

FSU Panama City
Syllabus Language Work Group
Sample Syllabus Language Recommendations for Flex Classes
Original Development Fall 2020

As faculty prepare for FSU PC Flex classes, the following examples of syllabus language have been provided by the Syllabus Language Work Group to assist faculty in developing and describing their policies for their classes.

Below are topics for faculty to consider describing in their syllabi and examples of suggested language that faculty can choose to adopt or modify as they wish for their classes.

Description of the Flex model

Sample Description:

The course will be delivered as a Flex course; a Flex course is designed to provide flexible attendance options for students. Students can choose to 1) attend face-to-face (FTF) class sessions (conducted on campus in accordance with CDC recommendations and university safety protocols) or 2) participate in the course remotely without physically attending class.

Sample Statement to Assist in Students Telling Instructors Their Choice:

While you may change your mind as the semester progresses, please make sure you complete the first-day assignment as soon as possible. This assignment will ask if you are currently planning to attend the course 1) face-to-face or 2) remotely. This will help with my planning. If you need to change your preference during the semester, please let me know as soon as possible.

Faculty will need to describe in their syllabi how content will be delivered to students who choose not to attend class as well as how students will complete assignments/quizzes/exams. The following options are samples that you may use or alter based on your preferences:

Option 1: (includes language for in-person preference of proctoring exams):

I will teach at the assigned time of our course in the classroom and will livestream my course via Zoom. It is expected that students who opt to participate remote will participate via Zoom at the time of the class. Most assignments will be completed and submitted in Canvas for face-to-face and remote students. However, I will have 3 tests this semester and I would prefer that all students plan to take the exam in class during the scheduled time. If you are unable to come to class on these 3 exam dates, please contact me, no later than one week prior to the exam, so that we may discuss a solution where you can take the exam in a proctored environment. This may include the use of an approved testing facility or HonorLock.

Option 2:

I will pre-record and post lecture videos for all students in Canvas. During class time, we will review and discuss the lectures and I will work with the class on our assignments/projects. This face-to-face experience will be replicated with discussion posts for student who prefer to participate remotely. All assignments/quizzes/tests will be completed and submitted in Canvas for face-to-face and remote students.

Option 3:

I will teach at the assigned time of our course in the classroom and will record my lectures. I will then post these lectures into Canvas for students who plan to participate in the course remotely. All assignments/quizzes/tests will be completed and submitted in Canvas for face-to-face and remote students.

In addition to the examples provided above, other syllabus topics that faculty should consider creating on their own include:

- Description of how assignments will be completed and turned in for both remote and in-person students
- How will you mark attendance in class? (will be required of all faculty with students in class on campus)
- Makeup or late work policy and how those may apply to remote/in-person students
- Tips for success, especially for remote (great to include in Start here page on Canvas)
- Explanation of your office hours, how students can reach you and engage with you
- Technology requirements in Canvas (see information in the Canvas template)
- Define the student ability to work in groups on all assignments (is collaboration allowed or not, be clear with assignments)
- Any additional policies that you have learned from remote teaching that you want to utilize for Fall 21