

Academic Affairs Guidelines 2020-2021 Addendum

January 2021

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

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

- Students in **face-to-face (this includes labs and C-courses)** courses are expected “to attend all of their scheduled University classes and to satisfy all academic objectives as defined by the instructor” (University Policy, FPU-5.0010AP).

[INSERT YOUR POLICY HERE—see [Appendix 3.1](#) below.]

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

[Also, **INSERT:** Remote access to class learning materials may be provided on case-by-case basis.]

- Students in **online-engaged courses** are, like those in face-to-face, expected “to attend all of their scheduled University classes and to satisfy all academic objectives as defined by the instructor” (University Policy, FPU-5.0010AP). The instructor will provide the standards for engagement and the track your activity through interactions with course assignments, materials, quizzes and other elements and interactions on a regular basis.

[**Note:** this language complies with SACSCOC requirements for distance learning.]

- Students in low-**Flex (FX) courses** are required to attend in-person for 50% of the course, which includes attending at least once per week (or as scheduled for one-time per week classes). Students are also expected to attend remotely during the other 50% of the course offering.

[**INSERT:** Falsifying attendance for yourself or for another student is an act of academic dishonesty and subject to academic discipline.]

Students Feeling Sick

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

I am a student; what should I do if I think I may have COVID-19?

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

Late Work/Make-up work

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

Grading Scale

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

Assignment/Evaluation Methods

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

University Policies

(Copy and Paste this section into all syllabi)

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. Clean your classroom space with a sanitizing wipe before you start 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

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

Title IX

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

Academic Integrity

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

Course Schedule

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

Appendix 3.1. Spring 2021 Attendance

The student experience at Florida Poly must be rich in interactions between faculty and students and within student peer groups. To promote this experience, we have set expectations for Spring 2021 Attendance to provide students with on-campus access to learning and to support strong student engagement in academics and campus life. Students in Face-to-Face, Low-Flex, C-courses and Lab Courses are expected to attend classes on campus and in-person.

Modes and Courses Impacted

- Low-Flex
- Face-to-Face (including Labs and C-courses)

University Requirement

- Students in **face-to-face** courses are expected “to attend all of their scheduled University classes and to satisfy all academic objectives as defined by the instructor” (University Policy, FPU-5.0010AP).
- For the spring 2021 semester for Low-Flex classes, we are asking all instructors to use the attendance policy, and make specific note in their syllabus, to:
 - “require” in-person/in-class attendance for 50% of the course each week (this comes from “satisfy all academic objectives as defined by the instructor”, University Policy, FPU-5.0010AP), and,
 - Set expectations for course engagement for students when they are attending your class remotely (again, this should be listed in the syllabus).
 - **Note:** this 50% in-person standard has been communicated to students at the time of spring registration, along with a general, standard statement regarding accommodations.
- For the spring 2021 semester, instructors are asked to use recordings of their lectures judiciously. Typically, recordings may be used for students with excused absences from class.
- Faculty may impose “point” penalties for non-attendance and/or may set attendance standards that result in incentives for regular active attendance and participation or both (see examples from UWF in “Possible Consequences” section below). Departments are encouraged to, within a reasonable extent, use similar penalties and/or incentives for attendance. **Finally, incentives that are greater than 10% and penalties that are greater than the potential loss of 20% or more of a grade should be discussed with, and approved by, the VPAA.**

Student and Faculty Responsibility

Student Responsibilities

- Meet the requirements for all work for each course they are registered, including all attendance requirements.
- Know the due dates and attendance requirements for each course for which they are registered.
- Inform instructors of absences in advance, if possible, or as soon as possible afterward. See the list of excused absences listed below in sections “Faculty Responsibilities” and “Covid-19” for University-specified excused absences and Covid-19 leniencies.
- Be accountable and responsible for identifying and completing missed or make-up work in a timely manner.

Student Responsibilities summarized: Students are expected to take full responsibility for their learning and one way that is demonstrated is by rigorous attendance and participation in class.

Faculty Responsibilities

- Provide a written attendance policy in the syllabus. As a point of emphasis for the spring 2021, please explain this policy orally to students on the first day of class including all consequences, expectations, and responsibilities on the student’s part. Faculty/syllabus attendance policies and statements to the class must, at a minimum, express the following:
 - Attendance and participation are expected parts of academic experience.
 - How absences impact the course grade.
 - How attendance/participation is tracked.
 - Allow students with excused absences reasonable time to make up missed work without any reduction in the assigned work or final course grade as a direct result of the absence. Extra credit points, if present, that are based on attendance typically are not awarded when a student is absent.
 - Excuse students from class for any of the following reasons: religious observances of their faith; legal responsibilities (jury duty, court obligations); military obligations; university-sponsored events; death or serious illness within their immediate family, or their own illness, or other

- reasonable circumstances.
- Campus CARE Services are available to work with students with serious or unusual circumstances. Contact care@floridapoly.edu
- Comply with Federal Financial Aid rules for tracking students by reporting attendance to the Registrar's Office through CAMS the first week of classes

Covid-19

In addition to the standard excused absence reasons, keep in mind that during this pandemic, students may have legitimate and difficult to document reasons for missing class, such as

- Experiencing common COVID-19 symptoms;
- Exposure to COVID-19, and need to be quarantined;
- COVID-19 positive and are required to isolate;
- Family illness;
- Increased anxiety and mental health issues;
- Be in a CDC-identified high-risk category.

Students, of course, are responsible for communicating their situation to you in a timely manner and utilizing CARE services for support. Faculty will need to demonstrate greater flexibility with respect to attendance rules for students as a direct result of our concerns with COVID-19.

As a point of process, explain that exceptions to your policy will be addressed on a case-by-case basis rather than announcing a contingency policy at the outset. This provides you with the ability to coordinate with your colleagues and department chair (and if necessary Student Affairs and the Provost's Office) on various issues and avoids you running into a situation that could get out of hand before you know it.

Additional Guidelines

Faculty **may not** withdraw students from a class. Faculty should address persistent absences and failure to turn in assignments with the student. The Early Alert process (available through Canvas) is also available to support faculty. The ASC (success@floridapoly.edu) is available to consult with faculty on strategies to support both the faculty member and student. For Federal financial aid purposes, **online classes** must require students to engage in some sort of learning-based activity within the first week to document student attendance. Simply logging in to the class is not sufficient.

Logistics

Calendar

In the spring 2021 term, there are 42 MWF class days and 30 TTh class days. In every week, both offerings of T/Th classes will meet; however, MWF sections will have three separate weeks where one of the M, W, and F class periods falls on a "no-class" day.

The "no-class" days should be days that focus on revitalization and rest. Classes will not be scheduled on spring 2021 term off days.

Attendance

Syllabus Policy Statement: As discussed above, it is useful to begin with a policy and include the caveat that "exceptions may be made on a case-by-case basis." Then follow with the student's responsibility for keeping faculty informed of changes in circumstance that cause absences or other disruptions in attendance/participation.

Expectations: To support engagement and student success, students need to be present at least once a week in all Low-Flex courses. Students are expected "to attend all of their scheduled University classes and to satisfy all academic objectives as defined by the instructor" in all face-to-face and lab courses.

Low-Flex courses: attendance management facilitated with GROUP Assignments:

To manage appropriate classroom occupancy, students will need to elect the day(s) of the week that they will be present for class on campus. This will be done with a GROUP assignment using canvas prior to the start of the semester. A separate set of detailed instructions will be provided for this task with the central principle that the university manages its classrooms for social distancing and also that, to a reasonable extent, students have choice in their attendance days as a way of managing their time commitments.

Low-Flex: For Two-day per Week Classes (T/Th or M/W), in-person attendance 1 day per week is required.

- Students will need to identify which day of the week they will regularly attend class on campus.

Case #1: Course enrollment does not exceed COVID room capacity.

Students are required to attend in-person 1 time per week AND may attend both sessions. Note only 1 session per week will be counted toward the "50% attendance" requirement in a Low-Flex class.

Case #2: Course enrollment exceeds COVID room capacity.

Each student must attend on their identified day (e.g. either Tuesday or Thursday) . Students wishing to attend in-person class both days per week will be able to do so if seats are available in the classroom.

The course instructor will identify the best way to take attendance for those attending in person and those engaging remotely. For example, this identification process may happen on Canvas. **Students will need to identify as part of an attendance group and will elect their Group on Canvas on a first-come first-serve basis.** Attendance Groups will have specific days when they are required to be in class:

M/W or T/R or

- Group A attends class on M or T, respectively
- Group B attends class on W or R, respectively

OR for Single Day a Week Classes (if the enrollment exceeds the room capacity)

- Group A attends class in odd weeks
- Group B attends class in even weeks

Low-Flex: For Three-day per Week Classes (M,W,F), in-person attendance 2 days per week is required (in some cases, enrollment pressure will make attendance 2 days per week possible only in alternate weeks).

- Students will need to identify which day(s) of the week they will regularly attend class on campus.

Case #1: Course enrollment does not exceed COVID room capacity.

Students are required to attend in-person 2 times per week AND may attend all sessions. Note only 2 sessions per week will be counted toward the “50% attendance” requirement in a LOW-FEX class.

Case #2: Course enrollment exceeds COVID room capacity.

Each student must attend on their assigned days (e.g. Monday and Friday) . Students wishing to attend in-person classes additional days each week if seats are available in the classroom. If

The course instructor will identify the best way to take attendance for those attending in person and those engaging remotely. For example, this identification process may happen on Canvas. **Students will need to identify as part of an attendance group, and will elect their Group on Canvas on a first-come first-serve basis.** Attendance Groups will have specific days when they are required to be in class and will be set up to be specific to each class:

Group A attends class on Monday and Wednesday if enrollment allows, if enrollment is larger students attend class on Monday and Wednesday in odd weeks (1, 3, 5, etc.). Monday in even weeks (2, 4, 6, etc.)

Group B attends class on Wednesday and Friday if enrollment allows, if enrollment is larger students attend class on Friday in odd weeks (1, 3, 5, etc.) and Wednesday and Friday in even weeks (2, 4, 6, etc.)

Possible Consequences of Attendance (positive and negative)

Penalties or points associated with attendance or participation are left up to the department as a group or the individual instructor. The university guidance as minimum and maximum standards are listed in the section “University Requirements.” Experience varies widely, but methods that encourage frequent attendance and based more in participatory responses tend to result in better learning outcomes. The following suggestion from our sister institution to the West ([UWF in Pensacola](#)), provides example guidelines.

The following point structure will be used to calculate the attendance portion of your grade:

Example A

If you miss more than three unexcused absences, your overall total will be reduced by 5 points for each absence after the third

Example B

- If you attend each and every class, 3 points will be added to your overall point total from which your grade will be derived (and believe me, some of you will need those points).
- If you miss only one (1) class during the term, 1 point will be added to your overall point total.
- If you miss two (2) classes during the term, 0 points will be added to your overall point total.
- If you miss three (3) classes during the term, 2 points will be subtracted from your point total (and believe me, some of you will not be able to spare those points).
- If you miss four (4) classes during the term, 4 points will be subtracted from your overall point total.
- If you miss five or more (5+) classes during the term, 10 points will be subtracted from your overall point total.

Example C

0 classes missed	= 50 points extra credit
1 class missed	= 25 points extra credit
2 classes missed	= 10 points extra credit
3 classes or more missed	= 0 points extra credit

Options/Methods for Taking Attendance

1. Call roll for each class session.
2. Pass around a sign-in sheet during class. (Signing on behalf of another student is academic misconduct).
3. Create a seating chart on day one and verify attendance via the seating chart. Note that our classroom tables are currently numbered, which may facilitate this activity.
4. Use A+ attendance.
5. Use a participation activity (suggestions follow).

Appendix: Tips

Activities to Check Attendance/Engagement

- **Sign-in Notebook:** Get a three-ring folder and print up one copy of your roster for each day of class—one page per day with all the student's names and a line for their signature. Each class period, you pass around the folder and they sign for that day. After class, take a highlighter and mark through the ones who have signed and draw a thick black line through those who have not signed (i.e. were not present.)

The following are 5-minute or less class activities to check student comprehension. Collect, check off their names, and use them to count for attendance/participation and these can be applied to both in-class and remote students.

- **Muddiest Point:** What was the thing you understood the least from today/or had the most difficult time understanding? What will you do to make sure you learn it?
- **In Their Own Words:** Take a term, concept, formula, or other idea from your day's lecture and have the student's write it out in their own words and hand it in. (Good check on comprehension.)
- **Concept Map:** ask the students, as a group, to list out the main concepts covered in today's class. Then, individually, they draw a "picture" connect the concepts to one another and explain the relationship with a sentence.
- **Point of Pride (opposite of muddiest point):** What was one thing from today's class that you understood the best and feel most competent in explaining to others? (How to find the classroom can be an acceptable answer.)
- **Pre-class Exercise:** What was the last thing you remember from the previous class? (or some variation that gets them to bring forward something they learned or should have learned to something they will learn).
- **Pre-class Exercise:** Put a term, concept, formula, design, or other idea on the board that you have yet to cover in class and ask the students to explain what they think it is.
- **Pre-class Exercise:** from the assigned reading (or homework), answer the following simple quiz (typically multiple choice).

Remote Student Engagement tips:

Consider building in some mechanism to make sure students that are "attending" remotely are actually engaged in the class.

- Require students to actively contribute to either a "chat" or answer a few "clicker" style questions during the lecture.
- Randomly call on students during a part of a lecture and ask them to fill in what is next.