

Appendixes

Appendix A: Sexual Harassment Regulation 5.010

1. GENERAL STATEMENT

Sexual Harassment is a form of employee or student misconduct that undermines the integrity of the working or learning relationship. All members of the University community are entitled to study and work in an atmosphere free from any form of sexual harassment. Therefore, it is a violation of this rule for any employee or student to engage in conduct constituting sexual harassment. It is also a violation of this rule to retaliate against anyone who complains of sexual harassment or who participates in a proceeding related to a sexual harassment complaint.

2. DEFINITION OF SEXUAL HARASSMENT

(a) For purposes of this rule, sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors, or other communication or physical conduct of a sexual nature from any person when:

1. Submission to such conduct or request is made either explicitly or implicitly a term or condition of an individual's employment; or
2. Submission to such conduct or request is made either explicitly or implicitly a term or condition of academic achievement; or
3. Submission to or rejection of such conduct or request by an individual is used as the basis for an employment or academic decision affecting such individual; or
4. Such conduct or request unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile, or offensive environment for working or learning.

(b) The definition of sexual harassment excludes the use of sexual material in a classroom setting for academic purposes.

3. RESPONSIBILITIES

(a) All members of the University community are responsible for ensuring that their conduct does not sexually harass any member of the University community.

(b) Third parties doing business with the University are responsible for ensuring that their conduct and the conduct of their employees or agents does not sexually harass any member of the University community.

4. REPORTING OF SEXUAL HARASSMENT

The University's Sexual Harassment Policy is designed to protect all members of the University community. The responsibility for reporting incidents of sexual harassment rests with the members of the University community.

(a) Employees

1. Employees who have been sexually harassed report the facts and circumstances of sexual harassment to the director of [Equal Opportunity Programs](#) or to any of the following, who in turn, must notify the director of Equal Opportunity Programs: immediate supervisors, directors, department/division heads, college deans, vice presidents, university provost, or director of Personnel Services.

2. Employees who observe or learn of conduct that they reasonably believe to be sexual harassment report the facts and circumstances to the director of Equal Opportunity Programs or to any of the following, who in turn, must notify the director of Equal Opportunity Programs: immediate supervisors, directors, department/division heads, college deans, vice presidents, university provost, or director of Personnel Services.

(b) Students

1. Students who have been sexually harassed report the facts and circumstances to the director of Equal Opportunity Programs or to any of the following, who in turn, must notify the director of Equal Opportunity Programs: supervisors of the department involved, department/division chairs, directors, department/division heads, college deans, vice presidents, dean of students, university provost, or director of Personnel Services.

2. Students who learn or observe conduct that they reasonably believe to be sexual harassment report the facts and circumstances to any of the following, who in turn, must notify the director of Equal Opportunity Programs: supervisors of the department involved, department/division chairs, directors, department/division heads, college deans, vice presidents, dean of students, university provost, or director of Personnel Services. Students may also report the matter to the director of Equal Opportunity Programs.

5. FILING A COMPLAINT

A complaint must be filed with the director of Equal Opportunity Programs within one-hundred-eighty (180) calendar days after the last incident of alleged sexual harassment. The filing of a complaint under this policy, whether the complaint is dismissed or not, does not preclude the complainant from also filing a complaint with the Florida Commission on Human Relations or the Federal Equal Employment Opportunity Commission (EEOC) or the Federal Office of Civil Rights (OCR) and has no effect on the filing time limits of those agencies.

6. PROCESSING COMPLAINTS

(a) Upon receipt of a complaint, written or oral, the director of Equal Opportunity Programs discusses the complaint with the complainant and the alleged offender.

(b) The director of Equal Opportunity Programs discusses the receipt of the complaint with the supervisor of the alleged offender.

(c) The director of Equal Opportunity Programs attempts a resolution satisfactory to the complainant, the alleged offender, and the University within fifteen (15) days.

(d) If the complaint is not resolved within fifteen (15) days, the director of Equal Opportunity Programs interviews witnesses and reviews documents.

(e) This review should conclude within seventy-five (75) days. If additional time is required, the complainant and alleged offender will be notified in writing no less than ten (10) days prior to the seventy-five (75) day deadline of the reason(s) for the delay and the expected date of completion.

(f) The director of Equal Opportunity Programs submits a report to the appropriate vice president or the associate provost (Boca Raton campus). In the case of a student, the report will go to the dean of students. In the event any of the above is the alleged offender in a complaint, the report will instead be submitted to his or her immediate supervisor.

7. DISCIPLINARY ACTION

(a) Any member of the University community found to have violated this rule shall be subject to disciplinary action up to and including dismissal or expulsion.

(b) Any member of the University community in a supervisory capacity who has knowledge by direct observation or by receipt of a complaint of sexual harassment involving anyone he or she supervises must report the matter directly to the director of Equal Opportunity Programs. Any supervisor who fails to report the matter directly to the director of Equal Opportunity Programs will be subject to disciplinary action up to and including dismissal.

(c) Where the alleged offender is an employee, the report described in paragraph 6.(f) of this rule will be reviewed by the vice president or associate provost (Boca Raton campus). The vice president or associate provost will determine, in consultation with the Office of Equal Opportunity Programs and the director of Personnel Services, if disciplinary action is warranted, and if so, the nature of the disciplinary action to be taken.

(d) The factors to be considered in making this determination include the nature and severity of the harassment, any prior warnings given to the alleged offender, any prior incidents of harassment by the offender, and the facts and circumstances of the case.

(e) Where the alleged offender is a student, the report described in paragraph 6.(f) of this rule will be reviewed by the dean of students. The dean of students will handle the matter in accordance with the Student Conduct Code.

(f) All disciplinary action shall be subject to applicable University rules and collective bargaining agreement provisions.

**Appendix B:
A Guide to Bias-Free Communication**

People in the University community are increasingly aware of the need to use language that recognizes our diversity and does not offend, demean, or exclude people on the basis of gender, race, ethnic group, religion, age, ability/disability, or sexual orientation.

Changing our language usage, however, does not come easily or automatically. Familiar ways of writing and speaking are more comfortable; substitute phrases do not always spring quickly to mind.

In the fall of 1992, acting on a recommendation of the Minorities Affairs Committee, the Florida Atlantic University President appointed a task force and charged it with developing a guide to assist faculty, staff, and students with these issues. FAU's guide very closely mirrors "Guide to Bias-Free Communications" prepared by a similar broad-based group in 1990 at the University of Wisconsin-Madison and is used here with UW's permission. FAU recognized the many hours of discussion about sensitive issues that preceded the final draft of UW's Guide.

These guidelines are meant to help you find a more encompassing word or phrase when you need it and to be more attuned to language that, whether intended or not, may offend others. The guidelines aim primarily at written material but apply as well to the spoken word.

This area is controversial and in flux. Usage that groups prefer today may change next year, and these guidelines will be updated annually. The point is to try to communicate in a way that is respectful of diversity. Also, the examples we cite may not satisfy everyone.

We welcome your comments, questions, and suggestions on how to make these guidelines more useful and pertinent.

GENDER

1. Include all people in general references by substituting gender-neutral words and phrases for gender-biased words.

Example

mankind

man-to-man defense
man the operation
manpower
layman's terms
man hours
man-made

Recommended

people, humanity, human beings
one-on-one defense
staff the operation
labor, human resources
ordinary terms
staff hours, hours
manufactured, synthetic, artificial

2. Communicate to everyone including both male and female reference points. (Don't presume marital or familial relationships.)

Example

faculty and wives
you and your spouse are invited...
boyfriends/girlfriends
Dear Sir

Recommended

faculty, spouses and guests
you and your guest are invited...
friends, guests, partners
Dear Sir or Madam
Dear Madam or Sir
Dear Colleague, Greetings

3. Avoid gender-biased pronouns by:
a. Dropping pronouns that signify gender and restructuring the statement.

Example

Each student should hand in his term a term paper by...

Recommended

Each student should hand in a paper by...

b. Changing to plural construction.

Example

Each student should hand in his term paper by...

Recommended

Students should hand in term papers by...

A nurse cares for her patients.

Nurses care for their patients.

c. Replacing masculine or feminine pronouns with "one" or "you."

Example

Each student should hand in his term paper by...

Recommended

You should hand in your term paper by...

d. Avoid awkward construction such as he(she), s/he, (s)he, or him/her. Such constructions, which can be easily reworked, imply that women are considered to be the subject only as an afterthought.

Example

As a professor emeritus, s/he is entitled to a reduced parking fee in Lot 60.

Recommended

A professor emeritus is entitled to a reduced parking fee in Lot 60.

Example

When welcoming a new teaching assistant, ask him/her to provide a permanent address.

4. Use parallelism to refer to women and men equally and to make references consistent.

Example

Danny Jones, a strong basketball athlete, and Suzy Favor, an attractive young runner, are...

10 men students and 16 female students...

Prof. Brown and Julia Smith were recently promoted.

5. "Women" is often used, incorrectly or inappropriately, as an adjective. Consider using "female" or eliminating the adjective if it's unnecessary.

Example

Geraldine Ferraro was the first woman vice-presidential candidate.

Dr. Helen Popovich became the first woman president of FAU on Sept. 1, 1983.

6. If a direct quote (derived from research or an interview) offends or inappropriately excludes women or men and is not essential to your document, consider eliminating, paraphrasing or replacing the quote.

7. Use neutral words for "man" and "woman" in job titles or descriptions.

Example

chairman
policemen
sales girl
spokesman
lady lawyer
founding fathers

8. Base communication on relevant qualities, not on sex. Avoid sexual stereotyping.

Example

She's a good basketball player. She shoots like a man.

A brilliant female researcher...

9. Avoid any reference to marital status, parental status, or affectional status unless it is directly relevant.

Recommended

When welcoming new teaching assistants, ask them to provide permanent addresses

Recommended

Jones, a strong player, and Favor, a powerful runner, are...

10 male students and 16 female students...

Prof. Brown and Prof. Smith were recently promoted.

Recommended

Geraldine Ferraro was the first female vice-presidential candidate.

Dr. Helen Popovich became the president of FAU on Sept. 1, 1983.

Recommended

chair
police officers
sales clerk
spokesperson
lawyer
founders

Recommended

She's a good basketball player. She shoots well.

A brilliant researcher...

10. When choosing photographs or illustrations, consider the balance of women and men. Also, be conscious of the relative positions of women and men and their actions. Nonverbal messages conveyed by portraying men standing/women sitting, men gesturing at smiling women, men pointing to or working with lab and other equipment while women passively observe imply status differences. Such implications, whether subtle or direct, are unrealistic in the modern workplace or University. Work with artists and photographers to update graphic content.

DISABILITIES

1. The terms *impairment*, *disability*, and *handicap* are not synonymous. Be sensitive to the meaning of each.

An **impairment** is a physiological condition.

Arthritis is an impairment in which tissues of the joints are damaged.

A **disability** is the consequence of an impairment. A disability may or may not be handicapping.

Disabilities resulting from arthritis include difficulty in bending the spine or limbs, and thus difficulty in walking or performing tasks.

A **handicap** is the social implication of a disability; a condition or barrier imposed by society, the environment or oneself. The term should not be used to describe a disability.

People with arthritic knees and hips may be handicapped by the absence of elevators in older buildings.

2. Disabilities may be the result of either injury or disease, often a disease long past. Disabled people should not automatically be viewed as sick or having a disease.

3. Put people first, not their disabilities.

Example

The visually impaired students used a special keyboard.

Preferred

The students with visual impairments used a special keyboard.

4. Do not focus on a disability unless it is relevant to your communication.

Irrelevant

The new instructor, whose bout with polio left him on crutches, will teach two sections of African history.

Relevant

The author of the text on legal rights for the disabled writes from experience. She has had paraplegia since childhood.

5. In photos and illustrations, depict disabled people in everyday situations—work, home, play—and show them interacting with people who are not disabled. Do not focus on wheelchairs, crutches, or other adaptive equipment.

6. When the context calls for discussion of people with and without disabilities, use that term—"people without disabilities"—rather than "normal" or "able-bodied." ("Normal" implies that by comparison disabled people are abnormal; "able-bodied" suggests that all people with disabilities have physical disabilities or are unable to compensate for their disabilities.) "Nondisabled" is another useful term.

7. Avoid language that portrays people with disabilities as either unfortunate, helpless victims, or, at the other extreme, as courageous superhumans.

RACE AND ETHNICITY

1. Avoid identifying people by race or ethnic group unless it is relevant. We don't usually point out that an individual is white or of Anglo-Saxon heritage. The same rule should apply to other groups.

Inappropriate

Andrew Young, the black mayor of Atlanta, cast his vote.

Recommended

Andrew Young, the mayor of Atlanta, cast his vote.

Maria Duran, a Hispanic professor of physics, has been promoted to associate professor.

Maria Duran, a professor of physics, has been promoted to associate professor.

Example

Alpha Beta Gamma, the black fraternity, wants to re-roof its building.

Recommended

The Alpha Beta Gamma wants to re-roof its building.

2. Avoid the term "nonwhite," which sets up white culture as the standard by which all other cultures should be judged. Also avoid "culturally disadvantaged" and "culturally deprived." These terms imply that the dominate culture is superior to other cultures or that other groups lack a culture.

3. Refer to individuals as "members of a minority group" or specify the minority group (e.g., Latino) when minority group identity is pertinent. ("Minority" refers to a group and serves as a modifier in the term "minority group.")

Example

Women and minorities are encouraged to apply.

Preferred

Women and members of minority groups are encouraged to apply.

Minorities attended the meeting.

Members of the Hmong and Korean communities attended the meeting.

4. Avoid words, images, or situations that reinforce stereotypes and that imply all people of a particular race or ethnic group are the same.

Example

Not surprisingly, the Asian-American students did best in the math contest.

The Problem

Assuming it is relevant to point out that this group excelled, the phrase "not surprisingly" may reinforce the stereotype that all Asian-Americans have superior aptitude in math.

Stereotypical phrases occur much more commonly in spoken than in written communications. Be conscious of what you say as well as what you write.

5. Stay attuned to the current terminology by which racial and ethnic groups refer to themselves. Usage changes (e.g., from "Negro" to "African American", from "Oriental" to "Asian American"). National newspaper and television news are good indicators of current usage. Also, ask people what term they prefer.

People who trace their ancestry through the Caribbean or Central and South America may identify themselves as coming from any one of a number of different cultures and ethnic groups. For instance, the terms Hispanic, Latino/a, Chicano/a,

and Puertorriqueno/a all have different meanings. Many people whom the U.S. Census would describe as "Hispanic" prefer the term "Latino or Latina." Some people with Spanish-sounding surnames may have indigenous Indian, German, or Asian ancestry or prefer to be referred to by their nationality, e.g., Colombian, Nicaraguan, Guatemalan. Others may prefer that no reference be made to their nationality or ancestry.

People whose ancestors originally populated North America may want to be identified with specific communities, such as Seminole or Miccosukee, or they may prefer to be referred to as "American Indian" or "Native American" rather than "Indian." If in doubt, ask.

Also, attention must be paid to the punctuation used in referring to racial and ethnic groups. The terms "African American," "Asian American," and so forth are nouns and should not be hyphenated. However, when these terms are used as modifiers (e.g., "the Asian-American students" in example number 4), they should be hyphenated.

6. Be sensitive to religion when referring to various ethnic groups. Don't make assumptions. For instance, just as not all Arabs are Muslims, most nationalities and ethnicities will embody different religious practices. Avoid stereotyping a race, nationality, or ethnic group with a specific religion.

7. Be sure your communications do not patronize or give token attention to members of racial or ethnic groups. Exaggerated focus on people's accomplishments or insincere and gratuitous references to their concerns imply that these people are not normally successful or accomplished or are not considered to be in the mainstream of society.

8. Review written communications and visual materials to ensure that, where appropriate, all groups—women, men, minority and ethnic group members, older people and disabled people — are represented.

This does not mean that every publication, video, or similar material must include all groups at all times or that participation of particular groups should be exaggerated or overstated. But generic campus publications, such as college bulletins or communications that are part of a continuing series (such as newspapers or annual reports), should aim for reasonable representation of all groups involved.

SEXUAL ORIENTATION

1. "Gender orientation" and "sexual orientation" are preferred to "sexual preference," a term that implies that being homosexual, bisexual, or heterosexual is a matter of choice.

2. Most gay people prefer the term "gay" to the somewhat clinical "homosexual." The term "gay" may be used to refer to both men and women, but "lesbian" is the term preferred by gay women. Keep in mind also that people of a bisexual orientation may not consider themselves to be part of either the gay or heterosexual community. As a matter of principle, refer to societal groups in the way that members of each group prefer. Ask people what term they prefer.

3. Avoid using "gay lifestyle" or "lesbian lifestyle." Being gay or lesbian is not a lifestyle; it is a fundamental orientation. In addition, gays' lives and relationships are as diverse as those of the rest of the population.

4. "Gay community" is an umbrella term used in the same manner that a name such as "the Italian-American community" is used to describe a group whose members have similar, but not identical, backgrounds and social agendas. The term may be used to refer to both men and women but again, "lesbian and gay community" is preferred.

5. Include the viewpoint of somebody who is gay when reporting on a gay topic. Better yet, solicit more than one gay viewpoint, since the gay, lesbian, and bisexual community is not monolithic.

6. Avoid classroom or extracurricular activities or exercises that assume all students are heterosexual or that otherwise invade students' privacy.

AGE

1. Refer to a person's age only when it is relevant to the medium or the message. For example, communications that follow newspaper style are generally expected to state a subject's age. However, in most internal University communications, age is not pertinent and its mention may even be distracting.

Irrelevant

The researchers, ages 56 and 60, won a grant from NIH.

Relevant

Patricia Schmidt, 12, will study at FAU this spring. She is the youngest student ever to enroll at the University.

2. If you use a generic age description, ask your subjects what wording they prefer. Do they refer to themselves as older persons or senior citizens? As youths, teenagers, or young people?

3. Avoid clichés such as "precocious," "spry," or "chipper," and avoid generalizations that reinforce stereotypes about age. Middle school children are not necessarily troublemakers, and not everyone over 80 lives in a nursing home.

4. Don't assume older people are less intellectually, physically, or emotionally able than other age groups. Also don't underestimate the capabilities of younger people simply on the basis of their age.

Inappropriate

Carl Elliot, 12, feeds his dog every day without having to be reminded.

Darleen Hampton, 62, still puts in a full day in the admissions office.

5. Don't use patronizing language.

Example

The sweet little old lady beamed as she entered the classroom.

Recommended

The older woman smiled as she entered the classroom.

6. In communications meant to represent a range of experiences or viewpoints, include people of diverse ages.

7. Newspaper style dictates that females 18 years or older are women, not girls; males 18 years or older are men, not boys. In a university setting, however, it may be more appropriate to refer to all students, whether 17 or 60, as men and women.

Appendix C: Florida's Statewide Course Numbering System

Courses in this catalog are identified by prefixes and numbers that were assigned by [Florida's Statewide Course Numbering System](#). This numbering system is used by all public postsecondary institutions in Florida and 33 participating nonpublic institutions. The major purpose of this system is to facilitate the transfer of courses between participating institutions.

Each participating institution controls the title, credit, and content of its own courses and recommends the first digit of the course number to indicate the level at which students normally take the course. Course prefixes and the last three digits of the course numbers are assigned by members of faculty discipline committees appointed for that purpose by the Florida Department of Education in Tallahassee. Individuals nominated to serve on these committees are selected to maintain a representative balance as to type of institution and discipline field or specialization.

The course prefix and each digit in the course number have a meaning in the Statewide Course Numbering System (SCNS). The list of course prefixes and numbers, along with their generic titles, is referred to as the "SCNS taxonomy." Descriptions of the content of courses are referred to as "course equivalency profiles."

EXAMPLE OF COURSE IDENTIFIER

Prefix	SYG	Sociology, General
Level Code (first digit)	1	Freshman Level at this institution
Century Digit (second digit)	0	Entry-Level General Sociology
Decade Digit (third digit)	1	Survey Course
Unit Digit (fourth digit)	0	Social Problems
Lab Code		No laboratory component in this course

GENERAL RULE FOR COURSE EQUIVALENCIES

Equivalent courses at different institutions are identified by the same prefixes and same last three digits of the course number and are guaranteed to be transferable between participating institutions that offer the course, with a few exceptions. (Exceptions are listed below.)

For example, a survey course in social problems is offered by 35 different postsecondary institutions. Each institution uses "SYG_010" to identify its social problems course. The level code is the first digit and represents the year in which students normally take this course at a specific institution. In the SCNS taxonomy, "SYG" means "Sociology, General," the century digit "0" represents "Entry-Level General Sociology," the decade digit "1" represents "Survey Course," and the unit digit "0" represents "Social Problems."

In science and other areas, a "C" or "L" after the course number is known as the lab indicator. The "C" represents a combined lecture and laboratory course that meets in the same place at the same time. The "L" represents a laboratory course or the laboratory part of a course having the same prefix and course number without a lab indicator, which meets at a different time or place.

Transfer of any successfully completed course from one institution to another is guaranteed in cases where the course to be transferred is equivalent to one offered by the receiving institution. Equivalencies are established by the same prefix and last three digits and comparable faculty credentials at both institutions. For example, SYG 1010 is offered at a community college. The same course is offered at a state university as SYG 2010. A student who has successfully completed SYG 1010 at the community college is guaranteed to receive transfer credit for SYG 2010 at the state university if the student transfers. The student cannot be required to take SYG 2010 again since SYG 1010 is equivalent to SYG 2010. Transfer credit must be awarded for successfully completed equivalent courses and used by the receiving institution to determine satisfaction of requirements by transfer students on the same basis as credit awarded to the native students. It is the prerogative of the receiving institution, however, to offer transfer credit for courses successfully completed that have not been designated as equivalent.

THE COURSE PREFIX

The course prefix is a three-letter designator for a major division of an academic discipline, subject matter area, or subcategory of knowledge. The prefix is not intended to identify the department in which a course is offered. Rather, the content of a course determines the assigned prefix to identify the course.

AUTHORITY FOR ACCEPTANCE OF EQUIVALENT COURSES

Section 1007.24(7), Florida Statutes, states:

Any student who transfers among postsecondary institutions that are fully accredited by a regional or national accrediting agency recognized by the United States Department of Education and that participate in the statewide course numbering system shall be awarded credit by the receiving institution for courses satisfactorily completed by the student at the previous institutions. Credit shall be awarded if the courses are judged by the appropriate statewide course numbering system faculty committees representing school districts, public postsecondary educational institutions, and participating nonpublic postsecondary educational institutions to be academically equivalent to courses offered at the receiving institution, including equivalency of faculty credentials, regardless of the public or nonpublic control of the previous institution. The Department of Education shall ensure that credits to be accepted by a receiving institution are generated in courses for which the faculty possess credentials that are comparable to those required by the accrediting association of the receiving institution. The award of credit may be limited to courses that are entered in the statewide course numbering system. Credits awarded pursuant to this subsection shall satisfy institutional requirements on the same basis as credits awarded to native students.

EXCEPTIONS TO THE GENERAL RULE FOR EQUIVALENCY

The following courses are exceptions to the general rule for course equivalencies and may not transfer. Transferability is at the discretion of the receiving institution:

- A. Courses not offered by the receiving institution
- B. Courses with the last three digits ranging from 900-999 (e.g., ART 2905)
- C. College preparatory and vocational preparatory courses
- D. Internships, practica, clinical experiences, and study abroad courses with numbers other than those ranging from 900-999
- E. Applied performance or studio courses in art, dance, interior design, music, and theatre
- F. Skills courses in criminal justice

- G. Graduate courses
- H. For courses at nonregionally accredited institutions, courses offered prior to the established transfer date of the course

Questions about the Statewide Course Numbering System and appeals regarding course credit transfer decisions should be directed to Elissa Rudolph at erudolph@fau.edu in the Office of the Registrar at FAU or the Florida Department of Education, Office of Articulation, 1401 Turlington Building, Tallahassee, Florida 32399-0400. Special reports and technical information may be requested by calling the Statewide Course Numbering System at 850-245-0427 or by visiting <http://scns.fldoe.org>.

Appendix D: Florida Atlantic University Interest Group

DISCUSSION LIST

FAU-L is an unmoderated discussion list dealing with issues, concerns, and news related to Florida Atlantic University, its alumni, students, faculty, visitors, and friends. The discussion list intends to exchange ideas, answer questions, and share experiences between and among members. This discussion list is open to all interested individuals and organizations.

To subscribe (make sure your email is in plain text format):

1. Address the message to majordomo@wise.fau.edu;
2. Leave the subject line empty;
3. In the body of the message type: subscribe fau-l;
4. Remove any additional characters from the body of the email message;
5. Send the message.

To post a message to the list members (messages can be in any email format: plain text, rich text, or HTML), address it to:

fau-l@wise.fau.edu

To unsubscribe (make sure your email is in plain text format):

1. Address the message to majordomo@wise.fau.edu;
2. Leave the subject line empty;
3. In the body of the message type: unsubscribe fau-l;
4. Remove any additional characters from the body of the email message;
5. Send the message.

List Manager: Gary L. Parsons

parsons@fau.edu

Appendix E: Florida Atlantic University on the Internet

FAU WEBSITE

An interesting and always growing body of current information about FAU is available at www.fau.edu.

COURSE SCHEDULE

FAU's course schedule has information about current class sizes and is updated regularly with details about cancelled, closed, and held classes. Any changes of time, day, or location are also available in the course schedule at myfau.fau.edu.