, by the Department Chairs, with approval from the Provost or his/her designee. The committee will maintain the curriculum, make

recommendations for curriculum change, and formally provide other recommendations for the effective delivery and quality of the program.

Department Chairs hold signature authority for course substitutions and pre-requisite waivers. Faculty are responsible to not provide mixed or false information to students regarding course substitutions and pre-requisite waivers by indicating that a substitution or pre-requisite waiver will be signed.

Academic Review and Student Progression

Florida Poly takes seriously student success and critical to that is ensuring that students sufficiently progress toward degree completion. There are several policies and procedures to address the importance of academic progress. (See also FPU-5.0074AP – Undergraduate Academic Progress & Standing.)

Terms

Satisfactory Academic Progress

[FPU 5.0074AP](#) (Undergraduate Academic Progress & Standing) provides the definitions of satisfactory academic progress as well as defining mechanisms for issuing academic warnings, and probations and suspensions. All students must demonstrate satisfactory academic progress (SAP) for retention and continued enrollment.

Federal regulations require students who are receiving Title IV funds to maintain SAP based on three standards (as defined in [FPU-500742AP](#)): 1) Students must keep a 2.0 cumulative GPA each term; 2) successfully complete (pass) 67% of all courses attempted; and 3) earn their degree within 150% of the required number of credit hours needed to graduate.

Students that fall into one or more of the following categories are determined to **not** be making appropriate SAP (as defined in FPU-5.0074AP):

- Failing to meet a 67% completion rate in a semester
- Failing to attempt and complete courses needed in the student's degree program in a manner consistent with the advice given,
- Failure or withdrawal from an individual course three times
- Failure or withdrawal from any five courses while a student at Florida Poly

Academic Standing

[FPU-5.0074AP](#) (Undergraduate Academic Progress & Standing) governs academic standing which is tied to the student's grade point average. Students with a cumulative and semester GPA ≥ 2.0 are considered in good standing. To graduate, students must earn a minimum of 120 semester hours with an institutional cumulative GPA of ≥ 2.0 in all coursework attempted at Florida Poly.

Academic Probation

Students who fall below good standing are placed on academic probation.

Students may be placed on probation if they:

- fail to meet the completion ratio of 67% in a semester, or,
- fail to attempt and complete courses that are needed in their degree program in a manner consistent with the advice given.

The student on probation will not be allowed to register for more than 12.0 hours without the approval of an advisor in any subsequent semester until reinstated to good standing. A student on academic probation shall be placed on good standing at the end of the first subsequent fall or spring semester in which the student achieves a semester and cumulative GPA equal to or greater than 2.0.

Academic Suspension

A student on Academic Probation for two cumulative semesters will be suspended unless their semester GPA continues positively toward raising their cumulative GPA. In these cases, the student will be required to meet with the Academic Review Board for review.. In addition, a student on Academic Probation who withdraws from all courses in the immediate subsequent semester shall be placed on Academic suspension.

Students must meet with the Academic Progress and Retention Committee if they:

- fail or withdraw from an individual course three times or more to determine if they are placed on probation or suspended, or
- fail or withdraw from any five courses to determine if they are placed on probation or suspended.

As a practice, the Academic Progress & Standing Committee evaluates students who have either attempted and not passed a single course three times and/or who have failed or withdrawn from any five courses to determine if they are positioned to continue in their degree program. Students who are determined to be off track may be advised to change to a program where they may find more success, or they may be placed on Academic Suspension.

The Academic Progress and Retention Committee, defined in the committee section of the [Faculty Handbook](#), is positioned to support and encourage satisfactory student progress. This Committee leads three key processes:

- 1) The Academic Review Board (ARB). The ARB is comprised of faculty and staff with the goal of establishing corrective measures for students to follow in order to position students for academic success. This process is focused on students in their first semester at Florida Poly where their performance is so poor that they should question their future success at the university.
- 2) The readmission process which reviews and guides students who have had a period of absence from Florida Poly due to suspension or withdrawal.

3) Cases where students may be suspended due to poor academic performance such as failure to progress in their degree program or accumulating too many withdrawals as defined by policy [FPU-5.0103AP](#) (Undergraduate Withdrawals).

Students on suspension for the first time are not eligible to enroll for the following spring or fall semester. Students on suspension for the second time are not eligible to enroll for at least one year. A third academic suspension is considered terminal and cannot be appealed and the student may not reapply to Florida Polytechnic University.

Types of Academic Jeopardy

For Federal financial aid purposes, students must meet a completion ratio of 67%, meaning they need to complete two out of every three classes attempted. The University, however, holds students to a higher standard. Students are recommended for suspension under the following conditions:

1. They fail or withdraw from a single course three times.
2. They fail or withdraw from any five courses.

In both cases, the student is required to meet with the Readmission Committee, which typically will choose to suspend the student.

Students must also maintain a 2.0 GPA or better. This is both cumulative and per-term. Once their GPA—semester or cumulative—falls below a 2.0, that student is placed on probation. In the subsequent semester, the student must earn a 2.0 or better on their term GPA (and continue to do so until both term and cumulative GPA are 2.0 or above) or they will be suspended. Students that earn a 2.0 term GPA while on probation but have a completion ratio of 67% or less are subject to review, and may be suspended. Students wishing to return from suspension must file reapplication paperwork and meet with the readmission committee. Students are also required to retake failed courses in the subsequent semester and grade forgiveness, if available may be applied either by student election or administrative action.

A summary of the consequences for different circumstances is provided below.

- Students in their first semester on campus that are placed on Academic Probation must submit materials to the Academic Review Board (ARB) and adhere to the guidance provided by the ARB. The ARB may in certain cases recommend suspension for the student.
- Students in their first year that are on probation for a second semester and have a second semester GPA that is below a 2.0 and/or a completion ratio less than 67%. Students in this category are normally suspended. In rare instances, where there is significant academic progress that has been demonstrated, the readmission committee may choose to let the student stay for an additional semester, noting that the third semester requires demonstration of a term GPA greater than 2.0 and completion ratio greater than 67%.
- Students in their first year that receive one or more “F’s” or “W’s” in the fall semester must submit materials to the ARB and adhere to the guidance provided.
- Students that meet the maximum number of “W’s” for a course (3) or total (5) must meet with the readmission committee and are typically suspended.
- Students that are on probation for a second semester. These students are normally suspended; in instances where the semester GPA is above a 2.0 with a completion ratio of

67% or greater the readmission committee may choose to allow the student to register for an additional semester but remain on probation.

- Students that at the conclusion of their third semester (or more) that have not acquired credit for: Career Design or approved substitute, Concept and Methods, Calculus I, Chemistry I or Physics I, and FLAME must meet with the readmission committee, noting that lack of completion of these courses is a strong indication of lack of academic progress.
- Students in their third to sixth semester that fail or withdraw from two or more courses must meet with the student success center and receive an approved schedule. Failure to adhere to the schedule provided is grounds for suspension, noting that it indicates a choice to not make appropriate academic progress.

Accommodations—Faculty

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

Accommodations—Students

Students requiring a learning environment accommodation follow this 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
Figure 1
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

In cases where a student has an accommodation related to testing, the following procedures are in place:

- Students must schedule their exams at least 48 hours in advance.
- Tests are due to the testing center a minimum of 12 hours before the scheduled exam time.
- Students are expected to test during the same time the exam is given to the rest of the class, unless there is a conflict with an instructor approved later exam time, where the exam is expected to be a make-up exam.
- 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 the 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, the faculty member can decline the invitation or respond with questions. The calendar invite is the opportunity for the testing center to receive feedback from the faculty.
- 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 pick the exam up at the SSC East to pick up. Exams will be stored for 30 days.

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.

Attendance—Students

All faculty are required to take attendance in all of their classes during the first week of the semester. This is so the University can report accurately student attendance for federal financial aid purposes. Given the small class sizes that are present, faculty are encouraged to actively take roll; this does promote a small connection between faculty and students where a faculty member becomes familiar with the names of the students in the class. Faculty that use A+ attendance or equivalent, must be aware that students providing the codes to each other to acquire for attendance without attending is an act of academic dishonesty. Faculty that note a difference in actual attendance and reported attendance are expected to pursue appropriate remedies so that they are not condoning academic dishonesty.

Keeping attendance is required for courses in the STEM Core. This includes Calculus 1 and 2, Chemistry 1, Physics 1, Introduction to Computation and Programming, and FLAME (Foundational Lessons in Applications of Mathematics). Precalculus is also included in this group.

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 their Department Chair and the University Registrar.

Tracking attendance is important, equally important is following up on frequent absences for specific students. For students who miss class twice in a row, faculty are strongly encouraged to send them a quick email and copy the Student Success Center (success@floridapoly.edu). Something as simple as “Hey, I missed you in class today. Please plan on attending 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 Student Success Center will follow-up with these students to get them back on track.

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. In order to acquire an “excused absence” students must be in good academic standing and also must be passing the class (based on syllabus weighted homework and other assessments) that they will miss. The university will work to define what activities will be “excused absence” noting that in general, first year students (FTIC and transfer) should not receive an excused absence.

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 to ensure certain common experiences across all classes. Faculty are required to meet the following minimum standards in terms of Canvas useage for the courses that they teach.

Minimum standards

1. Publish the course by 1st day of classes on academic calendar
 - a. This means that you must have chosen an organizational template for your course in Canvas. See Brennen Cannon, our Instructional Designer, for more information (bcannon@floridapoly.edu).
2. Publish the course syllabus in Canvas by 1st day of scheduled delivery or upon department approval.
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. Make note in the syllabus that the official grades are listed in CAMS.
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 multi-section courses, to ensure that the course appropriately addresses the learning outcomes, and to ensure 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 sections, 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 are used by ABET programs, must have a consistent course coordinator in place.

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. The work delivered must be useable in the course. The course coordinator ensures that examinations and*

examination preparation are delivered so 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 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.

Academic Early Alert Reporting Process

The Academic Early Alert reporting process is a collaborative, confidential, preventative action between faculty and the Student Success Center to assist with students' overall academic success.

In the event of concerning academic performance or behavior in a student, the Academic Early Alert System (Maxient) is utilized by faculty to notify the Student Success Center of a student who is at-risk. Once an Academic Early Alert Report is submitted, it is assigned a case number and forwarded to the student's Academic Success Coach. The Academic Success Coach then attempts to contact the student to arrange a meeting.

Faculty are encouraged to submit an Academic Early Alert under the following conditions:

- Struggling with academics
- Noticeable change in behavior or appearance
- Excessive absences or tardiness

It is recommended that the faculty member reach out to their student to discuss their concern(s) 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 [Academic Early Alert System](#).

When a report is received, an initial email is sent by the student's Academic Success Coach to the student within 24 hours (or next business day if the Academic Early Alert is received over the weekend) requesting a meeting. If the student does not reply to the email from the Academic Success Coach within 48 hours, the Academic Success Coach will attempt to call the student at the number(s) on file for the student. If the student is unresponsive to email and phone call attempts, the student may receive a text message or letter sent to their home or residence hall.

When contact is made, a meeting between the student and their Academic Success Coach is scheduled. During the meeting, the Academic Success Coach will discuss the concern(s) raised by the reporting faculty member and formulate solutions to improve their academic performance. This plan is shared with the student and documented in the Academic Early Alert System.

The Academic Success Coach will then, if requested, send an email to the reporting faculty member 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 to all students for multiple section courses. These exams provide greater consistency in learning outcomes across the multiple sections and 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 are difficult to manage.
- 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 SSC 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 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 SSC may provide some help, but the SSC 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 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 SSC to deliver the exam ideally at the same time as the common exam. When the SSC delivers a common exam after the normal common exam is delivered, the exam will typically be a similar in difficulty, but not an 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's 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 best educational 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 Credentialing

The University must ensure that the faculty assigned as instructors of record for any course section are appropriately qualified and credentialed in the field they are teaching. University Policy, [FPU-5.0002AP](#), outlines the specific guidelines and parameters for exceptions to the policy. All Department Chairs must be familiar with the policy and complete a faculty credentialing form when hiring new faculty, regardless of status (full-time/part-time) or rank.

This form along with a copy of a transcript from the candidates' highest degree earned, must be completed by the Department Chair, and submitted to the Provost's Office for review by the Vice Provost of Academic Affairs. Should additional justification be required, the VPAA will require the department to provide a rationale.

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. Hiring targets are set by the teaching needs of the department; justification for a new hire cannot be on the sole basis of faculty loss.
2. Department Chairs and their respective programs develop ads; in many cases, the search committee will provide input on the ad. For a particular hiring season, the Provost’s office will provide common language for much of the advertisement.
3. Provost’s office staff facilitates posting of the ad; the academic department must proactively consider how and where to advertise, and also consider outreach to colleagues and institutions directly. Active recruiting is more effective at finding candidates than a simple ad placed on a website or in the back of a trade magazine.
4. Hiring Authority: in all cases, the hiring authority is the Provost. The provost may choose to use a department chair to manage the search indirectly (committee chair provides a recommendation to him/her) or directly (department chair leads the committee). Regardless, final authority to hire, and terms and conditions of hiring are the responsibility of the Provost.
5. Search Committees: Typically, a search process uses a search committee to evaluate candidates and manage the onsite visit for a candidate.
 - a. The search committee can be chaired by the department chair, with provost approval the committee can be chaired by an individual within the department, or the provost or his/her designee can chair the committee.
 - b. Committees must be formally approved by the provost or his/her designee.
 - i. Typically, an out of department representative will be on the Committee, and the Committee should include individuals of different academic backgrounds/expertise. The department chair and provost will work to have committees that think broadly and carefully as they evaluate candidate pools.
 - ii. Committees typically will consist of 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 permitted).
 - iii. Search committees must include input from outside of the program. For individuals that are outside of the department and that are asked to serve on the committee, the Department Chair for the faculty member should be copied on the request to the faculty member. Provost office staff will provide a faculty service matrix list to department chairs to avoid undue overload on any one faculty member.
6. If desired, the Provost’s 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.

7. 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.

8. Evaluation of candidates.
 - a. Before search materials are released to the committees, the committee must discuss and agree on scoring methodology.
 - b. **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 discussion provides an efficient and fair selection process.
 - c. Before meeting to select potential candidates for further consideration, Human Resources reminds the committee of the basic “rules” regarding searches. This is a “charge” meeting where committee members are reminded of the type of candidate that is sought and also of the search requirements that must be maintained.
 - d. Due to sunshine law requirements, all meetings to discuss potential candidates and all interviews (short interview and on campus interview) must be publicly noticed at least 7 days in advance.
 - e. 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.
 - iii. 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.

- iv. **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.
Adhere to 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. When the search concludes, the search records should be submitted to HR for archiving.
Encourage an open, professional airing of ideas and opinions by all committee members on the qualifications of the candidates.
9. If more applications come in, the evaluation steps may be repeated for all applicants that have come in up to a specified date.
10. Details for evaluating applicants and producing an interview list:
- a. Moving to a "virtual video interview" 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 basic communication skills.
 - ii. The committee recommends candidates for virtual video interview which 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, access to the candidate's application materials must be provided. A list of "backup" individuals that may warrant further consideration may be reserved for a later date.
 - iii. The virtual video interview: Purpose is to verify verbal communication skills and 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 the meetings.
 - 3. The committee must agree on the core questions to be used in the interview as determined from agreed upon criteria and these questions must be used consistently across all candidates.
 - 4. Pre-determine the order in which the interviewers will ask questions.
 - b. Moving to a "short" list. The committee considers virtual video interview results and recommends a "short" list (if appropriate, a committee may choose to not move any candidates forward). This recommendation must be based on input from all members of the committee (noting that unanimous recommendation is not required). The chair formalizes recommendations for the short list in a memo. This memo should include:
 - i. A summary assessment of the recommended candidates, this can be very short.
 - ii. Copy of search committee questions and criteria.
 - iii. Links to Vita or dossier for each candidate listed in the approval to interview request.

- c. The On Campus Interview. Department Chair and Provost consider the short list and either accept, or if not, work with committee on getting to a short list.
 - i. Candidates that are of no further interest are sent a polite and concise declination letter.
 - ii. The search committee may, if it chooses, hold a secondary list of candidates for further consideration.
 - iii. The committee is responsible for orchestrating the interview and a committee member should be designated as the host.
 - iv. Interviews should involve faculty, staff, and students. Specific individuals that must be involved in hiring include:
 - 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 of time for these should be managed by the committee.
 - v. Department chairs are responsible for “setting the tone” of the interview. Overly aggressive questioning of a candidate or rude behavior from faculty toward a candidate is inappropriate. The university is recruiting these individuals and must remember that this is more than an evaluation visit, it is a visit where potential faculty will choose if they will move their career to Florida poly.
 - 1. Departments that have “poor engagement” with candidates must identify strategies to involve their faculty in recruiting.
 - vi. The committee is charged with collecting information, considering their in-depth interactions with candidates, and carefully considering the inputs from their faculty colleagues.
 - vii. 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.
 - viii. 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. Recommendations are not provided on the basis of committee voting, recommendations rather provide strengths and weaknesses for the candidates.
- d. Recommendation for hire
 - i. The Department Chair and the Provost will consider the search committee result and if appropriate, designate a candidate as a potential hire.
 - ii. The search committee or department chair 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.

- iii. 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?***”
- iv. 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.
- v. The Provost or his/her designee will consider the recommendation and if appropriate, provide the parameters for the offer of the position to the Department Chair. The department chair is responsible for communicating the offer to the candidate. Only when a verbal agreement is reached will a formal letter of offer be provided.

11. Closing the Search

- a. When the search closes the search chair will provide to Human Resources the following:
 - i. Copies of the ad 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

Should a faculty member wish to record their class sessions, they must obtain release permission from the students. The easiest way to do this is create this release as a Canvas Assignment.

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.

Florida Poly PLS

Peer Learning Strategists are the students that provide academic help to students in freshman and identified foundational sophomore classes.

The PLS program has become a strong part of the academic success toolkit and student experience here at Florida Poly, most notably with services in support of the STEM Core (in AY 2023-24, services were expanded to support critical sophomore year courses). The path to the PLS construct has been a bit “random;” with two competing elements at play:

- Student academic help for coursework **must** be strongly tied to the academic units in order for it to be relevant and useful.
- Management of, and effective guidance for, the students that are the Peer Learning Strategists requires a mix of academic expertise from both faculty and PLS students themselves with respect to the subject matter, administrative work to hire and schedule PLSs in the Teaching and Learning Center and combined academic and administrative support for training sessions, and supervision of the PLS student team to assure quality in the service they provide.

To date, we have done this in an ad hoc manner. Starting with summer 2024, we have formalized the management of the PLS program based in the Teaching and Learning Center (TLC) under an academic faculty member, noting the following requirements. The requirements are:

- The individual will set up communication pathways with the academic departments that are supported, so that appropriate academic assistance and student support is provided.
- The individual will share the management plan for PLS with the Freshman Council.
- The individual will receive administrative support for the PLS program from a combination of AA admin support and other administrative sources that are available in AA.
- The budget for the PLS students will move from student success to the department budget aligned with the PLS faculty leader.

The PLS faculty leader will be Tracy Olin.

Freshman Council

The Freshman Council is charged with broad oversight responsibility to collaboratively work across departmental lines to improve academic outcomes with a focus on foundational core STEM courses (listed below), and more generally, to positively impact academic success across the entire first-year experience. The committee will also provide explicit guidance for advising incoming and freshmen students, as well as monitoring the effectiveness of freshman-focused academic support programs and efforts.

Membership

Managing Membership

Applied Mathematics Department Chair (Council Chair)
Mechanical and Environmental Engineering Chair.

Contributing Membership

The additional council members represent the departments that have courses under the purview of the council and are appointed by Provost in consultation with the council leadership and the contributing

Department Chair. Additional faculty (such as course coordinators) may be used as a resource as needed by the chair of the council. The Associate Vice Provost of Student Success will also act as a resource for the council as needed by the council.

Rationale

Certain first year STEM-focused courses provide a critical foundation for future success across all degree programs at Florida Poly. These courses provide an essential service to the university that transcends their role within a particular department. While recognizing the faculty expertise in their respective disciplines and the unique policies and standards that exist within departments, it is critical that these courses are delivered in a cohesive fashion that establishes consistent expectations for students. To achieve this, the development and delivery of these courses must be coordinated under the collective supervision of the freshman council. This may result in course policies that differ from department norms but recognize the benefits toward achieving greater student academic success. The Freshman Council, working with Department Chairs and course coordinators will negotiate best solutions and compromises to achieve a coherent first year experience for most freshman students. In addition, the Freshman Council will provide guidance to all faculty and staff involved in advising regarding proper placement of students into the freshman core. Student performance in STEM Core courses and time required to complete the STEM Core will provide an internal metric for measuring student progress and potential success within all degree programs.

Scope and function

Courses under the purview of the Freshman Council are as follows:

- MAC 1147 – Precalculus
- MAC 2311 – Calculus 1 and MAC 2312 – Calculus 2
- CHM 2045 + L – Chemistry 1 (and lab)
- PHY 2048 +L – Physics 1 (and lab)
- IDS 1380 – Foundational Lessons in Applications of Mathematics (FLAME)
- IDS 1721 – Computing and Problem Solving for STEM

The freshman council will work towards the following goals for the courses listed above. This council operates as the managing entity for the courses under its purview and is in effect a “virtual department” that works with delivering faculty/course coordinators to determine course learning outcomes, textbooks and other reference materials, delivery standards and expectations, grading standards, and homework practices. In addition to overseeing the academic delivery of courses, the Council will provide input on advising practices.

Academic Delivery

- An agreed upon grading scale for converting course percentages into letter grades consistent to all courses.
- An assignment weighting, reviewed by the council, that achieves the following goals:
 - Overall course grade should be no higher than one letter grade above the exam/final average. In other words, non-proctored out-of-class work should not be weighted so heavily that a student can effectively have a failing exam average but obtain a C in the course.

- Requires regular homework outside of class with a frequency of at least once per week, but more often is preferred. A portion of homework must focus on more than the “remembering” part of learning.
 - Uses a variety of exam questions that includes multi-step workout problems.
 - Grades for process, organization, and communication, as well as for correct answers.
 - Course policies that allow the possibility to recover from a poor performance (e.g., replacing an exam grade with the final exam or providing a make-up exam for students below a certain threshold). These course policies must be consistent across all courses in a section and must be agreed upon by freshman council before the syllabi is distributed to students.
- A balanced approach towards calculation, computation, and conceptual understanding. Students must engage with material at cognitive levels beyond simply memorization of definitions or algorithms. Courses should explicitly require critical thinking.
 - Coordination between relevant course coordinators regarding standardizing terminology or notation, as well as a general awareness of the content being discussed in each other’s courses. Where possible, explicit connections between subjects should be made.
 - Set consistent expectations for homework presentation to include organization, communication, and adhering to specific course standards or format requirements.
 - A coordinated midterm and final exam schedule that to the extent possible de-conflicts the timing of exams to allow students more opportunity to focus their study and preparation.

Advising

- Recommending a calendar of events for new students that will come from this council. This should include recommendations for contact, contact frequency, and content of contact.
- Recommending advising practices in terms of how course recommendations are made for students and their schedules.
- Recommendation of audit of student schedules for compliance with advising provided. A particular emphasis will be on students from ARB and/or probation.
- Provide rationale and training for staff involved in advising freshmen.
- Development of Early Warning practices and standards so that the advising center can support students with academic difficulty.

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.

¹ If you are uncertain about your course and how to appropriately follow the guideline, please discuss this with your Department chair or course coordinator.

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 the template for homework solutions should be provided to students.

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.

Graduate Student Support

Graduate student support is awarded by the provost office with overall support set at the beginning of the recruiting season on the basis of inputs received from chairs. The graduate program coordinator facilitates the admission process, and work with departments to choose students for awards. In all cases, the department chair, or designee, must approve admissions decisions and funding awards. The following types of awards are provided.

- **THESIS STUDENTS**
 - **Graduate Assistant (GA)**– Provost-funded graduate assistant. 10 hours are spent on grading, tutoring, or other administrative support. A minimum of an additional 10 hours are spent independently on research, \$4,000 stipend per semester and tuition waiver. For students that will work do research in the summer, the award is the same for the summer period. Students can elect to work for pay for up to an additional 10 hours per week on campus.
 - **Graduate Research Assistant (GRA)** – Grant-funded graduate assistant. Hours are spent on research per the grant. \$4,000 stipend and tuition waiver.
 - **Combined GA and GRA awards** – the recommended practice is to use full awards of one of the two types; if a full year of GRA is not available, the principal investigator is encouraged to work with their department chair to acquire a one semester GA and then to provide a FRA in the other semester. If this is not possible, combined GA and GRA awards can be made, but the apportionment of costs and efforts must be equal. This means that a 40% GA, 60% GRA would have the research program paying 60% of the stipend and tuition support; the service hours associated with the GA would be 40% of normal, or 4 hours per week.
- **COURSE-ONLY**
 - **Graduate Education Assistant (GEA)**– Hourly graduate student worker. Departments from across campus hire these students for tasks ranging from grading/tutoring to administrative support. Paid at a rate of \$15.85 per hour. Graduate budget labor fund has line item to recruit 10 of these to be used as a recruitment tool for the course-only program. The ones out of Graduate Budget will be paid a stipend, calculated to the \$15.85/hour rate at 10 hours per week. No tuition waiver.

- **Fulbright Graduate Assistant (FGA)** – Provost-funded graduate assistantship for Fulbright course-only students. 10 hours are spent on grading, tutoring, or other administrative support (similar to GEA) but this is a formal assistantship which allows students to be appointed at 0.25 FTE. Paid a stipend, calculated to the \$15.85/hour rate at 10 hours per week. No tuition waiver.
- **Graduate Education Assistant (GEA)**– Hourly graduate student worker. Departments from across campus hire these students for tasks ranging from grading/tutoring to administrative support. Paid at a rate of \$15.85 per hour. Graduate budget labor fund has line item to recruit 10 of these to be used as a recruitment tool for the course-only program. The ones out of Graduate Budget will be paid a stipend, calculated to the \$15.85/hour rate at 10 hours per week. No tuition waiver.
- **Graduate Teaching Assistant (GTA)**– \$4,000 stipend and tuition waiver. These are special purpose awards where a student is expected to work ~20 hours per week over the course of a semester in support of a specific class or set of classes. Recruiting is done by the faculty member and only with prior authorization by the provost.

HB 233 Guidance – Student’s Right to Record (08.08.2021)

This section provides guidance on HB 233, which came into effect on July 1, 2021. Included below are proposed definitions, a proposed syllabus statement, faculty-focused FAQ, and student-focused FAQ.

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 accidentally, 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.

Prefatory Language and Definitions

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

- personal educational use of the student.
- in connection with a complaint to the university where the recording is made; or
- 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 **class lecture** 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 **publish** 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 Recordings³

When can a student record?

A Student may record a **class lecture** 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.

What can students record?

Students may audio or video record a class lecture for a class in which the student is enrolled. A class lecture 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.

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

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. Publish 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 including as set forth in [Florida Poly Regulation](#) FPU-3.006 Student Code of Conduct. Additionally, a statement has been added to the University Syllabus Template 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.

Can a faculty member prevent a student from recording the class lecture?

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

In general, an independent study is a course where 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.

Independent Study courses allow a student to complete degree requirements with a faculty member by determining a formal individualized/small group plan for acquisition of discipline-appropriate knowledge and skills not immediately available in the standard course-offerings.

All independent study courses need 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).

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 Department Chair 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 for 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 will be met or are substantially similar.

The department chair is the approval authority for the independent study course, and can choose to not approve the course.

Independent Study Course Syllabus

The 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 <i>List assignments that will demonstrate the student has achieved the learning Outcomes.</i>	% 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 the 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 should, 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. Other teaching responsibilities do not in any way lower the expectation for a faculty member in terms of their full time commitment to Florida Poly.

Professional Development Funds for Faculty

The University budgets funds for professional development of the faculty. These funds may be accessed for conference travel, society membership, or other approved activities, subject to approval and certain guidelines.

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 member's 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 must obtain prior approval for the use of the funds.
- In general conference attendance outside of the US is not supported by PD 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. 2024 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. However, in some cases, “internal” internships are permitted. Internal internships must be pre-approved by the Department Chair and the Provost’s Office.
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.

Career Services works carefully to have students satisfy the internship requirement at an external company or organization. Students who are unable to satisfy the professional experience at an external company will need to demonstrate customer service experience as part of their requirements for IDS 4941.

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

Any faculty requests to sponsor an internal internship experience and have the student enrolled in IDS 4941 should be submitted to their Department Chair and the Provost’s Office, 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. Approvals should be acquired before working with the student to avoid setting expectations for a student when approvals are not guaranteed.

Internal internships will be considered for approval by the Provost, or designee. 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

Shelter-In-Place (Active Shooter)

If anyone sees something suspicious call 911.

In the event of an active shooter or armed intruder, the University would go to a hard lockdown (the alert will say active shooter or armed intruder shelter in place). All doors would be locked and access is only granted to police. In such an event, stop teaching and get everyone away from the doors and wait for law enforcement direction. Do not allow anyone in or anyone to leave until police provide an all-clear. All classroom doors will be locked automatically. The doors will allow you to leave but not to re-enter.

University Police offer active shooter classes at least 4 times each semester.

Student Academic Advising

Student advising is conducted as a shared responsibility between the Registrar's office, the Student Success Center (SSC), and the Academic Departments. In general, first year students are advised by the SSC, and second year and up students are advised by their department advisor. Cases where students assistance with "life skills" are referred to the SSC and difficult cases, where students schedules are complex are handled by the department chair or designee.

Students in the First Two Academic Semesters

This group is advised by the Student Success Center (SSC) with curriculum support from the academic departments.

The Student Success Center

SSC is responsible for student support of their success. Examples of issues the SSC handles include:

- **Student Success.** A student's ability to transition to the university environment, including but not limited to issues such as regularly attending class, handing in their work on time, knowing that there is not a "do-over" for missed or substandard work or exams, managing their weekly schedule to create success for themselves, how to extract good quality help from the faculty, where to go for academic help are all areas where the SSC should help students succeed.
- **Early Warning.** An important part of "student success" is the early warning strategy where students are identified as at risk and contacted by the SSC. This process needs to be used extensively and include information back to the faculty that students have been contacted.
- **Policy Support.** SSC must be fully capable of working with students on policies such as grade forgiveness, withdrawal and probation so that students use policies to their advantage. In addition, SSC should know fundamentals of financial aid so that it can provide basic guiding information along with a directive to go see the Financial Aid office when appropriate.

Student Schedules

- **Placement.** Curricular rubrics will be created and provided by the Provosts office and the department chairs. These rubrics will be utilized by the SSC and registrar office to support

students in the creation of first year schedules. Students that deviate strongly from the established flowchart should have their schedules reviewed by an individual designated by the department chair in their declared (or declared preference) department.

- **Transfer Credit.** The SSC will support incoming students and meet individually with all incoming students to ensure that AP and other accelerated mechanisms for credit, including dual enrollment is properly accounted for. In cases, where there is significant credit granted prior to the student's joining Florida Poly, the SSC MUST consult with the academic department for the student to ensure that an appropriate four year schedule for the student is created. Please note that students transitioning from community colleges or state colleges many struggle in their first semester. Hence, the first semester schedule needs to be carefully managed so that students can reasonably be expected to be successful. Students must be judicious in their choice to use credit gained elsewhere and both the SSC and department will need to consider this carefully. Finally, we have an established math placement exam, and incoming students should take this exam for a candid assessment of their foundational skills. This information can be critical in helping students find a successful pathway through the university.
- **Summer Recovery.** The SSC must provide consistent advice on the use of summer session as repair/catch-up session. The summer should not be used for students who are on-track to graduate in four years.
- **Student Responsibility.** It is the student's responsibility to follow the advice given. If students do not follow the advice given, the university is not responsible for finding solutions to scheduling problems that they may have created.

Academic Departments

Academic Departments are responsible for the following:

- **Flow Charts & Offering Patterns.** Departments must provide up-to-date flow charts AND course delivery patterns (every semester, fall only, alternating years fall, etc.) to the Registrar's office and the SSC. Ideally, this offering pattern is a three year forecast of courses to be offered by the departments.
- **OPTIONAL.** Departments, at their election, may choose to participate in first year advising for students who have declared a major in their department. Examples of additional opt-in support may include adding further rubrics for their students in terms of "rules to be followed" and finally, departments can define what sub-cohort of first year students must come to the department for academic advising.

Students Post First Two Semesters at Florida Poly

The responsibility for academic progress and registration advising for students who have completed two semesters at Florida Poly will fall with the academic departments with assistance from the University Registrar and Student Success Center in areas of policy and where processes requires it. All units will continue to have a role in student success after their first year, as described here.

- **Student Success Center.** Serves a coaching role with students on how to be successful academically. The SSC provides "academic success skills" support and helps students identify ways to help themselves get the help that they need. The SSC also provides students with those tougher conversations regarding student performance and that it is a student responsibility to find an appropriate way to be successful.

- **Department Advising.** Beginning with the second year through graduation, curricular advising occurs at the department level.

The following table has been updated to reflect the transition to student, level-focused advising.

Registrar/SSC/Faculty
 Registering-Advising-Mentoring Division of Duties
 LIST IS NOT EXHAUSTIVE / Updated 08.16.2023

	REGISTRAR	SSC	FACULTY
CHOOSING MAJORS/MENTORING		<p>“Pitches” majors to potential students who appear upon recommendation of Admissions.</p> <p>Helps students understand which courses need to be taken in the first year in preparation for any program.</p> <p>When appropriate, discusses majors with already-enrolled students, offering guidance about coursework.</p> <p>Refers all other major-specific discussions to the Department Chairs and/or designated Departmental Mentor.</p>	<p>Chair role: Establishes Departmental Advisors or other method for varying specialties within the degree programs.</p> <p>Advisor role: Facilitates academic progress via review of student transcript and program flow-charts with already-enrolled students, offers guidance about coursework, career planning, and professional development.</p>
TRANSCRIPTS/CREDITS	<p>Evaluates transcripts for incoming/potential students.</p> <p>Communicates to incoming students which credits have been accepted and for what they are equivalents.</p> <p>Verifies, inputs, and documents recommendations from SSC/Faculty for course substitutions/equivalencies.</p>	<p>SSC</p> <p>Suggests students meet with Department Chairs about in-Poly course substitutions, when SSC believes Department Chair might approve those substitutions.</p>	<p>FACULTY</p> <p>Chair⁴ 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.</p> <p>Chair role: Assesses/approves/rejects in-Poly course substitutions for students who request them. Chair consults faculty as appropriate.</p> <p>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.</p>

⁴ 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	SSC	FACULTY
POLICIES/FORMS AND REGISTRATION	<p>Establishes and process all FloridaShines requests.</p> <p>Processes forms related to registration.</p> <p>Performs manual enrollment when students are unable to enroll due to forms or other reasons.</p>	<p>Teaches policy to students (9 Summer Credits, W policy, Academic Standing Policy, etc.).</p> <p>Distributes forms.</p> <p>Teaches students how to use FloridaShines.</p> <p>Verifies FloridaShines requests.</p>	<p>Chair role: Signs forms, when appropriate and justified.</p> <p>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 the decision of a Chair.</p>
REGISTRATION ADVISING	<p>Performs registration assignments for incoming students per review with Academic Affairs.</p> <p>Provides registration details and updates to SSC for assistance with incoming students.</p>	<p>Communicates with incoming first-year students to</p> <ol style="list-style-type: none"> 1. Educate about degree plan 2. Emphasize importance of first-year success 3. Promotes good student behavior and academic skills acquisition and application. <p>Performs registration advising for first-year students, specifically addressing essential courses, sequence for degree plan, and pre-requisites.</p>	<p>Faculty Advisor role: Meets with assigned students to discuss review progress toward degree, provide options for concentrations and related career advice. Ensures students is advised to take appropriate courses on the degree plan, noting that it remains the student’s responsibility to actually register for the advised course of study.</p>
AUDITING DEGREES	<p>Processes Applications for Graduation.</p> <p>Performs graduation degree audits.</p>	<p>Assists Registrar’s Office as appropriate.</p>	<p>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.</p> <p>Faculty Assembly role: Validates by vote that students have completed all graduation requirements.</p>
COURSE PLANNING AND SCHEDULING	<p>Manages/maintains waitlists or similar processes.</p> <p>Communicates with students/faculty about waitlists/similar and seat availability.</p>	<p>Fields questions about course availability (times, days, offerings).</p> <p>Informs Registrar if students detect unsatisfactory and unavoidable course conflicts.</p>	<p>Chair role:</p> <p>Multi-year Planning – develops multi-year course rotation that reflects plan of study, faculty resources, and student demand.</p> <p>By Semester: Plans how many sections of courses will be needed and their caps.</p>

			<p>Chair may delegate this duty to an appropriate Faculty member.</p> <p>Each Semester: Requests date/time slots from which the Registrar will work, trying to honor requests. Chair may delegate this duty to an appropriate Faculty member.</p>
	REGISTRAR	SSC	FACULTY
THE STUDENT EXPERIENCE	<p>Provides positive customer service experience.</p> <p>Connects students with on-campus support resources.</p>	<p>Provides positive customer service experience.</p> <p>Facilitates a First-Year Success Coaching model that provides new students with different types of Success Coaching experiences.</p> <p>Supports Sophomores, Juniors, and Seniors with these same coaching experiences on an as-needed basis.</p> <p>Hosts “best practices” workshops and other enrichment sessions for students throughout each semester.</p> <p>Connects students with on-campus support resources.</p>	<p>Provides expert advice about the content of the coursework and appropriate path to degree.</p> <p>Delivers career-related and professional-opportunity advice to students.</p> <p>Connects students with on-campus support resources.</p>

Registered Student Organizations

Faculty and Staff Advisors to Registered Student Organizations (RSO) 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. Faculty or staff who wish to be a RSO Advisor should discuss this commitment with their Department Chair or Supervisor prior to making the commitment on an annual basis.

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

The role of an RSO 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. RSO Advisors should never consider themselves as only a requirement for registration.

Faculty and Staff member RSO 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

Remember – it is the students' organization; the RSO Advisor role is to help the students achieve what they set out to do within all applicable rules and regulations and working with campus stakeholders where necessary. RSO Advisors must be capable of both encouraging students and saying no.

Student Workers

Students may be hired to fulfill a range of roles on campus and in service to Academic Departments and Faculty. All student workers must meet minimum academic requirements related to progression and GPA in order to be eligible for a student employment position.

There are, roughly, a few different types of Student Workers as it pertains to support for departments and fellow students.

Peer Learning Strategists

Peer Learning Strategists (PLSs) are part of our University's Quality Enhancement Plan (SACSCOC), Florida Poly PEER. These students provide academic content and learning strategy support for students primarily in the first year of coursework. PLSs are specially trained in learning strategies, exhibit a high degree of content knowledge and success for the subjects they support, and work closely with the appropriate Department Chair(s) and Course Coordinators to ensure that their work aligns with the contents of the courses they support. These students in many cases perform grading/checking functions as a natural outgrowth of their supporting role for students. They also serve in the The Learning Center (TLC) for a period of time each week to work with students in their assigned courses.

PLSs serve primarily to support students in a course.

Student Educational Assistants (SEAs)

SEAs are undergraduate students who 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 such as homework graded to a rubric set up by the instructor, copying, and simple instructional-administrative tasks.

SEAs are assigned to instructors based on need and availability. In programs that also support graduate degrees, Graduate Assistants may be more commonly used as support for instruction rather than SEAs.

SEAs serve primarily to support the faculty member teaching a course. In no instance are students to act as "instructors" for classes. They can be a part of discussions, support laboratory operations, and grade, but it is the faculty responsibility to "teach"

Other Specific Functions

Students serving in an instructional support capacity may also function in more specific ways:

Computer Classrooms

For computer-based classes, a PLS/SEA may work alongside the instructor as extra support to assist students with computer-lab work.

Labs & Lab Classes (Typically SEAs)

- 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.

Student Worker Rules

Students are permitted to work up to 20 hours per week. Their work responsibilities must not interfere with class time or exams. Students often hold more than one campus job; however, total hours worked per week must remain at 20 hours or below.

As noted, PLSs work primarily to support student learning. If available, a PLS may also be asked to support grading homework for the course(s) they are affiliated with as a PLS. SEAs are mainly hired to grade, but in some cases, they may be asked to tutor students for the course in question. Student workers, however, may NOT grade exams or deliver classes.

Students in a PLS or SEA role 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. Neither PLSs nor SEAs should be the ones doing the follow-up.

Student Progression

See [Academic Review Board and Student Progression](#)

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](#).
- **Syllabus policy:** https://floridapoly.edu/general-counsel/assets/policies/fpu_5.0065ap_course_syllabi_10.30.2020.pdf
- **Grading Policy:** https://floridapoly.edu/general-counsel/assets/policies/fpu_5.0071ap_grading_policy_4.20.21.pdf

Syllabus – 45 Days (see also “[Textbooks](#)” below)

Per Florida Board of Governors Regulation and State Statute, eff. 2022, general education syllabi must be publicly posted 45 days prior to the first day of class.

5. If a course subject to 1(h) is a general education core course option identified pursuant to section 1007.25, Florida Statutes, the course syllabus must be included and contain the following.

- The course curriculum.
- The goals, objectives, and student expectations of the course.
- How student performance will be measured.

6. Starting with postings for the fall 2022 term, the above information must remain posted in a public, searchable database for at least five academic years.

Florida BOG Regulation 8.003 Textbook and Instructional Materials Affordability and Transparency

General Education Syllabi must be submitted to the Office of Academic Affairs no later than by the following dates:

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

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.

NOTE: Any materials that you require students to have for a class – e.g. calculators, Rocket notebooks, etc. – MUST be included in the “book information” you provide to your Administrative Assistant and Academic Affairs.

Florida Requirement

The State of Florida ([BOG Regulation 8.003](#)) 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: June 20th

Spring Semester: November 8th

Summer Semester: March 14th

University Sponsored Undergraduate Research

Each year the provosts office will fund a certain number of undergraduate research awards that are intended to be full year awards. The provost office must determine the budget available for this activity, and then solicit inputs from the students. As a note, faculty are under circumstance to write the proposal for the students. The basics of the program are:

Undergraduate Research Program

This is a program to facilitate research that is done collaboratively between undergraduate students and faculty. The guidelines are:

- Students apply for this program with sponsorship from a faculty member and their department chair. The student must apply using a form provided by the research services department. The form must be **written by the student**⁵ with the exception of the section on faculty support. Within this form the following must be stated:
 - the intent of the research,
 - what the student will accomplish this semester,
 - how the faculty will support the student's research effort,
 - laboratory or computational facilities required,
 - An acknowledgement that the student is expected to work a minimum of ten hours per week on the project, noting that at times when deadlines are present, the work load may be higher. This is not hourly work, it is a stipend based program, if students do not succeed, they will not receive the opportunity again.
 - A 'plan of action' must be submitted with tasks/milestones/ deliverables with dates. This outlines the expectations for both faculty and students and gives the evaluation committee a document to assess the work by, thus everyone is accountable. Similar to independent study syllabus for research methods.
 - A certification that the writing was the work of the student by both student and faculty member.
- Students will be recommended for selection by a panel of faculty chosen by the Provost. Faculty that are sponsoring a student may not participate in the panel.
- The pilot program will sponsor a specified number of students for the year with institutional funds; faculty with research funds can sponsor a student through this process by sharing 50% of the student support cost. Please note that students must show sufficient progress at the semester break to maintain the funding for a second semester. Students should be in any major, must have a GPA of 3.0 or above in their major and a 3.25 in their freshman/sophomore courses, must be in good academic standing, and must be on track to graduate in the spring of 2025 (faculty that sponsor a student may elect to work with a senior student) or in some cases 2026. Students cannot work on or off campus for more than 12 hours per week and must certify that this is the case. Each student will be provided a \$1500 stipend per semester.
- In the week before finals, students will present their results in a public forum.
- This research program cannot be used to satisfy the internship requirement for undergraduate students.
- Applications due date is set by the provost, preferably in the third week of the semester. Applications are submitted to the office of research services.

⁵ Faculty that do not observe this directive are engaging in academic misconduct and will be treated accordingly.

Appendix 1. Important Contacts

Departmental Administrative Support

Dara Griffis: Engineering Physics, Mechanical E, Environmental E. dgriffis@floridapoly.edu, 4-8461, ARC 1114
Fabienne Dupervil: AHSS, Applied Mathematics, Electrical and Computer Engr. fdupervil@floridapoly.edu, 4-8876, IST 2026
Tina Thomas: Computer Science/DSBA. tthomas@floridapoly.edu, 4-8655, IST 2086
Patty Huls: Swing Admin Asst. phuls@floridapoly.edu, 4-8588, IST 2038
Zaira Medina: Provost's Office, Academic Affairs. zmrodriguez@floridapoly.edu, 4-8645, IST 2055
Amelia Richter: Admissions. arichter@floridapoly.edu, 4-8533, IST 2038
Sherri Bougher: Registrar's Office. sbougher@floridapoly.edu, 4-8501, IST 2052
Karina Garcia: Student Success/Leadership. kgarciamartinez@floridapoly.edu, 4-8554, IST 2094

Department Chairs

Shahram Taj, Chair, Data Science and Business Analytics, staj@floridapoly.edu, 4-8521
Asai Asiathambi, Chair, Computer Science
Mary Vollaro, Chair, Mechanical, Environmental Engr, Electrical and Computer Engr mvollaro@floridapoly.edu, 4-8604
Ian Bentley, Chair, Engineering Physics, ibentley@floridapoly.edu, 4-8613.
Michael Brilleslyper, Chair, Applied Mathematics, mbrilleslyper@floridapoly.edu, 4-8610.
Paul Hettler, Chair, Arts, Humanities, and Social Sciences, phettler@floridapoly.edu, 4-8544

Academic Affairs Administration & Staff

Brad Thiessen, Provost and Vice President for Academic Affairs, bthiessen@floridapoly.edu, 4-8500
Melissa Vazquez, Director of Academic Affairs, mvazquez@floridapoly.edu, 4-8500
Kathryn Miller, Vice Provost of Student Affairs, kmiller@floridapoly.edu, 4-8640
David Poole, Interim Vice Provost of Enrollment Management & Financial Aid, dpool@floridapoly.edu.
Jon Pawlecki, Associate Vice Provost of Student Success. jpawlecki@floridapoly.edu, 4-8584
Andrew Konapelsky, 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

Instructional Development /Instructional & Technical Support

Brennen Cannon, Canvas Support, bcannon@floridapoly.edu, 863-874-8816

Human Resources

Loc. At Poly South. IST 2078.

Barbara Jones, Administrative Assistant. barbarajones@floridapoly.edu, 4-8821
Eunice Alberson, AVP HR. ealberson@floridapoly.edu, 4-8423
Kelly Hart, Coordinator. rhart@floridapoly.edu, 4-8422
Rico Despiau, Coordinator, fdespiau@floridapoly.edu, 4-8507

Technology Services

HelpDesk: helpdesk@floridapoly.edu, 863-874-8888 (on campus 4-8888)
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, jbouvier@floridapoly.edu, 863-874-8698

Appendix 2. Sample Internal Internship Experience Request Form



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



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

08.14.2024

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))
- Academic Term:

Instructor Information

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

Course Details

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 and Materials:
 - E.g. books, calculators, homework system subscriptions, special notebooks – anything required or recommended – distinguish between what is required and what is recommended.
- Course Objectives:
 - Inputs—describes, broadly the things that the course is intended to do, 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:

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

- Alignment with Program Outcomes *(include in above table)*:
 - 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).

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 library@floridapoly.edu.
- **Peer Learning Strategists(PLS):** Are specially trained student leaders who help their peers strategize approaches to course content and work through solution methods. PLS work in collaboration with the courses they support so the content and methods are aligned with your instructors’ expectations. Students can meet with a PLS in The Learning Center, which is located on the first floor of the Innovation, Science and Technology (IST) building in room 1019.
- **Academic Success Coaches:** All students at Florida Poly are assigned an Academic Success Coach. Your Academic Success Coach can assist you with academic success strategies. Please visit the Student Success Center on the second floor of the IST building to meet with an Academic Success Coach.
- **Writing Center:** Located on the second floor of the IST (2059/2061), the Writing Center helps students to develop their writing and presentation skills. Consultations are available in person and virtually. For more detail, visit floridapoly.edu/writingcenter.

Course Schedule

- Include a week-by-week, class-by-class schedule of activities, assignments, and so forth.
- Always label your schedule as “tentative” to give you flexibility in the event of unforeseen things like hurricanes.

Course Policies

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).
- [Also, **INSERT:** Exceptions to any attendance requirements may be made on a case-by-case basis.]

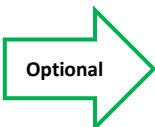
Participation. Students are expected to participate in the classroom experience. The use of earbuds/headphones during class is specifically not allowed and students who engage in this behavior may be asked to leave the class for the day (noting exceptions for authorized accommodations). In addition, students who routinely do not bring materials to class that are required for participation, will not be given credit for class attendance, and if this becomes a pattern of behavior, may be asked to leave the class for the day. Persistent problems with participation may result in a code of conduct referral.

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 including types of assignments – exams, quizzes, papers, projects, and relative percentage of course grade for each.

University Policies



(Please Copy and Paste this section into your syllabi.)

Reasonable Accommodations. The University is committed to ensuring equal access to all educational opportunities. The University, through the Office of Disability Services (ODS), facilitates reasonable accommodations for students with disabilities and documented eligibility. It is the student's responsibility to self-identify as a student with disabilities and register with ODS to request accommodations.

If you have already registered with ODS, please ensure that you have requested an accommodation letter for this course through the [ODS student portal](#) and communicate with your instructor about your approved accommodations as soon as possible. Arrangements for testing accommodations must be made in advance. Accommodations are not retroactive. 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
The Access Point
[ODS website: www.floridapoly.edu/disability](http://www.floridapoly.edu/disability)

Updated

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. Resources are available if you or someone you know needs assistance. Any faculty or staff member you speak to is required to report the incident to the Title IX Coordinator. Please know, however, 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. The Title IX Coordinator is available for any questions to discussion resources and options available.

Updated

Academic Integrity. The faculty and administration take academic integrity very seriously. Violations of [academic integrity regulation](#) include actions such as cheating, plagiarism, use of unauthorized resources (including but not limited to use of Artificial Intelligence tools), illegal use of intellectual property, and inappropriately aiding other students. Such actions undermine the central mission of the university and negatively impact the value of your Florida Poly degree. Suspected violations will be fully investigated, possibly resulting in an academic integrity hearing and sanctions against the accused student if found in violation. Sanctions range from receiving a zero on the exam or assignment, to expulsion from the university. Repeat offenders are subject to more severe sanctions and penalties. Do not compromise your integrity for a perceived short-term gain.

Updated

Faculty who suspect an academic integrity violation should communicate with their Department Chair for guidance on next steps.

Recording 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 accidentally, 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**.*

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. These guidelines will likely change early in the 2024-25 academic year.

Level of Violation	Definition and Examples	Minimum Recommended Disciplinary Action
Level 1	First offense: Evidence suggests the offense may have arisen from a temporary panic or from confusion. No evidence suggests that the student or students engaged in a pre-planned violation of academic integrity.	Warning Letter- Student is warned of consequences of a second offense and may be required to write a letter of apology or perform another task as part of the probation. Academic Integrity Violations: FPU-5.005 3(a)-3(l)- Zero on examination or assignment
Level 2	First offense: Evidence suggests that the student or students engaged in a pre-planned or exceptionally serious violation (ie. Collusion with others, prolonged cheating on an exam, Plagiarism) of academic integrity.	Warning Letter- Student is warned of consequences of a second offense and may be required to write a letter of apology or perform another task as part of the probation. Academic Integrity Violations: FPU-5.005 3(a)-3(l)- Zero on examination or assignment
Level 3	Second Offense when the first offense was Level 1.	Academic Integrity Violations: FPU-5.005 3(a)-3(l) Zero in the class affected by the violation.
Level 4	Second Offense when the first offense was Level 2. Third Offense whether previous offenses were Level 1, 2, or 3.	Academic Integrity Violations: FPU-5.005 3(a)-3(l) Zero in the class affected by the violation and 1-2 term suspension for second offense. Expulsion for third offense.

NOTES
