

Boal

Agenda  
Faculty Senate Meeting  
September 21, 1983  
Florida State Conference Center  
Everglades Auditorium  
3:45 p.m.

- I. Approval of the minutes of the April 20, 1983 meeting
- II. Approval of the agenda for the September 21 meeting
- III. Welcome to Florida State Conference Center, Mary Pankowski
- IV. Report of the Steering Committee and presentation of appointed members to Senate Committees for 1983-84, Patricia Y. Martin
- V. Remarks by Faculty Senate President, Steve Edwards
- VI. Reports of Standing Committees
  - a. Committee on Memorials and Courtesies, Roberta Ackerman
- VII. Unfinished Business ✓
- VIII. New Business ✓
- IX. University Welfare — *Martin Rodden* — Library
- X. Announcements of Deans and other administrative officers
  - a. Robert Johnson, Dean, Graduate Studies and Research
  - b. Augustus B. Turnbull, Vice President for Academic Affairs
- XI. Announcements of the President of the University

*Connections  
minutes  
agenda  
adding 2000 words  
adding 2000 words*

*History*

*Boal  
GC  
PC  
CPC  
C Com  
S. J. Co  
SAR Co*

ANNOUNCEMENT: Following the meeting, the University Women's Club will host a social hour in the conference center fireplace lobby. A contribution of \$1.50 will be collected at the door to help defray expenses.

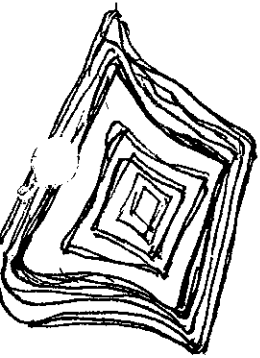
*DR Annals*

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*Send report to  
Memorials and  
Courtesies  
Committee*

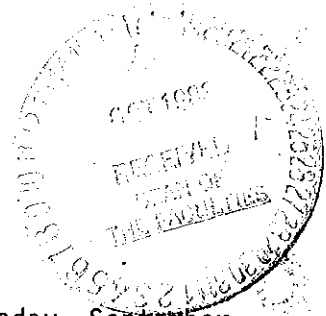
*Summer Term?  
Thank FAMU?*



DR DAISY P FLORY  
314D MES  
VP-ACADEMIC AFFAIRS

Book

Faculty Senate Minutes  
Florida State Conference Center  
September 21, 1983



I. Regular Session

The 1983-84 Faculty Senate met in regular session on Wednesday, September 21, 1983, at 3:45 p.m. in the Florida State Conference Center. Mr. Steve Edwards, Senate President presided.

The following members were absent: Doris Abood, Joseph Allaire, Burton Atkins, Steve Bechtold, Paul Beck, Neil Betten, Glenn Boggs, John Brigham, Amy Brown, Darryl Bruce, Robert Clark, Edwin Cook, Patricia Dean, George DeVore, Donna Fletcher, Steve Goodman, Bonnie Greenwood, Jean Hales, Kurt Hofer, Donald Horward, Robert Kalin, Steven Klees, Curtis Krishef, Claude Lilly, James Orcutt, Paul Piccard, Jon Piersol, Robert Reiser, Leslie Robison, Steve Rollin, Richard RuBino, Laurel Schendel, William Shrode, William Snyder, Walter Taylor, Hollie Thomas, Allan Tucker, Glayde Whitney, William Young.

Alternates Carol Darling (Home Economics), Carolyn Schluck (Education), Frank Vickory (Business) and Virginia Walker (Communication) were present.

II. Approval of the Minutes

The minutes of April 20, 1983, were approved with the following correction: on page two, V.1., Dr. Ammerman's report should read 'English will add 2,000 words, History will add 1,000 words....classes.'

III. Approval of the Agenda

The agenda for this meeting was approved as circulated.

IV. Welcome to Florida State Conference Center, Mary Pankowski

On behalf of my colleagues, the Florida State Conference Center is delighted, pleased and thrilled at you having your first Faculty Senate meeting in the Center.

I would like to share two things with the Senate. Since opening last year we have hosted 358 seminars, workshops and conferences serving over 19,000 participants. Secondly, we are opening our dining room to the faculty on open dates. The dates open now are September 26, 27, 28 and October 3, 5, 6 and 7.

Again, welcome to the Florida State Conference Center. This is the year for FSU.

Mr. Edwards stated "this is the first time in ten years that the Senate has seated the representative of a new college, Engineering."

V. Report of the Steering Committee and presentation of appointed members to Senate Committees for 1983-84, Patricia Y. Martin

"The Steering Committee was very active during the summer of 1983, meeting weekly, to maintain involvement in University matters pertinent to faculty. Two meetings were held, at the President's request, with President Sliger and one with Vice Presidents Turnbull and Hogan on the 1983 Florida legislative session and the 1983-84 FSU budget. Additionally, separate meetings were held with two members of the Board of Regents: (1) Ms. Chris Mazzara, the student regent (formerly a business major at FSU), and (2) Mr. Robin Givson who chairs the Program Committee of the Board. In both cases, the interchange between regent and Steering Committee was open, frank, substantive, and, we believe productive.

The Steering Committee facilitated completion and dissemination of a document which describes the externally and internally approved procedures for implementing the Florida Administrative Code rules pertaining to college-level communication and computation skills at The Florida State University. Copies of the document were distributed prior to Fall orientation to academic advisors as a preliminary draft. The final form of the document has now been approved and a copy is enclosed with this report for inclusion in the Senate minutes (Addendum I).

Work on recommended changes to the Florida State University Constitution has continued over the summer and we anticipate that proposed changes will be presented to the Senate in October for action at the November Senate meeting. The proposed changes are of three types: (1) election procedures changes proposed by the Parliamentarian and the Elections Committee; (2) tenure granting procedure changes (stemming from recommendations by the University Promotion and Tenure Committee) proposed by the Ad Hoc Committee on Constitutional Revision (chaired by Alan Mabe); and (3) procedures relative to dismissal or suspension of a tenured faculty member proposed by the Ad Hoc Committee on Constitutional Revision.

The Steering Committee forwarded names to Graduate Dean Robert Johnson for consideration in forming a special committee review the issues of employment and support of graduate students. Dean Johnson will explain more about this in his report later in this meeting. The Steering Committee is pleased to announce the reappointment of Mr. Greg Phifer as Senate Parliamentarian for 1983-84 and the replacement for one year of David Ammerman (who is on leave) with Mr. Ross Heck who was next in line in the April election of the 1983-84 Steering Committee.

Finally, the Steering Committee has nominated faculty to the Senate's Standing Committees for the 1983-84 academic year. At this time, I submit the list of nominees to the Senate for confirmation.

Motion was made and approval given for the following committees: Budget Advisory, the Graduate Policy Committee; the Memorials and Courtesies Committee; the Elections Committee; the Student Academic Relations Committee; the Undergraduate Policy Committee and the Curriculum Committee.

Listed below are the Senate Standing Committees for 1983-84.

Budget Advisory Committee

Steve Edwards, 1984  
Barbara C. Palmer, 1984  
Jon Piersol, 1984  
\*\*Greg Choppin, 1985  
\*Marie Cowart, 1985  
\*Bill Shrode, 1985  
\*Phil Sorenson, 1985

Graduate Policy Committee

Doris Clack, 1984  
Marie Cowart, 1984  
Curtis Krishef, 1984  
Robert Kromhout, 1984  
George Papagiannis, 1984  
Patricia Rose, 1984  
Edwin Schroeder, 1984

Memorials and Courtesies

\*\*Roberta Ackerman, 1984  
\*\*Earl Beck, 1984  
\*\*Ruth Pestle, 1984

Undergraduate Policy Committee

Carolyn Bridger, 1984  
Janice Hartwell, 1984  
Elisabeth Muhlenfeld, 1984

Curriculum Committee

Gordon Brossell, 1984  
Ed Mellon, 1984  
Laurel Schendel, 1984

Elections Committee

\*\*Diana DiNitto, 1984  
\*\*Peter Garretson, 1984  
\*\*Douglass Seaton, 1984

Jayne Alley, 1985  
Mark Berkley, 1985  
Marie Osmond, 1985  
Greg Phifer, 1985  
Paul Piccard, 1985  
Dan Voich, 1985  
Gordon Waldo, 1985

Student Academic Relations

Merrill Hintikka, 1984  
Walter Moore, 1984  
\*Bonnie Braendlin, 1985  
\*Steve Goodman, 1985  
\*Leslie Wilson, 1985

\*James Ang, 1986  
\*Stuart Baker, 1986  
\*Bonnie Greenwood, 1986  
\*Jakko Hintikka, 1986  
\*\*William Marzluff, 1986  
\*\*Joseph McElrath, 1986  
\*Steve Rollin, 1986

\*Tom Denmark, 1986  
\*Joe Icerman, 1986  
\*Sandra Rackley, 1986  
\*Mary Shannahan, 1986

\*Homer Black, 1986  
\*Beverly Yera, 1986

Thomas Hart, 1985  
Graham Kinlock, 1985  
Bruno Linder, 1985  
Joe Richardson, 1985  
(Replaces David Ammerman)

Michael Corzine, 1985  
Fred Leysieffer, 1985  
Alan Mabe, 1985  
Anne Rowe, 1985

\*Newly appointed \*\*Reappointed

VI. Remarks by Faculty Senate President, Steve Edwards

"In 1974 the Faculty Senate Steering Committee initiated the tradition of having the President of the Senate begin the Senate year with brief opening remarks designed to inform members of the Steering Committee's programs and goals for the year and to give them the President's assessment of the state of the University, particularly as it affects the faculty. Because today marks the tenth time that the Senate year will be opened in this way, it seemed appropriate to look back through the remarks of previous presidents to see what have been recurring concerns and what has been our progress in meeting these challenges. In doing this I was struck by how quickly it becomes apparent that although there have been many problems there are but two pervasive themes throughout the period. The two are interrelated, and they are still with us today.

The first is the mission of the University and the perceptions of the various publics of the University of that mission. Every Senate President has spoken to this. Throughout the period one can chart continuing efforts to develop or modify a statement of mission, a statement which must be made within the context of the developing overall mission of the State University System and within that of the needs of the people of Florida and their aspirations for their system of public education.

Just recently this process has reached yet another point of culmination. At the Fall Faculty Meeting, President Sliger gave the following statement of mission: "We believe that this University was created to offer the people of Florida high quality, comprehensive graduate programs grounded in basic research and nourished by strong professional programs of study. We believe that such a mission gives added distinction and quality to our fine undergraduate programs and our extensive public service outreach activities. We know that good teaching requires good research and vice versa." In other words, as Senate President Fred Kreimer pointed out at this time last year, Florida State University is in fact a University; not a college, not a trade school, but a University. This is a fact that the process could not change.

In 1851 the Florida Legislature acted to establish an institution of higher learning atop a hill on the western edge of Tallahassee. By 1857 that institution was operating and beginning to develop. In 1905 part of the institution was moved to Gainesville, where it was joined with parts of other institutions also moved there to become the core of the Land-Grant University of Florida. In Tallahassee there remained a fine Liberal Arts College. That college was a seed waiting to be nurtured. How many great universities have grown from just such a seed?

By 1947 the seed had begun to sprout. Creative endeavors have a way of developing their own momentum. When they reach a critical mass, that momentum carries them forward against any odds. This institution passed that stage in the mid-1950s, and it is too late to stop it now. No matter what the public perceptions may be, no matter what various officials and committees of officials may say, The Florida State University is in fact a University.

When Dwight Eisenhower became President of Columbia University, he learned in a rather dramatic way that what actually constitutes a university is its faculty. An institution is a university because its faculty makes it so. I am concerned today that we, in the midst of broaching what President Sliger describes as "an erosion of public recognition and respect for (our) traditional mission," do not lose sight of that fact.

During the past year some of our problems seemed to capture the imagination of some of the local media. Efforts to describe situations more complex than some could understand had adverse effects on our public image. Now I hear expressions of concern about our morale and our enthusiasm, and I worry that we are heeding the wrong voices and letting them affect our own view of ourselves. Are we not listening to the positive voices? Some of them have sources that we might not have expected.

In his speech at the groundbreaking ceremony for our new Panama City Campus, Senator Dempsey Barron said, "Florida State University is recognized nationally as having the best, among the best academic programs in the nation." He went on to give an interpretation of the recent American Council of Education ratings of our graduate programs that was spectacular, even if more enthusiastic than some might accept. Last June the Miami Herald quoted Mr. Jack Apstein, Senator Jack Gordon's administrative assistant, as calling our alternative plan for Florida Administrative Code Rule 6A-10.30 (Gordon Rule) "very innovative". The story cited the suggestion of Cabinet aides that our plan merited circulation to other universities and community colleges throughout Florida. Now we see other SUS institutions beginning to follow our example.

Quality and innovation, are these not what one would expect from a university? In the very first of these opening remarks ten times ago, Senate President Fred Standley paraphrased James Baldwin to say that "where the faculty have not vision, the university will perish." He then charged you to accept responsibility for the academic and intellectual vision of this University. Have we accepted Fred's charge; have we maintained our vision? I say yes, this University has not perished! On the contrary, we have ample evidence that it is alive and healthier than some would admit.

The second pervasive theme running through the remarks of previous presidents is that of faculty involvement in university governance. Looking back one can chart the struggles to maintain the traditional role of faculty in setting the course of the university. What has been the outcome of these struggles? What is the level of faculty involvement in governance at Florida State University today?

Those among you who interact often with faculty from other Florida institutions know the answers to these questions. You who, like the Steering Committee, have observed the reactions of Legislators, Board of Regents members, and other Florida education officials to discussions with groups of our faculty also know the answers to these questions. In no other SUS institution is the level of faculty involvement in governance so high. No other SUS faculty is so knowledgeable about the operation of its university or indeed of the SUS itself.

In my opinion, one of the reasons for this is that we have at Florida State University an administration that shares our vision of what this institution should be. That is not to say that they do not need our guidance in charting its course. It is to say that they do seek and heed our guidance, however. The governance structure established by our Faculty Senate and laid out in our University Constitution is a successfully operating enterprise, and I believe that to be one of the main sources of strength from which we maintain our mission to be a University in deed as well as name.

So what is the message that I bring to you from your Steering Committee today as we begin another year facing an all too familiar variety of problems? It is the same message that Representative Herb Morgan brought to you last spring; it is the same message that President Sliger brought to the faculty three weeks ago. My assessment is that you have carried out very well indeed the charge given to you by Fred Standley ten times ago. Let us as Senators continue to lead our faculty colleagues in our determination to maintain the vision for the University of excellence and service that Fred set out for us. Let us heed no negative voices; rather let us continue to follow Fred's admonition (following Tennyson) "to strive, to seek, to find, and not to yield."

VII. Reports of Standing Committees

a. Committee on Memorials and Courtesies, Roberta Ackerman

"Once again I come to the Faculty Senate to let each of you know how much your contributions of \$1.00 or more are appreciated by those who suffer misfortunes during the year. The plants, flowers and visits made with your contributions are added to the expressions of concern each department shows to its faculty. This overall show of concern is a small example of FSU's faculty commitment to each other. Please make your checks payable to FSU MEMORIALS/COURTESIES and send to Roberta Ackerman, Modern Languages, 368 DIF. Thank you."

VIII. University Welfare

Martin Roeder urged the University administration to keep the needs of the Library foremost in their budget concerns. The University must not move backward in answering the needs of research materials for our students. Mr. Roeder reminded the faculty of the 'Bucks for Books' campaign at each of the home football games. Spread the word around!



IX. Announcements of Deans and other administrative officers  
a. Robert Johnson, Dean, Graduate Studies and Research

"One of my major concerns in Graduate Studies and Research at FSU has been the maintenance of high quality in our Graduate and Research Program.

The budget situation last year and again this year has placed a great strain on our ability to maintain the level of quality already developed. Its improvement becomes nearly impossible. There are many problems to be faced and solved. Today I would like to briefly mention three.

1. The Library - This has been addressed by many in the past. I will only add that we must make every effort to support the needs of the Library.

2. Academic Computing - I don't believe this problem has received the attention it deserves. It is, however, as severe as that of the Library and needs immediate attention too! Just as with the Library budget the Computing Center budget was heavily cut last year. We understood and did our best to cope with these cuts. Large reductions were made in all categories of the budget and the support staff greatly reduced. But, we cannot continue in this manner in 1983-84. It appears that we will be short, about 1/3 to 1/2 of a million dollars in 1983-84 in meeting the demands of the faculty and students for computing needs in Instruction and Research. Long lines are already forming at the 83 public terminals on campus. Students are simply not getting the computing facilities they need to keep abreast with today's demands. Without the addition of more terminals and other computing facilities for instructional use we may be forcing students to look toward other universities for their higher education.

In years past Instructional Computing on campus represented only 20% of our total use in the Center and this could be subsidized by the research support for computing. The demand for instructional computing facilities and time has increased to over 50% of our total use and is still growing. We are at the breaking point. We are being asked to fund the computing research needs of the University and also to meet the vastly increased instructional computing needs within an E&G budget that has been at about the same level for the last ten years. This is the level which provides 25% to 30% of the total Computing Center resources. The remainder, 70% to 75%, must come from outside funding. There is no easy solution to this problem and it is one that will worsen unless immediate attention is given to it. This will be a major concern of the newly appointed Computing Center Policy Board (see attached membership) and I hope other relevant Committees and Councils of the University.

FSUCC POLICY BOARD

CHAIRMAN: Robert M. Johnson  
Dean of Graduate Studies and Research

TERMS OF OFFICE

<u>ONE YEAR (1983-84)</u>	<u>TWO YEAR (1983-85)</u>	<u>THREE YEAR (1983-86)</u>
Gib DeBusk - Arts & Sciences	Abe Kandel - Arts & Sciences	Robert Morgan - At Large
Jack Taylor - Music	Don Robson - Arts & Sciences	Paul Ragland - Arts & Sciences
David Gruender - Arts & Sciences	Bill Shrode - Business	John Bryant - Arts & Sciences
Frank Banghart - Education	Charles Tolbert - Social Science	Bill Hillison - Business
John Nall - At Large	Charles Conaway - Library Science	

DEANS

Werner Baum  
Warren Mazek

EX OFFICIO

Information Resources Manager  
Computing Center Director  
Budget and Analysis Director

UNIVERSITY OF SOUTH FLORIDA

Drew Barrett

UNIVERSITY OF WEST FLORIDA

Michael Bundrick

UNIVERSITY OF FLORIDA

(TBA)

3. Graduate Students Welfare - We read and hear of great concerns for "University welfare", but rarely is such concern expressed for the welfare of our graduate students. Their needs are severe and must be addressed by all of us in the University. These needs are not just increased stipends, but work loads, work assignments, intellectual relations with faculty and a host of other "welfare" matters.

Stipends are low, it is true that some departments have higher stipends than others but the University minimum remains at \$4,800 for the half time assistantships for both TA's and RA's. This is the lowest in the state and is falling behind most other universities in the nation.

Furthermore, this minimum of \$4,800 has been in force since 1980 and reached this level only after four years of effort. The University of Florida and the University of South Florida presently have a minimum stipend of \$6,250, which in many departments is supplemented substantially.

Within the total OPS funds of 16 million for 1982-83 (including C & G) the majority, 10 million or 63% was used for non-graduate student support. Only 6 million or 37% was used for support to TA's, RA's, Pre-Doctoral Fellows and Post Doctoral Fellows. It seems to me that within a \$16 million OPS expenditure we should be able to realign some of our priorities and meet the levels of UF and USF.

Students work hard for these stipends. Some students are carrying 3 and 4 sections, some are given responsibility for a course without faculty supervision, which may be in violation of University rules. Some are required to exceed their assigned hours per week, without stipends being increased accordingly.

A very common complaint of graduate students is their relationship with the faculty. They feel they should be treated as sub-faculty or as a trusted member of a research team, not simply as "hired hands". Some say they are even required to sweep floors and run errands for faculty and department staff.

Unless we take a sincere interest and face some of the major issues immediately, I am fearful that we will witness a steady decline in quality and number of students electing come to the University. To begin this process I have received the approval of Vice President Turnbull to appoint a committee that will study these student concerns and make recommendations for action to the appropriate committee councils, and administrators. I first turned to the Faculty Senate Steering Committee for assistance on faculty appointments for this committee and received immediate help. All those contacted have agreed to serve and I will look forward to the Committee's recommendations before the close of the academic year (membership for Graduate Students Welfare Committee follows).

Graduate Students Welfare

COMMITTEE MEMBERSHIP

Russell Johnsen - Chairman  
Sherrill Regan - Vice President Student Affairs  
William Marzluff - GPC Chairman  
Steve Edwards - Senate President  
Mark Freeman - CRC Rep.

FACULTY:

Kirby Kemper - Physics  
Fred Standley - English  
Peter Spencer - Music

GRADUATE STUDENTS:

From the leadership of the Graduate  
Student Association.

Michael Tiernan - Spanish  
Patty Ryerson - English  
Maria Vivas - French  
Karen Lassiter - Education  
Mary Stuart - Biology

b. Augustus B. Turnbull, Vice President for Academic Affairs

Mr. Turnbull expressed his regrets that President Sliger could not be at the Senate meeting today.

Vice President Turnbull stated it has been his pleasure to serve with the faculty and councils. The initiation and implementation of faculty ideas helps guide the University through the various situations that must be faced.

Mr. Turnbull addressed two issues:

1. Collective bargaining - The latest story suggests that the 5% raise allocated for teachers will be divided into 2 parts: 2.71% across the board and 2.29% discretionary. How and who shares in the discretionary pot seems to be the problem. When a decision is made the University will be notified immediately. It will then take approximately 4 weeks to adjust payrolls to reflect the increase.

2. Enrollment - Vice President urged the faculty to counsel their students that by lengthening the amount of time they take to complete their education, they are increasing the costs of that education. If FSU does not meet the enrollment cap, we will not receive the \$1-1.4 million in extra funds that the new enrollment would bring us. A policy decision was made not to lower standards to achieve the numbers needed, FSU will maintain a quality thrust for its enrollment projections.

Allocation letters should be sent to the departments within a week. The summer calendar has been accepted and is as follows: 13 week primary session beginning May 7, 1984 and ending August 3, with an 8 week session beginning June 18 and ending August 10.

X. Adjournment

The meeting adjourned at 5:00 p.m.

  
Janis D. Sass  
Secretary to the Faculty Senate

## ADDENDUM I

### IMPLEMENTATION OF FLORIDA ADMINISTRATIVE CODE RULES RELATING TO COLLEGE-LEVEL COMMUNICATION AND COMPUTATION SKILLS

#### I. Florida State University Alternative Plan for Rule 6A-10.30, FAC (Gordon Rule)

Recognizing that Rule 6A-10.30 represents but the culmination of the program begun earlier through its Faculty Senate to strengthen further the communication and computation components of the Liberal Studies Program required of all its students, The Florida State University has developed an alternative plan for implementation of this rule that incorporates the provisions of the rule into its Liberal Studies Program. As a result of this incorporation, mechanisms for certifying satisfaction of the requirements of Rule 6A-10.30 become coincident with those already in place for Liberal Studies certification and no new mechanisms are necessary. Provisions of the alternative plan as approved by the Florida Board of Regents and the State Board of Education are as follows.

Prior to receipt of an Associate of Arts degree from Florida State University or prior to entry into its Upper Division, a student shall complete successfully by receiving a grade of C or better in appropriate Liberal Studies courses the following:

- (a) Twenty-one (21) semester hours of coursework in which the student is required to demonstrate writing skills by producing written work totalling twenty-eight thousand (28,000) words as follows:

English	2 courses	6 semester hours	14,000 words
Humanities	3 courses	9 semester hours	10,000 words
History	2 courses	6 semester hours	4,000 words

- (b) MAC 1102, Basic College Algebra, and one additional three-hour course in the Department of Mathematics and Computer Science that has MAC 1102 as a prerequisite or one in the Department of Statistics that has MAC 1102 as a prerequisite.

Because the seven communication courses and the two computation courses bear a one-to-one correspondence with courses satisfying requirements of the Liberal Studies Program. The Florida State University will accept completion with a grade of C or better in each course of Liberal Studies requirements in Area I (Communication), English Composition and Mathematics), Area II (History), and Area IV (Humanities) as satisfaction of Rule 6A-10.30.

#### II. Exemptions, Waivers, and Advanced Placement for Rule 6A-10.30

(a) A student shall be allowed to satisfy the MAC 1102 requirement of Rule 6A-10.30 through exemption in one of the following ways:

1. by satisfying College-Level Examination Program (CLEP) requirements in mathematics for post-admission exemptions of coursework, or
2. by scoring appropriately on an examination administered on campus by the Department of Mathematics and Computer Science, or
3. by obtaining a score of at least 650 on the mathematics test of the SAT or the equivalent score (31) on the mathematics test of the ACT.

(b) Any student who has satisfied CLEP requirements in mathematics and whose high school transcript shows successful completion of higher mathematics coursework, including college algebra, trigonometry, and calculus, through the Advanced Placement Program

for example, shall be certified as having satisfied the computation requirement (both MAC 1102 and the one additional course) of Rule 6A-10.30.

(c) A student may exempt by testing and receive Liberal Studies credit for English Composition Courses in Area I, History courses in Area II, and Humanities courses in Area IV of the Liberal Studies Program, but such exemption will not satisfy the writing requirements of Rule 6A-10.30, except for Advanced Placement English as noted in (d) below. Such a student may make up the unfulfilled portion of the writing requirement in the following ways:

1. by electing additional writing courses in Liberal Studies (English, History, or Humanities).
2. by electing courses designated by academic departments of the University as fulfilling the writing requirement.
3. by contracting with the instructor in any course offered by the University to write a paper or papers of appropriate length. The instructor must agree to undertake that obligation. For purposes of the academic record, the student and the instructor will complete a form detailing how the requirement is to be fulfilled. A maximum of 7,000 words may be made up in this way.

(d) Credit toward the writing requirement of this rule may be given to students who can show that they have completed one or more semester-length Advanced Placement English courses in which they have been required to produce written work of at least six thousand (6,000) words per course and who achieve scores deemed satisfactory by the University on the College Entrance Examination Board course examination. Advanced

Placement English scores will apply to the writing requirements of Rule 6A-10.30 as follows:

1. for an AP score of 3, three hours credit equivalent to ENC 1101 and its writing requirement.
  2. for an AP score of 4 or 5, six hours credit equivalent to ENC 1101 and 1102 and their writing requirements.
- (e) All students who complete the Honors Program in the Division of Basic Studies will be deemed to have completed the writing requirements of Rule 6A-10.30 since more written work is required in Honors courses than in other programs in the University.

III. Procedures for students receiving D grades in courses designated for the writing requirements of Rule 6A-10.30

- (a) The unfulfilled portion of the Rule 6A-10.30 writing requirements corresponding to a course in Liberal Studies Area II (History) or Area IV (Humanities) for which a student receives a D grade may be made up only by either repeating that course or by electing any other course in Liberal Studies Areas II and IV, provided that the substitution does not result in the student's writing less than the required minimum of 28,000 words.
- (b) While a student who receives a D grade in ENC 1101 may make up the resulting Rule 6A-10.30 writing deficiency by earning a grade of C or better in ENC 1102 and one of the Liberal Studies English Composition Courses other than ENC 1101 and 1102 or by repeating ENC 1101 during the following semester and earning a C or better before enrolling in ENC 1102, it is strongly recommended that the student make up this deficiency by taking ENC 1144, Freshman Article and Essay Workshop. These students who enroll in

ENC 1144 will be required to take it in the "individualized" format, which requires weekly conferences with the instructor but no class meetings, and must complete it in the semester following receipt of the D grade in ENC 1101 and before taking ENC 1102.

(c) Students who receive a D grade in ENC 1102 must make up the resulting Rule 6A-10.30 writing deficiency in one of two ways:

1. by repeating ENC 1102
2. by taking ENC 1144 in the regular, non-individualized format or by taking ENC 1145, Freshman Special Topics in Composition.

(d) Students failing to earn a C or better grade in an English course taken to make up a D-grade writing deficiency must repeat the make-up course. For example, a student earning a D-grade in ENC 1144 taken after receiving a D-grade in ENC 1101 must repeat ENC 1144 in the individualized format. Students may not repeat ENC 1101 for credit after they have received credit for ENC 1102, 1142, 1144, or 1145.

IV. Transfer Students and Students Receiving Credit by Correspondence for Rule 6A-10.30

(a) Students transferring to Florida State University who have been certified by Florida State University as having completed the requirements of the Liberal Studies Program by virtue of having received the Associate of Arts degree from their previous institution will be deemed to have satisfied the requirements of Rule 6A-10.30.

(b) Students transferring from other institutions which come under the provisions of Rule 6A-10.30 but who have not received the AA degree will be deemed to have satisfied the requirements of Rule 6A-10.30 if the previous institution indicates by notation on the transcript or by some other form of written certification that the student has satisfied the rule before leaving that institution.

(c) Transferring students who do not fall into either of the above categories will be required to satisfy the Florida State University Alternative Plan for Rule 6A-10.30. However, any course accepted for transfer and evaluated under normal procedures of the University as satisfying partial fulfillment of the Liberal Studies requirements in Area I (Communication), Area II (History), and Area IV (Humanities) will also be accepted as satisfying partial fulfillment of the corresponding Rule 6A-10.30 requirement if the student received a grade of C or better in the particular course. Also any non-Liberal Studies course certified by the previous institution as satisfying partial fulfillment of a Rule 6A-10.30 requirement will be accepted as satisfying partial fulfillment of the equivalent requirement at Florida State University.

(d) Courses taken by correspondence will be treated in the same manner as courses accepted for transfer.



V. College Level Communication and Computation Skills Testing, Rule 6A-10.314 FAC (CLAST)

(a) Beginning with the October 1982 administration of the College-level Academic Skills Test, all applicants for the Associate of Arts degree or Upper Division status must present scores which have been earned on the College-level Academic Skills Test; and beginning August 1, 1984, student scores on that test must satisfy the minimum standards of the State Board.

(b) Exception. Students required to present scores on the College-level Academic Skills Test who have not had opportunity to take the test may be enrolled in a State University provided that the period of such enrollment does not extend beyond the end of the semester in which the test is next administered. Students who have not had opportunity to take the test shall include students who were awarded an Associate of Arts degree from a public community college in Florida (but who were not admitted to Upper Division standing) prior to October, 1982, students who are transferring to a State University from an institution at which the test is not administered, and students who were prevented for medical or religious reasons from taking the test when it was administered.

(c) Lists of college-level communication and computation skills may be found in Section 6A-10.31 of the Florida Administrative Code and on pages 47 and 48 of the 1983-1984 Florida State University Bulletin. Most courses regularly taken by freshmen and

sophomores involve the reading skills covered on the CLAST. Writing skills are addressed in the Liberal Studies Program by the courses in written communication listed under Area I (Communication), all courses listed under Area II (History), and all courses listed under Area IV (Humanities). Special instruction is available in the reading and writing laboratory of the Department of English. Many of the computational skills in arithmetic, geometry and measurement should be mastered before the student enters the university, but assistance in reviewing these skills can be obtained through the mathematics laboratory of the Department of Mathematics and Computer Science. Instruction related to other CLAST skills in computation is provided in the following courses: MAC 1102, MGF 1202, MAC 1132, MAC 1141, STA 1013, and COC 3400. Special instruction in these skills is available also in the mathematics laboratory.

VI. Placement in English and Mathematics Laboratories

All entering students who are still required to complete ENC 1101 and who have neither a verbal score on the SAT greater than 390 nor an ACT English score greater than 16 will be required to register for ENC 1020 (one hour) and ENC 1021 (two hours), Reading/writing laboratory, during the first term of enrollment, unless the student demonstrates a mastery of essential skills by passing the College English Placement

Test, part one, during the orientation period. A satisfactory score on the College English Placement Test, part one, enables the student to register for ENC 1101.

All entering students who are still required to complete MAC 1102 and who have neither a mathematics score on the SAT greater than 420 nor an ACT mathematics score greater than 18 will be required to register for MAT 0024 (3 hours), Remedial Mathematics Laboratory, during the first term of enrollment, unless the student has credit for MAT 0013, 0024, 1013, 1024 or an acceptable equivalent remedial course prior to enrollment at FSU or the student demonstrates a mastery of essential skills by passing the Basic Skills Test during the orientation period. A satisfactory score on the Basic Skills Test enables a student to register for MAC 1102.

VII. Progression or Admission to Upper Division Status,  
Rule 6C-6.17, FAC

- (a) Progression to Upper Division status by a native State University System of Florida Lower Division student or admission to Upper Division status of a Florida community college or non-SUS institution student shall be granted upon:
1. completion of at least 60 semester hours (90 quarter hours) of academic work.
  2. completion of the communication and computation requirements of Rule 6A-10.30 as described above,
  3. presentation of scores on the College-level Academic Skills Test (CLAST) of Rule 6A-10.314, and
  4. completion of any other degree program requirements specified by the University.

(b) Placement of a student for academic advising purposes in a school or college or in the Division of Basic Studies or like placement out of the Division of Basic Studies into a school or college is a decision of the University based upon the welfare of the student and the requirements of the academic program. Students who reach the 75-hour limit for retention in the Division of Basic Studies academic advisement program without completing the above requirements for transfer to Upper Division status but who have fulfilled the other requirements for transfer from the Division of Basic Studies (see page 74, 1983-1984 Florida State University Bulletin) will be assigned academic advisors in the school or college housing their intended majors. It should be remembered that all students must attain Upper Division status before completing the requirements for a degree.

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