Liberal Studies Course Approval Process: Information for Course Requestors

This guide provides information for preparing course submissions to the Curriculum Request Application (CRA) portal for Liberal Studies approval.

Included in this guide are directions for preparing courses that meet the current Liberal Studies competencies (approved by the Faculty Senate as of 4/20/16) and information about how to submit course materials to the CRA portal.

The guide is divided into the following sections:

1   PREPARING YOUR COURSE FOR LIBERAL STUDIES APPROVAL

The Curriculum Request Application (CRA) portal for Liberal Studies (LS) designations was redesigned in July 2016 to reduce the length, complexity, and redundancy of information requested in CRA forms. Thus, instructors will now include most of the information that reviewers need to evaluate the course in the syllabus and a syllabus appendix (as needed) rather than in the CRA forms.

Requestors should include all requisite course information in the syllabus as listed below. Instructors may use a syllabus appendix for review purposes only that shows how the instructor will assess student learning outcomes for the Liberal Studies designation/s for which approval is requested. That is, instructors will include in a syllabus appendix example assignments or sample exam questions and associated grading criteria or rubrics used to assess student outcomes for each Liberal Studies learning objective (details below). Providing these materials for reviewers allows them to see "at a glance" how the learning objectives associated with each course competency will be assessed. Since the CRA portal forms have been streamlined extensively, the syllabus appendix reduces the time that instructors must spend filling out CRA forms and helps reviewers evaluate the course more efficiently. Because the assessment information is included in appendix at the end of the syllabus for review purposes it can be easily removed in the version of the syllabus that instructors share with students.

As you develop your course, you may find it helpful to refer to the one-page *Course Development Worksheet* provided below (see Appendix B).

In order to decide the course designations for which you will seek approval and that will shape how you design your course and syllabus, please go to the following page on the Liberal Studies website, which provides additional detail about the common focus of courses within each Liberal Studies designation. http://liberalstudies.fsu.edu/curriculum.html
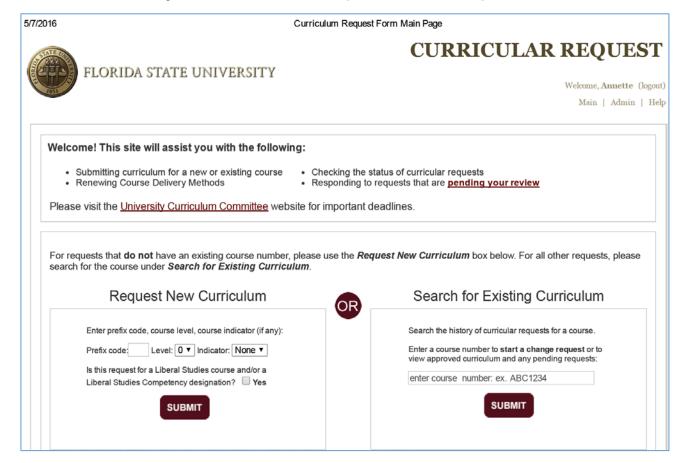
1.1   VIEWING EXAMPLES OF APPROVED LIBERAL STUDIES COURSES

Before you begin to design your own course submission, you may wish to look at other courses previously approved for inclusion in the Liberal Studies curriculum.

1.1.1 Using the CRA Portal to Find a Course

Go to the Curriculum Request Application (CRA) at http://campus.fsu.edu/curriculum.
Use your FSUID and password to login.

Type the full course number of the course for which you wish to view the submission information and syllabus in the "Search for Existing Curriculum" box and submit. [See screenshot below]

Click on the course number listed under "Search Results."

In the "Action" column, click "View."

There you may view the syllabus and the various Liberal Studies forms.

1.1.2 Viewing Representative Exemplary Models

The Liberal Studies website contains several model syllabi that you might find useful in terms of how they organize and present the information about how learning outcomes are assessed, which you must include in your application, and other information or design ideas you might find useful.

http://liberalstudies.fsu.edu/example-syllabi.html

1.2 WHAT TO INCLUDE IN YOUR SYLLABUS

1.2.1 Basic Elements

In order for reviewers to evaluate the proposed course effectively, the syllabus should contain the following information:

☐ Course information (course name, number, prerequisites, miscellaneous requirements such as whether the course is for majors only, etc.)

- ☐ Course description (how the course will benefit the student; how the course relates to the content, primary concepts, and principles of the discipline; types of knowledge, skills, and abilities the course will emphasize; prerequisites; etc.)
- ☐ Materials (required texts, course packs, readings, etc.)
- ☐ Assignments/activities/student responsibilities (attendance, discussion, homework, projects, quizzes, exams, etc., with brief but clear descriptions of each type of assignment and the student's responsibility)
- ☐ Grading methods and scale (an explanation of the assessment process and measurements; schedule of points or percentage weight for student responsibilities; overall grading scale for final letter grades; minimum grade statements; etc.)
- ☐ Course schedule (date or week; topics; readings; assignments due; exams; etc.)
- ☐ General course or departmental policy information (free tutoring policy; syllabus change policy; communication/netiquette policies; course- or department-specific policies; etc.)

Note: Because the University has moved to Canvas as its new learning management system, replace specific references to "Blackboard" with either "Canvas" or generic references to "the course website".

1.2.2 Required Policy Statements[1]
- ☐ Liberal Studies competency statement
- ☐ Minimum grade statements, as appropriate
- ☐ University Attendance Policy
- ☐ Academic Honor Policy[2]
- ☐ Americans with Disabilities Act (ADA) statement[3]

1.2.3 Learning Objectives
- ☐ Include the relevant learning objectives for each Liberal Studies competency area[4] among the course objectives, either verbatim or adapted to the specific course content.
- ☐ Include your course-specific learning objectives, which reflect the course content and the goals you would like your students to achieve. Learning objectives should be written as observable and measurable behaviors (i.e., not specific tasks or abstract unmeasurable terms like "thinks deeply" or "contemplates"). Please see Bloom's Taxonomy[5] for appropriate words to be used in Learning Objectives and information about writing learning objectives.

1.2.4 Course Integrity is Adequate for an FSU Course
- ☐ Grading policies and criteria as outlined on the syllabus are internally consistent.
  - o All assignments, projects, and exams described in the syllabus are reflected in the evaluation criteria, and vice versa.
  - o All grading categories sum to 100%, or all point values sum to the specified total.
  - o Overall grading scale for final letter grade is present and logical.
- ☐ The course level (2000-, 3000, etc.) matches the content and demands of the course. For example, if it is a 2000-level course it should not assume advanced knowledge of the field.
- ☐ If attendance or class participation factor into the final grade, these policies are explicitly stated.
- ☐ There is a mechanism for providing feedback in courses approved for Liberal Studies writing. Timely and effective feedback should be feasible given projected enrollments.
- ☐ If student participation factors into the final course grade, assessment of participation is feasible and is clearly articulated to students.
- ☐ If there is a test (quiz or exam) in the final week of class, there must *also* be an exam held during the final exam period.

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[1] Texts of these may be found in Appendix A: Competencies and Required Syllabus Language on page 11.
[2] N.B. – the current URL is http://fda.fsu.edu/Academics/Academic-Honor-Policy.
[3] N.B. – as of March 2016, this must include the clause "Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided."
[4] For full texts of these, see section 3 on page 11.
[5] For more on Bloom's taxonomy, see https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/.

1.2.5   Instructional Requirements are Met for Each Type of Course

1.2.5.1   Writing Courses

1.2.5.1.1   Definition of College-Level Writing
- ☐ The writing process cultivated by the course conforms to FSU's definition of "college-level writing", which is writing that:
    1. presents a clearly defined central idea or thesis;
    2. provides adequate support for that idea;
    3. is organized clearly and logically;
    4. is presented in a format appropriate to purpose, occasion, and audience; and
    5. utilizes standard conventions appropriate for study in English.[6]

1.2.5.1.2   Substantive Writing Requirements
All writing courses—English Composition, E-Series, "W" (State-Mandated Writing), and Upper-Division Writing—must provide students with the following:
- ☐ Two or more substantial writing assignments or the equivalent.
- ☐ A set of criteria for assessing student performance on writing.
- ☐ Feedback on student writing.
    - o Feedback may be from various reviewers, but must include instructor response.
    - o Feedback does not have to be given on the complete assignment.
- ☐ Opportunities for revision.

"Substantial" in requirement 1 should be interpreted as "intellectually substantial as appropriate for the level of the course." While the LSCPC deliberately opted to not define an arbitrary word count to be associated with "substantial", the previous expectation of "[together] totaling approximately 3000 words" (double that for English Composition courses) may be used as a point of reference. Examples of student work that will generally qualify as "substantial" writing assignments may include (but are not limited to): essays, project plans, case studies, process papers, lab reports, research papers, reviews, feasibility studies, discussion question responses, reports, portfolios, journals, and in-depth literature reviews. Example of assignments that will not generally qualify as "substantial writing assignments" include: résumés, e-mails, annotations, freewriting, PowerPoint presentations, brainstorming, oral presentations, or annotated bibliographies.

1.2.5.1.3   Composition as a Process
- ☐ The writing process cultivated by the course must be one in which students compose as a process, including drafts, revision, and editing.

1.2.5.2   Diversity (X and Y) Courses
- ☐ The course contains some form of substantial assignment (e.g., a paper, a presentation, a multimedia project) that accounts for a significant portion of the final grade (at least 25%) and that requires the student to demonstrate having achieved the course competencies.
- ☐ Students must submit a draft, plan, or outline for feedback and revision before the final version is submitted for grading.

1.2.5.3   Formative Experiences Courses
- ☐ The students engage in independent immersive experiential learning in settings outside of the classroom that are relevant to their educational, professional, and life goals.
- ☐ The experience falls within one of the following five categories: creative/research; international experience; internship; leadership; and service.
- ☐ The experience is evaluated by qualified faculty or staff.
- ☐ The course must require that the student complete an oral or written reflection on the experience that is the focus of the course such as:

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[6] Because the Upper-Division Writing requirement is designed for advanced students to develop writing that is most appropriate to the discipline, for Upper-Division Writing courses, substitute "utilizes the conventions of a standard language" for criterion number 5.

- The relevance of the experience to past course work or disciplinary training or to life and career goals.
- Lessons learned (i.e., how the student might approach similar projects or settings differently in the future).
- A journal.
- A mock graduate school or job application or interview in which the student articulates the value of the experience.
- Any other reflection appropriate to the discipline and/or experience.

1.2.5.4 Oral Communication Competency Courses

In OCCR courses students will develop effective oral communication skills through instruction and ample opportunities for guided practice in speaking. Through these courses students master the kinds of speaking that are appropriate to their academic or professional majors and future leadership roles. Competence in oral communication is indicated by demonstrating the ability to transmit clearly ideas and information orally in a way that is appropriate to the topic, purpose, and audience. It also involves demonstrating the ability to discuss ideas clearly with others and to respond to questions and critical responses appropriately.

The need for specific oral communication skills (such as formal lecture/presentation, interviewing skills, or group dynamics) will vary from discipline to discipline. Therefore, a minimum level of oral competency is required, but the means of meeting this competency must remain flexible. While the precise method of instruction and examination is the prerogative of the instructor, approved courses must contain the following elements:

☐ The course must contain course readings and/or lectures related to instruction in the theory and practice of oral communication.
☐ Instruction in the theory and practice of oral communication must be an intrinsic part of the course as evidenced in course objectives, course readings, activities, and evaluation.
☐ Competence in oral communication must be demonstrated on multiple occasions spread out through the course of the term.
☐ Instructors must provide critique and feedback so that students create oral messages as a process, including guided practice, critique, and revision. Peer feedback is also appropriate in addition to instructor feedback.
☐ Grading criteria (e.g., rubrics or other) to assess student competence in oral communication are required. Assessment criteria for the oral communication course and the resulting impact on the course grade should be apparent to the students in the syllabus.

Course types that may be approved for OCC include:

1. A one- (or more) hour course in which the oral communication component is a significant portion of the course work and final grade.
2. A one- (or more) credit hour course that has, as a prerequisite, a 0- (or more) or no-credit companion course that provides students with instruction in the theory and practice of oral communication. In the subsequent 1- (or more) credit course, students apply principles of oral communication and are evaluated by an approved instructor to determine whether they meet the requisite oral communication learning objectives. Examples might include undergraduate FIG Instructorships or undergraduate Teaching Assistantships (again, if tied to a course for credit).

In curricular requests for courses of the second type, please include a one-page appendix to the syllabus that describes how the prerequisite course will address criteria 1 and 2 above (those concerning instruction in the theory and practice of oral communication).

The speaking experience in an OCC course must focus on generating "an original oral message". Thus, courses that emphasize the interpretation or performance of literature do not satisfy this requirement. Oral communication in languages other than English *can* be approved for the OCCR designation.

1.2.5.5 Computer Competency Courses

☐ The course must require the student to demonstrate competent use of a discipline-useful software package.

☐ The Computer Competency certification form in the CRA must include a list of general computer skills required in the discipline or skills covered by the course if offered for multiple disciplines.

☐ The course must include a capstone activity or assignment which requires students to demonstrate competent use of computer skills appropriate to the discipline. This must include a grading rubric.

For full details on the UPC criteria for courses fulfilling the Computer Competency designation, please see: http://liberalstudies.fsu.edu/documents/CC_Criteria.pdf.

1.3 THE SYLLABUS APPENDIX

If it is not clear in the body of your syllabus, please create an *Appendix* to the syllabus that contains information for Liberal Studies reviewers about how your course assesses each of the competencies for the Liberal Studies designations for which you are seeking approval.

- Describe the assignments, tests, or quizzes that you will give to assess student performance on each competency. For example, you may provide a set of sample test or quiz questions.

- Include a rubric or a clear set of grading criteria for any written papers. Examples of effective rubrics can be found in samples of approved course syllabi: http://liberalstudies.fsu.edu/example-syllabi.html. For some good examples of grading rubrics within these syllabi, see the rubrics for CLT 4532 The Return Home in Greek Myth, RED 4335 Literacy Across the Content Areas, and STA 4931 Statistics in Practice. There is no "one size fits all" model rubric and you do not need to use these rubrics for your course; feel free to get ideas from or adapt them.

- Clearly identify what "evidence" you will use to assess whether students met each competency. For example, if you will use the first two items on your rubric to assess learning objective 1, indicate that. As mentioned above, it should be evident that an instructor can feasibly use scores from course assessments to measure and report student achievement on each learning objective.

- This appendix does *not* need to be included in the syllabus distributed to students. Although this should remain with the file syllabus stored in the CRA as part of the record of Liberal Studies review and approval, its primary purpose is to provide reviewers with supplemental information related to the Liberal Studies competencies as part of the approval process, and it may be removed from the class syllabus provided to students.

2 SUBMITTING YOUR COURSE FOR LIBERAL STUDIES APPROVAL

2.1 BRIEF OVERVIEW OF THE SUBMISSION AND REVIEW PROCESS

In order to get a course approved for inclusion in the Liberal Studies curriculum, chairs, instructors, or other departmental representatives (an approval "requestor") must submit course materials to the CRA portal at: http://campus.fsu.edu/curriculum.

Course requestors will fill out two online forms in the CRA, a "Course Information" form and a "Delivery Method" form. These forms contain essential information about the prospective course offering such as the course catalogue description and whether there are pre-requisites. The forms also document requisite departmental and college-level curriculum approvals and, denote any changes or updates requestors make to the course. You will also be asked to upload a PDF of your syllabus (with your appendix, if applicable) as part of the Delivery Method form. Detailed instructions are provided below on how to use the CRA portal to complete these online forms and submit the course for approval.

Once your course is submitted to the CRA portal, the Liberal Studies office screens it for technical compliance and completeness and may contact you to request revisions, if needed. The course is then assigned to faculty reviewers for formal review. The main role of these reviewers is to determine whether the substantive content of the course meets all criteria for each Liberal Studies designation under review and that the course

meets FSU's high standards for undergraduate courses. If reviewers submit feedback suggesting a need for revisions, the Liberal Studies office compiles comments from all reviewers into one note and sends it to the course requester and requests revisions.

Once the instructor submits any requested revisions all reviewers approve the course, the Liberal Studies office sends official approval to the Registrar's office, to the instructor and chair, and to several curriculum and advising specialists on campus. Generally, the process of approval takes about six to eight weeks, depending on the speed of college approvals, whether the initial submission is complete, meets basic technical requirements screened by the Liberal Studies office, and response time needed for submitting any revisions. Reviewers are asked to review within ten days of receiving the proposal. Once approved, Liberal Studies will send out notification of approval to all relevant parties (instructor, course requestor, chair, advising staff, the Registrar, and staff who program the student advising reports or "Academic Requirement Reports" (ARR). Additionally, courses with online delivery methods will need to be approved by the University Curriculum Committee (UCC), and requests for new or changed course numbers will require the Statewide Course Numbering System (SCNS) staff to assign a new number to the course. These additional steps will add a few weeks to the overall time necessary for finalizing course approval. The Liberal Studies office and the Faculty Senate Coordinator handle these processes.

2.2 SUBMITTING A COURSE TO THE CRA PORTAL

Go to the Curriculum Request Application (CRA) at http://campus.fsu.edu/curriculum.
Use your FSUID and password to login.

2.2.1 Starting a Curricular Request

2.2.1.1 For New Courses
For new courses, in the Request New Curriculum box, you will first enter a course prefix (e.g., HIS, IFS).

In the dropdown menu for the number, select the course level (e.g., 1, 2, 3, 4). The State will assign a full 4-digit number (starting with the number of the chosen level) once the course is approved. Note: General Education courses can only be 1000-3000-level courses (not 4000).

The Indicator suffix is used to indicate Laboratory courses (L) or combined Lecture/Laboratory courses (C). Most courses should leave this set to the default "None".

Important: be sure to check the box next to following the statement "Is this request for a Liberal Studies course and/or a Liberal Studies Competency designation?" to indicate "Yes". If you do not do this, the CRA cannot appropriately route the request, the request will be declined, and you will have to start over again.

2.2.1.2 For Existing Courses
If you wish to add or change the Liberal Studies designation for an existing course, first search for the course in the CRA portal in the "Search for Existing Curriculum" box and select "Change" to modify the designations for which you will seek approval.

Important: If you are adding Liberal Studies designations to a course that does not already have any Liberal Studies designations, you must check the box next to the statement "Add Liberal Studies Designations". If you do not do this, the CRA cannot appropriately route the request, the request will be declined, and you will have to start over again.

2.2.2 Step 1. Completing the Course Information Form
To open the form, click the "Course Information" hotlink.

- Include confirmation of required departmental and college approvals (required for all courses except deletions).
- Select the term and year in which the requested changes will take effect. This will be the first term for which any new Liberal Studies designations will count for students. (Naturally, this cannot be a past term, and it must also be not more than three terms from the current term.)
  - If the request effective term is for the current semester, the course must be approved by the deadline to apply for graduation (approximately one month before the commencement

ceremony). If the course will not be approved by that deadline, you will be asked to change the effective term to a future term.
- List the course title and catalog description, assuring that they are accurate, clear, and complete.
- Most Liberal Studies courses will be 3-credit, graded, non-repeatable lecture classes.
- If you are not sure of the appropriate CIP (Classification of Instructional Programs) code, you may search for the appropriate code at https://nces.ed.gov/ipeds/cipcode/ or leave this field blank.
- It is important to list any pre- or co-requisite courses in this form. If there are other restrictions (e.g., "for majors only"), please list these in "Miscellaneous Requirements".
- The course objectives as they are listed in this form should match the course objectives as they are listed on the syllabus. These must also include the relevant Liberal Studies learning objectives.
- Select the competency area/s for which you want the course approved.

Select all **Competency Certifications** you are requesting for this course:

- ☐ E-Series (E-Series)
- ☐ Quantitative and Logical Thinking (QUANT)
- ☐ English Composition (ENC)
- ☐ Social Sciences (SSCI)
- ☐ History (HIS)
- ☐ Humanities and Cultural Practice (HUM)
- ☐ Ethics (ETH)
- ☐ Natural Sciences (NSCI)
- ☐ Scholarship in Practice (SIP)
- ☐ Diversity Cross-Cultural Studies (DIV-X)
- ☐ Diversity in Western Experience (DIV-Y)
- ☐ State-Mandated Writing (W)
- ☐ Upper-Division Writing (UDW)
- ☐ Oral Communication Competency (OCC)
- ☐ Computer Competency (COMP)
- ☐ Formative Experience (FE)

- Check to make sure that requested competency certifications are accurate and valid.
  - o Courses may not be approved for more than one General Education competency area with the following two exceptions: Humanities and Cultural Practice and Ethics competency certifications may be combined with one another, and either of these two areas may be combined with one other General Education competency area (i.e., with Quantitative and Logical Thinking, English Composition, Social Sciences, History, and Natural Sciences). Note: If a course is approved for more than one of the seven General Education areas, students cannot count the course credits twice toward their 36 required General Education hours.
  - o Only courses taught in the English department can be approved for English Composition (i.e., ENC1101 and ENC2135).
  - o E-Series courses must also be approved for a General Education competency area or for Scholarship in Practice at the 2000 or 3000 levels.
  - o Different kinds of writing courses (English Composition, "W" (State-Mandated Writing), E-Series (which also meet the State-Mandated Writing requirement), and Upper-Division Writing) may not be combined.
  - o Courses may *not* be approved for both Cross-Cultural Diversity (X) and Diversity in Western Experience (Y).
  - o Formative Experiences may also be certified as satisfying the Upper-Division Writing and Oral Communication Competency requirements, but they may not carry any other Liberal Studies designation.
- Check to make sure that the course level is appropriate for the requested competency certifications.
  - o General Education courses must be at the 1000, 2000, or 3000 levels. 4000-level courses may not be General Education courses.
  - o Upper-Division Writing courses must be taught at the 3000 or 4000 levels. Note: General Education courses at the 3000 level *are* eligible for the Upper-Division Writing certification.

- The CRA portal will not automatically save the information you enter in this form, so be sure to click "Save" at the bottom of the page to avoid having to re-enter this information.

2.2.3 Step 2. Completing the Delivery Method Form
Step 2: Add a Delivery Method (Click button: Add a Delivery Method)
- Select the Instructional Delivery Method.
- If you select an Instructional Delivery Method other than Traditional, you must complete the Mode of Instruction question. Note: the Total at the bottom of this chart is static text and will not update to reflect the values you enter. Please make sure that these values sum to 100%
- The question, "Is the expectation that this method of delivery for the course will be taught anywhere other than the main campus?" is only applicable to courses delivered in the Online delivery method. If your course is not offered in the Online delivery method, choose "No." If your course will be offered through the Online delivery method but the instructor teaching the Online course is an instructor at the Tallahassee (main) campus, choose "No."
- Complete the Technology Delivery Indicator question. Courses with the Traditional delivery method should indicate 100 in the "None" category. Most Fully Online courses will have 100 entered in the "Web-Based or Internet Based" category. As with the Mode of Instruction, the Total field will *not* automatically update based on your responses.
- Evaluation Criteria Exams only, exams and others (% of exams), No Exams) Note: If "Exams only" or "Exams and others" are selected under "Evaluation Criteria" the point percentages that exams count towards total points are the same on the Delivery Mode forms in the CRA and the syllabus. For this question, quizzes, including reading quizzes, count as exams.
- Confirm that syllabi include required statements for University Attendance Policy, Academic Honor Policy, and ADA statement, as well as that recommended language for syllabi has been considered.
- Attach syllabus as a PDF by clicking on the "Choose File" button and selecting the appropriate file from your computer's directory. The file name of your selected file will then appear to the right of the button and will be uploaded when you click the "Save" button on the bottom of the page. Note that a complete, unique, and current syllabus must be provided for each delivery method form. Please double-check to make sure the correct syllabus for each course delivery method is attached.
  o If you wish to replace a syllabus that has already been uploaded, in the appropriate delivery method form, use the "Choose File" button to select the file you wish to upload. When you click the "Save" button at the bottom of the page, this new file will overwrite the existing syllabus. (Note you will have to re-acknowledge the syllabi statements.)

2.2.4 Competency Certifications
After submitting the Delivery Method Form, you will be prompted to complete Competency Certification forms for any/all Liberal Studies designations you are requesting.

2.2.4.1 *Continuity in Course Delivery*
You will be asked to certify that all instructors who teach sections of this course will abide by the Liberal Studies approval requirements and will include all requisite information in their syllabi.

2.2.4.2 *SACSCOC (SACS) Data Collection Requirements*
You will be asked to certify that all instructors who teach sections of this course have been informed of and understand that:

Data will be collected on student competencies for SACS accreditation purposes for all courses approved for inclusion in the Liberal Studies curriculum. Every semester, a random sample of instructors will be asked to collect data for a particular designation (e.g., Ethics, E-Series, etc.). All instructors (including TAs and adjunct instructors) for a Liberal Studies-certified course must be prepared to collect and report these data.

You will also be asked to certify that every instructor of this course will measure student performance on each Liberal Studies competency and that the syllabus specifies how the competencies will be assessed.

2.2.4.3 Writing Courses

For all writing courses (English Composition, E-Series, "W" (State-Mandated Writing), and Upper-Division Writing), you will be asked to certify that the course meets the definition of College-Level Writing and fulfills the substantive requirements for writing courses at FSU.

In an effort to ascertain whether there will be adequate support for providing feedback on writing and opportunities for revision, you will be asked to indicate the number of students per instructor (including faculty and any TAs or graders) who will provide feedback on writing in this course.

Lastly, you will be asked to certify that you understand that courses that meet FSU's writing requirement may not be approved if enrollment far exceeds the provision of reasonable support for grading and providing feedback.

Note: As you design the course, please keep in mind that adequate support for grading and giving feedback on writing is about 1 staff (i.e., instructor plus TAs) per 30 students enrolled.

2.2.5 (Optional) Request Reviewer Feedback

Before submitting a Curricular Request for approval, you may request feedback within your Department or School through the CRA (e.g., department or curriculum committee chairs). If you wish to request a review, click the "Reviewer Feedback" link. You may also read reviewers' comments by clicking on this same link. However, please keep in mind that the option to request and read reviewer feedback is only available *prior* to submitting the curriculum for approval in Step 3.

2.2.6 Step 3. Acknowledge Departmental Notification and Submit

Requestors will check a box to certify that they followed the approval process for their department and college.

Helpful Hints

- Be careful when you begin a New Course Request. One must be sure to choose the correct level, indicator, and check the box if you are adding Liberal Studies designations. If you make a mistake here, you must delete your request and then start over.
- You must save the forms before exiting (or taking a break) by scrolling down and clicking the "save" button or you will lose what you entered. If you have clicked save on these forms, but have not submitted the request yet, you will see "pending form completion" on the front page of the application under "My Curricular Requests." Click on the link to continue the process.

Additional information about the technical aspects of submitting a course to the CRA from the Office of Distance Learning (including a helpful video) can be found at https://distance.fsu.edu/cra.

3 APPENDIX A: COMPETENCIES, LEARNING OBJECTIVES, AND REQUIRED SYLLABUS LANGUAGE

3.1 UNIVERSITY REQUIRED SYLLABUS STATEMENTS

3.1.1 University Attendance Policy

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

3.1.2 Academic Honor Policy

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

3.1.3 Americans with Disabilities Act

Students with disabilities needing academic accommodation should:

1) register with and provide documentation to the Student Disability Resource Center; and
2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

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

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://www.disabilitycenter.fsu.edu/

3.2 E-SERIES – STUDENTS BECOME COMPETENT INTERDISCIPLINARY, ANALYTICAL, AND FLEXIBLE THINKERS AND LIFELONG LEARNERS.

This course has been approved to meet FSU's Liberal Studies **E-Series** requirements and is designed to help you become a competent interdisciplinary, analytical, and flexible thinker and a lifelong learner.

In this course, you will compose as a process, including drafts, revision, and editing. The writing cultivated by this process conforms to FSU's definition of "college-level writing", which is writing that:

1. presents a clearly defined central idea or thesis;
2. provides adequate support for that idea;
3. is organized clearly and logically;
4. is presented in a format appropriate to the purpose, occasion, and audience; and

5. utilizes standard conventions appropriate for study in English.

As such, this course requires the completion of two or more substantial writing assignments or the equivalent. Instructors will provide criteria for evaluating your performance on writing, feedback on your writing (including instructor response), and opportunities for revision.

To demonstrate college-level writing competency as required by the State of Florida, the student must earn a "C-" or higher in the course, and earn at least a "C-" average on the required writing assignments. If the student does not earn a "C-" average or better on the required writing assignments, the student will not earn an overall grade of "C-" or better in the course, no matter how well the student performs in the remaining portion of the course.

Learning Objectives:
By the end of this course, students will:
1) Analyze the major questions or problems in the course using various intellectual perspectives.
2) Demonstrate the relevance of ideas or findings from the course.
3) Communicate arguments central to the course using clear, coherent prose that utilizes the conventions of standard American English.
4) Discuss relevant ideas from the course using sources from a variety of text types.

3.3 QUANTITATIVE AND LOGICAL THINKING – STUDENTS BECOME CRITICAL ANALYSTS OF QUANTITATIVE AND LOGICAL CLAIMS.

This course has been approved to meet FSU's Liberal Studies **Quantitative and Logical Thinking** requirements and is designed to help you become a critical analyst of quantitative and logical claims.

In order to fulfill the State of Florida's College mathematics and computation requirement the student must earn a "C-" or better in the course.

Learning Objectives:
By the end of this course, students will:
1) Select and apply appropriate methods (i.e., mathematical, statistical, logical, and/or computational models or principles) to solve real-world problems.
2) Use a variety of forms to represent problems and their solutions.

3.4 ENGLISH COMPOSITION – STUDENTS BECOME CRITICAL READERS AND CLEAR, CREATIVE, AND CONVINCING COMMUNICATORS.

This course has been approved to meet FSU's Liberal Studies **English Composition** requirements and is designed to help you become a critical reader and a clear, creative, and convincing communicator.

To demonstrate college-level writing competency as required by the State of Florida, the student must earn a "C-" or higher in the course, and earn at least a "C-" average on the required writing assignments. If the student does not earn a "C-" average or better on the required writing assignments, the student will not earn an overall grade of "C-" or better in the course, no matter how well the student performs in the remaining portion of the course.

Learning Objectives:
By the end of this course, students will:
1) Compose for a specific purpose, occasion, and audience.
2) Compose in a process, including drafts, revision, and editing.
3) Incorporate sources from a variety of text types.
4) Convey ideas clearly, coherently, and effectively, utilizing the conventions of standard American English where relevant.

3.5 SOCIAL SCIENCES – STUDENTS BECOME CRITICAL ANALYSTS OF THEORIES AND EVIDENCE ABOUT SOCIAL FORCES AND SOCIAL EXPERIENCE.

This course has been approved to meet FSU's Liberal Studies **Social Sciences** requirements and is designed to help you become a critical analyst of theories and evidence about social forces and social experience.

Learning Objectives:
By the end of this course, students will:
1) Discuss the role of social factors in contemporary problems or personal experiences.
2) Analyze claims about social phenomena.

3.6 HISTORY – STUDENTS BECOME CRITICAL ANALYSTS OF THEORIES AND EVIDENCE ABOUT HISTORICAL EVENTS AND FORCES.

This course has been approved to meet FSU's Liberal Studies **History** requirements and is designed to help you become a critical analyst of theories and evidence about historical events and forces.

Learning Objectives:
By the end of this course, students will:
1) Discuss the role of historical factors in contemporary problems or personal experiences.
2) Analyze claims about historical phenomena.

3.7 HUMANITIES AND CULTURAL PRACTICE – STUDENTS BECOME THOUGHTFUL PATRONS OF AND PARTICIPANTS IN CULTURAL PRACTICES.

This course has been approved to meet FSU's Liberal Studies **Humanities and Cultural Practice** requirements and is designed to help you become a thoughtful patron of and participant in cultural practices.

Learning Objectives:
By the end of this course, students will:
1) Interpret intellectual or artistic works within a cultural context.
2) Use a cultural, artistic, or philosophical approach to analyze some aspect of human experience.

3.8 ETHICS – STUDENTS BECOME ETHICALLY ENGAGED CITIZENS AND LOGICAL THINKERS.

This course has been approved to meet FSU's Liberal Studies **Ethics** requirements and is designed to help you become an ethically engaged citizen and a logical thinker.

Learning Objectives:
By the end of this course, students will:
1) Evaluate various ethical positions.
2) Describe the ways in which historical, social, or cultural contexts shape ethical perspectives.

3.9 NATURAL SCIENCES – STUDENTS BECOME EFFECTIVE INTERPRETERS OF SCIENTIFIC RESULTS AND CRITICAL ANALYSTS OF CLAIMS ABOUT THE NATURAL WORLD.

This course has been approved to meet FSU's Liberal Studies **Natural Sciences** requirements and is designed to help you become an effective interpreter of scientific results and a critical analyst of claims about the natural world.

For laboratory (L) or combined lecture/laboratory (C) courses include the following language: As required by Florida State University, the student must earn a course grade of "C-" or higher in order to meet the Liberal Studies 1-credit laboratory requirement.

Learning Objectives:

By the end of this course, students will:
1) Pose questions or hypotheses based on scientific principles.
2) Use appropriate scientific methods and evidence to evaluate claims or theoretical arguments about the natural world.
3) Analyze and interpret research results using appropriate methods.

3.10 "W" (STATE-MANDATED WRITING) – STUDENTS BECOME CLEAR, CREATIVE, AND CONVINCING COMMUNICATORS.

This course has been approved to meet FSU's Liberal Studies **"W" (State-Mandated Writing)** requirements and is designed to help you become a clear, creative, and convincing communicator.

In this course, you will compose as a process, including drafts, revision, and editing. The writing cultivated by this process conforms to FSU's definition of "college-level writing", which is writing that:

1. presents a clearly defined central idea or thesis;
2. provides adequate support for that idea;
3. is organized clearly and logically;
4. is presented in a format appropriate to the purpose, occasion, and audience; and
5. utilizes standard conventions appropriate for study in English.

As such, this course requires the completion of two or more substantial writing assignments or the equivalent. Instructors will provide criteria for evaluating your performance on writing, feedback on your writing (including instructor response), and opportunities for revision.

To demonstrate college-level writing competency as required by the State of Florida, the student must earn a "C-" or higher in the course, and earn at least a "C-" average on the required writing assignments. If the student does not earn a "C-" average or better on the required writing assignments, the student will not earn an overall grade of "C-" or better in the course, no matter how well the student performs in the remaining portion of the course.

Learning Objectives:
1) Compose for a specific purpose, occasion, and audience.
2) Convey ideas in clear, coherent prose that utilizes the conventions of a standard language.

3.11 SCHOLARSHIP IN PRACTICE – STUDENTS BECOME CRITICAL THINKERS, CREATIVE USERS OF KNOWLEDGE FOR PROFESSIONAL PRACTICE, AND INDEPENDENT LEARNERS.

This course has been approved to meet FSU's Liberal Studies **Scholarship in Practice** requirements and is designed to help you become a critical thinker, a creative user of knowledge, and an independent learner.

In order to fulfill FSU's Scholarship in Practice requirement, the student must earn a "C-" or better in the course.

Learning Objectives:
By the end of this course, students will:
1) Apply relevant areas of scholarship to produce an original project.

3.12 CROSS-CULTURAL STUDIES (X) – STUDENTS BECOME CULTURALLY CONSCIOUS PARTICIPANTS IN A GLOBAL COMMUNITY.

This course has been approved to meet FSU's Liberal Studies **Cross-Cultural Studies (X)** requirement and is designed to help you become a culturally conscious participant in a global community.

In order to fulfill FSU's Cross-Cultural Studies requirement, the student must earn a "C-" or better in the course.

Learning Objectives:
By the end of this course, students will:

1) Analyze some aspect of human experience within a culture, focusing on at least one source of diversity (e.g., age, disability, ethnicity, gender, language, race, religion, sexual orientation, social class, or other).
2) Explore one's own cultural norms or values in relation to those of a different cultural group.

3.13 DIVERSITY IN WESTERN EXPERIENCE (Y) – STUDENTS BECOME CULTURALLY LITERATE MEMBERS OF SOCIETY.

This course has been approved to meet FSU's Liberal Studies **Diversity in Western Experience (Y)** requirements and is designed to help you become a culturally literate member of society.

In order to fulfill FSU's Diversity in Western Experience requirement, the student must earn a "C-" or better in the course.

Learning Objectives:
By the end of this course, students will:
1) Analyze some aspect of human experience within a culture, focusing on at least one source of diversity (e.g., age, disability, ethnicity, gender, language, race, religion, sexual orientation, social class, or other).
2) Explore one's own cultural norms or values in relation to those of a different cultural group.

3.14 UPPER-DIVISION WRITING – STUDENTS BECOME FLEXIBLE AND PROFICIENT WRITERS FOR PROFESSIONAL PURPOSES.

This course has been approved to meet FSU's Liberal Studies **Upper-Division Writing** requirements and is designed to help you become a flexible and proficient writer for professional purposes.

In this course, you will compose as a process, including drafts, revision, and editing. The writing cultivated by this process conforms to FSU's definition of "college-level writing", which is writing that:

1. presents a clearly defined central idea or thesis;
2. provides adequate support for that idea;
3. is organized clearly and logically;
4. is presented in a format appropriate to the purpose, occasion, and audience; and
5. utilizes the conventions of a standard language.

As such, this course requires the completion of two or more substantial writing assignments or the equivalent. Instructors will provide criteria for evaluating your performance on writing, feedback on your writing (including instructor response), and opportunities for revision.

In order to fulfill FSU's Upper-Division Writing requirement, the student must earn a "C-" or higher in the course, and earn at least a "C-" average on the required writing assignments. If the student does not earn a "C-" average or better on the required writing assignments, the student will not earn an overall grade of "C-" or better in the course, no matter how well the student performs in the remaining portion of the course.

Learning Objectives:
By the end of this course, students will:
1) Use appropriate evidence from multiple sources to illustrate how a chosen topic is relevant to a particular field.
2) Convey ideas clearly, coherently, and effectively for a particular purpose, occasion, or audience as appropriate for the field.

3.15 FORMATIVE EXPERIENCES

This course has been approved to meet FSU's Liberal Studies **Formative Experience** requirements and is designed to help you use and develop knowledge by engaging in a hands-on experience outside of the classroom.

One of the two required Scholarship in Practice courses may be fulfilled with a Formative Experience. In order to fulfill this requirement, the student must earn a "C-" or higher or an "S" in the course if taken on an "S/U" basis.

3.16 ORAL COMMUNICATION COMPETENCY – STUDENTS BECOME FLEXIBLE AND PROFICIENT ORAL COMMUNICATORS FOR PROFESSIONAL PURPOSES.

This course has been approved as meeting the requirements for **Oral Communication Competency** and thus is designed to help you become a flexible and proficient oral communicator for professional purposes.

In order to fulfill FSU's Oral Communication Competency Requirement, the student must earn a "C-" or better in the course.

Learning Objectives:
By the end of this course, students will:
1) Delivery original oral messages for a specific purpose, occasion, and type of audience.
2) Make effective use of both verbal and non-verbal delivery in presentations.

3.17 COMPUTER COMPETENCY

This course has been approved as meeting the requirements for **Computer Competency**.

For courses in which computer competency is infused throughout the course:

In order to fulfill FSU's Computer Competency Requirement, the student must earn a "C-" or better in the course.

For courses in which computer competency is demonstrated during a particular component of the course:

In order to receive a "C-" or better in the course, the student must earn at least a "C-" on the computer competency component of the course. If the student does not earn a "C-" or better on the computer competency component of the course, the student will not earn an overall grade of "C-" or better in the course, no matter how well the student performs in the remaining portion of the course.

4 APPENDIX B: COURSE DEVELOPMENT WORKSHEET

4.1 CHECKLIST FOR BASIC ELEMENTS

Elements	Included?
▪ Course information	☐
▪ Course description	☐
▪ Materials	☐
▪ Assignments/activities/student responsibilities	☐
▪ Grading methods and scale	☐
▪ Course schedule	☐
▪ General course policies are clear	☐

4.2 REQUIRED POLICY STATEMENTS ARE INCLUDED, ACCURATE, AND CLEAR

Elements	Included?
▪ Liberal Studies statement with all competency certifications	☐
▪ Minimum grade statements if applicable	☐
▪ University Attendance policy	☐
▪ Academic Honor Policy	☐
▪ ADA statement	☐

4.3 STUDENT LEARNING OBJECTIVES (SLOs) ARE ADDRESSED COMPLETELY AND APPROPRIATELY

Elements	Included?
▪ SLOs for each Liberal Studies competency area listed	☐
▪ Course-specific SLOs are listed	☐
▪ SLOs are clear, observable, measureable	☐
▪ SLOs align with general course content	☐

4.4 COURSE ENABLES AND ASSESSES STUDENT COMPETENCY

Elements	Included?
▪ Course enables students to meet the applicable Liberal Studies competencies	☐
▪ Specific course assessments	☐
▪ Course assessments and grading criteria are clear and valid measures of competency.	☐
▪ Competency measures are feasible to report.	☐

4.5 CURRICULAR REQUIREMENTS ARE MET FOR EACH TYPE OF COURSE

Elements	Met?	NA
▪ Definition of writing	☐	☐
▪ Substantive requirements for writing	☐	☐
▪ Diversity (X & Y)	☐	☐
▪ OCCR (Oral Communication)	☐	☐
▪ Computer Competency	☐	☐