

# **NGR XXXX: Philosophical Foundations, Theories, Models and Frameworks of Nursing Science**

## **Semester Year**

## **Delivery Method**

---

**Faculty Contact Information: (Do not include in the file syllabus)**

### **Credit Hours and Prerequisites**

**Credit Hours:** 3

**Prerequisites:** Admission to the PhD program in nursing or permission of instructor.

**Co-Requisite:**

**Meeting Time:** (Do not include in the file syllabus)

**Meeting Location:** (Do not include in the file syllabus)

**Course Description:** This course focuses on the nature of knowledge in nursing, with an emphasis on philosophy of science as an underpinning for knowledge development and research; approaches to theory, statement, and concept development; and criteria for evaluation of theories, models, and frameworks. This course will examine the historical and contemporary ideas about knowledge development and philosophy of science concurrent with developing a base for contributing to theory development processes and analyzing and critiquing theoretical foundations of research. Content of this course focuses on the nature of science, scientific knowledge, and methods of developing scientific knowledge. Issues addressed include the relationship between science, philosophy, theory and research in nursing, and ideas about gender, society, and culture in philosophy and knowledge development. Models for evaluation of theory will be considered and used to analyze theoretical frameworks that have been constructed by nurse scholars and others. Assignments directed toward research area exploration provide foundations for advancement to the research methods sequence, research practica, and dissertation topic development.

### **Course Objectives**

Upon completion of the course, the student will be able to:

1. Analyze scientific approaches to development of nursing knowledge within the context of major philosophical traditions.
2. Synthesize personal philosophies of science and nursing science; and relate them to the nurse scientist role.
3. Analyze philosophical logical arguments regarding a phenomenon of interest.
4. Compare and contrast selected theorists and theoretical/conceptual models useful in development of nursing science.
5. Examine and interpret biases arising from personal experiences, race, gender, and socioeconomic status which influence the way the student approaches nursing and nursing science.
6. Appraise the state of the science and forecast future directions for theory development with respect to a specified concept or construct in the students' own research interest area.

### **Course Materials**

#### **Required Textbooks:**

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: American Psychological Association. ISBN-13: 978-1433832178

Rodgers, B. L. (2005). *Developing nursing knowledge: Philosophical traditions and influences*. Philadelphia: Lippincott, Williams, & Wilkins.

Rodgers, B. L. & Knafl, K. A. (2000). *Concept development in nursing: Foundations, techniques, and applications*. (2<sup>nd</sup> ed.). Philadelphia: W.B. Saunders.

Walker, L. O., & Avant, K. C. (2018). *Strategies for theory construction in nursing* (6<sup>th</sup> ed.). Boston: Prentice-Hall. ISBN-13: 978-0134754079

**Recommended Texts:** (If you have access to the resources in your local university library or through colleagues, these books may be useful to you.)

Chinn, P., & Kramer, M. (1995). *Theory and nursing: A systematic approach*. (4<sup>th</sup> ed.). St. Louis: Mosby.

Fawcett, J. (1999). *The relationship of theory and research*. (3<sup>rd</sup> ed.). Philadelphia: F. A Davis. ISBN-13: 978-0803622609

Fawcett, J., & DeSanto-Madeya, S. (2013). *Contemporary nursing knowledge: Analysis and evaluation of nursing models and theories*. (3<sup>rd</sup> ed.). Philadelphia: F. A. Davis Company. ISBN-13: 9780803627659

Kikuchi, J. F., & Simmons, H. (1994). *Developing a philosophy of nursing*. Thousand Oaks, CA: Sage. ISBN: 9780803954236

Kuhn, T. (1996). *Structure of scientific revolutions*. (3<sup>rd</sup> ed.). Chicago: University of Chicago Press. ISBN-10: 0226458083

Meleis, A. I. (2012). *Theoretical Nursing: Development and progress*. (5<sup>th</sup> ed.). Philadelphia: Lippincott, Williams, & Wilkins. ISBN-13: 978-1605472119

Peterson, S. J., & Bredow, T. S. (2020). *Middle range theories: Application to nursing research and practice*. (5<sup>th</sup> ed.). Philadelphia: Lippincott, Williams, & Wilkins.

### **Other Required Reading:**

Additional readings from conceptual/theoretical and empirical literature will be assigned and will be posted in course modules.

### **Websites:**

- APA guidelines – Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/resource/560/10/>
- The Stanford Encyclopedia of Philosophy: <http://plato.stanford.edu/contents.html>

## Student Responsibilities

- Students should log on to Canvas at least every other day to check for course updates.
- Students are expected to keep up with the class, engage with the course material, and submit assignments by the due dates.
- Assignments are expected to be products of individual students per the FSU Academic Honor Policy Links to an external site.
- To receive maximum points for assignments, students need to follow the instructions carefully, follow word limits as instructed, and use spell and grammar checking.
- To be successful in this course, students need to complete all required assignments.

## Teaching-Learning Strategies:

Instructional strategies include assigned readings, lecture/discussion, interactive discussion board assignments, and written assignments.

## Course Content & Calendar

Module	Week	Topic/Content	Required Readings & Assignments
Module 1	Week 1	<ul style="list-style-type: none"> <li>• Course Introduction and Overview</li> <li>• Philosophy of Science Overview: Historical Perspectives on the Philosophy of Science and Nursing Science</li> </ul>	<u>Synchronous Virtual Class (Date/Time)</u> <u>Readings:</u> <ul style="list-style-type: none"> <li>• Rodgers &amp; Knafel: Ch. 2</li> </ul>
Module 2	Week 2	<ul style="list-style-type: none"> <li>• The Nature of Knowledge Development and Theoretical Terms</li> <li>• “Ways of Knowing”</li> <li>• Justification of Knowledge</li> </ul>	<u>Asynchronous Class</u> <u>Readings:</u> <ul style="list-style-type: none"> <li>• Rodgers: Ch. 1</li> <li>• Rodgers &amp; Knafel: Ch. 3</li> </ul> <u>Discussion Board Assignment #1 due by XXX, 5 pm</u>
	Week 3	<ul style="list-style-type: none"> <li>• Work on Philosophy of Nursing Science paper</li> </ul>	<u>Individual Work</u> <u>Philosophy of Nursing Science (Draft) due by XXX, 5pm.</u>
Module 3	Week 4	<ul style="list-style-type: none"> <li>• Classical Philosophy, Rationalism and Empiricism</li> <li>• Theory Development Overview</li> </ul>	<u>Synchronous Virtual Class (Date/Time)</u> <u>Readings:</u> <ul style="list-style-type: none"> <li>• Rodgers: Ch. 2-4</li> <li>• Walker &amp; Avant: Ch. 1-2</li> </ul>
Module 4	Week 5	<ul style="list-style-type: none"> <li>• Idealism and Logical Positivism</li> <li>• Concept Development: Synthesis and Derivation</li> </ul>	<u>Asynchronous Class</u> <u>Readings:</u> <ul style="list-style-type: none"> <li>• Rodgers: Ch. 5-6</li> <li>• Walker &amp; Avant: Ch. 3-4</li> </ul>

			<u>Discussion Board Assignment #2</u>
Module 5	Week 6	<ul style="list-style-type: none"> <li>• Historicism, Toulmin, Postmodernism</li> <li>• Concept Development: Analysis</li> </ul>	<u>Synchronous Virtual Class (Date/Time)</u> <u>Readings:</u> <ul style="list-style-type: none"> <li>• Rodgers: Ch. 7-9</li> <li>• Walker &amp; Avant: 5</li> </ul>
Module 6	Week 7	<ul style="list-style-type: none"> <li>• Hermeneutics, Critical Social Theory, and Feminism</li> <li>• Statement Synthesis, Derivation, and Analysis</li> </ul>	<u>Asynchronous Class</u> <u>Readings:</u> <ul style="list-style-type: none"> <li>• Rodgers: 10-11</li> <li>• Walker &amp; Avant: 6-8</li> </ul> <u>Discussion Board Assignment #3</u>
Module 7	Week 8	<ul style="list-style-type: none"> <li>• Concept Analysis Methods:</li> <li>• Wilsonian Technique</li> <li>• Norris Method</li> <li>• Simultaneous Concept Analysis</li> </ul>	<u>Synchronous Virtual Class (Date/Time)</u> <u>Readings:</u> <ul style="list-style-type: none"> <li>• Rodgers &amp; Knafel: Ch. 4-5, &amp; Ch. 11-12</li> </ul> <u>Final Philosophy of Nursing Science Paper due by XXX, 5pm</u>
	Week 9-10	<ul style="list-style-type: none"> <li>• Work on Concept Analysis</li> </ul>	<u>Individual Work</u> <u>Conceptual Analysis (Draft) due by XXX, 5pm</u>
Module 8	Week 11	<ul style="list-style-type: none"> <li>• Theory Development Strategies and Evaluation</li> </ul>	<u>Synchronous Virtual Class (Date/Time)</u> <u>Readings:</u> <ul style="list-style-type: none"> <li>• Walker &amp; Avant: 9-11</li> </ul>
Module 9	Week 12	<ul style="list-style-type: none"> <li>• Theory &amp; Intervention Research</li> </ul>	<u>Asynchronous Class</u> <u>Readings:</u> <ul style="list-style-type: none"> <li>• Walker &amp; Avant: 12-13</li> </ul> <u>Discussion Board Assignment #4</u>
	Week 13	<ul style="list-style-type: none"> <li>• Work on Theoretical Framework Presentations</li> </ul>	<u>Individual Work</u> <u>Power Point slides (Theoretical Framework Presentations) due by XXX, 8am.</u>
	Week 14	No CLASS – Thanksgiving Holiday	
	Week 15	<ul style="list-style-type: none"> <li>• Student Presentations (Theoretical Framework</li> </ul>	<u>Synchronous Virtual Class (Date/Time)</u>

		Presentations)	
	Week16	No Class – Final Paper Due	<u>Final Concept Analysis Paper due XXX by 5pm ET.</u>

**\*\*\*Calendar subject to change with prior notice from course faculty\*\*\***

**Methods of Evaluation:**

- Written Assignments
  - Concept Analysis Paper (Concept Exploration Paper, 30%)
  - Philosophy of Science Statement (Philosophy of Nursing Science, 30%)
- Presentations
  - Theoretical Framework Presentation (20%)
- Online Discussion Board Assignments (4 Assignments, 20%)

**Course grades are determined by:**

**Written Assignments (50%)**

1. Concept Analysis Paper (Concept Exploration Paper, 30%)  
 The purpose of this paper is to assess theory development through a key concept in your program of research. Within this paper students should synthesize the literature on a selected concept that is relevant to the research problem you are planning to study. Verify the concept you selected with the course faculty and use it when possible as a frame of reference for course learning. You are expected to review the usage and development of the concept across disciplines. Your goal is to demonstrate how the assessment of the concept and associated theory guides future theory development. The paper should be 12-15 double-spaced pages excluding the title page, references, tables, and figures. Follow APA format for all aspects of the paper. See grading rubric for further information.
  
2. Philosophy of Science Statement (Philosophy of Nursing Science, 30%)  
 The purpose of this paper is to critically evaluate one's own philosophy of nursing science and how it relates to the nature of knowledge development. Students should incorporate how their philosophy of science relates to their area of research interest and moving science forward. Papers should be 5-8 double-spaced pages, excluding title page, references, and figures. Follow APA format for all aspects of the paper. See grading rubric for further information.

**Presentations (30%)**

1. Theoretical Framework Presentation (20%)  
 The purpose of this presentation is for students to discuss theory in your area of research interest. Students will present 2 theories that have (or could) be used to explore their research topic. Within this presentation you should briefly describe 2 theories and select the one that you find most useful to your area of research interest. Explain your choice and elaborate on your chosen theory. Describe how it provides a conceptual framework for understanding the phenomena in your area of research. Briefly discuss the literature on the theory and its relevance to the research problem you are planning to study. Verify the theory you selected with the course faculty and use it when possible as a frame of reference for course learning. Your goal is to demonstrate how the theory can be used to guide scientific inquiry in your area of research interest. The presentation should be 15-20 minutes in length and will be presented during a synchronous class meeting. See course calendar for slide submission dates/times. See grading rubric for further information.

### **Discussion Board Assignments (Scholarly Discussion, 20%)**

1. The emphasis of this course is on new ways of thinking about nursing and health care phenomena; therefore, participation is a significant part of this class. The student is expected to take full responsibility for being a class participant in a learning community. Students are expected to fully participate in class discussions and online dialogues about course topics. There should be evidence of thoughtful reading and reflection on the class topics and readings prior to participation, as well as thoughtful and reflective participation and contribution in class meetings and online dialogues. These responses and discussions should be substantial contributions to the learning community. Responses should be based on scholarly readings (weekly reading assignments) on the topics identified in the course calendar. See course calendar for due dates/times. See grading rubric for further information.

### **Grading Policy**

The grading scale below is used for all courses taught in the PhD in Nursing program. Courses taught in other departments or other divisions may use different grading scales. Final numerical grades are NOT ROUNDED. A grade of 'B' or better is required to pass this class and progress in the PhD in Nursing Program.

### **Grading Scheme**

<b>Grade</b>	<b>Range</b>
<b>A</b>	<b>90 -100%</b>
<b>B</b>	<b>80-89.9%</b>
<b>C</b>	<b>70-79.9%</b>
<b>D</b>	<b>60-69.9</b>
<b>F</b>	<b>&lt;60</b>

### **Assignment Rubrics**

#### **Concept Analysis Paper (Concept Exploration Paper, 30%)**

<b>Criteria</b>	<b>Possible Points</b>	<b>Points Earned</b>
1. Name the concept or construct you are addressing and discuss its association with a nursing research topic. Establish the significance of the topic/problem by presenting data to support that the problem exists and is important. Discuss how the concept you selected is or might be relevant to the phenomena of interest/clinical problem. (Review your concept and its relationship to your nursing research topic with peers and faculty prior to finalizing.)	20	
2. Discuss the strategy you used to search the scientific literature about the concept and select the literature used for the paper (e.g. what time period did you limit to, what terms did you use to search, what search programs and terms were used, how did you decide which articles to use from among those available and why). You should include representations of the following: major literature reviews of the concept that are current, recent research employing the concept, and primary sources.	20	
3. Summarize and integrate 10 publications from the literature of nursing and other disciplines. Describe the work that has been done to	25	

date with the concept and assess the theory development processes used. Evaluate the level of development of the concept, the current state of the science regarding the concept and current utility of the concept for research.		
4. Describe how your assessment gives direction to next steps in theory development.	25	
5. APA format, grammar, and page limits.	10	
Comments:	100	

### Philosophy of Science Statement (Philosophy of Nursing Science, 20%)

Criteria	Possible Points	Points Earned
1. Critically analyze and discuss your philosophy of nursing science and how it relates to the nature of knowledge development.	25	
2. Briefly identify which philosophy of science you most identify with and discuss how it related to your own philosophy of nursing science.	20	
3. Discuss ways in which your philosophy of science has/has not changed in relation to material presented in this course (e.g., did course material result in a shift in your philosophy – if so how?, did course material reaffirm your philosophy and why?)	20	
4. Discuss how your philosophy of science relates to your planned research area and how your philosophy might advance science in this area.	25	
5. APA format, grammar, and page limits.	10	
Comments:	100	

### Theoretical Framework Presentation (20%)

Criteria	Possible Points	Points Earned
1. Identify and briefly describe 2 theories that may be applicable to your research area. Include a brief discussion of theoretical components and associated outcomes.	20	
2. Select 1 of the above theories that you find most useful to your planned research area. Elaborate on the theory and its relevance to your research area by describing how this framework may aid understanding of phenomena in your research area. Include a discussion of how theoretical components are applicable to your research focus.	25	
3. Develop a conceptual model (e.g., figure) linking theoretical constructs to key areas of research focus to illustrate the known (or hypothetical) relationships between theory constructs and variables of interest.	25	
4. Present a brief overview of the literature using the chosen theory and its relevance to the research problem you are planning to study.	20	
5. Presentation (eye contact, grammar, and time limits)	10	



## Discussion Board Assignments (Scholarly Discussion, 20%)

Level	Grade Range	Grade and Comments
<p style="text-align: center;"><b>Level-3 Scholar</b></p> <ol style="list-style-type: none"><li>1. Shows evidence of preparation.</li><li>2. Shares thoughts, insights, and ideas which indicate a growing fund of knowledge of the subject and well-developed ideas.</li><li>3. Evidence of analytic skill in evaluating concept/theory development and the contribution of philosophy to research.</li><li>4. Reviews peers' work by giving substantive feedback that recognizes strengths and areas for improvement.</li><li>5. Respectfully takes issue and argues ideas and positions about theory development and philosophy.</li><li>6. Shares insights and asks thoughtfully challenging questions of classmates and faculty.</li></ol>	<b>90-100</b>	
<p style="text-align: center;"><b>Level-2 Beginning Scholar</b></p> <ol style="list-style-type: none"><li>1. Shows evidence of preparation.</li><li>2. Shares thoughts, insights, and ideas which indicate a growing fund of knowledge of the subject and well-developed ideas.</li><li>3. Evidence of analytic skill in evaluating theory development and the contribution of philosophy to research.</li><li>4. Reviews peers' work by giving substantive feedback that recognizes strengths and areas for improvement.</li></ol>	<b>80-89</b>	
<p style="text-align: center;"><b>Level-1 Neophyte</b></p> <ol style="list-style-type: none"><li>1. Shows evidence of preparation.</li><li>2. Shares thoughts, insights, and ideas which indicate a growing fund of knowledge of the subject and well-developed ideas.</li><li>3. Evidence of analytic skill in evaluating theory development and the contribution of philosophy to research.</li></ol>	<b>70-79</b>	

### Technology Requirements

Course content is accessible through Canvas. Students will need to be able to view videos, write and upload assignments, post to discussion boards, and take assessments. Students should have access to high-speed internet and updated software. Mobile devices may be used to view course content, upload assignments, and take assessments as determined by the instructor. To view the most current technology requirements, visit the FSU Canvas support site.

### Canvas Support

Need help with Canvas? Contact FSU Canvas Support:

**Email:** [canvas@fsu.edu](mailto:canvas@fsu.edu)

**Phone:** (850) 644-8004



**Website:** [support.canvas.fsu.edu](http://support.canvas.fsu.edu)

**Hours:** 8am to 5pm, Monday – Friday

## **Course Policies:**

### **COMMUNICATIONS/NETIQUETTE**

\*\*\*\*\*Most information related to this course will be communicated via Canvas announcements. Please check course site routinely. A subsequent email of all new announcements will be sent automatically. Please check your fsu.edu email regularly for course communication. \*\*\*\*\*

#### **For Zoom Lectures/Meetings:**

- Make sure that your camera is turned on and that your face is in full view of the camera
- Do not lay in or sit on your bed. Please sit at a table or desk.
- Do not sit in full view of bathroom/mirrors.
- Remind roommates and family camera is on.
- Shirt and pants are NOT optional. Dress like you are having a face to face class.
- Turn off the TV/music if in the same room.
- Have treats/snacks for dogs/children
- Log in 5 min early.
- Have charger in same room.
- Pencil drums and pen clicking are distracting
- Mute yourself if you are not talking
- If using headphones, make sure they work prior to the call
- Please eat and cook breakfast before the call

#### **For Discussions:**

- Please use polite, respectful behavior when posting your responses to prompts in the Discussion Boards.
- Be mindful of how you express your emotions and humor and be sensitive to cultural and ability differences of your online peers.
- Keep postings to the point, and make sure your comments are relevant to the topic of discussion.
- Avoid messages such as, "Wow," "Way to go," or "Ditto" and aim for comments that validate other members' ideas through careful explanation of why.
- When replying, give a short description in the subject line of what you are replying to, and use correct punctuation and spelling throughout your post.

#### **For Email Communication:**

- The official method of communication for this course is our FSU e-mail accounts.
- To stay informed and aware, students are required to set up and maintain the account and check it *AT LEAST* three times per week.
- If you choose to have your official FSU account forwarded to another e-mail account, you are still held responsible for all information distributed by the University to your FSU account.
- For email, please respond to your instructor's and peers' messages within a 24-hour period.
- Use a brief description in the subject line that outlines the topic of discussion.
- Avoid using slang or profane words.
- Use your instructor's correct title he or she prefers for communication.
- Avoid using emoticons, such as smiley faces, and maintain a professional demeanor.

- Sign your email messages using your full name.
- AVOID USING ALL CAPS. This makes the message visually difficult to read and is perceived by the reader as "shouting."
- Use correct spelling, grammar, and punctuation, just as you would for any communication.
- Ask yourself whether you would be comfortable if someone other than the intended receiver were to read your message. Remember, email is not a completely secure form of communication.
- Refrain from "flaming," which is expressing a strongly held opinion without tact or regard for others. Don't assume that recipients will know the intent of the message (e.g., "just kidding"). It reads differently when it's in print (electronic or not).
- Report any inappropriate communication considered to be of a serious nature to your instructor, as it may be a violation of University policy.
- Treat others with respect by making messages clear and succinct.

### **Class Participation, Lateness, and Absence Policy:**

- Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities.
- These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse.
- Consideration will also be given to students whose dependent children experience serious illness.
- There are no points associated with attendance in lecture; however, it is an inherent expectation that you will attend class and be an active participant.

### **Policy for Course Assignments:**

- Due dates are clearly posted for all assignments in the course calendar.
- Students who miss the due date for a graded assignment and do not have an approved university attendance absence will be subject to a reduction of points based on the grading rubric.
- Students with incomplete assignments at the end of the course will be given the earned final grade. It is the student's responsibility to complete the work within parameters set by their approved university excuse.

### **Policy on Responding to Students:**

- All emails will be answered within 24 to 48 hours, except for weekends. Any email received after 5pm on Friday will be returned the following Monday, unless it is a university approved holiday. In this situation, emails will be returned the next business day unless it is deemed an emergency by the course faculty.
- Graded assignments typically returned within 2 weeks after due date.

## **College of Nursing Policies**

### **Professional Critical Behavior Policy:**

The College of Nursing strictly adheres to the Florida State University Academic Honor Code as stated and as delineated in the FSU General Bulletin. In addition, the following apply in the College of Nursing: The CON Academic Honesty Policy (S-10), the Substance Abuse Policy (S-5) and the Mandatory Clinical Behaviors Policy (U-15). Each policy can be found on the Canvas site for the

College of Nursing's Undergraduate Program under Student Policies and within the 2016-2017 Undergraduate Student Handbook.

### **Academic Penalties:**

In the FSU College of Nursing, students violating the Academic Honor Policy in any assignment, test, etc. will receive a minimum penalty of a grade of zero (0) for the assignment in question. The violation will be reported to the Dean and the University Judicial Officer, and the student may receive an "F" for the course at the option of the instructor.

### **All College of Nursing Student Policies:**

<https://nursing.fsu.edu/programs/student-policies>

### **University Policies**

#### **University Attendance Policy:**

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

#### **Academic Honor Policy:**

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>)

#### **Academic Success:**

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Department of Student Support and Transitions to learn more.

#### **Americans With Disabilities Act:**

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Office of Accessibility Services; and
- (2) request a letter from the Office of Accessibility Services to be sent to the instructor indicating the need for accommodation and what type; and,
- (3) meet (in person, via phone, email, skype, zoom, etc...) with each instructor to whom a letter of accommodation was sent to review approved accommodations.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.

This syllabus and other class materials are available in alternative format upon request.

For the latest version of this statement and more information about services available to FSU students with disabilities, contact the:

Office of Accessibility Services  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
[oas@fsu.edu](mailto:oas@fsu.edu)  
<https://dsst.fsu.edu/oas>

#### **Confidential campus resources:**

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program  
University Center A, Rm. 4100  
(850) 644-7161  
Available 24/7/365  
Office Hours: M-F 8-5  
<https://dsst.fsu.edu/vap>

Counseling and Psychological Services  
Askew Student Life Center, 2nd floor  
942 Learning Way  
(850) 644-8255  
<https://counseling.fsu.edu/>

University Health Services  
Health and Wellness Center  
(850) 644-6230  
<https://uhs.fsu.edu/>

## RECOMMENDED LANGUAGE FOR SYLLABI:

### Free Tutoring from FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact [tutor@fsu.edu](mailto:tutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

### Syllabus Change Policy

"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice." □

### Fall 2021 Suggested syllabus statements for instructional faculty

*\*\*Approved by FSU Faculty Senate Steering Committee – August 11, 2021*

#### Introduction

In addition to the [Fall Semester guidance](#) that Provost McRorie and Vice President Janet Kistner have recently offered faculty, the Faculty Senate Steering Committee has prepared the below suggested materials to assist faculty in communicating with students through their syllabi about the new mask and recording policies now in effect. We will discuss these suggested statements at our first Faculty Senate meeting on September 15, 2021, but for now, **we ask that you distribute them to instructional faculty in your Colleges and Departments as soon as possible, while fall syllabi are under construction.**

These are suggested statements, which means that faculty are free to adopt, modify, or disregard them in their own syllabi as they see fit. They are also available online at the Faculty Senate Curriculum Resources page and [Faculty Senate Resolutions](#) page. With regard to the public health protocols statement, which addresses mask policy and other public health recommendations, we emphasize that the Covid-19 situation is fast-moving and that guidance may change at any time. For now, this provides a tool for communicating with students about Florida State University's [expectations](#) that everyone masks in our classrooms, even though we cannot formally require it.

With regard to the HB233 recordings policy, we offer two suggested statements, one for use in courses where recordings will be permitted of at least some portion of classes, and another for those in which recordings are categorically excluded under state law and university policy. Note that Vice President Kistner also provided a suggested syllabus statement in earlier guidance delineating when HB233 recording is and is not permissible. The language here provides additional resources for faculty to draw from in creating their syllabi. So long as courses are conducted in accordance with university policy, you may adopt your own syllabus statement, one of the statements here, the statement provided previously by the administration, some combination, or no statement at all.

We hope you find these resources useful and look forward to discussing them with you in September.

### **Suggested Syllabus Statements**

#### Suggested Syllabus Statement on Public Health Protocols

In our classroom, I will expect everyone to wear a proper, well-fitting mask. As our President has informed the university community, FSU expects everyone on campus to use face-coverings. In regions where virus rates are

high, the CDC recommends that even vaccinated individuals wear masks in public indoor spaces, like classrooms, especially where social distancing is not possible. Florida infection and hospitalization rates are greater now than they were at the height of the 2020 surge due to the Delta variant, a more infectious and easily transmissible version of the COVID-19 virus. The best way to protect against serious illness is to be fully vaccinated, but not everyone among us can be. Because the Delta variant can infect even vaccinated individuals and can be spread by them to others, it poses a special threat to members of the community with underlying health conditions and children at home who are too young for vaccination.

For these reasons, FSU expects each member of the community to comply with the public health protocols our President set forth on August 9, 2021, including (1) wearing masks in public indoor spaces, (2) getting fully vaccinated, (3) being tested for the virus if you have symptoms, and (4) staying home and away from others if you are sick. Please remember that you should NOT attend class in person if you have tested positive for COVID-19 or are quarantining after exposure. Finally, please bear in mind that the COVID-19 situation is fast-moving, and that university guidance on the issue may change at any time.

#### Suggested Syllabus Statement for Classes Subject to HB233 Recording

In this class, consistent with state law and university policy, students are permitted to make recordings of class lectures for personal use only. As noted, sharing, posting, or publishing classroom recordings may subject you to honor code violations and legal penalties associated with theft of intellectual property and violations of other state law. Moreover, students and educators have expressed concern that recording classroom activities may negatively impact the learning experience for others, especially in classes that involve questions, discussion, or participation. To protect a learning environment in which everyone feels free to experiment with ideas, we ask you refrain from recording in ways that could make others feel reluctant to ask questions, explore new ideas, or otherwise participate in class. Students must monitor their recording so that they do not include participation by other students without permission. Students with disabilities will continue to have appropriate accommodations for recordings as established by the Office of Accessibility Services.

#### Suggested Syllabus Statement for Courses Not Subject to HB233 Recording

In this class, consistent with state law and university policy, you may not make recordings of classroom activities without the permission of the instructor. This policy applies to both audio and video recordings.