The Liberal Studies for the 21st Century Handbook

May 7, 2015
Introduction

Designed, approved, and implemented by FSU’s world-class faculty

*Liberal Studies for the 21st Century* helps students to engage and refine their skills in the areas of critical and creative thinking as well as information literacy and fluency. FSU’s innovative curriculum allows students to work with faculty in exploring and participating in cutting-edge scholarly and creative work across a wide range of disciplines. The close cooperation between FSU’s students and faculty fosters an ecology of learning that draws upon the life of the mind while helping students to become ethical, responsible, productive, cultured, and successful citizens of the world.

*Liberal Studies for the 21st Century* provides an educational foundation for FSU graduates to thrive intellectually and professionally and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. *Liberal Studies* thus offers a transformative experience, helping FSU students to become:

- critical analyzers of quantitative and logical claims;
- clear, creative, and convincing communicators; and critical readers;
- critical appraisers of theories and the facts that support them;
- ethically engaged and socially responsible citizens;
- thoughtful patrons of and participants in cultural practices;
- lifelong and independent learners; and
- interdisciplinary and flexible thinkers.

Authors

The *Liberal Studies for the 21st Century* plan was initially designed by the following members of the Liberal Studies Revision Task Force:

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The plan has been approved, revised, shaped, and implemented by the members of the FSU Faculty Senate, Liberal Studies Coordinating Committee, the Liberal Studies Board, the E-Series Board, faculty focus groups, and student focus groups. In addition, there was critical input and support from Provost Garnett Stokes.

The present handbook was compiled and authored by Matthew Shaftel, Associate Dean for Liberal Studies with Joshua Mills, Liberal Studies Associate. Liberal Studies Associates Jaison Freeman, Szu-Yu Chen, and Kaleb Delk also played a formative role in the creation of this document.

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We would like to acknowledge the work of faculty and student committees at the following institutions who provided inspiration and guidance for the Liberal Studies for the 21st Century curriculum:

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• Portland State University
• State University of New York
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• University of Kansas (Diversity competency #2 used with permission)
• University of Maryland
• University of Wisconsin
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1 General Information

1.1 What is changing?

Liberal Studies for the 21st Century at FSU focuses on essential 21st-century skills and proficiencies, targeting abilities identified by employers as crucial to professional competence and personal success. Basically speaking, the new curriculum shifts from the old purely distributive model, as one might take a multivitamin with dinner, and replaces it with skill- and competency-based distribution areas that are focused on what we want FSU graduates to become and invite students to share in a full-fledged intellectual “meal.” In addition, the new curriculum engages students with creative approaches to persistent questions, close contact with faculty, and opportunities for hands-on learning experiences.

Liberal Studies for the 21st Century is a competency-based approach to higher education. This means that instead of disciplinary areas, each general education course will help students develop a specific set of competencies—a measurable set of skills, abilities, or behaviors that a student should demonstrate. These have been developed by multiple faculty committees and reflect research into 21st-Century skills, surveys of potential employers, and responses from student and faculty focus groups. They represent the core of the new curriculum and ensure that, despite a great deal of variety in course content, every FSU student will be able to achieve the goals set forth in the mission of the new curriculum.

1.1.1 Central Changes

- Every legacy liberal-studies course at FSU will be restructured so that it meets the new competencies that can be found in section 3.2 on page 29. The courses will be re-reviewed by a faculty committee.

- Every student will be required to take one course from each of the five areas on the statewide core (15 credits).

- Because we are now a “preeminent” university\footnote{see: http://fsu.edu/indexTOFStory.html?lead.preeminence}, every student will be required to take coursework from our two signature course series: E-Series (see Section 2.5 on page 21) (two courses) and Scholarship in Practice (see Section 2.4 on page 18) (two courses). E-Series (Engage, Explore, Envision) courses focus on persistent questions of humanity and the natural world, while Scholarship-in-Practice courses involve students in the scholarly or creative process. This new coursework will be developed by FSU’s best and most dynamic faculty.
Beginning in Fall 2014, University honors students will take two Honors-Level E-Series courses.

When the full implementation for all incoming students takes effect in Summer 2015, all incoming students must take two E-Series courses within the Liberal Studies curriculum.

Also once the full implementation takes effect, most students will fulfill the requirement for two Scholarship in Practice project-based courses by taking one in Liberal Studies and one in their major. Approved Internships and Study Abroad (Formative Experiences; see Section 2.4.6 on page 20) will be able to count towards the Scholarship in Practice graduation requirement.

1.1.2 Other Changes

- Students will no longer take “W” courses. Instead, college-level writing will be taught in E-Series courses and in courses that meet the new Upper-Division writing competency.

- Students will no longer be required to take separate courses that meet the Literature requirement, but literature will now be incorporated into every written communication course.

- Courses that are approved for Multicultural/Diversity competencies will now require a substantive project in order to ensure that students develop the skills and cultural awareness that employers demand.

- Oral Communication offerings will be expanded to include more courses within the specific majors.

1.2 What do I need to do?

If you are currently teaching a Liberal Studies course that has not yet been recertified for Liberal Studies for the 21st Century and you wish to retain Liberal Studies designations past Fall of 2015, you should seek recertification forthwith. Preparing to resubmit a course is simple. Please see Recertifying Existing Courses (section 4 on page 42) for more information.

1.3 Funding

All E-Series come with enrollment support of $75/student (regular/augmented) or $180/student (honors). This is split 1/3 to College, 2/3 to Department.

There are four possible scenarios for faculty funding.

1. $5,000 if the faculty and department guarantee that a course will be offered as an honors E-series at least 3 times over a four year period (maximum cap of 19)
2. $5,000 if the faculty and department guarantee that a course will be offered as a regular E-series with at least 180 seats over a four year period (maximum cap of 120 per offering)

3. $6,500 if the faculty and department guarantee that a course will be offered as an honors E-Series at least once (max cap of 19) and at least twice as an Honors Augmented E-Series (with a minimum of 120 regular E-series seats and 24 additional honors seats-divided over two-or-more offerings) over a four year period. For the honors augmented course, the per-student enrollment management funding will be $75 for each student, but you may apply for a Graduate Research Consultant whose job (no more than 40–50 hours over the course of the semester) will be to work exclusively on projects and/or research with the honors students in the course.

4. $6,500 if the faculty and department guarantee that a course will be offered at least 4 times over a 4-year period, as an honors E-series at least 2 times and a regular E-series at least 2 times

1.4 Implementation Timeline for the Liberal Studies for the 21st Century Curriculum

1.4.1 2013–2014:
- Develop new online Curricular Request Portal
- Begin review of existing Liberal Studies coursework
- Begin proposal review for E-Series and Scholarship in Practice Courses
- Meet with faculty and administrators to explore the new competencies

1.4.2 Fall of 2014:
- Offer 35 to 50 E-Series Courses (as “W” courses) and a number of Scholarship in Practice Courses (As regular “Liberal Studies” courses)
- Complete review of existing Liberal Studies coursework
- Review additional E-Series and Scholarship in Practice Courses

1.4.3 Fall of 2015:
- Full implementation for all incoming students (the new requirements take effect for entering students beginning in Summer of 2015)
- Discontinue separate “W” and “Lit” requirements
- Offer 100 E-Series Courses 60 Honors E-Series Courses
- Offer 60 Scholarship in Practice Courses at the lower division
1.5 Role of the Faculty Boards in the Course-Review Process

All course proposals must be submitted for review through the online course proposal system. Proposals for E-Series courses will be reviewed by the E-Series Board. The board is tasked with the oversight of FSU’s signature series of coursework, developing learning outcomes, and reviewing course proposals within a specified Liberal-Studies distribution area.

The Liberal Studies Board is an ad hoc committee tasked with the oversight of the Liberal-Studies implementation process, the development of disciplinary-specific learning outcomes, the re-review of Liberal-Studies courses, and the review of new Liberal Studies course proposals within specified disciplinary areas. In addition, this committee develops learning outcomes for Scholarship-in-Practice coursework, and will review proposals for courses that meet this requirement.

1.5.1 Faculty Board Members

E-Series Board

Matthew Shaftel Chair
Karen Laughlin Ex Officio
Carolyn Henne Fine Arts
Alec Kercheval Arts and Sciences
Susan Fiorito College of Business
Donna Nudd Communications and Information
Reginald Perry Engineering
Patrick Meighan Music
Bill Parker Arts and Sciences
Woody Carlson Social Sciences

Liberal Studies Board

Matthew Shaftel Chair
Karen Laughlin Ex Officio
Lauren Weingarden Visual Arts, Theatre, and Dance
Melissa Radey Social Work
Annette Schwabe Social Sciences
Kathy Tillman Social Sciences
Chris Reenock Social Sciences
Meg Jackson Music
Lenore McWey Human Sciences
Marsha Rehm Human Sciences
Lisa Spainhour Engineering
Kathy Clark College of Education
Kevin Beaver Criminology
1 GENERAL INFORMATION

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<td>Communications and Information</td>
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<td>Paul Marty</td>
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<td>Allen Blay</td>
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<td>Grethchen Sunderman</td>
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<td>Kris Harper</td>
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<tr>
<td>Meegan Kennedy</td>
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<tr>
<td>Piers Rawling</td>
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<tr>
<td>Laura Keller</td>
<td>Arts and Sciences (Science)</td>
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<tr>
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<td>Arts and Sciences (Science)</td>
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<td>Jeff Chanton</td>
<td>Arts and Sciences (Science)</td>
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2 Types of Courses

2.1 Statewide Core

The standardized general education curriculum required of all college students in the state of Florida is comprised of 15 credit hours (five 3-credit courses) distributed across five areas. Students must take one course from each of the following five areas: Communication (corresponding to the Liberal Studies for the 21st Century area of English Composition), Humanities (encompassing the Liberal Studies areas of both Ethics and Social Responsibility and Cultural Practice and Humanities), Mathematics (Quantitative and Logical Thinking), Natural Sciences, and Social Sciences (Social Sciences / History). Students meet these requirements within the Liberal Studies curriculum.

2.2 Liberal Studies Areas

Liberal Studies courses fall into one of six core disciplinary areas, with two basic exceptions (noted below):

1. Quantitative and Logical Thinking
2. English Composition
3. Social Sciences / History
4. Humanities and Cultural Practice
5. Ethics and Social Responsibility
6. Natural Sciences

It is possible for some courses to count in more than one area (e.g., an E-Series course might be approved in both Cultural Practice and History areas). Additionally, Scholarship-in-Practice courses can count towards a student’s Liberal Studies requirements as a Liberal Studies Electives course without having a Liberal Studies designation in any of the six core areas (see Section 2.3.1 on page 18).

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2.2.1 Quantitative and Logical Thinking

Students will become: critical analyzers of quantitative and logical claims. Students must complete a total of 6 credit hours in this area, of which 3 will be chosen from the following list of Statewide Core courses:

- MAC1105 College Algebra
- MAC2311 Calculus with Analytical Geometry I
- MGF1106 Mathematics for Liberal Arts I
- MGF1107 Topics in Practical Finite Mathematics
- STA2023 Fundamental Business Statistics
- any course that includes one of the above as an immediate prerequisite

Students must earn a “C” (2.0) or higher to fulfill this requirement.

2.2.2 English Composition

Students will become: clear, creative, and convincing communicators; and critical readers. Students must complete a total of 6 credit hours in this area, of which 3 will be the following Statewide Core course:

- ENC1101: Freshman Composition and Rhetoric

The only other course in this area is ENC2135: Research, Genre, and Context.

Courses in this area meet the College-level Writing Competency (students will become: written communicators and readers). Students must earn a “C” (2.0) or higher to fulfill this requirement. In order to receive a “C” or better in the course, the student must earn at least a “C” on the required writing assignments for the course. If the student does not earn a “C” or better on the required writing assignments for 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.

2.2.3 Social Sciences / History

Students will become: critical appraisers of theories and the facts that support them. Students must complete 6 hours in the combined area of Social Sciences / History, with at least one Social Sciences course and at least one History course. 3 credit hours of the combined area must be chosen from the following list of Statewide Core courses:

\[ \text{For the definition of this requirement, see Section 2.5.2 on page 22} \]
2 TYPES OF COURSES

Social Sciences:

- ANT2000 Introduction to Anthropology
- ECO2013 Principles of Macroeconomics
- POS1041 American Government: National
- PSY2012 General Psychology
- SYG1000 Introductory Sociology

History:

- AMH 2020 History of the United States Since 1877

The remaining 3 hours must be taken from whichever sub-area is not represented by the statewide core course.

2.2.4 Humanities and Cultural Practice

Students will become: thoughtful patrons of and participants in cultural practices. Students must complete 3 credit hours in this area for a combined total of 6 credit hours between this area and the Ethics and Social Responsibility area; students require only a single course from the Statewide Core list between these two areas. The courses on the Statewide Core list that fall into the Humanities and Cultural Practice area include:

- ARH2000 Art, Architecture, and Artistic Vision
- HUM2020 Introduction to Humanities
- LIT2000 Introduction to Literature
- MUL2010 Music Literature, Listening, and Understanding
- THE2000 Introduction to Theatre

Students who take PHI2010 in the Ethics and Social Responsibility area fulfill the Statewide Core requirement for the combined area and are free to take any Humanities and Cultural Practice course to meet FSU Liberal Studies requirements.

2.2.5 Ethics and Social Responsibility

Students will become: ethically engaged and socially responsible citizens. Students must complete 3 credit hours in this area for a combined total of 6 credit hours between this area and the Cultural Practice and Humanities area; students require only a single course from the statewide core list between these two areas. On the Statewide Core list, only one course falls into the Ethics and Social Responsibility area:
2 TYPES OF COURSES

- PHI2010 Introduction to Philosophy

Students who take a Statewide Core course from the Humanities and Cultural Practice area fulfill the statewide core requirement for the combined area and are free to take any Ethics and Social Responsibility course to meet FSU Liberal Studies requirements.

2.2.6 Natural Sciences

Students will become: critical appraisers of theories and the facts that support them. Students must complete 6 credit hours in this area, of which 3 will be chosen from the following list of Statewide Core courses:

- AST1002 Planets, Stars, and Galaxies
- BSC1005 General Biology for Non-majors
- BSC2010 Biological Science I
- BSC2085 Anatomy and Physiology I
- CHM1020 Chemistry for Liberal Studies
- CHM1045 General Chemistry I
- ESC1000 Introduction to Earth Science
- EVR1001 Introduction to Environmental Science
- PHY1020 Fundamentals of Physics
- PHY2048 General Physics A
- PHY2053 College Physics B
- any course that includes one of the above as an immediate prerequisite

Natural Science Laboratory  Additionally, as a graduation requirement, students must complete 1 credit hour of Natural Science Laboratory, either as separate laboratory course taken concurrently with the corresponding lecture class designated by the course suffix “L” (e.g., CHM1020L along with CHM1020) or as a combined lecture/lab class designated by the course suffix “C” (e.g., CHM1020C).

2.3 Liberal Studies Electives

To complete the 36 required Liberal Studies credit hours, students must complete a total of 6 credit hours of Liberal Studies electives drawn from the following areas, with certain limitations:

- Social Sciences / History (only one additional course may count)
2. TYPES OF COURSES

- Humanities and Cultural Practice
- Ethics and Social Responsibility
- Natural Sciences (only one additional course may count)
- Scholarship In Practice (see restrictions below)

2.3.1 Scholarship-in-Practice Courses as Liberal Studies Electives

Students may count up to 6 hours of Scholarship-in-Practice courses at the 1000-, 2000-, or 3000-level that do not have some other Liberal-Studies area designation towards their 36 hours of Liberal Studies. Scholarship-in-Practice courses at the 4000 level may not count towards Liberal Studies. In addition, students may include no more than 3 hours of approved “Formative Experiences” in their 36 hours of Liberal Studies.

2.4 Putting Scholarship into Practice

Scholarship-in-Practice signature courses engage students in the authentic work of a particular field of study, allowing them to participate in the process of applying knowledge, critical thinking, and creative approaches to the pursuit of a tangible project or outcome—students will become: lifelong and independent learners.

2.4.1 Two Central Questions in Forming Lifelong Learners

Scholarship-in-Practice courses focus the students on two central questions:

- What sorts of scholarly and creative endeavors do we undertake?
- What are the projects that represent the authentic work of our particular fields of study?

[4]primarily internships and study abroad experiences; see Section 2.4.6 on page 20
2.4.2 Where does Scholarship in Practice live in the Liberal Studies Curriculum?

Scholarship in Practice is a graduation requirement, meaning that the required two courses can be completed anytime before graduation—they may be part of the Liberal Studies curriculum, but do not need to be. Most students will take one lower-division Scholarship-in-Practice course as part of the 36 Liberal Studies credit hours.

Any sort of course may be a Scholarship-in-Practice course, including E-Series courses. Most lower-division SIP courses will fall within one of the six Liberal Studies disciplinary areas\(^5\); however, lower-division SIP courses—i.e., those at the 1000-, 2000-, or 3000-levels—can still count towards a student’s 36 Liberal Studies credit hours without falling into one of these distributional areas. This is particularly useful for courses of a fundamentally interdisciplinary and/or project-oriented nature (entrepreneurship, for instance).

2.4.3 What’s the difference between upper-division and lower-division SIP?

Lower-division SIP courses are open to all students and have no (or very minimal) prerequisites. Upper-division SIP courses are designed for students in the major and may require pre-requisites. From the perspective of fulfilling the SIP graduation requirement, however, there is no difference.

2.4.4 How many Scholarship-in-Practice courses are required?

Students must take two Scholarship-in-Practice courses having two different course prefixes, with the goal of exploring scholarship or creative practice from multiple perspectives.

Most students will take one SIP course as part of their Liberal Studies coursework in their first or second year of study at FSU, and a second SIP as part of the major, typically in the form of a capstone course, senior seminar, or other focused upper-division project. This is not required however. Students may take both of their SIP at the lower division or at the upper division (as long as they meet the two-prefix criterion).

2.4.5 Sample Proposals

Good news! In the online Curricular Request System, you can see any course that has been proposed and/or approved. Log in at [http://campus.fsu.edu/curriculum](http://campus.fsu.edu/curriculum) and search for “existing curriculum” by course number. Here are some of the courses:

- CLA2110 Debates About the Past: Greek Civilization, History and Culture

\(^5\)Quantitative and Logical Thinking; English Composition; Social Sciences / History; Cultural Practice and Humanities; Ethics and Social Responsibility; and Natural Sciences (cf. Section 2.2)
CLT3378  Ancient Mythology, East and West  
DAN2100  Dance Appreciation  
FIL2001  Intro to Cinema Studies: Analysis and Practice  
HIS2050  The Historian’s Craft  
STA1220  In My Opinion: Introduction to Designing, Conducting  
and Analyzing Surveys

2.4.6  What are Formative Experiences?

Formative Experiences provide an alternative way to fulfill one of the two required Scholarship-in-Practice courses: students may earn up to three Scholarship-in-Practice credits by participating in faculty-assessed and course-based experiential learning. Students must be concurrently enrolled in an accompanying 0- or 1-credit S/U (“satisfactory / unsatisfactory”) course; students who earn an “S” in this course will fulfill one of the Scholarship-in-Practice requirements.

Students may earn Formative Experiences credit in one of three ways:

1. study abroad through FSU’s International Programs;
2. participate in faculty-supervised research; and
3. participate in a faculty-supervised internship,

(all in conjunction with the 0–1 credit course described above).

N.B. – because Scholarship in Practice is a graduation requirement (and not a Liberal Studies requirement), Formative Experiences credits will not typically count towards the 36 total credit hours of Liberal Studies in the same way as a lower-division Scholarship-in-Practice course.

Study Abroad  All students who take part in an international study program at FSU through International Programs may choose to register for a 1-credit, S/U (“satisfactory / unsatisfactory”) course for no additional fee. Through simple travel-preparation and reflective assignments (assessed by Study Abroad faculty), this course will require students to take an active role in preparing to experience, and then in experiencing, the culture in which they are studying. Students who earn an “S” will fulfill one of the Scholarship-in-Practice requirements.

Undergraduate Research  Students may fulfill one of their Scholarship-in-Practice requirements by participating in faculty-supervised research connected to the Center for Undergraduate Research and Academic Engagement. To receive credit, students must work with a faculty member and enroll in the UROP Colloquium, an S/U course for 0 or 1 credits. The UROP (Undergraduate Research Opportunity Program) Colloquium is a training course in which students learn about research, enabling them to find and contribute to a faculty research project, and to present their research in an academic/research setting. Students
will be asked to complete a short paper describing the process of completing their project, from start to finish. Students who earn an “S” will fulfill one of their Scholarship-in-Practice requirements.

**Supervised Internships/Externships/Service Learning**  Many students engage in some form of internship, externship, or service learning experience as part of their degree program. By participating in such an experience, under faculty supervision, and connected to the Career Center or the Center for Global Engagement, students may fulfill one of their Scholarship-in-Practice requirements. To receive SIP credit, the students must enroll in the 0-credit S/U Supervised Field Experience course, in which they will be asked to complete regular reflections on their activity and accomplishments related to the project on which they are working. Students who earn an “S” will fulfill one of their Scholarship-in-Practice requirements.

### 2.5 E-Series Signature Courses (Engage, Explore, Envision)

Students will *Engage, Enquire, Explore, Evaluate, Extrapolate, Examine, Experiment, Envision...* Through E-Series courses, students will become: *interdisciplinary thinkers, lifelong learners, and team builders*. These courses:

- engage students in broad, critical and creative thinking about contemporary problems and the enduring issues of human existence.
- are framed around a set of persistent questions, a single issue, or real-world problem.
- are taught by faculty (with a demonstrated record of teaching excellence).
- include substantive work on college-level writing\(^6\) with required feedback and revisions.
- include a diverse range of assessments (with possibilities that include essays, hands-on team or individual projects, multiple formats of paper, and electronic testing).
- encourage both individual and team-based approaches to questions.
- should generally be focused on face-to-face instruction.
- include weekly opportunities for discussion and interaction.
- are approved by a designated E-Series board.
- do not expire, but go through the same Liberal Studies review as all regular courses.

\(^6\) outlined in Section 2.5.2
• are taught as Honors E-Series (maximum enrollment of 19), Regular E-
Series (maximum enrollment of 120), or Regular E-Series with Honors
Augmentation (a regular E-series course with an additional section of 12
honors students that meet simultaneously).

For tips on building an E-Series course and writing the course proposal, see “A
Simple Recipe for an E-Series Course” (Section 5.3 on page 48).

2.5.1 E-Series Disciplinary Category

E-Series courses must fit within one of the six Liberal Studies disciplinary cat-
egories or be a Scholarship-in-Practice course (and thus eligible to count as a
Liberal Studies elective course; cf. Section 2.3.1 on page 18). Faculty proposing
an E-Series course must articulate how the course meets both E-Series compet-
encies and those of a disciplinary category.

2.5.2 College-level Writing Competency

In addition, E-Series courses meet the statewide requirement for college-level
writing competency:

Students are required to demonstrate college-level language skills
through multiple assignments.

For the purposes of this requirement, college-level writing is defined as writing
that requires time for reflection and revision, includes a clearly defined central
idea or thesis, provides adequate support for that idea, uses clear and logical
organization, adheres to the conventions of standard written language, and is
formatted or presented in an appropriate way for the discipline within which it
is being taught.

Courses that are approved for this requirement must:

• include at least one course objective that specifies satisfactory college-level
writing as a measurable learning outcome.

• allocate at least 35% of the final grade to writing assignments.

• integrate explicit writing instruction as part of the course content and as
a significant, recurring activity.

• allow practice writing in a variety of course-appropriate modes and set-
tings.

• provide a detailed rubric for the grading of individual student performance
on the writing components.

• provide multiple writing opportunities: at least two (or more) writing
assignments totaling approximately 3000 words (for E-Series).
• provide feedback to students on their writing so that they may improve their performance (feedback may be from faculty, peers, TAs, and/or tutors and would not have to be given on the complete assignment).

• provide opportunities for revision.

2.5.3 Multicultural Awareness and OCCR Designations

E-Series courses are also eligible for Multicultural Awareness—either Cross-Cultural Diversity (X) or Diversity in Western Culture (Y); see Section 2.6—and Oral Communication Competency (OCCR) designations. Faculty proposers must fill out a “Course Type” entry for each additional category and/or designation.

2.5.4 E-Series Course Competencies and Goals

Course proposals for E-Series courses must briefly explain how the course will address and assess each competency. To do this, provide at least one description of an individual-student assessment and grading rubric/criteria that will be used for this purpose, keeping in mind the diverse range of assessments required by the E-Series (essays, hands-on team and/or individual projects, multiple formats of papers, etc.).

Students will demonstrate the ability to:

1. analyze and synthesize information from within and across disciplines to: examine existing questions and problems from a variety of perspectives, formulate novel questions and ideas, and explain these questions and ideas in written and oral formats.

2. think creatively and flexibly by envisaging new approaches to real-world scenarios or questions.

3. learn, think, and solve problems independently and in teams, as is required to engage in the life-long consideration of, and the fostering of cooperative solutions to, complex problems.

2.5.5 Sample Proposals

Good news! In the online Curricular Request System, one can see any course that has been proposed and/or approved. Log in at http://campus.fsu.edu/curriculum, and search for “existing curriculum” by course number. Here are some of the many excellent course that one could consider as a model:

IFS2004 The Hunger Games Trilogy: Collective Action and Social Movements

IFS2006 Citizenship and Debate: Models from the Ancient World

7 For a more detailed explanation on competencies, see: What is a competency? (Section 5.1 on page 46).
2.6 Diversity and Multicultural Awareness

Culture may be described in its broadest sense as all socially patterned, symbolically mediated, learned behavior among humans. It covers everything from technology to aesthetic judgments. Students who would be truly educated must have an appreciation of the interrelatedness of and the diversity within cultural traditions on a regional and global scale. They must also recognize that issues of culture are not limited to the societal level, but include race, class, and gender.

The multicultural understanding requirement recognizes and reflects the full range of human groupings and cultural perspectives as well as the complex relationships among them. Its role is to enhance students’ self understanding and their understanding of the contemporary cultural context, a context characterized by a rich diversity of cultures and experiences in which the Western European intellectual tradition figures as one among many.

Multicultural studies include Cross-Cultural Diversity courses (those courses marked with an “X”) and Diversity in Western Culture (those courses marked with a “Y”). While the content of individual courses might address concerns outlined in both categories, no course may be designated as fulfilling both. All students who enter the University with fewer than sixty semester hours must complete at least one “X” and one “Y” course. Students transferring to the University with sixty credits or more must complete one multicultural course from either designation. These courses may be taken as part of the Liberal Studies
requirement, as electives, or as part of a student’s major. The multicultural requirement must be completed with the grade of “C−” or higher prior to the receipt of the baccalaureate degree.

2.6.1 Substantive Assignment Requirement for Diversity and Multicultural Courses

Every diversity course must include some form of substantial assignment, project, or essay examination (e.g., a substantive paper, a scientific experiment and lab report, a substantive speech, a report on a community project, or a written test) for which a significant portion of the final grade is awarded (minimum 25%) and that requires each individual student to demonstrate having achieved the course competencies. Regardless of the type of assessment, students must submit a draft, plan, or outline for feedback and revision before the final version is submitted for grading. Feedback may be from faculty, peers, TAs, and/or tutors.

2.6.2 Learning Objectives / Competencies

Cross-Cultural Diversity courses (X)

Students will demonstrate the ability to:

1. recognize and analyze differences between individuals and groups of people; identify and explain the potential benefits and/or conflicts arising from human differences within the current national and/or international landscape.

2. examine and compare a variety of perspectives in the global community; distinguish one’s own cultural patterns; and respond flexibly to multiple worldviews.

Diversity in Western Culture courses (Y)

Students will demonstrate the ability to:

1. recognize and analyze differences between individuals and groups of people; identify and explain the potential benefits and/or conflicts arising from human differences within the current national and/or international landscape.

2. investigate the diversity of human experience within Western culture, considering, for example, age, culture, disability, ethnicity, gender, language, race, religion, sexual orientation, and social class, and appreciate the contributions of different social groups.
2.7 Other Graduation Requirements

N.B. – the Oral Communication Competency Requirement and Computer Competency Requirement fall under the jurisdiction of the Undergraduate Policy Committee, and the official supporting documents can be found on the FSU Faculty Senate Website.

2.7.1 Oral Communication Competency Requirement

Competence in oral communication involves the abilities to: generate an original oral message which presents ideas and information; make effective use of vocal and physical delivery in the presentation; adapt the presentation in a way appropriate to the topic, purpose, and audience; and to discuss ideas clearly with others, being receptive and responsive to questions and criticism. Achieving this competence cannot be accomplished through a single speaking experience, but requires multiple occasions spread out through the course of the term. Courses satisfying the oral communication competency requirement must enable the student to develop the requisite skills through application of theoretical concepts and analytical structures basic to successful oral communication. Thus, 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.

Courses may take one of three strategies:

1. A 1 or more hour course in oral presentations. The course syllabus must contain the following statement:

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

2. A course of 3 or more hours in which a student’s oral competency is reported as a separate grade in a no-credit, S/U, OCCR companion course. The oral communication companion course should represent a significant graded portion of the course, e.g. at least 30% of a three hour course or at least 25% of a four-hour course. The course syllabus must contain the following statement:

   In order to fulfill FSU’s Oral Communication Competency Requirement, the student must register for the OCCR companion course and earn an “S.” The student’s performance in the OCCR companion course will be reported as S or U separately from the overall course grade. The OCCR companion course may not be repeated for OCCR credit except for a student who fails the whole course.

*The material in this section is adopted from the Faculty Senate’s “Criteria for Courses Satisfying the Oral Communication Competency Requirement”, Revised April 2012, available on the Faculty Senate Website: [http://facsenate.fsu.edu/content/download/82048/874346/OCCR%20CRITERIA%20rev%204-2012.pdf](http://facsenate.fsu.edu/content/download/82048/874346/OCCR%20CRITERIA%20rev%204-2012.pdf)
Evaluation criteria for the “oral communication” companion course and the resulting impact on the course grade should be apparent to the students in the syllabus. A student who passes the course but fails the OCCR companion course will have to fulfill the university's OCCR requirement through a different course.

3. A 3 or more hour course in which the oral communication component is a significant portion of the final grade. Evaluation criteria for the “oral communication” component of the class and the resulting impact on the course grade should be apparent to the students in the syllabus. The oral communication component should constitute enough of the grade to warrant failing a student who does not pass the oral component, e.g., 30% or more of the final grade. The course syllabus must contain the following statement:

In order to fulfill FSU’s Oral Communication Competency Requirement, the student must earn a “C-” or better in the course, and in order to receive a “C-” or better in the course, the student must earn at least a “C-” on the oral communication competency component of the course. If the student does not earn a “C-” or better on the oral communication competency component of the course, the student will not earn an overall grade of “C-” or better in the course, regardless of how well the student performs in the remaining portion of the course.

In rare cases, programs may require OCCR credits over more than one course. Faculty and TAs assigned to teach the course must be approved by their department as having the experience and/or training to evaluate oral communication competence. An instructor who has not been formally trained in the Public Speaking area may be deemed competent to teach an OCCR course by their department based on criteria such as evidence of successful college-level teaching, professional public speaking experience, etc.

2.7.2 Computer Competency Requirement

Competence in the use of computers is exhibited in different ways in different disciplines. Requisite skills for a graduate of the School of Music are not the same as a graduate of the College of Engineering. But underlying each degree program is the need to demonstrate mastery of computer use in that discipline. In recognition of this skill diversity, a department or school is given the option of proposing a course to satisfy this requirement for its graduates.

The computer competency requirement must be completed with one to four credit hours in one or more of the approved course prior to the receipt of the baccalaureate degree. To satisfy the Florida State University's Computer Competency Requirement, a course must meet the following competency:

Students will demonstrate competent use of a discipline-useful software package including performing related functions using the Web/Internet.
2.7.3 Upper-Division Writing Competency Requirement

Skill in professional writing is critical to the long-term success of all FSU graduates. As such, all students will be required to demonstrate competency in professional writing by taking upper-division coursework that includes a substantial writing component. Multiple opportunities for feedback and revision are required. This coursework may be completed outside or within a student’s major course of study, but all such coursework will be approved by a board designated by the Senate Steering Committee and coordinated with the University Writing Center, which will provide support for individual undergraduate tutors assigned and trained to work with students in specific courses. The upper-division writing requirement must be completed with an approved course prior to the receipt of the baccalaureate degree.
3 Competencies and Rubrics

3.1 What is a competency?
A competency is a measurable set of skills, abilities, behaviors, and other characteristics that a student should demonstrate as an indication that she/he is prepared to perform and function in accordance with the mission statement described above. They represent the integration and application of learned facts, skills, and affective qualities.

3.1.1 Why focus on competencies within the Liberal Studies curriculum?
This focus is designed to insure that all graduates share a common set of skills, abilities, and behaviors that reflect the educational mission of the institution, and our regional accreditation standards include the expectation that we clearly identify the competencies within the general education curriculum and assess student achievement of these competencies. Because competencies are divided among many courses, it is critical that each course within a particular competency area do its part to develop these competencies in students and demonstrate student achievement of them through regular assessment.

3.1.2 Where do these competencies come from?
They were developed by several large faculty committees who took inspiration from studies of 21st-Century skills, potential employer surveys, competencies found at aspirational institutions, the American Association of Colleges and Universities, and competencies required by disciplinary accrediting bodies. They were vetted with a student task force and approved by vote of the faculty senate.

3.2 Official Language for FSU Liberal Studies Competencies by Disciplinary Area
Each area of the Liberal Studies for the 21st Century curriculum is associated with a specific set of student learning outcomes or competencies developed by multiple faculty committees. These represent the core of the new curriculum and ensure that every FSU student will be able to achieve the goals set forth in the mission of the Liberal Studies Program.

3.2.1 Quantitative and Logical Thinking
Students will become: critical analyzers of quantitative and logical claims. Courses must enable students to meet the following competency—(1) use math/logic models to address real-world problems.

Students will demonstrate the ability to:
1. analyze problems drawn from real-world scenarios by interpreting and evaluating data and applying appropriate mathematical, statistical, logical, and/or computational models or principles, using appropriate technology, and explaining the results.

3.2.2 English Composition

Students will become: clear, creative, and convincing communicators; and critical readers. Courses must enable students to meet both competencies—(1) communicate using college-level writing; and (2) analyze literature and representations of meaning.

Students will demonstrate the ability to:

1. convey ideas in clear, coherent, grammatically correct prose adapted to their particular purpose, occasion, and audience. They will understand that writing is a process involving practice, revision, and editing.
2. analyze and interpret complex literature and representations of meaning in a variety of formats.

3.2.3 Social Sciences / History

Students will become: critical appraisers of theories and the facts that support them. Courses must enable students to meet both competencies—(1) explain how human experience shapes the past and present; and (2) collect and analyze data and evaluate arguments using appropriate tools. Social Sciences courses should place their emphasis on social science and social science methodologies, and History courses should place their emphasis on history and historical methodologies.

Students will demonstrate the ability to:

1. critically examine, interpret, and explain how personal, political, cultural, economic, and social experiences and/or structures shape the past and/or the present.
2. employ appropriate social scientific and/or historical methods and technology in the selection and appraisal of data, and use these data to assess causal arguments, and analyze assertions and evidence.

3.2.4 Humanities and Cultural Practice

Students will become: thoughtful patrons of and participants in cultural practices. Courses must enable students to meet both competencies—(1) interpret a variety of works within a cultural context; and (2) compare and model cultural artifacts.
Students will demonstrate the ability to:

1. compare and interpret a variety of intellectual and/or artistic works within their cultural milieu(x).

2. compare, interpret, and create or model cultural artifacts that function as widely varied reflections of human perspectives and/or practices.

### 3.2.5 Ethics and Social Responsibility

Students will become: *ethically engaged and socially responsible citizens*. Courses must enable students to meet all three competencies—(1) evaluate ethical problems and positions; (2) address the contexts of ethical perspectives; and (3) articulate the importance of social responsibility.

Students will examine views of morality and socially responsible behavior by developing and applying historically and culturally sensitive knowledge and skills to real-world ethical problems. In achieving this larger goal, students will demonstrate the ability to:

1. identify, comprehend, and resolve ethical problems and their ramifications in a thorough and responsible manner; and evaluate ethical positions.

2. recognize and evaluate the historical and/or cultural contexts that shape ethical perspectives.

3. articulate views on the nature of social responsibility and its importance.

### 3.2.6 Natural Sciences

Students will become: *critical appraisers of theories and the facts that support them*. Courses must enable students to meet at least one of the following two competencies—(1) apply scientific methods and reasoning to contemporary problems; and (2) apply scientific principles in practice. Typically, students in non-lab courses should meet the first (Scientific Method and Reasoning), and students in lab courses should meet the second (Science in Practice) for lab courses. Students in combined courses must meet both.

Students will demonstrate the ability to:

1. use scientific reasoning to critically examine and evaluate scientific models, experimentation, and conclusions; and apply these perspectives to contemporary problems.

2. apply scientific principles in designing and conducting experiments, and in the evaluation, analysis, and interpretation of evidence.
Competency 1 (Scientific Method and Reasoning) components

Competency 1 may be broken down into five constituent elements, each representing a different aspect of the overarching competency. To fully meet the competency, students must demonstrate the ability to meet each of the following constituent objectives:

- think critically and cogently about causal relationships with scientific reasoning.
- assess previous experimentation and published scientific results.
- critically examine and evaluate scientific observation, and hypothesis or model construction.
- articulate a variety of issues created by the complex interactions among science, technology, and society.
- use scientific perspectives to evaluate contemporary problems facing society.

Competency 2 (Science in Practice) components

Like Competency 1, Competency 2 may be broken down into three constituent elements, each representing a different aspect of the overarching competency. To fully meet the competency, students must demonstrate the ability to meet each of the following constituent objectives:

- explain the process of scientific reasoning and apply scientific principles inside and outside of the laboratory or field setting.
- systematically evaluate evidence for accuracy, limitations, and relevance, and identify alternative interpretations of evidence.
• design and conduct experiments to make observations and test hypotheses, as well as to analyze and interpret data using quantitative and appropriate technological tools.

How is Scientific Method and Reasoning component 2 (assess previous experimentation and published scientific results) different from component 3 (critically examine and evaluate scientific observation, hypothesis or model construction)?

These are closely related in that they both deal with the scientific method and using critical thinking to evaluate evidence, and it is entirely possible to cover both with a single assessment. That said, the first is focused on published scientific experiments (students will need to be able to determine the ramifications of the study, perhaps identify what would be an appropriate follow-up study, and identify issues with the study itself. The second is not necessarily based on published scientific experiments, but could be based on their own work, peer work, or on specious pseudo-scientific studies.

How is Scientific Method and Reasoning component 4 (articulate a variety of issues created by the complex interactions among science, technology and society) different from component 5 (use scientific perspectives to evaluate contemporary problems facing society)?

Again, there is a strong degree of similarity, and the difference is subtle but important.

Component 4 focuses on the issues raised by interactions between science and society. For instance, one might explore the ways in which Global Warming has become a divisive issue because some might argue that any reasonable reaction to claims of global warming will cost millions of dollars and cause massive damage to the economy. You can see why this is such a critical competency for students who won’t be scientists, but need to make decisions based on the science that they read about in USA Today and Yahoo News.

Component 5 asks students to take a scientific perspective. What studies could be, should be, and have been completed to address contemporary issues? What is a scientific (as opposed to a pop-culture) perspective?

3.2.7 E-Series

Students will become: interdisciplinary thinkers, lifelong learners, and team builders. Courses must enable students to meet all three competencies—(1) communicate an analysis of existing questions from a variety of perspectives; (2) envision new approaches to real-world problems; and (3) solve problems independently and in teams.

Students will demonstrate the ability to:

1. analyze and synthesize information from within and across disciplines to: examine existing questions and problems from a va-
riety of perspectives, formulate novel questions and ideas, and explain these questions and ideas in written and oral formats.

2. think creatively and flexibly by envisaging new approaches to real-world scenarios or questions.

3. learn, think, and solve problems independently and in teams, as is required to engage in the life-long consideration of, and the fostering of cooperative solutions to, complex problems.

3.2.8 Scholarship in Practice

Students will become: lifelong and independent learners. Courses must enable students to meet all three competencies—(1) produce an original project; (2) articulate the process of producing a work; and (3) critique past scholarship and creative activity.

Students will demonstrate the ability to:

1. select, critically evaluate, and apply relevant areas of scholarship to produce an original analysis, project, creative work, performance, or other scholarly work that reflects a body of knowledge relevant to the course.

2. articulate the process of producing a work, from initial plan, to critique, revision, and completion.

3. critique existing applications of scholarship in order to learn from past success and failures.

3.2.9 Diversity and Multicultural Awareness

Students will become: culturally conscious participants in a global community. Courses must enable students to meet two of the three competencies—(1) examine the differences between individuals and peoples; (2) compare cultures within the global community; and (3) investigate the diversity within Western culture. Students in cross-cultural diversity courses (X) must meet the first two competencies, and students in diversity in Western culture courses (Y) must meet the first and third competencies.

Cross-Cultural Diversity courses (X)

Students will demonstrate the ability to:

1. recognize and analyze differences between individuals and groups of people; identify and explain the potential benefits and/or conflicts arising from human differences within the current national and/or international landscape.

2. examine and compare a variety of perspectives in the global community; distinguish one’s own cultural patterns; and respond flexibly to multiple worldviews.
Diversity in Western Culture courses (Y)

Students will demonstrate the ability to:

1. recognize and analyze differences between individuals and groups of people; identify and explain the potential benefits and/or conflicts arising from human differences within the current national and/or international landscape.

2. investigate the diversity of human experience within Western culture, considering, for example, age, culture, disability, ethnicity, gender, language, race, religion, sexual orientation, and social class, and appreciate the contributions of different social groups.

3.2.10 Oral Communication Competency

Students will become: *clear, creative, and convincing oral communicators.* Courses must enable students to meet the following competency—(1) Formulate a clear, original, oral message.

Students will demonstrate the ability to:

1. Generate, develop, organize, and convey original ideas orally, using language, presentation skills, and/or other media (for example, digital texts, images, and graphs) to present those ideas clearly, confidently, and in a manner appropriate to different audiences and specific communication situations.

3.2.11 Computer Competency

Courses must enable students to meet the following competency:

1. Students will demonstrate competent use of a discipline-useful software package including performing related functions using the Web/Internet.

3.2.12 Upper-Division Writing

Students will become: *clear, creative, and convincing communicators.* Courses must enable the student to meet the following competency—(1) Communicate using college-level writing (in the major).

By the end of the course, students will demonstrate the ability to:

1. convey ideas in clear, coherent, grammatically correct prose adapted to their particular purpose, occasion, and audience. They will demonstrate the ways in which writing is a process involving practice, revision, and editing.
3.3 Assessing Competencies

3.3.1 Why assess and what does assessment have to do with competencies?

The Liberal Studies for the 21st Century curriculum is a competency-based approach to higher education. This means that instead of disciplinary areas, each general education course that a student takes must help them to develop a specific set of competencies (a measurable set of skills, abilities, or behaviors that a student should demonstrate). The competencies ensure that all FSU graduates share a common set of skills, abilities, and behaviors that reflect the educational mission of our institution. Because competencies are divided among many courses, it is critical that each course within a particular competency area do its part to develop competencies in students and to assess the competencies regularly.

3.3.2 How does one assess a competency?

Through the same sorts of assessments faculty have always used—tests, papers, quizzes, projects, presentations, and so forth. However, in order to determine which of the competencies have been achieved and to what extent, a rubric or specific set of evaluation criteria must be developed to distinguish competency behaviors and skills from the other relevant behaviors, skills, and knowledge that are the focus of any course.

3.3.3 Why do we need to separate assessments from each competency?

Every faculty member plays a critical role in making sure that FSU’s students graduate having developed competency in each and every one of the areas described in the mission. Without measuring and reporting individual competency achievement, the faculty cannot ensure that each student is meeting this central part of the university’s educational focus. The aggregated data from these assessments are reported to our accrediting body (SACS) to demonstrate the effectiveness of our institution.

3.3.4 What do I need for the sake of the course proposal?

All course proposals will require an explanation of how students will achieve the competencies and a description of a substantive assessment that will be used to determine the extent to which students have, in fact, achieved these outcomes. In addition, course proposals are asked to explain the criteria by which these assessments will be scored. These criteria may be generated by the individual faculty member or the department, and may take the form of a rubric, which simply makes explicit the criteria for each assessment level, often in the form of a grid. These rubrics may be shared with the student in order to build a mutual understanding of the expectations of a particular assignment or group of assignments.
3.4 About Rubrics

3.4.1 What is a rubric?
Simply put, a rubric is a guide that lists specific criteria for grading or evaluating any sort of student work. A rubric defines the important components of the work being planned or evaluated and defines the expected performance for each of them. A rubric should give clear guidelines on how to evaluate the student’s work and, with any luck, should provide a consistent enough approach to the evaluation that different reviewers could arrive at similar conclusions.

3.4.2 Why should I use a rubric?
No faculty member doles out grades arbitrarily. A rubric just makes explicit the specific criteria by which a particular faculty member makes assessment decisions. Not only can rubrics make grading simpler by providing fixed categories and criteria for assessment, but they can also be quite useful in transmitting a faculty member’s expectations to the student. Indeed, as a guide for student planning, a rubric can provide clear proficiency targets. In addition, a rubric can help separate competency skills/behaviors/abilities from other learning gains in a course. Ultimately, it is up to the individual faculty member to determine what criteria will be used to measure a particular degree of competency, just as she/he decides how to determine grades. Faculty who teach liberal studies courses are asked to develop their own criteria for measuring competency.

Faculty may wish to consider having students complete self-assessment with the rubrics. It promotes reflective behavior, creates buy-in, and clarifies expectations.

3.4.3 Are there FSU Liberal Studies rubrics?
Yes! They can be found at [http://liberalstudies.fsu.edu/Faculty.html](http://liberalstudies.fsu.edu/Faculty.html). They are based on the VALUE rubrics, but adapted to the competencies of the new Liberal Studies curriculum. The VALUE rubrics are a set of 16 rubrics commissioned by the AAC&U and produced by faculty at over 100 institutions. They have been benchmarked for validity. “VALUE” stands for: “Valid Assessment

\[10\] Links to sample rubrics may be found in Section 3.5.4 on page 40.
3 COMPETENCIES AND RUBRICS

of Learning in Undergraduate Education.” FSU’s Quality Enhancement Plan (Think FSU), completed as part of its 2014 accreditation process, focuses on the Critical Thinking VALUE rubric.

3.4.4 May I create my own rubrics for the competencies, or incorporate them into my current rubrics?

Yes, of course! These rubrics are provided as a completely optional service. Feel free to borrow them, alter them, or ignore them altogether.

3.4.5 Do I have to use a grid rubric?

Of course not! We’ve supplied two different versions of the grid rubrics and one table rubric for each set of competencies. A table rubric is fine, although it actually takes longer to grade using a table rubric.

3.4.6 Do holistic rubrics work?

A holistic rubric simply states the qualities for an “A” project, a “B project,” etc. They are a possibility, but are not ideal, since they don’t keep the competencies separate and they don’t tell the student what happens if some of the “A” criteria are met, but some are not (e.g., a student’s paper has a terrific argument and structure, but the grammar and spelling haven’t been proofread at all).

3.4.7 Do I need a rubric for a multiple-choice test?

No. When submitting your course proposal, a simple explanation of how the competencies will be measured (say, five questions on each test) will suffice. With your proposal, provide a sample question for each competency that can be used to demonstrate the student’s mastery of that competency.

3.4.8 Do I have to report a grade based on the competency rubrics?

No. It is important that students see a relationship between course credit, grades, and competencies, but the competencies and the rubrics you use to evaluate them can represent just a portion of the credit for the course. It’s probably easiest on the faculty member if the competency rubrics are incorporated in the final rubrics for a particular assessment.

3.5 Possible Rubrics and Grading Criteria for Competencies

On the Liberal Studies website are optional rubrics (assessment criteria arranged in a table or grid) for every one of the Liberal Studies areas and most of the graduation-requirement areas; links to available rubrics appear on on page 41. They break the competencies into sub-skills, while providing specific criteria for
each of the four possible scores. They may be adopted or adapted as appropriate for a particular course. Alternative criteria may, of course, be proposed, as long as they link the assessment directly to the Liberal Studies competency area and indicate what is expected of the student for a particular score.

The provided rubrics are available in three versions:

1. a full version with all competencies displayed on a single page;
2. a separate version with individual competencies on separate pages; and
3. a simple table version with less explicit criteria for lower scores.

3.5.1 Full Versions
These files are fully fleshed-out rubrics arranged on a single page for each area of Liberal Studies for the 21st Century. The primary purpose for these rubrics is to provide a reference for faculty as they craft their own rubrics. Since these rubrics provide measures and address all of the competencies required for the appropriate area of the curriculum, instructors could choose to incorporate the rubric from the pertinent area of the curriculum, feeling free to make any necessary emendations, to exclude unnecessary or irrelevant categories, and to add material specific to the content of the course.

Who might use this rubric?

- instructors who are looking for complete rubrics that fully address all of the competencies for any of the Liberal Studies areas on a single page (adjustment for each course is absolutely encouraged)
- instructors unfamiliar with rubric creation looking for a model of a comprehensive rubric to use in their course proposals

3.5.2 Separate Versions
These rubrics include only one competency on each page of the rubric. In cases where individual measures serve to assess multiple competencies, those measures will appear on more than one page. These rubrics may feel more user-friendly because they often incorporate larger text and facilitate the summing of sub-scores. Instructors are encouraged to modify the measures as necessary for specific courses.

Who might use this rubric?

- instructors who find separating competencies to be useful for any reason, including but not limited to the summing of the sub-scores
- instructors who would like to print out the rubric (the text is larger and easier to read when printed in this format)
3.5.3 Simple Table Versions

As the label suggests, these rubrics are the most flexible. They include categories, a measure for high achievement in those categories, a space for a score assessment, and a space for comments. While these versions of the rubrics may seem more familiar to many instructors, they provide less information to students and move away from the more objective categorization of the other rubric formats. As with the other formats, instructors are encouraged to modify the rubric as needed for each course, providing that they keep some description of measures and that they use measures pertaining to the Liberal Studies competencies.

Who might use this rubric?

- instructors familiar with rubrics who would like extra space to write individual comments
- instructors attempting to re-format existing rubrics where the measures are predominantly numeric without a textual component (having a description of high achievement helps to clarify each measure’s role in addressing one or more Liberal Studies competencies required for the pertinent areas)

3.5.4 Links to Sample Rubrics

The following table contains links to sample rubrics (found on liberalstudies.fsu.edu/Faculty_CompetenciesAndRubrics.html). For each area or designation, there is a single Excel file containing the Full, Separate, and Table rubric formats on individual sheets within the file. Also provided is a PDF version of each rubric version (Full, Separate and Table) and a Word document for the Table format. Faculty members are welcome to download and alter these files for their own use as they see fit.

<table>
<thead>
<tr>
<th>Liberal Studies Area / Designation</th>
<th>Rubric Type</th>
<th>Full</th>
<th>Separate</th>
<th>Table</th>
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<tr>
<td>Quantitative and Logical Thinking</td>
<td>.pdf .xlsx</td>
<td></td>
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<td>.docx</td>
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<tr>
<td>English Composition</td>
<td>.pdf .xlsx</td>
<td></td>
<td></td>
<td>.docx</td>
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<tr>
<td>Social Sciences / History</td>
<td>.pdf .xlsx</td>
<td></td>
<td></td>
<td>.docx</td>
</tr>
</tbody>
</table>

For the Separate versions, each competency receives its own sheet in the excel file; but in the PDF version, they are combined into a single multi-page PDF.
3.6 Reporting Evaluation Results

Periodically, instructors will be asked to report the results of the evaluation of each individual competency through the Institutional Effectiveness Portal, accompanied by a copy of the assessment and the scoring criteria (or rubric). This information becomes the cornerstone of FSU’s self-assessment and outside accreditation, and the constituent elements are therefore worthy of time and reflection.

<table>
<thead>
<tr>
<th>Liberal Studies Area / Designation</th>
<th>Rubric Type</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and Cultural Practice</td>
<td>Full</td>
<td>.pdf</td>
<td>.pdf</td>
</tr>
<tr>
<td>Ethics and Social Responsibility</td>
<td>.pdf</td>
<td>.pdf</td>
<td>.pdf</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>.pdf</td>
<td>.pdf</td>
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<tr>
<td>Scholarship in Practice</td>
<td>.pdf</td>
<td>.pdf</td>
<td>.pdf</td>
</tr>
<tr>
<td>E-Series</td>
<td>.pdf</td>
<td>.pdf</td>
<td>.pdf</td>
</tr>
<tr>
<td>Multicultural Awareness: Cross-Cultural Diversity (X)</td>
<td>.pdf</td>
<td>.pdf</td>
<td>.pdf</td>
</tr>
<tr>
<td>Multicultural Awareness: Diversity in Western Culture (Y)</td>
<td>.pdf</td>
<td>.pdf</td>
<td>.pdf</td>
</tr>
</tbody>
</table>
4 Recertifying Existing Courses

4.1 The Basic Idea

All existing Liberal Studies courses must be adapted to meet the new Liberal Studies competencies and be approved by the Liberal Studies Board. Submission is through the online course portal: http://campus.fsu.edu/curriculum. The portal will ask for:

- basic information for the course;
- an explanation of how students well attain each competency in the requested disciplinary area; and
- a description of an individual-student assessment and grading rubric/criteria that will be used to assess and evaluate each of the competencies.

Multiple assessments are possible, although a single assessment may be used to evaluate all competencies; sample rubrics are available on the Liberal Studies website. In addition, you will be asked to include the competencies in your course objectives and alter your syllabus statements. (New liberal studies courses will go through the same approval process.)

4.2 Shifting from Legacy to 21st Century

4.2.1 First Step: the syllabus

The first step is to start with an excellent syllabus. It can be skeletal, of course, but it should have the general topics and policies laid out, a grading plan, and all the required syllabus language. (Note that the honors policy link has changed. The current link is now: http://fda.fsu.edu/Academics/Academic-Honor-Policy.) Using our suggested template\footnote{This template is downloadable as a Word document from \url{http://liberalstudies.fsu.edu/~Faculty.Syllabi.html}} makes this simple—feel free to modify as you see fit, but it does provide all the correct syllabus statements.
4.2.2 Second Step: the competencies

Add the appropriate LS/E-Series/Scholarship-in-Practice competencies to your course objectives. While you may incorporate them into your own objectives, it is better to simply copy and paste them in.

4.2.3 Third Step: assessment appendix

The second step is to create a simple appendix to your syllabus that will save you a great deal of time in the submission stage. The appendix should list the competencies for the disciplinary area, and provide an explanation of how each one will be met (through classwork and assignments), assessed (through projects, quizzes, or tests), and evaluated (rubric/grading criteria that explicitly link the assessment to the competencies).

Here are two possible strategies for how do this relatively painlessly:

1. Provide a single sample project or writing assignment (or small collection thereof) that engages all of the competencies for the disciplinary area and that can be assessed via the rubrics found at [http://liberalstudies.fsu.edu/LiberalStudies.html](http://liberalstudies.fsu.edu/LiberalStudies.html) (also see Section 3.5 on page 38). (Please feel free to revise, adopt, adapt, or replace them—they are provided only as a convenience!)

2. Provide sample test items that would test each of the competencies. Explain how you will ensure that students take the test item seriously (what percentage of the final grade the questions will represent, how many such sample items will be required of each student). Explain how the test items will be evaluated (not strictly necessary in the case of multiple choice).

When you fill out the curricular request form, you may simply cut and paste your answers from your appendix into the forms themselves.

4.3 Things to Do Before You Submit Your Request

Before you begin the online submission process, be sure to take care of the following three things:

1. obtain a pre-approval from your department chair (or the equivalent); and

2. prepare information about the course as described in Section 4.2 (e.g., syllabus, delivery method, all Liberal Studies designations, etc.).

4.4 Navigating the Curricular Request System

Once you have obtained pre-approval from your department chair (or the equivalent) and prepared basic information about the course (e.g., syllabus, delivery

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For information about course objectives, see *Writing Meaningful Learning Outcomes* (Section 5.1 on page 46).
method, all liberal studies designations, etc.), you must submit your course proposal through the online course proposal system: [http://campus.fsu.edu/curriculum](http://campus.fsu.edu/curriculum). Detailed support can be found [online](http://java.apps.fsu.edu/roller/bb9learn/entry/curriculum_request_application) but the basic procedure is as follows:

1. From [campus.fsu.edu/curriculum](http://campus.fsu.edu/curriculum), make a curricular change request by entering the course number of your course in the “Search for Existing Curriculum” field.

2. Once you have found your course, you may initiate a formal change request by clicking on “change” under the “Action” column on the right. Be sure to check the boxes for the correct LS area(s). If it is an E-Series course, you must check E-Series and an additional disciplinary area (or Scholarship in Practice).

3. Complete the Course Information Form for the course. This is where you can edit Liberal Studies or other designations.

4. Complete a Delivery Method Form for each delivery method that will be used for the course. This is where you must upload the syllabus for the course.

5. After you have saved the Delivery Method Form, the Liberal Studies Forms you need (based on designations you have chosen in the course information form) will appear on your list for you to complete. This is where you must provide information on how the students will attain the competencies and how their work will be assessed.

6. Provide comments about the change and request any pre-submittal reviewer feedback according to your department’s approval chain.

7. Acknowledge that you have followed the appropriate notification and approval channels for the curricular request with the Certification of Departmental Notification and Approval, and then click “submit”.

### 4.4.1 Helpful Hints

- 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.

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1. [http://java.apps.fsu.edu/roller/bb9learn/entry/curriculum_request_application](http://java.apps.fsu.edu/roller/bb9learn/entry/curriculum_request_application)

17. N.B. – If you are submitting a new course, please follow the The Curricular Request System instructions in Section 5.4 on page 49.
• When you are entering multiple Liberal Studies forms (including SIP or E-Series), fill out the SIP or E-Series one first with all the information. Then fill out just the competency areas for the other forms (you can put “see other forms” in the blanks if you wish).

4.5 What Happens Next?

The LS Office will route your course through all the appropriate approval stages for your department and college. You will likely get requests for revision at one or two stops along the way. A typical new course is approved by two or three college committees, two administrators, and at least one university committee. The process typically takes about six weeks. You can always contact the LS Office to get an update on your course’s progress.
5 Creating New Courses

5.1 Writing Meaningful Learning Outcomes for College Courses


The concept of learning outcomes isn’t difficult; simply state what it is you want the students to be able to do at the end of the course that they couldn’t do when they came in. A learning outcome is aimed at knowledge and skills you are going to teach. A learning outcome might be something like; I want the student to be able to write an analysis of a poem, including how it uses analogy or metaphor. Or, the student should be able to calculate the energy transfer in a collision of two unequal masses. Note the action verbs—write and calculate. A good learning outcome contains an observable behavior.

Stay away from the word “understand.” Of course we want the student to understand but it is far too ambiguous for writing a learning outcome. What is the student to do when they “understand”?

Every learning outcome can be related to some sort of assessment. However, this should be as specific as possible. For example, the student will be able to construct a relational database with two or more tables using Oracle, is a very general statement. It gives the learner guidance that can be tested in many ways, and at many levels.

Robert Mager has devised a method for writing learning outcomes that follows the ABCs.

A stands for Antecedent
B stands for Behavior
C stands for Criterion

Using this format we might say: (A) After reading Chapter 1 in the text, the student will be able to (B) summarize in writing the principle of supply and demand, giving an example not presented in the book, (C) with at least 90% accuracy. Now, I’d have to define what I mean by 90% accuracy, but at least I have set a goal for performance.

The antecedent then is the learning activity, the behavior is the skill or knowledge being demonstrated, and the criterion is the degree of acceptable performance.

Types of Learning Outcomes

There are different levels or types of learning outcomes. For example, the recall of knowledge is one type of outcome. Our students are responsible for learning

many things for which they will have to recall knowledge. A second type of knowledge is skills, and there are many levels of skill. At the lowest level we teach concepts, next we teach rules or principles that use these concepts, and at the highest level we teach problem solving. Another kind of learning outcome is attitudes (choice behaviors) attitudes are a large part of ethical behavior. Some courses teach cognitive strategies (learning strategies) although usually not overtly or directly, and some courses teach motor skills (or you wouldn’t want a nurse giving you an IV.)

Each of these types and levels of learning are represented with typical behaviors, for example:

- The student will be able to state (recall) the formula for calculating the standard deviation of a set of numbers. (Knowledge)
- The student will be able to classify (identify) a metaphor in a poem. (Concept)
- The student will be able to apply the formula for calculating the standard deviation. (Principle/Rule)
- The student will be able to generate an interpretation of a distribution of data for a given population. (Problem Solving)
- The student will be able to execute a veinapuncture. (Motor skill)
- The student will adopt the scientific method as a way of thinking. (Cognitive Strategy)
- The student will choose to cite all literature sources used in writing a paper. (Attitude)

While the above examples don’t include the antecedent and criterion, they represent the minimal statement of behavior that all learning outcomes must have. Obviously there are many action verbs that may be substituted for the ones I used. The intent is that when you show your learning outcomes to other knowledgeable persons, they should agree on what it is you expect from your students. Most important, when you give them to your students, you communicate to them what you expect of them, and if you test them on the outcomes you are teaching, you will find more students will meet your expectations.

Writing good learning outcomes is as simple as it looks—the hard part is figuring out what you really want your students to do.

– W. W.

5.2 A Guide to Teaching and Learning Practices

5.3 A Simple Recipe for an E-Series Course

5.3.1 First Step: the questions

E-Series courses focus on broad questions that are relevant to humanity and our natural world and that can be explored, examined, and experimented upon (thus the “E”). These courses are created for non-majors and are designed to foster critical thinking by encouraging students to compare multiple perspectives on persistent issues. Thus, the first step is to identify the broad questions you wish to explore in your course.

At this point, you should identify which core Liberal Studies disciplinary area(s) your course will fall into (Quantitative and Logical Thinking, Social Sciences, History, Cultural Practice and Humanities, Ethics and Social Responsibility, Natural Sciences, or Scholarship in Practice). You might also consider what additional optional designations, if any, you might want (e.g., Oral Communication, or Cross-Cultural Diversity (X), etc.).

From here, you can formulate the learning objectives / competencies for your course. At a minimum, you should have the official Liberal Studies competencies, but you are naturally encouraged to also add your own (see also: “Writing Meaningful Learning Outcomes”, Section 5.1 on page 46).

5.3.2 Second Step: the syllabus

Having the basic questions and objectives formulated, now construct a syllabus that outlines a course that will engage with these broad questions and enable the students to achieve these competencies. The syllabus can be skeletal, of course, but it should have the general topics and policies laid out, a grading plan, and all the nasty syllabus required language. Using our suggested template makes this simple—feel free to modify as you see fit, but it does provide all the correct syllabus statements.

5.3.3 Third Step: assessing and evaluating competencies

The third step is to create a simple appendix to your syllabus that will save you a great deal of time in the submission stage. (All of this is included on the syllabus template.) This is where you should describe how each of the

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17 see the official language in Section 3.2 on page 29
18 available at http://liberalstudies.fsu.edu/Faculty_Syllabi.html
competencies will be met, assessed, and evaluated. You will find sample rubrics at liberalstudies.fsu.edu, which you may adopt, adapt, or replace with your own, but the key is to explicitly link your evaluation criteria with the specific Liberal Studies competencies. One (relatively simple) approach is to provide a single sample project or writing assignment (or small collection thereof) that engages all of these competencies and that can be assessed via the rubrics.

It is best to go ahead and include the sample project/writing assignment(s) as part of the appendix to the syllabus (directly prior to the sample rubrics), and, in the preamble to the sample project/writing assignment(s), just describe briefly how the course will meet the three E-Series competencies plus the competencies from whichever disciplinary area you chose. Make sure you reference the teamwork competency in some manner. Ultimately, though, if you are willing to do this, putting the course into the online system becomes very, very simple, since you may simply cut and paste your answers from your appendix into the forms themselves.

5.3.4 Miscellaneous suggestions

E-Series writing guidelines
One other suggestion: the E-Series writing guidelines ask you to ensure that students have (required) “opportunities” for feedback and revision on their writing. If this isn’t clear in your syllabus and/or your sample writing assignment, the E-Series board will send the proposal back with feedback for you to make revisions. The E-Series specifications also ask for some explicit writing training in the course calendar.

“Solving problems in teams”
The one portion of the competencies that may be difficult to assess in a writing assignment is the part about “solving problems in teams.” Consider having the students work together on projects or having a team component to the writing development (perhaps having them provide feedback on each others papers and then providing a point value to the feedback and the subsequent revision). You could also use some other class assignment to assess teamwork. A fun and easy solution is to have the students have small-group discussions and then provide some written report of what they discussed.

5.4 Navigating the Curricular Request System

Once you have obtained pre-approval from your department chair (or the equivalent) and prepared basic information about the course (e.g., syllabus, delivery method, all liberal studies designations, etc.), you must submit your course proposal through the online course proposal system: http://campus.fsu.edu/curriculum. Detailed support can be found online[19] but the basic procedure is as follows:

1. Go to `campus.fsu.edu/curriculum` and begin a New Curriculum Request.

   (a) Enter the Prefix Code this course will have when it is approved and ready to schedule. (Employ whatever prefix you think will be the most likely; for E-Series courses, use “IFS” (Interdisciplinary Florida State) as your prefix.)

   (b) Enter the course level (most E-Series courses are listed as 2000-level courses).

   (c) Choose “none” for the Indicator unless the course will be a lab (L) course or a Combined (C) course.

   (d) Since you are presumably requesting a Liberal Studies course and/or a Liberal Studies Competency designation(s) (E-Series, SIP, or any of the distribution areas), be sure to check the box before clicking “submit”.

2. Complete the Course Information Form for the course. This is where you can edit Liberal Studies or other designations. For E-Series courses, be sure to choose both “E-Series” and a disciplinary area (or Scholarship in Practice).

3. Complete a Delivery Method Form for each delivery method that will be used for the course. This is where you must upload the syllabus for the course.

4. After you have saved the Delivery Method Form, the Liberal Studies Forms you need (based on designations you have chosen in the course information form) will appear on your list for you to complete. This is where you must provide information on how the students will attain the competencies and how their work will be assessed.

5. Request any pre-submittal reviewer feedback according to your department’s approval chain.

6. Acknowledge that you have followed the appropriate notification and approval channels for the curricular request with the Certification of Departmental Notification and Approval, and then click “submit”.

5.4.1 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.

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20 N.B. – If you are recertifying an existing course, please follow the The Curricular Request System instructions in Section 4.4 on page 43.

21 cf. E-Series Disciplinary Category (Section 2.5.1 on page 22).
When you are entering multiple Liberal Studies forms (including SIP or E-Series), fill out the SIP or E-Series one first with all the information. Then fill out just the competency areas for the other forms (you can put “see other forms” in the blanks if you wish).

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.

5.5 Sample Proposals

Good news! In the online Curricular Request System, you can see any course that has been proposed and/or approved. Log in to [http://campus.fsu.edu/~curriculum](http://campus.fsu.edu/~curriculum) and search for “existing curriculum.” Here are some of the excellent courses (also see a more complete list of sample E-Series proposals on page 23):

### Some E-Series Courses

- IFS2004 The Hunger Games Trilogy: Collective Action and Social Movements
- IFS2006 Citizenship and Debate: Models from the Ancient World
- IFS2007 Need and Greed (Is Money the Root of all Evil?)
- IFS2013 Reality and Illusion in World Cinema
- IFS2021 Social Responsibility (Rhetorically Speaking)
- IFS2025 Making Babies, Making Families: Adoption and Surrogacy in Literature, Film, and Debate
- IFS2027 Animation & Identity
- IFS2028 Child and Youth Media Cultures in the U.S.
- IFS2031 Who Is “Human”? Culture, Gender, and Human Rights
- IFS2038 From Ballet to Beyoncé: Gender and the Body in Dance and Pop Culture
- IFS2040 Putting Science into Action: Field Methods in Plant Ecology
- IFS3009 Through an Arabic lens: the intersection of Film and Culture

### Other Courses

- ARH2090 Great Discoveries in World Archaeology
Other Courses

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<th>Course Title</th>
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<tr>
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<td>CLA2110</td>
<td>Debates About the Past: Greek Civilization, History, and Culture</td>
</tr>
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<td>CLA2810</td>
<td>Ancient Science</td>
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<td>CLT3378</td>
<td>Ancient Mythology, East and West</td>
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<td>DAN2100</td>
<td>Dance Appreciation</td>
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<td>EVR1001</td>
<td>Introduction to Environmental Science</td>
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<td>FIL2001</td>
<td>Intro to Cinema Studies: Analysis and Practice</td>
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<td>HIS2050</td>
<td>The Historian’s Craft</td>
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<td>Medicine and Society</td>
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<td>Perspectives on Science and Mathematics</td>
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<td>SYG2010</td>
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</tr>
<tr>
<td>WOH2202</td>
<td>Mortal Combat: Eurasian Worlds of War Since 1200</td>
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6 Syllabi

6.1 Faculty Senate Syllabus Inclusion Items

6.1.1 Required Statements

All syllabi are required to include the following statements.

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

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

**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. This should be done during the first week of class.

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/](http://www.disabilitycenter.fsu.edu/)

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22 [see http://fac senate.fsu.edu/Curriculum/Syllabus-Language](http://fac senate.fsu.edu/Curriculum/Syllabus-Language)
6.1.2 Recommended Language for Syllabi

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

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

6.2 Liberal Studies Inclusion Items

6.2.1 Liberal Studies core statement

All Liberal-Studies syllabi must contain the following core statement:

The Liberal Studies for the 21st Century Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience.

6.2.2 Area-Specific statements

Faculty should choose from the following options depending on the areas they wish the course to satisfy:

This course has been approved as meeting the Liberal Studies requirements for [Liberal Studies distribution area](#) and thus is designed to help you:

- become a critical analyzer of quantitative and logical claims.
- become a clear, creative, and convincing communicator, as well as a critical reader.
- become a critical appraiser of the theories of the social sciences and the facts that support them.
- become a critical appraiser of the historical theories and the facts that support them.

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23 Quantitative and Logical Thinking, English Composition, Social Sciences, History, Humanities and Cultural Practice, Ethics and Social Responsibility, Natural Sciences
• become a thoughtful patron of and participant in cultural practice.
• become an ethically engaged and socially responsible citizen.
• become a critical appraiser of the theories of the natural sciences and the facts that support them.

For E-Series and Scholarship-in-Practice courses, faculty should include the following additional statements, as appropriate:

This course has also been approved as meeting the requirements for:

• the E-Series and thus is designed to help you become an interdisciplinary and flexible thinker; a lifelong learner; and a team builder.
• Scholarship in Practice and thus is designed to help you become a flexible thinker, a productive member of society, and an independent learner.

6.2.3 Course Objectives (Learning Outcomes / Competencies)

In addition to any course-specific learning outcomes included among the course objectives, the syllabus should include the official language of the relevant Liberal Studies disciplinary area(s) as well as those for E-Series, Scholarship in Practice, and Multicultural Awareness courses, as appropriate.

6.3 Other statements

The following requirement areas are approved through the Undergraduate Policy Committee. Should a faculty member be requesting one of these areas in conjunction with a core liberal studies/competency course, these statements can be streamlined; there is no need to repeat the core statement.

6.3.1 Cross Cultural Studies (X)

The Liberal Studies for the 21st Century Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies offers a transformative experience; this course has been approved as meeting the Cross-Cultural Studies requirements and thus is designed to help you become a culturally conscious participant in a global community.

\[\text{24}^\text{cf. Writing Meaningful Learning Outcomes, Section 5.1 on page 46}\]
\[\text{25}^\text{See Official Language for LS Competencies, Section 3.2 on page 29 for this language.}\]
6.3.2 Diversity in Western Experience (Y)

The Liberal Studies for the 21st Century Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies offers a transformative experience; this course has been approved as meeting the Diversity in Western Experience requirements and thus is designed to help you become a culturally conscious participant in a global community.

6.3.3 Oral Communication Competency

The Liberal Studies for the 21st Century Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies offers a transformative experience; this course has been approved as meeting the Oral Communication Competency requirements and thus is designed to help you become a clear, creative, and convincing oral communicator.

6.3.4 Upper-Division Writing

The Liberal Studies for the 21st Century Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies offers a transformative experience; this course has been approved as meeting OR part of a group of courses that meets the Upper-Division Writing requirement and thus is designed to help you become a clear, creative, and convincing communicator within your discipline.

6.4 Minimum Grade Statements

6.4.1 E-Series and English Composition Courses (College-Level Writing Requirement)

Courses that fulfill the College-level Writing Requirement—including English Composition courses and all E-Series courses—must contain the following statement:

To demonstrate college-level writing competency as required by the State of Florida, the student must earn a “C” (2.0) 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.

6.4.2 Quantitative and Logical Thinking

Courses that fulfill the Liberal Studies area of **Quantitative and Logical Thinking** must contain the following statement:

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.

6.4.3 Oral Communication Competency

Syllabi for courses meeting the OCC requirement must contain one of the following statements, as appropriate for the course:

**for a 1-or-more hour course in oral presentations:**

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

**for a companion course:**

In order to fulfill FSU’s Oral Communication Competency Requirement, the student must register for the OCCR companion course and earn an “S.” The student’s performance in the OCCR companion course will be reported as S or U separately from the overall course grade. The OCCR companion course may not be repeated for OCCR credit except for a student who fails the whole course.

**for a separate 3-or-more hour course:**

In order to fulfill FSU’s Oral Communication Competency Requirement, the student must earn a “C-” or better in the course, and in order to receive a “C-” or better in the course, the student must earn at least a “C-” on the oral communication competency component of the course. If the student does not earn a “C-” or better on the oral communication competency component of the course, the student will not earn an overall grade of “C” or better in the course, regardless of how well the student performs in the remaining portion of the course.
6.4.4 Computer Competency

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.

6.5 Syllabus Template

A syllabus template in .docx format is available on the Liberal Studies website, including all the required sections and statements that the syllabus will require for the course to receive approval, as well as specific instructions on how to best and most easily adapt the syllabus to the individual needs of the course. By modifying Word’s text and paragraph styles, the document can be easily modified and customized according to individual preferences or needs. Faculty are strongly encouraged—but certainly not required—to use or draw upon this template as they see fit.

To download the .docx syllabus template, please visit: http://liberalstudies.fsu.edu/documents/LS_Syllabus_template_4-30-15.docx