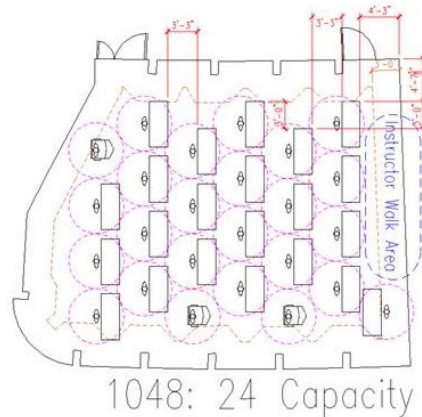




FLORIDA POLYTECHNIC UNIVERSITY

Academic Affairs Guidelines

Office of the Provost



classroom setup for social distancing

2020-2021
3rd Edition
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Prefatory Note

This academic year is unique and so too is this year's edition of the Academic Affairs Guidelines, as it calls for some sort of introduction. While much of the content is updated to reflect clarifications and improvements or adjustments to ordinary processes, many include a Covid-19 addendum that addresses how a particular item should be understood in light of the current pandemic conditions. These Guidelines also include new sections specifically addressing the conditions of Covid-19, delivery modes, faculty-student interactions, and answers for range of issues. All new and newly updated materials are indicated by a **blue highlight** in the Table of Contents for quick access in the document.

Absences—Faculty

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

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

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

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

Covid-19 Addendum

All employees are encouraged to check their health daily through the Florida Poly App Daily Symptom Checker. Only symptoms that are unique from what you normally experience should be noted. The App does not prevent you from coming to work nor does it collect or keep any actual data. It functions as a tool to encourage personal health awareness in a Covid-19 environment.

The entire campus community is required to wear face-coverings. Face shields may be used as a second layer but are not a substitute for face-coverings.

Faculty Quarantine, Self-isolation, and Illness

(FI-Poly BOT : UFF-FPU MOU, Aug 13, 2020)

- If a faculty member is required to quarantine or self-isolate but is still able to work,
- Faculty that do not feel well should not come to work and should notify their supervisor and Human Resources.
- If a faculty member needs to be absent for more than three days, the faculty member will provide Human Resources with a doctor’s note.

- For the duration of the period in which the faculty member is required to quarantine or self-isolate, the faculty member will deliver their class in its normal modality by attending the class remotely.
- Any class(es) the faculty member teaches that cannot be managed remotely will be temporarily redistributed to other faculty members or adjunct faculty. In order to balance workloads, the university may redistribute class(es) from the faculty members who take over the class(es) to the faculty member who is quarantining.
- Once the faculty member is no longer required to quarantine or self-isolate and is able to return to work, any classes temporarily redistributed to other faculty members or adjunct faculty will be reassigned to the faculty member.
- If a faculty member is too ill to work remotely
- If the faculty member is too ill to work for more than three days, the faculty member will provide Human Resources with a doctor's note.
- The University will not increase any faculty member's workload above fifteen (15) credit hours unless necessary.
- The University will compensate a faculty member consistent with the existing collective bargaining agreement for the duration of the overload activity.
- If a faculty member takes leave under FMLA or FFCRA, the University at its sole discretion will determine the individual that is the instructor of record moving forward in the semester.
- Faculty members will report the time period that they are unable to work as sick time.

Academic Integrity Violations

The University's policy (FPU-5.005 Academic Integrity) on academic integrity as it applies to students and their work includes, but is not limited to the following types of violations:

- a) Cheating. Intentionally using or attempting to use unauthorized materials, information, or study aids in any type of academic exercise.
- b) Plagiarism. Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.
- c) Fabrication. Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- d) 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.
- e) Facilitating Academic Dishonesty. Intentionally or knowingly assisting or attempting to assist another in violating any provision of this regulation.
- f) 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.
- g) Misuse of Intellectual Property. Illegal use of copyright materials, trademarks, trade secrets or intellectual properties.

Process for Reporting Violations

Violations may result in the imposition of academic sanctions under this regulation and/or disciplinary sanctions under the Student Code of Conduct. For faculty purposes, once you have identified an infraction or a student has made an infraction known to you and you've determined it has merit, the following procedures should be undertaken.

- a) Gather evidence (papers, screenshots, other physical or electronic documentation) of the infraction and inform your Chair of the infraction.
- b) Discuss with your Chair your judgment and the sanction you feel is appropriate (e.g. re do the assignment, fail the assignment, fail the course, or other).
- c) Set a meeting with the student(s). This can be after class, office hours, but should be as soon as possible following discovery of the infraction.
- d) Before the meeting with the students
 - a. Scan all evidence;
 - b. Go to the [Academic Integrity Form on Maxient](#) (SSO) where you may download the student signatory form and print out one copy for each student with whom you are meeting
- e) At the meeting, explain that you've found evidence of an academic integrity violation and present them with the evidence.
- f) Hear the student's side of the issue and explain why violations are serious issues.
- g) Determine whether they admit to the infraction or deny it. In either case, they must sign the form indicating their choice.
- h) Return to the [Academic Integrity Form on Maxient](#), complete the online form and submit the scanned evidence as well as scans of the student signatory pages.
- i) Retain copies in your office or file them with your Department's Administrative Assistant.

If the student has admitted to the infraction, impose the sanction. If not, then confer with the Office of the Provost for how to proceed. In some cases, you may proceed with the sanction anyway.

Maxient is a repository of issues related to student well-being. Students who have committed multiple integrity violations will be flagged and may be subject to additional sanctions according to the Student Code of Conduct.

Accommodations—Faculty

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

Covid-19 Addendum

Faculty who meet or believe they meet the CDC criteria for a workplace accommodation due to their own health issue are strongly encouraged to reach out to Human Resources to seek that accommodation. Similarly, other circumstances for which a faculty member might believe an accommodation is warranted, is encouraged to consult with Human Resources as to whether their case qualifies.

Only Human Resources can grant an accommodation and granting an accommodation only means that some effort will be made to adjust your working environment given your circumstances. It does not specify what that adjustment will be; in some instances, there may not be an adjustment that is possible.

Once the accommodation is granted, Human Resources works with the Supervisory chain to determine what adjustment in job duties is possible. In a Covid-19 environment, these may include adjustments such as reducing time on campus, teaching remotely for some portion or all of a semester, or being provided with certain equipment. Accommodations may be time-restricted and subject to regular review.

If a faculty member applies for a new health accommodation for Spring 2021, the administration will inform the faculty member of their decision by December 1, 2020, so long as the faculty member submitted all medical documentation by November 15, 2020. (*Fl-Poly BOT : UFF-FPU MOU, Aug 13, 2020.*)

Accommodations—Students

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

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

1. Student completes an [ODS Online Student Application](#) and submits supporting documentation from a qualified healthcare professional.
2. ODS staff member meets with the student to discuss their request.
3. ODS staff member reviews the student's documentation and meeting notes to determine if the student is eligible for services. If eligible; an accommodation letter is prepared. The accommodation letter explains what accommodations the student has been granted but does not provide information regarding the student's disability.
4. The student then requests that their Accommodation Letter be sent to their instructors through the ODS Student Portal (AIM). Accommodation Letters are then emailed to instructors.
5. In addition to sending these requests, students are still expected to communicate with their instructors regarding accommodation implementation.
6. Accommodation letters are distributed each semester and the semester date is included on the letter.
7. If a faculty member believes an accommodation listed in a student's accommodation letter is a fundamental alteration to a course or program, they should contact the ODS immediately. A deliberative process will be used in cases where a requested accommodation may fundamentally alter the course or program.
8. Testing Accommodations are only for those students that have been granted a testing accommodation. Their note should say they have this accommodation.

Testing Accommodations—Updated

- The Testing Center is currently operating with reduced availability for proctoring during the Fall 2020 semester.

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

Attendance—Students

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

Keeping attendance is required for courses in the Foundations Sequence of the Common Freshman Year. This includes SLS 1106 – Academic and Professional Skills, IDS 1380 – Intro to STEM, EGN 1007C – Concepts and Methods, and COP 2271C – Intro to Computation and Programming. All other freshman courses (Pre-Calculus, Calculus, Chemistry, Physics, and so on) especially, as well as upper-division courses, are strongly encouraged to track student attendance as well. Specific attendance policies are up to the instructor or academic department; however, **faculty may not withdraw students from the course**. Should situations arise, faculty must work with the University Registrar.

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

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.

Covid-19 Addendum

Attendance in our Covid-19 environment is different than when things are normal. For instance, our new modalities are largely designed to recognize that students may not attend class in the traditional ways. Whether online or Flex delivery, student’s interaction with the class and teacher will be different. Moreover, students have a great deal of latitude in making these choices themselves. While we still must stress the importance of attendance, what we are more likely to be stressing to students is the importance of “engagement” with the course and its materials and planned interactions.

While standard methods of attendance may be used in most “Flex” courses, regularly required engagement activities work just as well and may offer better returns in student learning outcomes.

In any case, one thing remains constant. For Federal Financial Aid purposes, we must take attendance the first week of classes. And because our modalities are different, the concept of attendance is different too. So, here’s how to do it.

Week One Attendance

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

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

Canvas Minimum Requirements

(See also [Instructional Delivery Modes](#))

As we enter the Fall 2020 semester with a blend of FLEX and ONLINE ENGAGED, 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 must use CANVAS in a consistent manner to promote the hallmarks of our small, personalized teaching and learning community. With this in mind, these minimum standards capture some of our existing requirements from fully in-person instruction, and add a few new, important requirements to the modalities that we have defined for the fall. As a part of this shift, we will provide resources for faculty that facilitate your course delivery with effective use of Canvas and the tools that it provides. These resources help faculty implement effective overall course delivery including course activities, and assessment. This is constructed to be both time effective for faculty and to provide faculty choice in the course organization while setting appropriate quality guidelines and consistency for the Poly Canvas classrooms. In all cases, the goal is to deliver our curriculum in a Canvas environment that allows for faculty flexibility and provides an easy to navigate repository of course information for students.

Minimum standards

1. Publish the course by 1st day of classes on academic calendar
 - a. (this does mean that you must have chosen an organizational template for your course in Canvas)
2. Publish the course syllabus in Canvas by 1st day of scheduled delivery or upon department approval
3. Canvas front page that is branded and includes:
 - a. Instructor's contact information
 - b. Instructor's office hours
 - c. Link to syllabus
 - d. Explanation of class delivery mode/meeting times expectations
4. Post grades to Canvas gradebook in a manner that is both timely and accurate such that a student can reasonably track their progress through the course and in such a way that the likelihood of a substantial difference between the Canvas grade and official CAMS posted grade at the end of the term is inconsequential.
5. Hide course navigation links that will not be used.
6. Provide course materials (including lectures) in canvas. (Outside resources require a link to the resource or a succinct description of how get to the resource.) While it may not be possible nor desirable to provide all lecture materials in Canvas (e.g. not everything is or should be PowerPoint), an outline or brief description of topic(s) covered should be provided so that an attentive student can see what was covered and with some due diligence get caught up.
7. Solutions to quizzes, assignments, and assignments as appropriate, noting that these will get around and all reuse of questions on exams is not advisable.
8. All assessed material (homework, quizzes, exams, papers, etc.) in some way "turned in" to Canvas. Student demonstrations may be an exception where the demonstration itself is not submitted but "notes for" or something equivalent may serve as an artifact.

Course Coordinators

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

Each course should always have a course coordinator even during semesters where the course is not delivered. All ABET programs, and courses that used by ABET programs, must have a consistent course coordinator in place.

In order to ensure effective delivery of courses, those coordinating and those contributing to the course have shared responsibilities. In general, most departmental guidelines for reappointment and promotion specify the following responsibilities related to common course delivery:

- *Common Course coordinators manage Canvas course shell or establish formal ground rules 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;*
- *Common Course contributors strive to attend all meetings; abide by agreed upon elements of course; complete work assignments in timely fashion in order to share with group for feedback and decisions. Work delivered is useable in the course. Delivers test and test prep in accordance with common sections ensuring 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.*

It is typically not appropriate for a faculty member to attend a course coordination meeting by phone.

Covid-19 Addendum

During our Covid-19 period, the same guidelines for course coordination continue to apply with exception, perhaps, only to meetings among the coordinator and instructors. In such cases, it is expected that meetings will take place on MS Teams, but it is likewise expected that all participants will be present and engaged in the regular updates and maintenance of the course.

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

Single 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 and learning objectives on a semester by semester basis. At the end of each semester, the course coordinator must summarize, from the standpoint of achievement of learning outcomes, course strengths, and areas of concern. In addition, the coordinator must identify prerequisite knowledge strengths and also areas of concern. This memorandum (course memo) must be delivered to the department chair and the vice provost of academic affairs shortly after final grades are submitted.

Early Alert Reporting Process

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

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

A student should be submitted via the Early Alert System at the instructor's discretion, or when any of the following criteria are met:

- The instructor notices a sudden change in a student's behavior, involvement, or academic performance
- A student has missed 3 or more consecutive classes without communication
- A student has missed 3 or more consecutive assignments without communication
- A student has missed a major exam without communication

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

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

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

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

Examinations

Covid-19 Addendum

Notwithstanding specific sections below that pertain to examination conflicts, the following Covid-19 conditions supersede other guidelines pertaining to examinations:

- In general for Fall 2020, all **major** examinations must be conducted through Canvas and proctored via Proctorio for all students, including Flex, who are *in a remote environment*; for students who are present in the classroom, regardless of mode of delivery, the examination should be delivered in the same format as for those who are taking it remotely, but may be proctored by the instructor in the room.

Major exams are defined as

- Common Exams
- Midterm Exams
- Final Exams
- Other major course exams – noted uniquely on syllabus and having substantial percentage of course grade (e.g. 10% or more individually; i.e. not a bunch of quizzes added up).

Common Examinations

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

Best Practices

As we move to more common exams at Florida Poly, we need to balance the efficiency and inherent “fairness” that this exam structure provides for students with the change that it presents to students in terms of their own schedules. The following provides some guidelines that we can use to help us all manage this change effectively:

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 if at all possible and as our common exam culture matures, this will emerge as a requirement.
- All Common Exams must be noticed in the syllabus. This was effective with the Spring 2020 semester.
 - Excuses for requiring a makeup exam that are acceptable include: documented illness, family emergency of some kind (again typically documented in some way). Instructors should use careful discretion in managing students that have work commitments that

cannot be broken. Many of our students do work and in some cases the testing schedule will result in commitments that if broken, make students lose their jobs. Instructors should request verification of the commitment by the student.

- Makeup exams are a necessary part of faculty life and we should include in our planning how to address this necessity.
- Course/Exam conflicts need to be resolved by a common rule. In the event of conflict between a course and an exam, a makeup exam must be provided to the student. If the conflict is a partial overlap of the course delivery time with the exam time, the instructor may, at his or her discretion, deliver the same exam, for the same amount of time to the affected student in a way that does not conflict with the course but overlaps partially with the exam time.
- Makeup exams are to be scheduled after the common exam is delivered and should be of comparable difficulty but should be different enough that students taking the makeup are not provided an advantage due to the typical student discussion of the exam.
- In the rare instance of conflicting common exams, the lower course number examination will be taken, and the higher course must provide a makeup exam for the student.
- As with all exams, students with accommodations must provide appropriate notice to the faculty member teaching the class and must work flexibly with the ASC to take the test as soon after the test is given to the rest of the class as possible.

For Faculty

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

Final Exams

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

Final Examination Conflicts

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

Maximum Number of Examinations in a Single Day

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

Students with Accommodations

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

Take-Home Exams

(See above for Covid-19 instructions.)

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

1. Take-home examinations are not permitted for multi-section common courses unless the faculty and the issuing department agree that it is in the educational best interests of the students. This decision and rationale must be documented and included in the appropriate course folder;
2. Any take-home examination must be administered through CANVAS.
3. Take-home examinations should be open for a period of no less than 48 hours and no more than 60 hours during which students may complete the exam.
4. Take-home exams for final examinations must set as a due-date/time the same date/time as the regularly scheduled in-class examination time.

5. Take-home examinations must not be used as a substitute for regular class time.
6. Faculty must recognize that take-home examinations enable students to bring any and all resources to bear on answering the exam and must consider this in the writing of such exams.

Faculty Recruiting and Hiring Guidelines

Preamble: *This document is a significant update from our 2017 hiring guidelines. There are several principles that must drive a successful hiring program. These principles are listed below.*

- 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: Division Director and Department Chair will be simplified to Department Chair, except where meaning is intended to denote a specific role. The word “Chair,” without adjective, refers to search committee chair. In all cases, when the word “chair” is used, if a Director is present, the role is executed by the Division Director.

1. Provost and Division Directors and/or Department Chairs identify hiring targets
2. Directors, Department Chairs and their respective programs develop ads; in many cases, the search committee will provide input on the ad.
3. Provost’s office staff facilitates posting through HR.
4. Directors, Department Chairs request approval for the “search committee” to be used to manage hiring for a certain set of positions:
 - a. Model 1: Director or Department Chair chairs the committee.
 - b. Model 2: Director or Department Chair charges the committee.
 - c. BOTH Models:
 - i. Director or Chair formally acquires approval of the committee from the Provost or his designee.
 - ii. At the outset of the process, a committee is provided with the rank sought and the area of specialization for the position.
 - iii. Search committees must include input from outside of the program. For individuals that are included outside of the program, the Department Chair should be copied on the request to the faculty member. Provost office staff will

- provide a faculty service matrix list to avoid undue overload on any one faculty member.
- iv. Careful thought needs to be present on “committee” structures when multiple hires may come from an ad (consider if the committee technical depth is sufficient to appropriately vet the range of applicants).
 - v. Committee typically will be five individuals and should include diversity in the makeup of the committee. In some cases, a committee may need to be larger than the typical five members (if an even number of individuals make up the committee that is ok).
5. Department Chairs contact potential committee members and ask them to help with the hiring activity. When contacting members outside of the division or department, cc the potential member’s Department Chair as a courtesy.
 6. Department Chair and Committee chair create a “draft” of a “scoring” methodology. The intent is that the methodology will be used by each committee member to evaluate each application. 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 and can be either numeric or if desired, a “stoplight” style chart for scoring.
 7. Human Resources reminds the committee of the basic “rules” regarding searches. This phase of the committee’s work is done in confidence. There are two significant parts:
 - a. The Chair and the committee discuss the ground rules for the search. These include:
 - i. Scoring. A scoring sheet will have been developed as noted above. The committee should decide how decisions will be made and discuss how to use the results of the committee’s scoring. 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. 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.
 - ii. 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.
 - iii. Recordkeeping. The committee must keep complete records, including all job advertisements, postings, lists of nominators and nominees, candidate dossiers, rating sheets, long and short lists, and interview notes. The documentation must demonstrate that Florida Poly has made good faith outreach efforts towards female and minority candidates. When the search concludes, the search records should be turned in to HR for archiving.
 - iv. Encourage an open airing of ideas and opinions by all committee members on the topic of excellence and diversity.
 8. If desired, the Provost office will provide a search manager to help with administrative functions such as creation of excel based score sheets for use by the faculty, facilitating access to applications, collation of ranking results, scheduling for committee work and candidate interactions. The search manager will not share intermediate results of the search with the Provost.
 9. If more CVs come in , the evaluation steps can be repeated for all applicants that have come in.
 10. Details of evaluating CVs and producing an interview list

- a. Minimum Qualifications test: HR Recruiter will review all candidates for minimum qualifications and required documents based on job posting or if preferred, by the committee or subset of the committee. If a subset of the committee is used, at least two committee members must independently apply the minimum qualifications test. Candidates are disqualified only if all participating members agree to disqualify the candidate.
- b. Send polite and prompt letters of rejection to candidates who clearly do not meet the minimum qualifications for the position. If a search manager is used, this can be done by the search manager.
- c. Triage to “High Interest list”
 - i. As noted above, each committee member individually ranks the candidates using the agreed upon scoring methodology. The Committee Chair manages the discussion of candidates as agreed upon by the committee (noting again that initial spotlight scoring of candidates is an efficient method of determining which candidates will be considered further). Ideally, scores are provided to the search manager before the meeting and discussion is focused on candidates that are of high interest to the committee.
 - ii. The committee discusses the candidates and collectively decides which candidates are worthy of further consideration. This discussion does allow committee members to change their relative scoring of candidates based on the discussion. The output of the meeting should be a list of candidates to be considered further and this list does not have to align with a simple adding up of scores initially provided by the committee members.
- d. Moving to a “short” list
 - i. Candidates for Phone interview must be approved by the Department Chair and Provost (or Provost designee). This approval should be requested in a short summary memo that lists the individuals to be phone interviewed, a list of “backup” individuals that may warrant further consideration at a later date.
 - ii. The phone interview: Purpose is to verify verbal communication skills, get a small sense of the level of mutual interest between candidate and poly
 - 1. Remote short interviews should be designed for 15 minutes in duration and may last up to 25 minutes.
 - 2. Remote short interview can be held by a consistent subset of the search committee. Notice and document meetings.
 - 3. Post a public announcement at least 7 days in advance of any interview involving more than one committee member;
 - 4. The committee must agree on the core questions to be used in the interview as determined from agreed upon criteria
 - 5. Pre-determine the order in which the interviewers will ask questions
 - 6. Approved list of candidates being phone interviewed is provided to HR Recruiter.
 - iii. The committee considers phone interview results, recommends a “short” list, the chair formalizes recommendations for short list in a memo. This memo should include:
 - 1. A summary assessment of the recommended candidates
 - 2. Copy of search committee questions and criteria
 - 3. Description of any additional recruitment efforts

4. Vita or dossier for each candidate listed in the approval to interview request
 5. Tentative interview schedule indicating the names of all individuals with whom the applicant will meet, as well as any lectures or open meetings that will be included
 - iv. Department Chair and Provost consider the short list and either accept, or if not, work with committee on getting to a short list.
 - v. Approved short list of candidates is provided to the HR Recruiter.
 - vi. Candidates that are of no further interest are sent a polite and concise declination letter.
 - vii. The search committee may, if it so chooses, hold a secondary list of candidates for further consideration.
- e. Pre-Campus interviews (done remotely)
- i. The committee is responsible for orchestrating the interview and a committee member should be designated as the host
 - ii. Interviews should involve faculty, staff, and students. Specific individuals that must be involved in hiring:
 1. The committee, both in individual meetings and in a common interview setting, with a common set of questions used for the meeting.
 2. Members of the faculty in the program that is hiring the individual.
 3. Other members of the faculty 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 or Division Directors.
 5. At least one Vice Provost
 6. Provost
 7. The interview should include both a research presentation and a sample lecture, length for these should be managed by the committee.
- f. Recommendation for onsite interview (for COVID19 period, typically a single candidate)
- i. The committee is charged with collecting information, considering their in-depth interactions with candidates, and carefully considering the inputs from their faculty colleagues
 - ii. The committee must formally offer faculty members that participate in the interview the opportunity to comment on the individual. A best practice would be to ask the input to be provided as a response to a few standard questions.
 - iii. Based on the interviews and the information collected, the committee forms a recommendation. This recommendation is presented as a rationale for support (or not) for a candidate or set of candidates. The chair prepares a formal recommendation.
 - iv. The Department Chair and the Provost will consider the recommendation and if the candidate will be invited to campus. If the recommendation is not followed, the Department Chair and Provost will work with the committee to determine which candidate (if any) will be invited for campus interview.
- g. Recommendation for hire
- i. The search committee must actively check references. These reference checks must include oral contact with the candidate's references. Within these phone calls, a committee member must listen carefully to the content and context of the

conversation. Individuals are typically reluctant to make negative comments about individuals. If hints of negative comments are present, the committee member must gently pursue/clarify these comments with the reference.

- ii. Off-List reference checks must be performed as well. To do so, during the on-site interview, the candidate must be asked by the committee chair: “we will actively check references as a part of our hiring process. Do you wish to identify individuals, or individuals within specific institutions that you do not want us to contact as we further consider your candidacy?”
- iii. Provide HR Recruiter with the names of those candidates whose references will be checked.
- 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 hiring parameters for the Department Chair.

11. Closing the Search

- a. When the search closes the search chair will provide to Human Resources:
 - i. Copies of minutes from meetings
 - ii. Copies of reference checks
 - iii. Copies of memos used for recommendations
 - iv. A completed interview form/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.

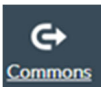


Covid-19 Addendum

Since we are on the "Do Nots": 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 a class, you must obtain a FERPA release.

As an additional note, to encourage student engagement in Flex classes, you may choose to not record class sessions, requiring only in person and synchronous attendance, reserving recording for situations where special circumstances might apply.

FERPA Release

The easiest way to do this is create this release as a Canvas Assignment. In fact, it already is one in the Canvas Commons under Florida Poly. Require it of all your students/classes in the first week and you have your interactive/engagement-required attendance activity as well. Here's how to do it:

1. Go into your Canvas Course
2. Click on the Commons Icon on the left-hand column 
3. When you're in the Commons, type "Florida Poly" in the search bar without the quote marks
4. Look for the following assignment: Florida Poly FERPA Consent Release Form
5. Click  Add to Favorites
6. Then Click 
7. An Import/Download window pane will slide over from the right. Select all the courses in your instance of Canvas that you wish to import this assignment into.
8. Scroll to the bottom and click



9. Then, go back to your dashboard, each of your courses, and set up the assignment so that it is a required assignment to close **before** end of week one.
10. 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,
- 3) Ask each student to supply you with written, signed and dated authorization to use his/her Student ID to post grades. Then, post the grades using the ID numerals only. You must store and maintain each student's written consent.

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.

Independent Study Courses

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

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

Required Steps to Develop the Independent Study Course

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

1. Independent Study Proposal memo;
2. Complete Course Syllabus.

Independent Study Proposal Memo

The independent study proposal memo should be directed to the Department Chair and/or Division Director and include the following information:

1. Request the creation of the independent study and identify the student(s) who will participate, their major/concentration and current level (fr, so, jr, sr; hours completed, if available).
2. Explain the purpose of the independent study. For instance, student may require an independent study in these situations:
 - a. substitution for specialized elective in degree program,
 - b. substitution for required courses in old degree program and no longer offered to general student population, and
 - c. by permission, in area of special interest to individual / small group of students.
3. Provide the course topic and description.
4. Write a brief description of the background, experience and strengths the student(s) bring to the topic/focus area.
 - a. Include a statement from the student(s) where they identify the objectives/ goals for their education by explaining what they hope to gain (or is required for course substitution) in terms of knowledge, skills, personal and professional contacts, and other experiences while in the Independent Study course.
5. If an independent study is course substitution, identify the course to be substituted and show how the course learning outcomes are similar.

Complete Course Syllabus

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

List course learning outcomes.

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

LEARNING OUTCOMES	DELIVERABLES <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 Independent Course

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

TIME COMMITMENT AND WEEKLY OUTLINE

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

Late consequences

Be sure to include this as part of the agreement.

Signatures

Include Student, Instructor, Chair, and Registrar.

Instructional Delivery Modes

(See also [Canvas Minimum Requirements](#))

In addition to traditional, face-to-face delivery, the following modes of instructional delivery have been implemented and supported in fall 2020 to facilitate instruction in a Covid-19 environment.

Flex

A multimodal delivery method where the instructor conducts live, in-person lectures or problem-solving sessions and the students in person, or synchronously through a web-based meetings platform. Sessions are recorded for students to experience asynchronously. Classroom population is managed to make sure that social distancing guidelines are followed. Course content and assignments are delivered through Canvas enabling students regardless of mode of participation to engage in the class.

Online Engaged

Applies to courses where the learning outcomes support traditional online delivery but includes a degree of synchronous live lectures or problem-solving sessions. Students engage in the course with a mix of synchronous and asynchronous activity. Campus-engaged components include opportunities to meet with instructors during scheduled office hours if feasible for the student, discussions included as a part of the class (both synchronous and asynchronous), synchronous recitation sections, other activities designed into the course such as synchronous quizzes. Classes maintain their regularly CAMS scheduled days and times in order to ensure that exams and quizzes do not conflict with other courses. Other synchronous activities should be delivered during these times as well.

Practices Associated with Delivery Modes

The following practices are typically core duties associated with delivery in these modes. This list is not all-inclusive of activities and practices but emphasizes the importance of student engagement in distance learning modalities.

- Faculty should ensure their presence to deliver the course and be appropriately available to students (e.g. office hours). If the class, or a portion of the class is delivered remotely, evidence of an ongoing effort during the remote period that connects with students on a weekly, or more frequent, basis.
- Faculty should grade assignments and exams in a timely manner. Faculty must make a good faith effort to make remote examination and proctoring work properly but are not accountable for system bugs and difficulties. For remote instruction, Faculty must maintain strong engagement by publishing expectations for and adhering to grading timeliness. Only in rare instances should assignments or exams not be returned within ten days.
- For remote delivery, faculty should provide course organization with Canvas that adheres to the Florida Poly Canvas starter kit model. The course organization must clearly provide instructions for how material will be delivered, how interactions will be managed (asynchronous, synchronous, tools, and expectations for interactions, including instructor response-time to student inquiries), and how assessment will be handled. In addition,

expectations and clear instructions for students must be present in syllabus and in the course materials especially in terms of expectations for student participation in synchronous activities.

Joint Faculty Appointments

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 one is available to students. There is no specifically-stated number of office hours per instructional hours, but one common, and recommended, office hour calculation is 1 hour per 3 credit hours taught with a minimum of three scheduled hours that are formally and publicly set aside for student meetings. In addition, there is strong expectation that faculty will find time to meet with students outside of their formal office hours upon request.

In an Online Engaged or Flex environment, it is especially important that students know when you are “virtually” available for synchronous interaction. Setting and maintaining these hours facilitates strong course management and minimizes difficulties throughout and beyond the end of the academic term. Setting multiple methods for students to access you is also a good way to ensure coverage. Think in terms of a combination of virtual, synchronous office hours; standard email response time (e.g. post that you will make effort to respond to questions within 48 hours or less for online courses); and, times when you will likely be online and available for quick chats. (See also [Practices Associated with Delivery Modes.](#))

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 of our student population and faculty are among the most 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 division director (where applicable), and the Provost prior to the academic term in which the outside employment is intended to take place.

Professional Development Funds for Faculty

In the past, Florida Poly has provided up to \$3500 in a fiscal year for professional development funds for the faculty. As noted, this is a significant investment on the part of the University would in time become more constrained due to either growth, budget constraints, or both. In the current year, our budgets have undergone these constraints so the precise figured is not yet available at the time of this document. However, the following guidelines will be observed:

Austerity Update

The use of professional funds is a privilege, not a right, and is always subject to approval by the division director, or if there is no director in the faculty's management chain, 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. During this time of austerity, the appropriate Vice President must approve all requests for use of discretionary funds. Therefore, Division Director or Department Chairs are only making recommendations to the Provost who has the final say on whether to provision the funds. The Provost's decision is final and there is no appeal.

Guidelines

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, again, subject to austerity.
- PD funds will not be authorized to pay for predatory publishing fees (i.e. paying for your own work to be published).

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.

In the past, acquisition of books or other materials have been supported by this fund at a \$250.00 annual limit. In this year, we are earmarking as much as this amount in reserve to supplement the library budget, which took a significant cut due to the Governor's budget veto in the summer. Thus, the "book money" may need to go to support institutional research resources.

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

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

Professional Experience Internship (IDS 4941) & Faculty Role

The course description for IDS 4941 is as follows:

Professional Experience Internship **2018-2019 Academic Catalog**

[Print this Page](#)

IDS 4941 - Professional Experience Internship

Credits: 0

Prerequisites: Completion of at least 72 Credit hours, or permission of APC, Provost or designee.

Course Description: This course is a co-curricular requirement that provides students with the opportunity to experience working in a professional environment or community-based organization where they can apply the knowledge and skills they have gained from their program.

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

Key parts of this course description are:

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

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

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

Any faculty requests to sponsor an internal internship experience and have the student enrolled in IDS 4941 (or the 3-credit internship course that is being taught out: EGN 4941) should be submitted to Melissa Vasquez, along with proposed learning objectives for the internship and a plan on how the internship will allow the student to work the required 100 hours. Internal internships will be considered for approval by the Provost. Internships must be completed by the faculty member and do not in general 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/g505.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

Seat Reservation App

To facilitate our Flex modality during the Covid-19 semester, the University has developed a seat reservation app. Social distancing requires that our classrooms maintain at least a 6-foot distance between all individuals, so room capacity had to be reduced. However, student demand for courses had to be maintained resulting in the Flex modality, where some students would be present in the room and some attending synchronously via Microsoft Teams. In order to determine who would attend in-person and to ensure some degree of fairness, the Seat Reservation App was developed by Dr. Al-Nashif in Computer Science with assistance from Technology Services. For information and instructions on how faculty can access the Seat Reservation App to see which students have claimed a seat or decided to “go remote” for the day, visit <https://floridapoly.atlassian.net/wiki/x/KwBKKw>.

Student Advising

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

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

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

The Faculty role has three distinct areas:

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

Registrar/ASC/Faculty			
Registering-Advising-Mentoring Division of Duties			
LIST IS NOT EXHAUSTIVE			
	REGISTRAR	ASC	FACULTY
CHOOSING MAJORS/MENTORING		“Pitches” majors to potential students who appear upon recommendation of Admissions. Helps students understand which courses need to be taken for each major.	Chair ¹ role: Establishes Departmental Mentors for varying specialties within the degree programs. Mentor role: Discusses Concentrations with already-enrolled students, offering guidance

¹ For Units within the Science, Arts, and Mathematics Division, the Director carries this responsibility and may delegate certain aspects of this responsibility, at her discretion, to the Department Chairs within SAM. This note applies to all portions of this table.

		When appropriate, discusses majors with already-enrolled students, offering guidance about coursework. Refers all other major-specific discussions to the Department Chairs and/or designated Departmental Mentor.	about coursework, career planning, and professional development.
	REGISTRAR	ASC	FACULTY
TRANSCRIPTS/CREDITS	Evaluates transcripts for incoming/potential students. Communicates to incoming students which credits have been accepted and for what they are equivalents. Verifies, inputs, and documents recommendations from ASC/Faculty for course substitutions/equivalencies.	Performs unofficial re-evaluations of transcripts when a student considers changing catalogs or majors. Suggests students meet with Department Chairs about in-Poly course substitutions, when ASC believes Department Chair might approve those substitutions.	Chair ² role: Assesses/approves/rejects course substitutions/equivalencies from incoming transcripts, when Registrar deems them to be non-standard substitutions/equivalencies. Chair consults faculty as appropriate. Chair role: Assesses/approves/rejects in-Poly course substitutions for students who request them. Chair consults faculty as appropriate. NOTE: Course substitutions are to be approved/rejected by the Chair that “owns” the course for which the substitution is being considered. If appropriate, the Chair may consult with the Chair of the degree program in which the student is enrolled. The Provost or designee can override the decision of a Chair.
	REGISTRAR	ASC	FACULTY
POLICIES/FORMS AND REGISTRATION	Establishes and process all FloridaShines requests. Processes forms related to registration. Performs manual enrollment when students are unable to enroll due to forms or other reasons.	Teaches policy to students (9 Summer Credits, W policy, Academic Standing Policy, etc.). Distributes forms. Teaches students how to use FloridaShines. Verifies FloridaShines requests.	Chair role: Signs forms, when appropriate and justified. NOTE: Prerequisite waivers and course maximums can only be performed/allowed by the Chair of the department delivering the course. The Provost or designee can override

² 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.

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

		<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>Assists students in developing a step-by-step application plan for Graduate School.</p> <p>Connects students with on-campus support resources.</p>	<p>Connects students with on-campus support resources.</p>
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Student Advising--Registered Student Organizations

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

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

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

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

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

Student Educational Assistants

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

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

General Functions

An SEA helps the instructor with routine task such as homework graded to a rubric set up by the instructor, copying, and simple instructional-administrative tasks. The SEA should report to the instructor if they see anything out of the ordinary in the homework or notice that a student is not turning in acceptable homework or any homework at all. The instructor can then follow up with the student who has lost their way. Note that the SEA should not be the one doing the follow-up.

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

Other Specific Functions

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

Computer Classrooms

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

Labs & Lab Classes

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

Recitations & Groups

- SEAs serving as tutors or recitation leaders should be trained in proper conduct and protocol to lead a group of students.³ The problems or activities in the recitation should be determined by the instructor, not the students, as the instructor should know with what areas students will need extra help. The role of the SEA/tutor should be clearly defined:
 - 1) do extra problems for students;
 - 2) help students with extra problem set provided by the instructor; or,

³ As of fall 2020, the Associate Director of Educational Outreach and Special Projects delivers a student SEA training program that supports SEAs in professional development including learning to become recitation and group learning leaders. Students going through these programs earn “badges” that designate that have had this training.

3) provide a “walk-in” session where tutor helps students with any questions, usually focused on the homework due in the next assignments.

Tutors

- SEAs may work as tutors, sometimes managed by the department or managed/coordinated by the Academic Success Center. Before the beginning of the semester, Departments should identify areas where students typically need tutoring and identify and recommended students to fill these roles. Students who are hired as tutors should undergo specialized training on working as a tutor.⁴

Peer Mentors

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

Syllabus Standards and Review

Before the start of each semester, the syllabus must be reviewed by the department chair with assistance, when needed, of an ad hoc committee of at least two (2) faculty in the department to ensure that the syllabus, at a minimum, supports:

- The learning outcomes for the course.
- A grading system that appropriately assigns grades as a measure of the competency of each individual student.
- Consistency with grading system guidelines recommended by the department and reported to the Undergraduate Curriculum Committee. (Departments should develop these guidelines and provide them to the Undergraduate Curriculum Committee and Vice Provost of Academic Affairs annually or as updated.)
- Consistency with the University goal that the work used to produce student grades is representative of the student’s level of achievement. Grading systems must assure general competency, based on a national standard, standard in the ‘field of study’ or other appropriate benchmark.

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

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

- **Syllabus template:** See [Appendix 3. Template for University Syllabi: Covid-19 Version](#).

⁴ As of fall 2020, the Associate Director of Educational Outreach and Special Projects delivers a student SEA training program that supports SEAs in professional development including learning to become recitation and group learning leaders. Students going through these programs earn “badges” that designate that have had this training.

- **Syllabus policy:** <https://floridapoly.edu/wp-content/uploads/FPU-5.0065AP-Course-Syllabi-11.17.2017.pdf>
- **Grading Policy:** <https://floridapoly.edu/wp-content/uploads/FPU-5.0071AP-Grading-Policy-10.20.15-FINAL-REVISED.pdf>

Textbooks & Course Materials

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

Florida Requirement

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

Procedure

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

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

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

Fall Semester: July 13th

Spring Semester: November 15th

Summer Semester: March 20th

Appendix 1. Important Contacts

Departmental Administrators

- Zaira Medina-Rodriguez: VPAA Units, Graduate Programs, Research & Grants, zmedina@floridapoly.edu, 4-8496
- Crissi Hinson: ECE and ME, chinson@floridapoly.edu, 4-8600
- Karen Urnaitis: Registrar's Office, kurnaitis@floridapoly.edu, 4-8501
- Rashawnya Wesley: DSBS, CS, rwesley@floridapoly.edu, 4-8684
- Dara Griffis: SAM, dgriffis@floridapoly.edu, 4-8461
- Yarelis Sanchez: Student Affairs (ASC, Disabilities, Career, SGA, etc), ysanchez@floridapoly.edu 4-8589

Division Directors and Chairs

Shahram Taj, Chair, Data Science and Business Analytics, staj@floridapoly.edu, 4-8521

Brad Towle, Chair, Computer Science, btowle@floridapoly.edu, 4-8566

Mary Vollaro, Chair, Mechanical & Environmental Engineering, mvollaro@floridapoly.edu, 4-8604

Muhammad Rashid, Chair, Electrical and Computer Engineering, mrashid@floridapoly.edu, 4-8667

Nicoleta Hickman, Director, Science, Arts, Mathematics (SAM), nhickman@floridapoly.edu, 4-8523

Sesha Srinivasan, Chair, Natural Sciences, ssrinivasan@floridapoly.edu, 4-8584

Jared Bunn, Chair, Mathematics, jbunn@floridapoly.edu, 4-8515

Wylie Lenz, Chair, Arts, Humanities, and Social Sciences, clenz@floridapoly.edu, 4-8565

Graduate Programs: Contact Vice Provost of Academic Affairs, tdvorske@floridapoly.edu, 4-8544

Academic Affairs Administration & Staff

Terry Parker, Provost and Executive Vice President for Academic Affairs, tparker@floridapoly.edu, 4-8500

Melissa Vazquez, Director of Academic Affairs, mvazquez@floridapoly.edu, 4-8500

Tom Dvorske, Vice Provost of Academic Affairs, tdvorske@floridapoly.edu, 4-8544

Kathryn Miller, Vice Provost of Student Affairs, kmiller@floridapoly.edu, 4-8640

BenMatthew Corpus, Assistant Vice Provost of Admissions and Financial Aid, bcorpus@floridapoly.edu.

Dahl Grayckowski, University Registrar, dgrayckowski@floridapoly.edu, 4-8526

Kevin Calkins, Director of Institutional Research, kcalkins@floridapoly.edu, 4-8545

Nicole Tardiff, Director of Sponsored Programs, ntardiff@floridapoly.edu, 4-8585

Kelly Morgan, Office of Disability Services, kmorgan@floridapoly.edu, 4-8770

Kristin Stokes, Associate Director of Campus Wellness Management, kstokes@floridapoly.edu, 4-8641

Shannon Brandt, Associate Director of Student Success and Retention, sbrandt@floridapoly.edu, 4-8876

Teaching & Learning/Instructional & Technical Support

Doug Holton, Director of Teaching and Learning, dholton@floridapoly.edu, 4-8683

Constantine Stefanakos, Inst. Media Engineer, cstefanakos@floridapoly.edu, 4-8881

Indira Sukhraj, Associate Director, Educational Outreach, isukhraj@floridapoly.edu, 863-333-0833

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

Human Resources

Ashley Douberly, Administrative Assistant, douberly@floridapoly.edu, 863-874-8821

DeAnn Doll, Associate Director, ddoll@floridapoly.edu, 863-874-8421, LTB-1140

Gloria Nelson, Compensation & Training Manager, gnelson@floridapoly.edu, 863-874-8402, LTB-1141

Iliana Ricelli, Associate Vice President, iricelli@floridapoly.edu, 863-874-8423, LTB-1137

Lorraine Pierre-Louis, Coordinator, lpierrelouis@floridapoly.edu, 863-874-8422, LTB-1145

Regina Brown, Employee Relations Specialist, rbrown@floridapoly.edu, 863-874-8736, LTB-1136

Rico Despiau, Coordinator, fdespiau@floridapoly.edu, 863-874-8507, LTB-1144

Technology Services

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

Candis Tate, Interim CIO and Special Projects, ctate@floridapoly.edu, 863-874-8567

Jay Morton, Director, Tech Support Services, jpmorton@floridapoly.edu, 863-874-8880

Marie Desir, HelpDesk Manager, mdesir@floridapoly.edu, 863-874-8742

Appendix 2. Sample Internal Internship Experience Request Form



FLORIDA POLYTECHNIC
UNIVERSITY

Internal Internship Experience Request Form

Faculty must complete this form when requesting to sponsor an internal internship experience and have the student enroll in IDS 4941 (Professional Experience Internship).

Please note that faculty may work with students outside of the IDS 4941 course. Student Education Assistants (SEAs), federal work study positions, or student worker positions are not applicable for the IDS 4941 Professional Experience Internship.

Please complete the information below and return this form to Melissa Vasquez, Director of Academic Affairs.

FACULTY NAME: _____

Has a student been tentatively identified for this Professional Internship Experience? Yes | No

If yes, NAME OF STUDENT: _____

Step 1: Required Data

Proposed Learning Objectives for Internship:

1. _____

2. _____

3. _____

Step 2: Budget

On a separate sheet, please include a plan on the budget and proposed funding source for the Professional Experience Internship.

Please address a) supplies needed b) additional resources needed and c) salary for intern.

Step 3: Work Plan

On a separate sheet, include a plan showing how the Professional Experience Internship will meet the required 100 hours.

ACADEMIC AFFAIRS USE ONLY

Approved Denied Date: _____

4700 RESEARCH WAY
LAKELAND, FL 33805-8531



FLORIDAPOLY.EDU

Appendix 3. Template for University Syllabi: Covid-19 Version.

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

Course Information

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

Instructor Information

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

Course Details

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

Example SLO Table

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

Academic Support Resources

(Copy and paste the following)

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

Course Policies:

- **Attendance**, see also [University Policy](#), which reads “Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as defined by the instructor.” Attendance in this environment does not, of course, mean actual physical attendance in the classroom, although it may include that.
- **Grading Scale**: Include the grading scale that will be used in the course. (See also [University Grading Policy](#)).
- **Assignment/Evaluation Methods**: The syllabus should include details about how the student will be evaluated include types of assignments – exams, quizzes, papers, projects, and relative percentage of course grade for each.
- **Late Work/Make-up work**: instructor or department policy on late/make-up work.

University Policies

(Copy and Paste this section into all syllabi)

- **Covid-19 Statement**: Regardless of the mode of course delivery, all Florida Poly students are asked to make a [Campus Commitment](#) demonstrating respect and consideration for themselves or others, and for the people they care about. This Campus Commitment includes monitoring one’s health and seeking medical care when appropriate; wearing face-coverings and respecting social-distancing, especially in the classroom and in gatherings; washing one’s hands frequently (and when not possible using hand-sanitizer); following medical guidance; and participating in keeping shared spaces clean. If you are experiencing any symptom(s) of COVID-19 outlined by the CDC, you must stay home or in your residence hall room and immediately contact the associate director of campus wellness management at 863-874-8599 or email care@floridapoly.edu.

Basic rules for in the classroom, IST, and Campus:

1. You **MUST** wear your face-covering during class and throughout the building at all times.
 2. Absolutely **no eating or drinking** during class.
 3. Leave the furniture on its correct floor markings; if the furniture is moved, please return it to those markings.
 4. “Take-Two”: Whenever possible, clean your space with a sanitizing wipes (take two) before you start and when you are finished with class.
 5. Do not remove sanitizing wipes or hand sanitizers from their set locations—they are put there for everyone.
 6. Follow directional signs throughout the buildings and respect appropriate social-distancing.
 7. Study hard and engage with all of your courses!
- **Reasonable Accommodations**: Florida Polytechnic University is committed to assisting students with disabilities and offering reasonable accommodations to those with documented eligibility. The Office of Disability Services (ODS) coordinates accommodations for students with disabilities in accordance with the ADA Amendments Act of 2008 (ADAAA), the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973. Reasonable accommodations are determined on an individual basis through an interactive process between you, ODS, and your instructor(s). If you have already registered with ODS, please ensure that you have requested an accommodation letter for this course and communicate with your instructor about your approved accommodations at your earliest convenience. If you are not registered with ODS but believe you have a temporary health condition or permanent disability requiring an accommodation, please contact ODS as soon as possible.

The Office of Disability Services (ODS):

DisabilityServices@floridapoly.edu

(863)874-8770

ASC East building

[ODS website: www.floridapoly.edu](http://www.floridapoly.edu) > Student Affairs > Health Wellness > Disability Services

- [Accommodations for Religious Observances, Practices and Beliefs](#)

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

Course Schedule

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