



**FLORIDA POLYTECHNIC**  
UNIVERSITY

# Academic Affairs Guidelines

Office of the Provost

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# 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 centralized course (e.g. Intro to Stem). Faculty members are expected to forecast 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 a few hours, 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 or 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 all students.

Faculty who have external professional obligations during the semester must obtain approval from inform their Department Chair of the dates as soon as they are known and make all necessary arrangements to ensure classes are covered appropriately.

# Academic Integrity Violations

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

- 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—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 Disability Services, contact Ms. Carolina Barrios, ASC Coach for Disability Services at 863-874-8770 and at [cbarrios@floridapoly.edu](mailto:cbarrios@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 the ODS. What follows is a brief outline of the Accommodation Request Process:

1. Student completes an “Accommodation Request Form” 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 is then advised to provide the letter to their professors or other staff members to implement the accommodations.
5. Accommodation letters are distributed each semester and the semester date is included on the letter.
6. 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.
7. Testing Accommodations are only for those students that have been granted a testing accommodation. Their note should say they have this accommodation.

## Testing Accommodations

- The Testing center is open Monday thru Thursday 8:30a-8pm and Friday 8:30a–5pm. Exams must be completed by closing time.
- Students are asked to schedule their exams at least 48 hours in advance. If the exam is scheduled 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 testing center provides students double the time (2x) as the time given in class.
- It would extremely helpful to provide the testing center with instructions to follow on administering your exam (calculators allowed, formula sheet, etc.)

- Once an exam is scheduled both professor and student receive a calendar invitation with the exam details from: [ASCTesting@floridapoly.edu](mailto:ASCTesting@floridapoly.edu)
- Faculty are encouraged to closely review the invitation. If any objections or questions, 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 in which exams should be uploaded to (Blank folder). ASC 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 (IST1019) 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](mailto:dholt@floridapoly.edu), or Brennan Cannon, Canvas Administrator, [bcannon@floridapoly.edu](mailto: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 it 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](mailto: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 providing they have given their instructors at least one week’s notice. Students are responsible for making up (or completing beforehand) all associated coursework.

# 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.
- For the fall semester 2019, exams that are not noted in the syllabus must be announced (in class and via email or the equivalent) in the first two weeks of the semester. This allows students ample time to plan for their exam. Starting in the spring semester 2019, common exams MUST be noticed in the syllabus.
  - For exams that are noticed either in the syllabus or for fall 2019 with appropriate notice, excuses for requiring a makeup exam that are acceptable are: 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.

## 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.

## 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.

# 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:

<p><b>DIRECTORY INFORMATION</b> (May be disclosed, unless the student requests otherwise. <i>Please refer such requests to your department office or to the Registrar's Office.</i>):</p> <ul style="list-style-type: none"><li>• Name</li><li>• Current Mailing Address</li><li>• Telephone Number</li><li>• Date of Birth</li><li>• Major</li><li>• Dates of Attendance</li><li>• Enrollment Status (Full/Part-time)</li><li>• Degrees/Awards Received</li><li>• Participation in Officially Recognized Activities and Sports</li><li>• Height/Weight</li></ul>	<p><b>PERSONALLY IDENTIFIABLE INFORMATION</b> (any data other than "Directory Information", <b>may not be disclosed</b>) <i>Including, but not limited to:</i></p> <ul style="list-style-type: none"><li>• Social Security Number</li><li>• Student ID - (CAMS)</li><li>• ISO Number</li><li>• Residency Status</li><li>• Gender</li><li>• Religious Preference</li><li>• Race/Ethnicity</li><li>• Email Address</li></ul> <p><b>EDUCATIONAL RECORDS</b> <i>Including, but not limited to:</i></p> <ul style="list-style-type: none"><li>• Grades/GPA</li><li>• Student's Class Schedule</li><li>• Test Scores</li><li>• Academic Standing</li><li>• Academic Transcripts</li></ul>
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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

- Please 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.
- Please do not record attendance by passing around the CAMS Class Roster, which may contain the student's ID.
- Please 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.

## 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.

## 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.

# 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:

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.

<b>LEARNING OUTCOMES</b>	<b>DELIVERABLES</b> <i>List assignments that will demonstrate the student has achieved the learning Outcomes.</i>	<b>% Value</b>

### 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.

## Student Feedback

Regular student 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, even, 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 they 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.

## Professional Development Funds for Faculty

Florida Poly currently provides up to \$3500 in a fiscal year as professional development and travel funds for the faculty. This is a significant investment on the part of the University. Budgets at the university will inevitably become more constrained as we grow and we must steward these funds carefully to ensure the longevity of the professional development program. This document establishes guidelines for the use of professional development funds.

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. If an approver questions the use of the funds, the Provost may be asked to approve (or not) the activity. If an activity or fund use is not approved, that decision is final.

Professional development activities within a discipline must enhance professional knowledge and skills in a manner that supports the faculty member's career development. Activities include, but are not limited to:

- Attending conferences, seminars, or workshops
- Taking courses
- Participating in research or individual studies
- Educational travel (domestic and international)
- Certification training and certification
- Laboratory small expenses

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. Attendance only may be occasionally appropriate, but in general, faculty should participate in the activity that is supported.

Instructional development activities are related directly to teaching methodology or techniques, assessment techniques, and other non-discipline specific experiences. This type of experience many times will be as an attendee and is encouraged.

Acquisition of books or other materials may be supported by this fund, noting that the digital library has significant access to materials. In general a limit of \$250 annually for this type of expense will be imposed.

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 1<sup>st</sup>, 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](#)

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**IDS 4941 - Professional Experience Internship**

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**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.

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

# 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 take action.

“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
Student Education Records: Supporting Documents	5 anniversary years after graduation, transfer or withdrawal provided applicable audits have been released.

## Recruiting and Hiring Guidelines

***Preamble: This document lists a set of steps that we will use to manage our hiring activity for the spring of 2017. There are several principles that must drive a successful hiring program. These principles are listed below.***<sup>1</sup>

- Faculty hiring relies on the subject matter experts in the faculty and the judgement of the faculty. 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.

<sup>1</sup> This “list-style” hiring guide relies on inputs from many others and their experience at other institutions as well as the hiring guide authored last year at Florida Poly by J. Dewey.

- The search committee, under the direction of the chair, produces a carefully reasoned set of recommendations.

## Florida Poly Hiring Procedures: as of Spring 2017

**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 Chairs identify hiring targets
2. Directors, Chairs and programs develop ads
3. Provost’s office staff facilitates posting
4. Directors, Chairs identify “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 discusses search committee members with Provost.
    - ii. 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 faculty member.
    - iii. 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).
    - iv. 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 program area, 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 score each application.
7. Committee Chair and Human Resources “charge” the committee. This phase of the committee’s work is done in confidence. There are two significant parts:
  - a. The Chair and the committee finalize the scoring sheet that will be used to rank the candidates.
  - b. The Chair, the committee, and human resources discuss the ground rules for the search. These include:
    - i. Scoring. A scoring sheet will have been developed. The committee should decide how decisions will be made and discuss how to use the results of the committee’s scoring.
    - ii. 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.
    - iii. 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.
- iv. 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.
  - v. Committee Dynamics. All committee members share responsibility for everyone's full engagement in the search. Imbalances of power among committee members can silence some members while allowing for others to control too much of the search process. Dealing with these dynamics and the behavior of colleagues are some of the chair's primary responsibilities. It is helpful when other committee members draw colleagues into the discussion since it is the committee, not a single individual (or even pair of individuals), which is making all decisions.
  - vi. Periodically, the chair should ask search committee members outside official committee meetings if they have such concerns. If so, the chair can serve as the "official source" of their alternative points of view during committee meetings.
  - vii. 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. Committee chair sets up two meetings for discussion of candidates. Meetings are to be public and documented. The second meeting is to be used to resolve anything that is unresolved at the end of the first meeting. These meetings are intended to shorten the list of candidates to those that are of further interest.
  10. If more CVs come in, steps 6 through 8 can be repeated.
  11. Details of evaluating CVs and producing an interview list
    - a. Minimum Qualifications test: Performed by HR or if preferred, by the committee or subset of the committee. If a subset of the committee is used, at least two committee members must independently apply the minimum qualifications test. Candidates are disqualified only if all participating members agree to disqualify the candidate.
    - b. Send polite and prompt letters of rejection to candidates who clearly do not meet the minimum qualifications for the position. If a search manager is used, this can be done by the search manager.
    - c. Triage to "High Interest list"
      - i. As noted above, each committee member individually ranks the candidates using the agreed upon scoring methodology. The search committee chair or the search manager collates the individually responses to create an overall ranking of candidates. The committee chair disseminates the raw score sheet with candidates ranked from high to low interest based on the sum of scores 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.

- d. Moving to a “short” list
  - i. Candidates for Phone interview must be approved by the Department Chair if committee chair is used, by Provost or appropriate Director if the Department Chair chairs the committee. 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. Phone interviews should be no longer than 15 minutes.
    - 2. Phone interview can be held by a consistent subset of the search committee. Notice and document meetings.
    - 3. Post a public announcement 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
  - 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. Candidates that are of no further interest are sent a polite and concise declination letter.
  - vi. The search committee may, if it so chooses, hold a secondary list of candidates for further consideration.
- e. Campus interviews
  - 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. Preferably a lunch meeting with students
  8. If possible a dinner or breakfast with a few committee members
  9. The interview should include both a research presentation and a sample lecture, length for these should be managed by the committee.
- f. Recommendation to hire
- 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 with 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. 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.
  - iv. 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?"
  - v. 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 and this recommendation must include affirmation that references were contacted.
  - vi. The Department Chair and the Provost will consider the recommendation and if a hiring attempt will be made. If the recommendation is not followed, the Department Chair and Provost will work with the committee to determine which candidate (if any) will be hired.
  - vii. The provost or his/her designee will negotiate with the candidate.

# 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		<p>“Pitches” majors to potential students who appear upon recommendation of Admissions.</p> <p>Helps students understand which courses need to be taken for each major.</p>	<p>Chair<sup>2</sup> role: Establishes Departmental Mentors for varying specialties within the degree programs.</p> <p>Mentor role: Discusses Concentrations with already-enrolled students, offering guidance</p>

<sup>2</sup> 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 <sup>3</sup> 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

<sup>3</sup> 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

# 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 2 faculty in the department to ensure that the syllabus 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.<sup>1</sup>
- 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 two days<sup>2</sup> before the first day that the class will meet. 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 note 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).

## Notes & Materials

- <sup>1.</sup> If a department has not provided recommended guidelines to the Undergraduate Curriculum Committee, the chair will use appropriate discretion in managing the syllabus review. Departments should provide guidelines to the Undergraduate Committee before the start of the spring semester.
- <sup>2.</sup> Starting in the spring 2018 semester, the syllabus must be provided to the department chair five or more days before the first day of class.

- **Syllabus template:** See M: drive or visit Faculty and Staff Resources on Canvas
- **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>

# Take-Home Exams

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

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

# 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 that a consistent delivery of content and quality is administered 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.

Changes to book orders made past the deadline must be submitted in writing to the Department Chair and approved through Academic Affairs. Exceptions to this include courses or sections added to a course after the posting deadline, or Thesis, Project courses for which no textbook is required.

The due dates for book orders each term to your Administrative Assistant are as follows:

**Fall Semester: July 13th**

**Spring Semester: November 15th**

**Summer Semester: March 20th**

# Appendix 1. Important Contacts

## Departmental Administrators

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# Appendix 2. Sample Internal Internship Experience Request Form



## 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



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