



FLORIDA STATE UNIVERSITY
FACULTY SENATE

MINUTES
FACULTY SENATE MEETING
WEDNESDAY, MARCH 25, 2020
FSU ZOOM
3:35 P.M.

I. Regular Session

The regular session of the 2019-20 Faculty Senate was held on Wednesday, March 25, 2020. Faculty Senate President Eric Chicken presided.

The following members attended the Senate meeting:

T. Adams, E. Alvarez, J. Ang, J. Appelbaum, A. Askew, J. Atkins, J. Bahorski, A. Barbu, H. Bass, A. Bathke, K. Bearor, B. Birmingham, D. Bish, M. Blaber, M. Buchler, G. Chen, E. Chicken, M. Cui, M. Dahl, P. Doan, R. Duarte, M. Duncan, J. Fiorito, H. Gazelle, M. Gerend, R. Goodman, E. Hilinski, L. Hinnant, P. Hoeflich, C. Hofacker, P. Hollis, A. Huber, M. Hurdal, P. Iatarola, E. Jakubowski, P. Jean-Pierre, K. Jones, C. Kelley, E. Kim, S. Lewis, V. Lewis, J. Lile, J. Lo, L. Lyons, P. Marty, C. Marzen, C. McClive, C. Moore, R. Morris, J. Munn, G. Okten, I. Padavic, J. Palmer, E. Peters, J. Rayburn, L. Reglero, L. Reina, L. Rinaman, N. Rogers, G. Salazar, A. Semykina, T. Soldat-Jaffe, S. Stagg, J. Standley, N. Stein, L. Stepina, R. Stilling, P. Sura, M. Swanbrow Becker, G. Tyson, A. Vanli, Y. Wang, H. Xue, X. Yang, M. Ye.

The following members were absent. Alternates are listed in parenthesis:

S. Aggarwal, T. Albrecht-Schmitt, E. Alvarez, P. Andrei, P. Beerli, R. Brower, T. Chiricos, J. Clark, D. Compton, J. Drake, M. Duncan, S. Ehrlich (**H. Kern**), S. Foo, T. Graban, K. Harris, F. Ke, D. Kerr, B. Landing, T. Lee, H. Li, C. Madsen, K. Petersen, D. Rokyta, E. Ryan, P. Sanyal, R. Singleton, G. Taylor, T. Van Lith, T. Zuehlke.

II. Approval of the Minutes, February 19, 2020 meeting

The minutes of the February 19, 2020 meeting were approved as distributed.

III. Approval of the agenda, March 25, 2019 meeting

The agenda was amended to have announcements by President Thrasher and Provost McRorie, followed by the report of the steering committee. The agenda was approved as amended.

IV. Special Order: Announcements by President Thrasher

- The president expressed appreciation of the faculty and staff's ability to support each other during the closure of campus due to the coronavirus pandemic.

- The remote instruction strategies have been implemented, with a positive response from both instructors and students. The president implored the Senate to communicate and reach out if there is anything they believe the university should be doing to assist the faculty.
- In response to the coronavirus situation, the president announced a fundraising mechanism for students who may need help. The president hopes to see contribution from the key leaders of organizations in Tallahassee to voluntarily contribute to this fund.
- The remote instruction strategies have been approved to continue into Summer A, B, and F.
- The legislature ended its session on Thursday with an approval of the university budget. The president notes that the budget has not yet been received by the Governor, so the possibility of a veto remains. The final budget was approved by both houses to include \$52 million earmarked for responses to the coronavirus situation. A special session of the legislature later in the year is a possibility as the situation continues and adjustments may be warranted.

V. **Special Order: Announcements by Provost McRorie**

- Echoed President Thrasher's admiration for the work done by the faculty to adapt to the coronavirus situation.
- Elaborated on a recent memo sent out about grading for students, balancing out the use of the letter grade format and the more flexible satisfactory/unsatisfactory format.
- Confirmed that as of now the summer semester will be online and it is anticipated that students will change their schedules when they are able to do so. Provost McRorie and the Provost's team have reached out to professors with well-established online classes to add them into the summer offerings. International Programs has been suspended for the summer semester.
- Efforts to identify and support students who do not have access to the technology needed to participate in remote learning were undertaken. Those students have been supported by IT and loaned laptops and other technology as needed. Faculty and staff have also been loaned the technology they need to work remotely.
- Reiterated praise for the faculty's continued support in this difficult time.
- **Kathryn Jones, Arts & Sciences** – Inquired as to how lab credits will be handled given the transition to online instruction, as the need for physical, practical knowledge of these lab experiments will be required for students entering their professional field. Provost McRorie established a group in the Provost's office focused entirely on labs, clinicals, and other fields requiring physical presence to make sure that accrediting bodies and organizations are understanding of the unique situation put upon the students. The work is still ongoing, but Provost McRorie did confirm that all student's transcripts will be annotated with this change, and it is the hope of the Provost that professional institutions will be understanding of this situation.
- **Tatjana Soldat-Jaffe, Arts & Sciences** – Thanked Provost McRorie and the rest of the faculty for the smoothness of the transition and asked if there was any possibility of students having returned to Tallahassee with the virus. Provost McRorie assured the senator that as of March 25 there were no reported cases among those still on the FSU campus. Action is being taken to reach out to the various communities of students remaining in Tallahassee and to make sure they are in a stable and comfortable situation.

VI. **Report of the Steering Committee, Professor Erin Ryan**

- The Steering Committee has met six times since the last Senate meeting.
- Erin Ryan welcomed Veronica Cline as the new Faculty Senate Coordinator and thanked the new coordinator for outstanding work in the midst of these circumstances.

- In their earlier meetings, the committee worked on incorporating feedback from the last Senate meeting into the Phase III Constitutional Revision Proposal. The committee met with Jennifer Mitchell from the Office of Accessibility Services (OAS) to review proposed revisions to the ADA syllabus statement and proposed the creation of an updated online policy statement to which the syllabus statement can point. The committee also discussed how to establish better lines of communication between the faculty and OAS for implementing accommodations. The committee made plans for upcoming elections, were updated by the Budget Committee, and discussed the proposals for reform to Liberal Studies requirements.
- Towards the end of February, the focus of the Steering Committee shifted towards the coronavirus situation. From this point, the Steering Committee worked with groups across campus acting as a liaison between the faculty and developing policies to handle the situation. Such policies have included travel restriction, remote instruction, online evaluation, Zoom security, grading policies, faculty promotion and tenure, FEAS reporting, and other topics. Due to the move off-campus, the new senator orientation will be restructured, although this plan is still in development.

VII. Reports of Standing Committees

a. Liberal Studies Coordinating & Policy Committee—James Fadool (See addendum 1)

- Three separate proposals were brought to the Senate regarding liberal studies requirements. Any changes passed during this meeting would be effective starting summer C 2020. The three proposals are:
 - i. The completion of an E-series course shall no longer be a Liberal Studies requirement, although the E-series courses will continue to be offered.
 - ii. The Computer Competency Requirement shall be removed from the General Education Requirements.
 - iii. The six hours of General Education Electives
- **Erin Ryan, Law – Motioned to consider the proposal for the E-series course requirement.**
- The floor was opened to general discussion and questions for James Fadool.
- **Robin Goodman, Arts & Sciences** – Asked about the note at the bottom of the rationale for proposal 1 (see addendum 1) that states “other options did not seem feasible,” inquiring what those other options were. James Fadool began to reply, but then disconnected from the Zoom conference. Questions continued while attempts were made to reestablish connection to James Fadool.
- **Lisa Lyons, Arts & Sciences** – Expressed concern that by removing the requirement for E-series courses, departments would be compelled to stop offering E-series courses by the pressure to offer other courses. The senator believed that if the E-series requirement is removed, there should be a commitment from the departments to continue offering the courses. James Fadool reconnected and explained that although a decrease in E-series offerings is possible, the courses still fulfill the state-wide writing requirement. In addition, this change would be an opportunity for departments to create E-series courses that are not general education and instead fulfill requirements of the majors. James Fadool also touched on some of the current issues with E-series program, including the lack of financial incentives and the trend of students putting off E-series courses until their junior

and senior years. This trend means that the current program fails its original goal of connecting faculty to freshman students on the E-series topics.

- **Gary Tyson, Arts & Sciences** – Discussed two concerns: that the removal of the E-series requirement would have repercussions as it is an intentional alteration of the Strategic Plan, and that these changes are too major to make right now given the inability of the Faculty Senate to discuss in person. The senator suggests focusing on changing the E-series requirement rather than removing it and holding off on making these changes at this time until further discussion can be had. James Fadool was amenable to both these suggestions.
- **Patrice Iatarola, Education** – Agreed with the previous senator’s sentiments, although admitted a lack of knowledge about the workings of the E-series courses. To the senator, the E-series program seems desired by everyone, but the issues are in the supply of those courses without the financial incentives given at the start of the program. James Fadool agreed that maintaining the E-series program is desirable, but the core problem of not enough seats available to an ever-increasing number of students who require the E-series credit must be resolved.
- **Robin Goodman, Arts & Sciences** – Repeated the question about the note at the bottom of proposal 1 regarding “other options did not seem feasible.” James Fadool stated that the options deemed infeasible include financial incentive and decreasing “regulatory burden”. However, these options likely would not fill the widening gap of students requiring an E-series credit and available E-series courses.
- **Dean Susan Fiorito, Entrepreneurship** – Expressed approval of the committee’s work and confirmed that the number of juniors and seniors who require the E-series credit to graduate are having difficulty finding available E-series courses.
- **Virginia Lewis, Arts & Sciences** – As an instructor of an E-series course, commented on the second bullet point of proposal 1 which states that removing the E-series requirement would open up the ability to teach E-series courses to senior graduate students. The senator suggested that rather than remove the E-series requirement, allowing senior graduate students to teach E-series courses could help close the gap. James Fadool responded that it is simply unclear whether that would be enough, as senior graduate students are generally expected to teach smaller class sizes.
- **Lisa Lyons, Arts & Sciences** – Recounted previous experience teaching an E-series course and questioned whether the proportions of freshman/sophomore students and junior/senior students enrolling in E-series courses is due to lack of available seats or simply the priority juniors and seniors have during enrollment periods. James Fadool responded that given the available data, the number of juniors and seniors in E-series classes will continue to trend upwards, and the number of E-series requirement waivers has not trended upwards.
- **The motion for proposal 1, removing the E-series requirement, passed.**
- James Fadool began explanation of the second topic: the proposal to remove the Computer Competency Requirement (CCR) from the General Education requirements. Reasons for removing the CCR are two-fold: the CCR is limited in description and scope for both students and faculty, and that the management and approval of CCR courses is handled by the departments and major curriculum. The requirements in the CCR are so

minimal and archaic that on average students are taking three different classes in their major that meet the CCR criteria.

- **Gary Tyson, Arts & Sciences** – Spoke against the proposal, as many of the CCR courses (especially those offered by Computer Sciences to all students) have evolved to not only discuss the topics of CCR but also teach valuable skills such as internet security, digital privacy, and other programs related to student's use of computer technology.
- **Peter Hoeflich, Arts & Sciences** – Requested clarification on what issues the committee had with the current implementation of the CCR. James Fadool clarified that the current Computer Competency Requirements have not evolved beyond what are now low bars such as basic Microsoft Office knowledge. The committee felt that the lack of substance in the current CCR is in stark contrast with what is expected of the idea of the CCR: to give students knowledge and capability with computer technology that will augment their studies and professional lives. James Fadool also noted that while the classes Gary Tyson referred to are exceptional, not all of the current CCR classes have taken such initiative. Although updating the CCR to be at a level akin to the classes Gary Tyson referred to is an option, at the moment there is no re-review process in place to accommodate this endeavor.
- **Jayne Standley, Music** – Supported Senator Gary Tyson. Courses that keep current with the modern landscape of computer technology are vital to the success of students and classes that do not presently meet these standards should adapt to meet those expectations. The senator spoke in favor of James Fadool's suggestion that the CCR could be updated rather than done away with entirely.
- **Gary Tyson, Arts & Sciences** – Elaborated that the course that was described previously serves thousands of students each year but that the topics taught could certainly be distributed amongst the departments so that all CCR courses that are discipline specific could still teach their field's unique topics. The senator believed that removing the CCR would be a bad idea.
- **Peter Hoeflich, Arts & Sciences** – Suggested that the vote be on the modification of the CCR, not its removal. James Fadool expressed agreement with the desire to update the requirements but clarified that the removal of CCR would not require departments to do away with any of the programs they are currently providing. Each department currently has its own implementation, and students are able to seek out courses such as those offered by Computer Sciences that provide other vital technology skills. As such, the need for mandating courses to be taken through the CCR may no longer be necessary.
- **Michael Blaber, Medicine** – Commented with approval of the point put forward by James Fadool, and that by and large technology is moving forward very quickly i.e. the shifts from computer to smartphones. The senator surmises that the students may have a better idea of what their technology needs are than the Senate.
- **Lisa Lyons, Arts & Sciences** – Expressed concern that removing the requirement could lead to departments cutting corners and risk providing a lesser experience for students. James Fadool expressed the belief that the department faculty would do what is right for students.
- **Jayne Standley, Music** – **Called the question, with the understanding that the committee would be directed to come up with ways to raise the CCR standards.**

- **The motion for proposal 2, removing the Computer Competency Requirement, did not pass.**
 - Discussion began on the third topic, the Liberal Studies General Education Electives. Currently, students must complete 36 hours of General Education electives from a list of approved courses. The proposal is that 6 of these 36 hours will be able to be selected from any General Education courses. James Fadool directs the Senate to refer to Appendix E, which highlights how difficult it is for the class selection by students to be truly elective.
 - There were no questions posed in regards to proposal 3.
 - **The motion on proposal 3, modifying General Education Electives, passed.**
- b. **Undergraduate Policy Committee—Aimee Leturmy, Registrar (See addenda 2-5)**
- Explained the proposed changes to the undergraduate retention policy (see addenda 2 & 3). The changes have been in discussion for 4 to 5 years and are meant to address inadequacies in the academic standing policies, particularly for transfer students who are placed on academic probation.
 - **Nikki Raimondi, Associate Dean, Undergraduate Studies** – Spoke in favor of the policy as a faculty member who primarily works with students on academic probation. The proposed changes would reward students who begin moving in a positive GPA direction and mitigate situations in which students are trapped by a poor first semester.
 - **Gary Tyson, Arts & Sciences** – Commented in favor of the proposals but inquired as to what data the committee has on the percentage of students who begin a positive GPA direction from academic probation against how many fail to improve. The senator brought up the possibility that the proposed change would prolong the admittance of (and thus tuition paid by) students who will fail to improve their GPA. The Undergraduate Policy Committee members did collect evidence to support that there is a significant deficiency in the current retention policy and plan to continue collecting data.
 - **Michael Blaber, Medicine** – Inquired as to whether students who show significant difficulty in their first semester are given advising/counseling. Nikki Raimondi detailed the systems in place to assist students facing difficulty, including a required student success course.
 - **The motion to amend the undergraduate retention policy passed (see addendum 3).**
 - **Dean Karen Laughlin, Undergraduate Studies** – Explained the updates to the University-Wide Standards for Undergraduate Teaching Assistants at FSU (see addenda 4 & 5). The updates aim to more accurately reflect the different job codes and duties for Teaching Assistants based on the current policies established by HR. These changes will bring the Undergraduate Teaching Assistants more in line with the Graduate Program Teaching Assistants.
 - **Kathryn Jones, Arts & Sciences** – Asked about FERPA training for undergraduate students, and whether this meant that these TAs would have an expanded ability to grade student work. Karen Laughlin responded that although the desire to have undergraduate TAs be able to grade more is acknowledged, consultation with Jennifer Buchanan, as well as evidence from previous attempts at allowing expanded grading capabilities, led the committee to conclude that this would be both a logistical issue and a liability for instructors.

- **Kathryn Jones, Arts & Sciences** – Acknowledged that undergraduate TAs are often used for large sections and asked if a section size limit should be placed on undergraduate TAs given that they cannot engage in some forms of grading. Karen Laughlin noted that discretion is given to the departments on how to manage their TAs, and this suggestion would be up to the departments to consider.
- **Lisa Lyons, Arts & Sciences** – Expressed confusion over how the biology lab sections taught by undergraduate TAs will be impacted by these changes. Karen Laughlin reiterated that the implementation of these changes is left to the departments, and that the biology department is currently out of line with university policy.
- **Peter Hoeflich, Arts & Sciences** – Spoke more about the difficulties that programs with lab sections may have in relying less on undergraduate TA grading but concluded that it is possible to adapt their structures to be in line with university policy.
- **The motion to amend the Undergraduate Teaching Assistant policy passed (see addendum 5).**

VIII. Old Business

a. FSU Constitution

- The discussion of the FSU Constitution was postponed after Senate approval by acclimation.

IX. New Business

There was no new business.

X. University Welfare

No announcements were given.

XI. Announcements by Deans and other Administrative Officers

Case Management (644-9555) can work with students to get laptops provided by the Libraries and ITS.

The meeting adjourned at 5:48 p.m.

Eric Chicken

Digitally signed by Eric
Chicken
Date: 2020.04.15 12:16:09
-04'00'

Eric Chicken
Faculty Senate President

The current Liberal Studies curriculum was implemented in the summer of 2015 on a temporary basis, to allow faculty committees and the Faculty Senate to work through the details and to evaluate the program after implementation. The curriculum received full approval February 2017, with two substantive changes:

- 1) A reduction in the number of required E-Series courses (from two to one).
- 2) Reinstating “W” (former “Gordon Rule” writing) courses to count toward meeting the Statewide university mandates for writing (to offset the reduced E-Series requirement).

In Spring of 2019, the Faculty Senate approved a third change to the LS Curriculum:

- 3) The requirement for a Formative Experience and one Scholarship in Practice replaced the requirement for two Scholarship in Practice courses.

As the LS curriculum enters its fifth year, the LSCPC recommends the following three additional changes. Each proposed change is independent of the other two. If approved as proposed, the changes would allow greater flexibility for students in meeting the LS requirements, but none would decrease the required 36 hours of General Education coursework.

- I. E-Series: The LSCPC recommends that successful completion of an E-series course no longer be a Liberal Studies requirement, but that E-series courses would continue to be offered.
- II. The LSCPC proposes that the Computer Competency Requirement (CCR) be removed from the General Education requirements.
- III. LSCPC proposed that the six hours of LS General Education Electives must be completed from the approved list of FSU Liberal Studies Courses without any limitation on the General Education Area.

I. E-Series: The LSCPC recommends that successful completion of an E-series course no longer be a Liberal Studies requirement. E-series courses would continue to be offered under the following new policy:

- E-series courses would continue to count towards the “W” State-Mandated Writing requirement and fulfill an approved general education requirement or Scholarship in Practice requirement
- Allowances for instructional staff would align with those of other General Education courses. Currently, the instructor of record for an E-series course must have faculty status or comparable (adjuncts and postdoctoral scholars). With the proposed policy change, senior graduate students would be allowed to teach E-series courses with approval of their chair.
- E-series will remain as writing intensive courses, but the proposal would allow greater flexibility in the topics and instruction. For example, E-series courses could be designated and approved to meet the requirements for a major.

Rationale for the proposed change:

- Based on survey data from Annette Schwabe’s time as Director of LS, students and faculty expressed a high degree of satisfaction with the courses. All members of the LSCPC agreed that the E-series has been a successful educational program and expressed the desire to keep E-series courses available in the LS curriculum with their distinct pedagogy.
- This change is proposed because availability of seats continues to be a major issue. The number of students needing to fulfill the requirement is increasing at a time when available seats in E-series courses are in decline.
 - Total enrollment in E-series courses for 2019-20 academic year including Summer is expected to be 5134, and well short of the 7200 incoming freshman the same year.
 - As of 1/21/2020, 15,728 currently enrolled students had not met the E-series requirement. Spring 2020 enrollment is 2234, leaving 13,500 students still needing to fulfill the requirement.
 - Over a four-year period, the total enrollment of 29,988 exceeded 90% of total capacity. Only 10% of the seats (3400) were occupied by students who successfully completed more than one E-series course.
- Decline in seats may be related to the original three-year limit for a course offering, retirements, and pressure within departments to meet major requirements.
- 153 E-Series courses have been approved; however, in the last two academic years only 84 unique courses have been taught.
- At present, few students are requesting waivers to meet the requirement. But many of the available seats are being filled by students with junior and senior standing, which will perpetuate enrollment issues.
- The greater number of upper division students filling the seats has weakened the original, significant selling point that students at the beginning of their studies would be in a classroom with a faculty member.
- Other options did not seem feasible.

II. The LSCPC proposes that the Computer Competency Requirement (CCR) be removed from the General Education requirements.

- In practice, CCR has evolved into a major or discipline-specific technology requirement, outpacing the minimal requirements for a course to obtain General Education CCR approval.
- In its current form, the CCR is a centralized requirement with a centralized review process; however, the management of the courses and content is largely controlled by the departments.
- As part of this proposal, Departments and Programs could maintain the CCR requirement for majors and degrees; however, the approval process would no longer be managed by the LS office.
- Computer Science offers the largest share of available seats at ~28% of the total that meet the CCR; 30 other departments offer courses approved to meet the CCR requirement.
- This proposed change does not stem from enrollment pressure. Enrollment in CCR approved courses averages >17,000 students per year with ample unfilled capacity.

III. LSCPC proposed that the six hours of LS General Education Electives must be completed from the approved list of FSU Liberal Studies Courses without any limitation on the General Education Area.

- Currently, students must complete 36 hours of Liberal Studies General Education coursework from the lists of approved courses.
 - The thirty-six hours of General Education coursework requires six hours each of English Composition, Quantitative and Logical Thinking, Social Sciences/History, Humanities and Cultural Practice/Ethics, and Natural Sciences, and six hours of General Education Electives.
- Current limitations placed on meeting the 6 hours of General Education Electives pose considerable advising challenges and student confusion, and an exception for Scholarship in Practice courses amounts to a workaround for overcoming the limitations.
 - Only three hours may be selected from the Social Sciences or History areas (but not both).
 - In addition, only three hours may be selected from the Natural Sciences area.
 - Three hours of Scholarship in Practice (SIP) coursework at the 1/2/3000-level that does not fall within the General Education areas above may be counted.
 - Note: If students meet three hours of the General Education Elective requirement with a Social Sciences, History, or Natural Sciences course and also take a 3-hour Scholarship in Practice course that is approved for that same General Education area, that course will count as a General Education elective due to the SIP designation.
- Therefore, the committee proposes that the limitations be removed, making the electives truly elective.

APPENDIX E—LIBERAL STUDIES ADVISING SHEET

Please record all earned/anticipated credit. Shaded areas are met for students with an articulated AA degree.

FSU GENERAL EDUCATION (36 Hours) An overall 2.0 average or better is required on all coursework used to satisfy the General Education requirements.			
AREA	STATEWIDE CORE REQUIREMENTS		ADDITIONAL FSU REQUIREMENTS*
Quantitative and Logical Thinking 6 hours required C- grade or higher	3 hours (choose one): MAC1105, MAC2311, MGF1106, MGF1107, STA2023, or any course for which one of these is a prerequisite. _____ course _____ grade _____ hours		3 hours GE-approved Quant/Logical Thinking (of the 6 total hours for this area, at least 3 <i>must</i> be a course with a MAC or MGF prefix) _____ course _____ grade _____ hours
English Composition 6 hours required C- grade or higher	3 hours: ENC1101 _____ course _____ grade _____ hours		3 hours: ENC2135 _____ course _____ grade _____ hours
Social Sciences 3 hours required	3 hours (choose one): AMH2020, ANT2000, ECO2013, POS1041, PSY2012, SYG1000 _____ course _____ grade _____ hours		3 hours of GE-approved Social Sciences or History (whichever is <i>not</i> represented by the statewide core course) _____ course _____ grade _____ hours
History 3 hours required			_____ course _____ grade _____ hours
Humanities and Cultural Practice 3 hours required	3 hours (choose one): ARH2000, HUM2020, LIT2000, MUL2010, PHI2010, THE2000 _____ course _____ grade _____ hours		3 hours of GE-approved Humanities or Ethics (whichever is <i>not</i> represented by the statewide core course) _____ course _____ grade _____ hours
Ethics 3 hours required			_____ course _____ grade _____ hours
Natural Sciences 6 hours required	3 hours (choose one): AST1002, BSC1005, BSC2010, BSC2085, CHM1020, CHM1045, ESC1000, EVR1001, PHY1020, PHY2048, PHY2053, or any course for which one of these is a prerequisite. _____ course _____ grade _____ hours		3 hours of GE-approved Natural Sciences _____ course _____ grade _____ hours
Additional General Education Hours 6 hours required (see limitations on pages 9-10)	_____ course _____ grade _____ hours		_____ course _____ grade _____ hours
*General Education courses must include one 3-credit E-Series course (C- grade or higher).			3 hours of GE-approved E-Series (will also count in above areas) _____ course _____ grade _____ hours
UNIVERSITY-WIDE GRADUATION REQUIREMENTS All courses below must be completed with a C- grade or higher. Some courses may also count within General Education above.			
"W" (State-Mandated Writing) 3 hours required		_____ course _____ grade _____ hours	
Scholarly/Formative Exp. 1 SIP course required 1 FE course required	_____ course _____ grade _____ hours		_____ course _____ grade _____ hours
Diversity 1 X course required 1 Y course required	_____ course _____ grade _____ hours		_____ course _____ grade _____ hours
Civic Literacy POS1041, AMH2020, or a passing for alternative test credit		_____ score	_____ course _____ grade _____ hours
Natural Sciences Laboratory 1 hour required	_____ course _____ grade _____ hours	Upper-Division Writing 1 course required	_____ course _____ grade _____ hours
Oral Communication Competency 1 course required	_____ course _____ grade _____ hours	Computer Competency 1 course required	_____ course _____ grade _____ hours

ADDITIONAL DETAILS ABOUT LIBERAL STUDIES REQUIREMENTS

General Education Electives

These hours may be selected from Social Sciences/History, Humanities & Cultural Practice, Ethics, Natural Sciences, and/or Scholarship in Practice areas. There are a few limitations:

- Three hours may be selected from the Social Sciences or History areas (but not both).
- Three hours may be selected from the Natural Sciences area.
- Three hours of Scholarship in Practice (SIP) coursework at the 1/2/3000-level that does not fall within the General Education areas above may be counted. Note: If students meet three hours of the General Education Elective requirement with a Social Sciences, History, or Natural Sciences course and also take a 3-hour Scholarship in Practice course that is approved for that same General Education area, that course will count as a General Education elective due to the SIP designation.

State-Mandated Writing Requirement

Students must complete a total of twelve credit hours to meet Florida's State-Mandated Writing Requirement. At FSU, students will meet the requirement by completing four, three-credit-hour courses. In addition to the six credits required for English Composition (ENC1101 and ENC2135), students must complete two three-credit courses that meet state mandates for college-level writing. Typically, students complete this requirement by successfully completing one E-Series course plus a course on the list of approved "W" (State-Mandated Writing) courses. Courses must be completed with a grade of "C-" or higher to satisfy the State-Mandated Writing requirement.

Civic Literacy Requirement

All students who enter a Florida public college or university as a degree-seeking student in Summer C 2018 or later must meet the State of Florida Civic Literacy requirement. Students can satisfy the Civic Literacy requirement by:

- (1) completing either POS1041 American National Government, or AMH2020 A History of the United States Since 1877, with a grade of "C-" or higher;
- (2) receiving credit for either POS1041 or AMH2020 through completion of one or more of the following:
 - Advanced Placement Government and Politics: United States exam with a score of 3 or more;
 - Advanced Placement United States History exam with a score of 4 or more;
 - CLEP American Government exam with a score of 50 or more; or by
- (3) obtaining a score of 60 out of 100 on the U.S. Citizenship and Immigration Services Naturalization Test administered at the testing center at Florida State University.

This requirement must be fulfilled before completing the bachelor's degree. Visit <http://liberalstudies.fsu.edu/civic-literacy.html> for the most recent guidance on meeting Civic Literacy.

Scholarly and Formative Experience

Students must complete one Scholarship in Practice (SIP) course and one approved Formative Experience (FE) prior to graduation. Students may fulfil the FE requirement with a second SIP course.

Scholarship in Practice courses may be taken at any level (1000 to 4000). However, 4000-level Scholarship-in-Practice courses do not count toward the *General Education* elective requirement. Students must earn a grade of "C-" or higher (or an "S" for Formative Experience courses graded S/U) to earn credit toward the Scholarly and Formative Experience requirement.

Diversity

To develop broad cultural knowledge about the world around you, students must complete at least one Cross-Cultural Studies (X) course and one Diversity in Western Experience (Y) course. Both Diversity courses must be completed with a grade of "C-" or higher. These courses must be taken on a letter grade basis (not S/U).

Upper-Division Writing

In addition to the courses that meet State-Mandated Writing Requirement described above, students must complete at least one course designated as meeting the Upper-Division Writing Requirement with a grade of "C-" or higher. This coursework, focused on writing for professional purposes, may be completed within or outside a student's major course of study.

1. Upon completion of the agreed-upon work, the instructor submits a grade-change form that replaces the “I” with the final grade for the course;
2. The instructor submits a separate “Incomplete Extension of Time” form to the Evaluation and Posting Section of Admissions and Records before the end of the semester in which the “I” is set to expire.

In cases where no default grade or instructor-determined expiration semester exists, incomplete grades will expire to an IE (Incomplete Expired) at the end of the next term of enrollment unless the instructor submits a grade change form prior to the official grade posting deadline. No grade changes will be made to default grades or unresolved “I” grades after the degree has been granted. Thus, it is critical that an instructor work closely with the student and department staff regarding the clearance of an incomplete grade.

Grading Practices

At the end of each term, student’s grades are made available at *my.fsu.edu*.

Once a final grade in a course has been reported by the instructor to the Office of the University Registrar, it cannot be changed by the instructor except in cases of error in recording with permission of the department chair and the dean of the college, or as a result of a final determination from a formal grade appeal.

The University will not automatically expire “I” grades earned prior to Fall 2010 or “NG” grades earned for any semester. Students must work with faculty and academic deans to resolve any outstanding “I” or “NG” grades prior to graduation. Outstanding “I” or “NG” grades that are not resolved prior to the degree posting will not be changed except in cases of error in recording. Faculty and academic deans reserve the right to expire an “I” or “NG” grade to “IE” or “GE” respectively. These grades are considered final grades and will calculate as an “F” in the student’s overall GPA. In cases where the “I” or “NG” grade was earned in a course approved for numeric grades or “S/U”, the grade will expire to the lowest possible value, generally a 60 or “U”. Grades of “I” are not assigned to any courses if a student withdraws from the University. A grade of “I” or “NG” in a course that is approved for “S/U” or numeric grades will follow the same grading and expiration policy.

Grades earned at another institution cannot be used to improve a grade point average or eliminate a quality point deficiency at Florida State University.

Grade Changes to Courses Completed Prior to Posted Degree

Once a degree has been awarded, all coursework leading to that degree is considered final and not subject to change. Grade changes or withdrawals for coursework that applies to the awarded degree may be considered only in cases of documented University error or in cases where the courses in question are documented as applying to a degree that is still in progress. Courses that are designated as “shared” between degree programs, such as those used in combined or joint degree pathways may not be changed unless both degrees are still in progress. See the “Combined Bachelor’s/Mater’s Pathway, Direct Entry Pathways” section in the Undergraduate Degree Requirements chapter of the *General Bulletin*.

Forgiveness Policy

Effective Fall 2004, Florida State University discontinued the forgiveness policy for all students. Please refer to the ‘Drop /Add or Changes of Schedule’ section in this chapter for additional information.

Academic Standing and Retention

All students must demonstrate satisfactory academic progress for retention and continued enrollment at Florida State University. Satisfactory academic progress includes, but is not limited to, successful completion of credit hours and progression toward completing a degree. The University reserves the right not to retain students who do not demonstrate satisfactory academic progress.

Students should refer to the table below indicating the necessary grade point average (GPA) on all coursework taken at Florida State University required for retention at the University. The Retention Table takes into consideration the number of semester hours the student has attempted (including transfer credits) and indicates the GPA range that will place the student on academic warning or academic probation. Students who fail to resolve probationary status will be dismissed at the end of the next semester for which they are enrolled.

A minimum Florida State University GPA of 2.0 (“C”) or better is required for graduation. Students should maintain at least this minimum at all times to be in good standing. Statuses of “academic warning,” “probation,” or “reinstated from dismissal” do not specifically prohibit a student from participating in extracurricular activities unless otherwise specified by University policy, rules, or by-laws governing the activity or organization.

Attempted Hours	Warning GPA Range	Probation GPA Range
1–15	1.5–1.999	Less than 1.5
16–30	1.75–1.999	Less than 1.750
31 or more	–	Less than 2.0
Dismissal: Failure to remove probation by the end of next term.		

Warning

As an aid to students in the Division of Undergraduate Studies and to low-division music, motion picture, dance, and Bachelor of Fine Arts (BFA) in theatre students (freshmen and sophomores), an “academic warning” will be included with grades at the end of the term if the cumulative average has fallen below 2.0 but not low enough to place the student on academic probation.

Probation

When any student’s grade point average (GPA) falls within the probationary range, the student will be placed on academic probation for one term. A student on probation must enroll for not less than twelve and not more than fifteen semester hours during the probationary term. If the student fails to remove the probationary status by the end of the term, the student will be dismissed.

Students who earn less than 2.0 in their first semester at FSU or who must repeat a required college-level preparatory course will be mandated to enroll in SLS 1122, Strategies for Academic Success, or SLS 3140, Academic Success Strategies for Transfer Students. These are one credit-hour graded courses designed to help students develop the needed study skills to return to good academic standing. Students will be administratively enrolled in one of the courses during the following semester and are responsible for all tuition, fees, and textbook/supplies.

Students on academic probation who elect to enroll in a Florida public postsecondary institution (or in a regionally accredited institution within or outside the state) and who receive an academic Associate of Arts degree with an overall 2.0 average will have the probationary status and their previous Florida State University average removed upon application for readmission, and will be guaranteed a maximum of sixty semester hours, with approval of the academic dean.

Dismissal and Reinstatement

Academic dismissal constitutes a separation of the student from the University for academic reasons. The dismissed student **must** consult his or her academic dean at the time of dismissal about criteria governing possible reinstatement to the University. Students are not eligible for reinstatement after two academic dismissals. Students dismissed because of low grade point averages (GPA) may be reinstated only with approval of the academic dean. Close consultation with the academic dean is required in order to determine if any of the following options are appropriate for a given student and his or her situation:

1. Achieving the required minimum FSU GPA through online courses taken in the Flexible Learning Program offered by the State of Florida, Division of Colleges and Universities. Students must meet with their academic dean for approval to take courses in the Flexible Learning Program (correspondence coursework) and to determine the minimum GPA that must be earned in the course(s) to be eligible for reinstatement. Courses taken for this purpose will not earn credit toward the total degree hours. Grades earned in courses taken through the Flexible Learning Program will be applied to the student’s FSU GPA;
2. Attending and graduating with an academic Associate of Arts (AA) degree from a Florida public postsecondary institution (or a regionally accredited institution within or outside the state) with an overall GPA of 2.0 or higher, with approval of the academic dean. The student’s FSU GPA will be reset to 0.00 upon readmission after earning an AA degree. In addition, the student earning an AA degree from a Florida public institution is guaranteed sixty semester hours when granted the GPA reset. Returning to FSU with an AA degree will not guarantee readmission to a limited access major or a major where prerequisite coursework has not been met;
3. Being immediately reinstated on academic probation by the academic dean (only in extraordinary circumstances). Under this option, if the student fails to achieve the required GPA for retention during the first term of reenrollment, the student will again be dismissed. This option is only available to students in documented extraordinary circumstances and when the GPA deficit is minimal.
4. Consideration of the academic dismissal takes priority over any readmission application and must be resolved first. Students on dismissal are not eligible for readmission or the readmission appeals process unless they have first been reinstated by the academic dean.

The academic dean is the final authority for reinstatement consideration when the student is not subject to the multiple withdrawal or dismissal policy. In cases where a student has multiple dismissals or withdrawals, the University Withdrawal/Reinstatement Committee will review the student's request for readmission and render a decision in consultation with the academic dean. Reinstatement by the academic dean does not constitute automatic readmission. Students who have been out of the University for more than three consecutive semesters (including summer) must go through the readmission process and meet University requirements and standards.

5. All students who enter Florida State University for the first time are assured retention for their second term. Students may, however, be placed on academic probation at the end of the first enrolled term.

Students pursuing multiple degrees under different careers (i.e., graduate and undergraduate simultaneously) are subject to the retention standards of the career associated with each degree. Dismissal from one career does not automatically constitute dismissal from the second career when those careers are different (i.e., undergraduate and graduate, or Law and graduate).

Graduate students should refer to the "Academic Regulations and Procedures" chapter of the *Graduate Bulletin*.

Continuous Enrollment

Continuous enrollment at Florida State University is defined as enrollment without an interruption of three or more consecutive semesters (including Summer term). Credits earned at other institutions during any semester while not registered at Florida State University will not constitute continuous enrollment at the University. Undergraduates and both types of non-degree seeking students, excluding transient and high school dual enrollment, who are not enrolled at the University for three or more consecutive semesters (or consecutive semester and Summer term) must apply for readmission before resuming their studies. For graduate definitions of continuous enrollment, please see the Academic Regulations and Procedures section of the *Graduate Bulletin*.

For example, a student who enrolls in Fall may choose to not enroll in subsequent Spring and Summer terms and return to take class in the following Fall semester without having to go through readmission. However, should this student choose to remain out of school for the Spring, Summer, and Fall semesters, readmission will be required prior to being allowed to enroll in any additional terms.

Any break in continuous enrollment requiring readmission or reinstatement may cause the student to be subject to legislative Excess Credit policies and fees. For more information on Excess Credit fees, refer to the "Financial Information" chapter of the *General Bulletin*.

Readmission

Please refer to the "Admissions" chapter in this *General Bulletin* for readmission policies for returning students who have not been dismissed.

Withdrawal from the University

All students who wish to leave the University during a term must formally withdraw from any classes that remain on their schedule after the end of the drop/add period. Dropping all classes does not constitute formal withdrawal. Students who do not attend classes and fail to withdraw will be assigned grades of "F" for each course.

Withdrawal requests are not automatically approved, but must be requested. Withdrawals are initiated in the withdrawal services section of the Dean of Students department in the University Center. The statement "Withdrew from the University" will appear on the transcripts of students who properly withdraw. Under documented exceptional circumstances (beyond the student's control), as determined by the appropriate academic dean, a student withdrawing from the University may receive "WD" grades in all courses taken that term. Students who petition for a withdrawal under medical or mental health reasons will have a transcript notation of "WD" grades for all courses taken that term.

Note: Withdrawals requested after the 7th week of the term (see academic calendar of the specific term for dates) are grade liable and will appear on the transcript for all courses. Students are encouraged to discuss their individual circumstances with their academic dean.

Students who cancel their enrollment during the first four days of classes for a term are not held liable for tuition and registration fees. Those who have paid are eligible for a full refund. Students who withdraw after the first four days of classes, but prior to the end of the fourth week of classes are eligible for a twenty-five percent refund of tuition and registration fees, less the building and capital improvement fees; this deadline is adjusted for shorter Summer terms. Students who withdraw after this deadline are fully liable for fees and are not eligible for a refund, except as provided in policies set forth

by the State Board of Education and Florida State University. Students who receive Title IV funds and who decide to cancel their schedule during the first four days of classes or who withdraw from the University may be required to repay some or all of the funds received. For further information on refunds, see the 'Refunds of Fees' section in the "Financial Information" chapter of this *General Bulletin*.

A student wishing to reenter the University in any of the following three semesters after withdrawal must have the approval of their academic dean on the 'Application for Withdrawal and Reentry' form. Degree-seeking students wishing to reenter the University after three semesters (including summer) must submit an application for readmission to the Office of Admissions; non-degree seeking students must complete the original application process. Formal application must be made to the Office of Admissions by the published deadline. Students who left the University on dismissal must resolve the dismissal and be reinstated by the academic dean before any decision can be made on the readmission application. (Consult the "University Calendar" chapter of this *General Bulletin* for specific application deadlines.)

International students who wish to withdraw **must** request and receive prior authorization from a Center for Global Engagement advisor. Student-athletes who wish to withdraw must receive prior authorization from Student-Athlete Academic Support.

Students who are withdrawing and who have purchased the student health insurance through the University should contact the Health Compliance Office at University Health Services for information about their health insurance and whether they are eligible to cancel coverage.

University Withdrawal/Reinstatement Committee and Deadlines for Requesting and Processing Withdrawals

Students petitioning for a withdrawal are expected to submit their requests and documentation in a timely fashion following the date the withdrawal is initiated. There are three types of withdrawals (see below). Depending on the type of withdrawal the academic dean may review the withdrawal or it may be required to be submitted to the University Withdrawal/Reinstatement Committee. Students considering a withdrawal should discuss their options with their academic advisor or dean prior to any deadlines.

Current term. Students may request a withdrawal for the current term at any point during the term after the official drop/add period. Withdrawals submitted prior to the last day of classes for the same term are considered current term withdrawals. Students should check the Academic Calendar for the date of the last day of classes for the term in question. The academic dean may render decisions to approve or deny withdrawal requests in accordance with University and college policies and procedures. Current term withdrawals may result in a "WD" grade appearing on the transcript.

Retroactive withdrawals initiated within one year (three terms, including the current term and summer): These withdrawals are considered retroactive withdrawals and are reviewed by the academic dean in a fashion similar to current term withdrawals. Students' academic deans may require additional documentation for retroactive withdrawals. The academic dean may render decisions to approve or deny withdrawal requests in accordance with University and college policies and procedures. If approved, retroactive withdrawals will have "WD" grades assigned.

Retroactive withdrawal over one year. Withdrawals initiated, but not completed or approved within one year, are automatically considered retroactive withdrawals that require review by the University Withdrawal/Reinstatement Committee. Students should first meet with their academic dean to discuss the process for submitting their withdrawal application to the committee. When the withdrawal application is submitted to the committee, the student should include the standard withdrawal form and a personal statement explaining the circumstances prompting the withdrawal request, the reason the withdrawal request was delayed past the one year deadline, and any other documentation (e.g., medical records, police reports, memos from instructors, etc.) that will support the student's case. The decision of the University Withdrawal/Reinstatement Committee will be communicated to the petitioner in writing by mail or by email. No petitions will be accepted after the student's degree has posted. If approved, retroactive withdrawals will have "WD" grades assigned.

Note: Withdrawal petitions initiated for terms older than the one year limit, or not completed, are considered exceptional and must be reviewed by committee.

The decision of the University Withdrawal/Reinstatement Committee constitutes final university action.

Readmission after Multiple Withdrawals

When a student has withdrawn from the University three or more times, subsequent readmission must first be considered by the University Withdrawal/Reinstatement Committee whose charge is to assess the student's capability of making satisfactory progress toward degree. This committee, appointed by the Council of Associate and Assistant Deans, will then make a recommenda-

DRAFT – UNDERGRADUATE RETENTION POLICY

Academic Standing and Retention

*Note: Effective Fall 2020, the following academic standing and retention standards will apply to all current, transfer, or returning undergraduate students.

All students must demonstrate satisfactory academic progress for retention and continued enrollment at Florida State University. Satisfactory academic progress includes, but is not limited to, successful completion of credit hours and progression toward completing a degree. The University reserves the right not to retain students who do not demonstrate satisfactory academic progress.

A minimum Florida State University (FSU) cumulative grade point average (GPA) of 2.0 ("C") or better is required for graduation. Students should maintain at least this minimum at all times to be in good standing. There are five academic status categories at FSU: 1) Good Standing; 2) Academic Probation; 3) Academic Probation Continued; 4) Dismissed and 5) Dismissed, Reinstated on Academic Probation. Statuses of "Academic Probation," "Academic Probation Continued", or "Dismissed, Reinstated on Academic Probation" do not specifically prohibit a student from participating in extracurricular activities unless otherwise specified by University policy, rules, or by-laws governing the activity or organization.

Probation

Any time a student's FSU cumulative GPA falls below 2.0, **the student will have a designation of "Academic Probation" placed on their transcript and the student will be placed on academic probation for their next term of enrollment at FSU.** A student who has been placed on academic probation must enroll for not less than twelve and not more than fifteen letter-graded semester hours in their next term of enrollment after being placed on academic probation.

If the student fails to remove the probationary status by the end of the probationary term, the student's academic standing will be reassessed. Students who do not return to good academic standing after a semester on academic probation and who earn a term GPA of less than 2.5 will be dismissed from the university. Students on academic probation who do not return to good academic standing but who earn a term GPA of 2.5 or higher at FSU will have their academic standing reflected as "Academic Probation Continued". A student may be on "Academic Probation Continued" for a maximum of two consecutive terms. Students who have not returned to good academic standing after two consecutive semesters of "Academic Probation Continued" status will be dismissed.

Students who earn less than 2.0 FSU cumulative GPA in their first semester at FSU or who must repeat a required college-level preparatory course will be required to enroll in SLS 1122, Strategies for Academic Success, or SLS 3140, Academic Success Strategies for Transfer Students. These are one credit-hour graded courses designed to help students develop the needed study skills to return to good academic standing. Students will be

administratively enrolled in one of these courses during the following semester and are responsible for all tuition, fees, and textbook/supplies.

Students on academic probation who elect to enroll in a Florida public postsecondary institution (or in a regionally accredited institution within or outside the state) and who receive an academic Associate of Arts degree with an overall 2.0 average will have the probationary status and their previous Florida State University average excluded upon application for readmission, and will be guaranteed a maximum of sixty semester hours, with approval of the academic dean.

Dismissal and Reinstatement

Academic dismissal constitutes a separation of the student from the University for academic reasons. The dismissed student **must** consult his or her academic dean at the time of dismissal about criteria governing possible reinstatement to the University. Students are not eligible for reinstatement after two academic dismissals. Students dismissed because of low grade point averages (GPA) may be reinstated only with approval of the academic dean. Close consultation with the academic dean is required in order to determine if any of the following options are appropriate for a given student and his or her situation:

1. Achieving the required minimum FSU GPA through online courses taken in the Flexible Learning Program offered by the State of Florida, Division of Colleges and Universities. Students must meet with their academic dean for approval to take courses in the Flexible Learning Program (correspondence coursework) and to determine the minimum GPA that must be earned in the course(s) to be eligible for reinstatement. Courses taken for this purpose will not earn credit toward the total degree hours. *Student taking correspondence coursework are ineligible for financial aid.* Grades earned in courses taken through the Flexible Learning Program will be applied to the student's FSU GPA;
2. Attending and graduating with an academic Associate of Arts (AA) degree from a Florida public postsecondary institution (or a regionally accredited institution within or outside the state) with an overall GPA of 2.0 or higher, with approval of the academic dean. The student's FSU GPA will be reset to 0.00 upon readmission after earning an AA degree. In addition, the student earning an AA degree from a Florida public institution is guaranteed sixty semester hours when granted the GPA reset. Returning to FSU with an AA degree will not guarantee readmission to a limited access major or a major where prerequisite coursework has not been met;
3. Under documented extraordinary circumstances and when the GPA deficit is minimal, being immediately reinstated on academic probation by the academic dean (Under this option, if the student fails to achieve the required GPA to good academic standing (2.0 FSU cumulative GPA) during the first term of reenrollment, the student will again be dismissed.

Consideration of the academic dismissal takes priority over any readmission application and must be resolved first. Students on dismissal are not eligible for readmission or the readmission appeals process unless they have first been reinstated by the academic dean. The academic dean is the final authority for reinstatement consideration when the student is not subject to the multiple withdrawal or dismissal policy. In cases where a student has

multiple dismissals or withdrawals, the University Withdrawal/Reinstatement Committee will review the student's request for readmission and render a decision in consultation with the academic dean. Reinstatement by the academic dean does not constitute automatic readmission. Students who have been out of the University for more than three consecutive semesters (including summer) must go through the readmission process and meet University requirements and standards.

All students who enter Florida State University for the first time are assured retention for their second term. Students may, however, be placed on academic probation at the end of the first enrolled term.

Students pursuing multiple degrees under different careers (i.e., graduate and undergraduate simultaneously) are subject to the retention standards of the career associated with each degree. Dismissal from one career does not automatically constitute dismissal from the second career when those careers are different (i.e., undergraduate and graduate, or Law and graduate).

Graduate students should refer to the "Academic Regulations and Procedures" chapter of the *Graduate Bulletin*.

UNIVERSITY-WIDE STANDARDS FOR UNDERGRADUATE TEACHING ASSISTANTS AT FLORIDA STATE UNIVERSITY

These are University-wide standards that any undergraduate student must meet prior to assuming one of the various instructional roles. These are meant to be University-wide minimum standards; departments may adopt additional or more stringent standards. Programs which do not use undergraduate students in instructional roles would not be affected by these standards. They are meant to cover the formal use of undergraduate teaching assistants, whether paid or working in a credit-earning capacity, in course instruction.

As a general rule, undergraduate teaching assistants should not engage in grading the work of their peers when grading requires subjectivity. The companion policy, University-wide Standards for Graduate Teaching Assistants at Florida State University, details the policies that apply to the use of graduate students as teaching assistants.

General

Administrative responsibility for the teaching assignment rests within the department or program in which the student is employed as an undergraduate teaching assistant (UgTA). Each department is responsible for providing orientation, training, supervision, and evaluation of its UgTAs, and for assigning a faculty member to work closely with the individual undergraduate student to assist him or her in carrying out teaching responsibilities and to facilitate professional development. There should be a departmental orientation for UgTAs prior to beginning their teaching responsibilities. Departments must also ensure that all UgTAs receive training about sexual harassment, FERPA, the Academic Honor Policy, and how to identify and handle situations of potential conflicts of interest.

It is recommended that each program have a discipline-specific teaching manual for its undergraduate teaching assistants to supplement the University teaching manual, *Instruction at FSU*, which can be viewed online at <https://distance.fsu.edu/instructors/instruction-fsu-guide-teaching-learning-practices>.

Minimum Requirements for Different Levels of Instruction (provided face-to-face or online)

All UgTAs must:

1. attend training on Sexual Harassment, the Academic Honor Policy and the Federal Educational Rights and Privacy Act (FERPA);
2. receive supervision by the instructor of record and by the administrator in charge of departmental and/or program curriculum;
3. participate in planned and periodic evaluations of the teaching assistant; and
4. demonstrate successful completion of the course or equivalent.

In addition:

- A. *Grading Assistant*
must follow program specific guidelines for grading
must be an undergraduate majoring in the discipline or related field
- B. *Proctor for Computerized Exams and Laboratories*
must follow program specific instruction on proctoring exams and laboratories
must be an undergraduate majoring in the discipline or related field
- C. *Lab Section Assistant*
must follow program specific instruction in laboratory demonstration
must be an undergraduate majoring in the discipline or related field
- D. *Recitation/Discussion Section Assistant*
must be an undergraduate majoring in the discipline or related field
- E. *Class Tutor*
must demonstrate successful completion of the course or equivalent

Sexual Harassment, Academic Honor Policy, and FERPA Policies and Equivalency

University policy on sexual harassment training is provided by the Office of Equal Opportunity and Compliance (EOC) within Human Resources (<http://www.hr.fsu.edu>), the Academic Honor Policy training is offered by the Office of the Vice President of Faculty Development and Advancement (<http://fda.fsu.edu/>) and the FERPA training is offered by the Office of the University Registrar (<http://registrar.fsu.edu/>).

Certification of Spoken English for Undergraduate Teaching Assistants

Departments who choose to employ international undergraduate students who are not native speakers of English as UgTAs must certify the student's ability to communicate in spoken English using either the SPEAK exam or the speaking portion of the TOEFL iBT. A score of 50 or higher on the SPEAK test, or 26 or higher on the speaking portion of the TOEFL iBT, certifies a student to teach at any level. A score of 45 on SPEAK, or 23 to 24 on the Speaking section of TOEFL iBT, certifies a student to teach at levels 1 and 2. The Center for Intensive English Studies (CIES) offers courses in Spoken English (EAP courses). CIES also administers and scores the SPEAK test. For more information, please see <http://www.cies.fsu.edu>. Departments must send documentation regarding those UgTAs it has certified in English competency to the Office of the Vice President for Faculty Development and Advancement.

Undergraduate Assistantship Job Code

To monitor compliance with University policies and the Fair Labor Standards Act (FLSA) requirements, it is imperative that the proper appointment classifications be used for undergraduate teaching assistants. It is the responsibility of departments that employ undergraduate teaching assistants to establish the appropriate job code according to teaching responsibility. The Human Resources Office (HR) will verify the requirements for each classification and is the office to contact if there are any questions. Job codes can be accessed at http://hr.fsu.edu/PDF/Forms/compensation/OPS_Job_Codes.pdf. **Note:** HR advises that undergraduate teaching assistants be appointed in an A003 (Teaching Assistant), A004 (Research Assistant), A005 (Laboratory Assistant) or an A022 (Instruction/Teaching) job code, to be determined at the department level based on their job duties. A003, A004, and A005 are hourly appointments and should be used for those assisting instructors, researchers, or in a laboratory.

University-Wide Standards for Undergraduate Teaching Assistants at Florida State University

These University-wide standards are for an undergraduate student assuming one of the various instructional roles. These expectations are the minimum criteria, and departments may adopt additional or more stringent standards. Programs that do not use undergraduate students in instructional roles would not be affected by this policy. The established standards apply to all undergraduate teaching assistants, whether paid or working in a credit-earning capacity, in course instruction or aid. Note: Students who function in these roles who are not hired or receiving credit will still be held to role requirements. The companion policy, University-wide Standards for Graduate Teaching Assistants at Florida State University, details the policies that apply to the use of graduate students as teaching assistants.

General

Administrative responsibility for the teaching assignment rests within the department or program in which the student is employed as an undergraduate teaching assistant (UGTA). Each department is responsible for:

- providing orientation, supervision, and evaluation of its UGTAs.
- assigning a faculty member to work closely with the individual undergraduate student to supervise and assist them in carrying out teaching responsibilities.

There should be a departmental orientation for UGTAs prior to them beginning their teaching responsibilities. Departments must also ensure that all UGTAs receive their required training on sexual harassment, FERPA, the Academic Honor Policy, and how to identify and handle situations of potential conflicts of interest. Departments must have their trainings approved and cataloged with the Division of Undergraduate Studies before any students can be certified as an UGTA. Departments must follow the established university recruiting and hiring process; and the training requirements, listed below, in order to utilize UGTAs.

It is strongly recommended that each program have a discipline-specific teaching manual for its UGTAs to supplement the University teaching manual, *Instruction at FSU*, which can be viewed online at <https://distance.fsu.edu/instructors/instruction-fsu-guide-teaching-learning-practices>.

Undergraduate Assistantship Job Code

To monitor compliance with University policies and the Fair Labor Standards Act (FLSA), it is imperative that the proper appointment classifications be used for UGTAs. It is the responsibility of individual departments that employ UGTAs to establish and apply the appropriate job code according to role responsibility. The Office of Human Resources (HR) can provide guidance on each classification and is the office to contact if there are any questions. Students in all Undergraduate Teaching Assistant classifications must be regularly supervised and evaluated by their supervising faculty member. They must also be certified as completely trained before they begin their job.

duties. Certification will be based on completion of the appropriate training requirements. The university standard for hiring Undergraduate Teaching Assistants (UGTAs) are in the following job codes:

- **Undergraduate Grading Assistant (A101)**
- **Undergraduate Tutorial Assistant (A002)**
- **Undergraduate Instructional/Lab Section Assistant (A003/A022)**

Undergraduate Grading Assistants are degree seeking undergraduate students in the discipline or field in which they were hired to grade. Undergraduate students are restricted from grading other undergraduates' work on a subjective basis. They will assist instructors in grading based on completion or objective questions. They also help in administering exams and lab assignments. They will have direct contact with the faculty teaching the course. Undergraduate Grading Assistants are level one UGTAs. *Job Code A101*

Undergraduate Tutorial Assistants are degree seeking undergraduate students who have demonstrated subject matter expertise in the discipline or field in which they were hired to tutor. They will assist students in understanding and processing course materials and/or concepts. They will have direct contact with students and will do no grading. Undergraduate Tutorial Assistants are level two UGTAs. *Job Code A002*

Undergraduate Instructional/Lab Section Assistants are degree seeking undergraduate students trained in the discipline or field in which they were hired. They will lead recitation, discussion, or colloquium classes under the direct supervision of faculty/staff. Alternatively, they will lead lab classes, demonstrations, and/or experiments, under the direct supervision of faculty/staff. In order to hold this position, the student must have passed the course they will be instructing or leading and/or a training course to prepare them. Students must be listed and associated with the class and be assigned an instructor role. They will have direct contact with students and may grade assignments but will do no subjective grading. This role may include additional duties such as those described in aforementioned roles. Undergraduate Instructional/Lab Section Assistants are level three UGTAs. *Job Code A003 or A022.*

NOTE: A022 is an Exempt (from FLSA) job code whereas A003 is Non-Exempt. Non-exempt UGTAs are paid hourly wages and their time and leave must be tracked bi-weekly. Exempt UGTAs are paid a stipend for the semester and hours are auto generated in their timesheets. Appointing an UGTA as a A022 (exempt job code) requires an OPS exempt request form and is subject to HR approval.

Learning Assistants (LAs) are undergraduates who have successfully completed a course and are subsequently selected by faculty to work with them in the classroom, helping current students engage with course material for better understanding. Through the guidance of weekly preparation sessions and a pedagogy course, the LAs facilitate discussions among groups of students in a variety of classroom settings that encourage

active engagement. Learning Assistants are level three UGTAs. *Job Code A003 or A022*

NOTE: A022 is an Exempt (from FLSA) job code whereas A003 is Non-Exempt. Non-exempt UGTAs are paid hourly wages and their time and leave must be tracked bi-weekly. Exempt UGTAs are paid a stipend for the semester and hours are auto generated in their timesheets. Appointing an UGTA as a A022 (exempt job code) requires an OPS exempt request form and is subject to HR approval.

Minimum Training Requirements for Different Levels of Instruction (provided face-to-face or online)

All UGTAs must receive training on:

- Discrimination/Sexual Misconduct/Retaliation Awareness and Prevention as included in in OPS New Employee Orientation (https://hr.fsu.edu/?page=neonline/neonline_home)
- the Academic Honor Policy (information available through the Office of the Vice President of Faculty Development and Advancement <http://fda.fsu.edu/>)
- the Federal Educational Rights and Privacy Act (FERPA) (information available through the Office of the University Registrar <http://registrar.fsu.edu/>)
- Department specific policies and procedures for the individual department in which they are working.

All level two and three UGTAs must complete:

- Peer Ambassadors, Advisors, Leaders, and Mentors Badge, covering a social media policy, code of conduct, or approved department equivalent.

All level three UGTAs must also receive:

- Approved training on how to facilitate the class they will be leading.

Training for each of these policies is available in online learning modules; please contact Undergraduate Studies for access to this content.

Departments that choose to employ international undergraduate students who are not native speakers of English as UGTAs must certify the student's ability to communicate in spoken English using either the SPEAK exam or the speaking portion of the IBTOEFL. A score of 50 or higher on the SPEAK test, or 26 or higher on the speaking portion of the IBTOEFL, certifies a student to teach at any level. A score of 45 on SPEAK, or 23 to 24 on the Speaking section of TOEFL iBT, certifies a student to teach at level 1. The Center for Intensive English Studies (CIES) offers courses in Spoken English (EAP courses). CIES also administers and scores the SPEAK test. For more information, please see <http://www.cies.fsu.edu>. Departments must send documentation regarding those UGTAs it has certified in English competency to the Office of the Vice President for Faculty Development and Advancement.