

# Liberal Studies Course Approval Process: Reviewer's Guide

The role of Liberal Studies course reviewers is to assure that courses submitted for Liberal Studies approval align with the expectations for Liberal Studies courses. The disciplinary expertise and pedagogical experience of faculty reviewers assure that Liberal Studies courses are well-designed and delivered.

The Liberal Studies review process is completely asynchronous and online. Reviewers are generally asked to submit their review of a course within two weeks of the initial request, although more time is allotted around holidays, the start of a semester, and the end of a semester.

## 1 BRIEF OVERVIEW OF THE REVIEW PROCESS

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Course materials are submitted through the university's Curriculum Request Application (CRA) portal at: <http://campus.fsu.edu/curriculum>

When a request for approval has been submitted to the CRA portal, the Assistant Director of Liberal Studies screens the submitted course materials for compliance with University and Liberal Studies technical requirements. Any necessary technical revisions are communicated with the requester of the course. After verifying that all necessary revisions have been made, a review request is sent to reviewers.

### REVIEWER ROLES

The main role of the reviewer is to determine whether the content of the course meets all criteria for the Liberal Studies designation under review and that it meets FSU's high standards for undergraduate courses. Reviewers should consider if:

- the course is designed to provide high quality instruction that meets Liberal Studies criteria,
- whether the syllabus communicates the key components, requirements, and expectations of the course clearly and completely, and
- the syllabus includes and appropriately addresses all required Liberal Studies learning objectives, competency assessments, course design requirements, and overall course integrity.

*Please note: Liberal Studies course reviewers who are also members of a departmental or college curriculum committee might be asked to review a course twice before approval, once for the department or college and then again for Liberal Studies approval.*

## 2 BASIC STEPS FOR REVIEWERS

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### RESPONDING TO THE CURRICULAR REVIEW REQUEST NOTIFICATION

When the Assistant Director sends out a review request via the CRA, you will receive a note in your email box that looks like the example below. Click on either link in the email message to begin the course review. *Checklists to guide your review are below in Section 4 ("Syllabus" and beyond).* A sample course review worksheet that aligns with the checklists is in Appendix B.



help@campus.fsu.edu

Thu 9/9/2021 4:04 PM

To: Kestrel Strickland



Feedback for IDS2 TEST has been sent by Kestrel Strickland. Click the link below to view this feedback. Or, login to the Curriculum Request Application and click the request link under 'My Curriculum Requests', Then click 'Reviewer Feedback'.

Review Link:

[https://java.odl.fsu.edu/Curriculum\\_Request\\_Form/tool/reviewer\\_dept.jsp?requestid=30538&coursefullname=IDS2&requestor=lec16](https://java.odl.fsu.edu/Curriculum_Request_Form/tool/reviewer_dept.jsp?requestid=30538&coursefullname=IDS2&requestor=lec16)

[Reply](#)   [Forward](#)

## PROVIDING REVIEWER FEEDBACK

A target due date for each review will be noted in a follow-up email to you. There are three review outcomes:

- 1) **Accept the course as is.** It is ready for approval. **Click the “Approve” radio button** in Step 2 of the “Curricular Review Request” form and send (see below).
- 2) **Accept with suggested revisions.** The course meets the Liberal Studies requirements and the high standards for courses at FSU, but the reviewer has suggestions that will make the course more pedagogically sound, better organized, or more engaging. **Click “Approve” and add suggestions to the text box.**
- 3) **Request revision.** If the course is missing required elements, does not completely address Liberal Studies requirements and competencies, is so unclear that it would impair students’ ability to achieve the competencies, or is not up to FSU’s high standards for undergraduate courses, please **choose “Request Revision” AND provide feedback in the “Curricular Review Request” text box** for this purpose (see below). Please give specific, detailed feedback that clearly spells out issues that prevent approval. Include constructive suggestions to help the instructor re-design the course materials to meet our standards.

*Note: Sometimes the CRA times out your login. Log in again and click the back button in your browser. When you return to the review page, your comments in progress will most likely be there. To prevent potential loss of information, copying and pasting from Word (or any other word processor) is recommended.*

The text boxes for reviewer feedback hold 3500 characters (~570 words). If your feedback exceeds this space and/or you would like to provide additional information, you may email feedback directly to Kestrel Strickland, Assistant Director of Liberal Studies.

Your review does not need to be in any specific format. If you would like to, however, feel free to follow the sample *Reviewer Template* on page 20.

# Curricular Review Request

[Print Friendly](#)

Your approval has been requested for the following curricular request.

Please follow the steps below to review the information. Click Submit to designate your approval or to request a revision.

<b>REQUESTER:</b> <a href="#">Lindsey Charlton</a>	<b>COURSE:</b> IDS2 TEST	<b>STATUS:</b> PENDING APPROVAL
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## Step 1: Review Curricular Request Information

### **Course Information**

Delivery Methods:

**Traditional** ( [syllabus](#) )  
[Ethics \(ETH\)](#)

**Fully Online 1** ( [syllabus](#) )  
[Ethics \(ETH\)](#)

Change Request Comments:

9/9/2021 16:06

## \* Step 2: Submit Feedback

- Approve
- Request Revision

## 3 LIBERAL STUDIES COURSE DESIGN REQUIREMENTS

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### 3.1 QUANTITATIVE AND LOGICAL THINKING COURSES (QUANT)

#### I. What are the learning objectives of Quantitative and Logical Thinking courses?

1. Select and apply appropriate methods (i.e., mathematical, statistical, logical, and/or computational models or principles) to solve real-world problems.
2. Use a variety of forms to represent problems and their solutions.

#### II. What aspects of course design are necessary to certify a course for Quantitative and Logical Thinking?

The course submission must reflect the following information:

Quantitative and Logical Thinking courses help students become critical analysts of quantitative and logical claims. The course objectives, course materials, activities, and grading criteria should focus on college-level mathematical or logic-based content.

If not clearly incorporated into the course syllabus, a sample assignment or two (and associated grading criteria) should be included in an appendix to the syllabus. These materials should illustrate how students will be assessed on their achievement of the student learning objectives.

**Note:** General Education courses must be offered at a level of 1000, 2000, or 3000. Only college-level courses (1000-level or higher) are approved for the Liberal Studies curriculum.

#### III. What language must be included in the syllabus?

There are two components of required syllabus language:

1. Statements approved by the Faculty Senate, and
2. Statements for each Liberal Studies designation the course is certified for

Faculty Senate required syllabus language:

All syllabi are required to include the syllabus language statements approved by the FSU Faculty Senate, available at <https://facsenate.fsu.edu/Curriculum-Resources/syllabus-language>.

Liberal Studies required syllabus language:

*The following statement can either be 1) adapted specifically to the course content, or 2) pasted verbatim into the syllabus. In either case, the meaning of the language should be clearly communicated to students.*

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

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

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

1. Select and apply appropriate methods (i.e., mathematical, statistical, logical, and/or computational models or principles) to solve real-world problems.
2. Use a variety of forms to represent problems and their solutions.

## 3.2 SOCIAL SCIENCES (SSCI)

### I. What are the learning objectives of Social Sciences courses?

1. Discuss the role of social factors in contemporary problems or personal experiences.
2. Analyze claims about social phenomena.

### II. What aspects of course design are necessary to certify a course in Social Sciences?

The course submission must reflect the following information:

Social Sciences courses help students become critical analysts of theories and evidence about social forces and social experience. The course objectives, course materials, activities, and grading criteria should reflect how students will achieve this outcome.

If not clearly incorporated into the course syllabus, a sample assignment or two (and associated grading criteria) should be included in an appendix to the syllabus. These materials should illustrate how students will be assessed on their achievement of the student learning objectives.

**Note:** General Education courses must be offered at a level of 1000, 2000, or 3000. Only college-level courses (1000-level or higher) are approved for the Liberal Studies curriculum.

### III. What language must be included in the syllabus?

There are two components of required syllabus language:

1. Statements approved by the Faculty Senate, and
2. Statements for each Liberal Studies designation the course is certified for

Faculty Senate required syllabus language:

All syllabi are required to include the syllabus language statements approved by the FSU Faculty Senate, available at <https://facsenate.fsu.edu/Curriculum-Resources/syllabus-language>

Liberal Studies required syllabus language:

*The following statement can either be 1) adapted specifically to the course content, or 2) pasted verbatim into the syllabus. In either case, the meaning of the language should be clearly communicated to students.*

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

By the end of this course, students will:

1. Discuss the role of social factors in contemporary problems or personal experiences.
2. Analyze claims about social phenomena.

## 3.3 HISTORY (HIS)

### I. What are the learning objectives of History courses?

1. Discuss the role of historical factors in contemporary problems or personal experiences.
2. Analyze claims about historical phenomena.

### II. What aspects of course design are necessary to certify a course in History?

The course submission must reflect the following information:

History courses help students become critical analysts of theories and evidence about historical events and forces. The course objectives, course materials, activities, and grading criteria should reflect how students will achieve these outcomes.

Short writing assignments (with instructor feedback) that allow students to engage in close readings of primary sources and careful critiques of secondary arguments are encouraged.

If not clearly incorporated into the course syllabus, a sample assignment or two (and associated grading criteria) should be included in an appendix to the syllabus. These materials should illustrate how students will be assessed on their achievement of the student learning objectives.

**Note:** General Education courses must be offered at a level of 1000, 2000, or 3000. Only college-level courses (1000-level or higher) are approved for the Liberal Studies curriculum.

### III. What language must be included in the syllabus?

There are two components of required syllabus language:

1. Statements approved by the Faculty Senate, and
2. Statements for each Liberal Studies designation the course is certified for

Faculty Senate required syllabus language:

All syllabi are required to include the syllabus language statements approved by the FSU Faculty Senate, available at <https://facsenate.fsu.edu/Curriculum-Resources/syllabus-language>

Liberal Studies required syllabus language:

*The following statement can either be 1) adapted specifically to the course content, or 2) pasted verbatim into the syllabus. In either case, the meaning of the language should be clearly communicated to students.*

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

By the end of this course, students will:

1. Discuss the role of historical factors in contemporary problems or personal experiences.
2. Analyze claims about historical phenomena.

## 3.4 HUMANITIES AND CULTURAL PRACTICE (HUM)

### I. What are the learning objectives of Humanities and Cultural Practice courses?

1. Interpret intellectual or artistic works within a cultural context.
2. Use a cultural, artistic, or philosophical approach to analyze some aspect of human experience.

### II. What aspects of course design are necessary to certify a course in Humanities and Cultural Practice?

The course submission must reflect the following information:

Humanities and Cultural Practice courses help students become thoughtful patrons of and participants in cultural practices. The course objectives, course materials, activities, and grading criteria should reflect how students will achieve this outcome.

If not clearly incorporated into the course syllabus, a sample assignment or two (and associated grading criteria) should be included in an appendix to the syllabus. These materials should illustrate how students will be assessed on their achievement of the student learning objectives.

Courses in basic composition that do not contain a literature component, courses in oral communication, and introductory foreign language courses are skill courses and not pure humanities courses. Therefore, for purposes of meeting this standard, none of the above may be the one course designated to fulfill the humanities/fine arts requirement in this standard.

**Note:** General Education courses must be offered at a level of 1000, 2000, or 3000. Only college-level courses (1000-level or higher) are approved for the Liberal Studies curriculum.

### III. What language must be included in the syllabus?

There are two components of required syllabus language:

1. Statements approved by the Faculty Senate, and
2. Statements for each Liberal Studies designation the course is certified for

Faculty Senate required syllabus language:

All syllabi are required to include the syllabus language statements approved by the FSU Faculty Senate, available at <https://facsenate.fsu.edu/Curriculum-Resources/syllabus-language>

Liberal Studies required syllabus language:

*The following statement can either be 1) adapted specifically to the course content, or 2) pasted verbatim into the syllabus. In either case, the meaning of the language should be clearly communicated to students.*

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

By the end of this course, students will:

1. Interpret intellectual or artistic works within a cultural context.
2. Use a cultural, artistic, or philosophical approach to analyze some aspect of human experience.

## 3.5 ETHICS (ETH)

### I. What are the learning objectives of Ethics courses?

1. Evaluate various ethical positions.
2. Describe the ways in which historical, social, or cultural contexts shape ethical perspectives.

### II. What aspects of course design are necessary to certify a course in Ethics?

The course submission must reflect the following information:

Ethics courses help students become ethically engaged citizens and logical thinkers. The course objectives, course materials, activities, and grading criteria should reflect how students will achieve this outcome.

Faculty should document the following in the course syllabus or by attaching an appendix to the syllabus:

- A sample reading list *with an accompanying description of how the topics and readings include substantive coverage of ethical theory.*
- A sample assignment or two (and associated grading criteria) that illustrates how students will be assessed on their achievement of the student learning objectives.

**Note:** General Education courses must be offered at a level of 1000, 2000, or 3000. Only college-level courses (1000-level or higher) are approved for the Liberal Studies curriculum.

### III. What language must be included in the syllabus?

There are two components of required syllabus language:

1. Statements approved by the Faculty Senate, and
2. Statements for each Liberal Studies designation the course is certified for

Faculty Senate required syllabus language:

All syllabi are required to include the syllabus language statements approved by the FSU Faculty Senate, available at <https://facsenate.fsu.edu/Curriculum-Resources/syllabus-language>

Liberal Studies required syllabus language:

*The following statement can either be 1) adapted specifically to the course content, or 2) pasted verbatim into the syllabus. In either case, the meaning of the language should be clearly communicated to students.*

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

By the end of this course, students will:

1. Evaluate various ethical positions.
2. Describe the ways in which historical, social, or cultural contexts shape ethical perspectives.



## 3.6 NATURAL SCIENCES (NSCI)

### I. What are the learning objectives of Natural Sciences courses?

1. Pose questions or hypotheses based on scientific principles.
2. Use appropriate scientific methods and evidence to evaluate claims or theoretical arguments about the natural world.
3. Analyze and interpret research results using appropriate methods.

### II. What aspects of course design are necessary to certify a course in Natural Sciences?

The course submission must reflect the following information:

Natural Sciences courses help students become effective interpreters of scientific results and critical analysts of claims about the natural world. The course objectives, course materials, activities, and grading criteria should reflect how students will achieve these outcomes.

If not clearly incorporated into the course syllabus, a sample assignment or two (and associated grading criteria) should be included in an appendix to the syllabus. These materials should illustrate how students will be assessed on their achievement of the student learning objectives.

**Note:** General Education courses must be offered at a level of 1000, 2000, or 3000. Only college-level courses (1000-level or higher) are approved for the Liberal Studies curriculum.

### III. What language must be included in the syllabus?

There are two components of required syllabus language:

1. Statements approved by the Faculty Senate, and
2. Statements for each Liberal Studies designation the course is certified for

Faculty Senate required syllabus language:

All syllabi are required to include the syllabus language statements approved by the FSU Faculty Senate, available at <https://facsenate.fsu.edu/Curriculum-Resources/syllabus-language>

Liberal Studies required syllabus language:

*The following statement can either be 1) adapted specifically to the course content, or 2) pasted verbatim into the syllabus. In either case, the meaning of the language should be clearly communicated to students.*

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

By the end of this course, students will:

1. Pose questions or hypotheses based on scientific principles.
2. Use appropriate scientific methods and evidence to evaluate claims or theoretical arguments about the natural world.
3. Analyze and interpret research results using appropriate methods.

**For laboratory (L) or combined lecture/laboratory (C) courses:**

As required by Florida State University, the student must earn a course grade of "C–" or higher in order to meet the Liberal Studies 1-credit laboratory requirement.

## 3.7 E-SERIES/STATE-MANDATED WRITING (W)

### I. What are the learning objectives of E-Series/State-Mandated Writing courses?

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

### II. What aspects of course design are necessary to certify a course in E-Series/State-Mandated Writing?

The course submission must reflect the following information:

E-Series/State-Mandated Writing courses help students become clear, creative, and convincing communicators. The course objectives, course materials, activities, and grading criteria should reflect how students will achieve this outcome.

Writing courses must provide students with the following:

1. Two or more substantial\* writing assignments or the equivalent.
2. A set of criteria for assessing student performance on writing.
3. Feedback on student writing. (Feedback may be from various reviewers, but must include instructor response.)
4. Opportunities for revision.

\*“Substantial” in requirement 1 should be interpreted as “intellectually substantial as appropriate for the level of the course.” The previous UPC expectation of “[together] totaling approximately 3000 words” may be used as a point of reference.

The definition of “college-level writing” that should guide the design and evaluation of writing assignments, as well as the assessment of the writing competencies, is writing that:

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

The writing process cultivated by the course, the descriptions of the writing assignments as they are presented in the syllabus, and the grading criteria for evaluating student writing assignments, should all reflect this understanding.

**Note:** General Education courses must be offered at a level of 1000, 2000, or 3000. Only college-level courses (1000-level or higher) are approved for the Liberal Studies curriculum.

### III. What language must be included in the syllabus?

There are two components of required syllabus language:

1. Statements approved by the Faculty Senate, and
2. Statements for each Liberal Studies designation the course is certified for

Faculty Senate required syllabus language:

All syllabi are required to include the syllabus language statements approved by the FSU Faculty Senate, available at <https://facsenate.fsu.edu/Curriculum-Resources/syllabus-language>

Liberal Studies required syllabus language:

*The following statement can either be 1) adapted specifically to the course content, or 2) pasted verbatim into the syllabus. In either case, the meaning of the language should be clearly communicated to students.*

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

By the end of this course, students will:

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

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

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

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

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

## 3.8 DIVERSITY

### I. What are the learning objectives of Diversity courses?

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

### II. What aspects of course design are necessary to certify a course in Diversity?

The course submission must reflect the following information:

Diversity courses facilitate students' development as culturally literate members of society.

- The course must contain some form of substantial assignment which accounts for at least 25% of the final grade and requires the student to demonstrate having achieved the course competencies.
- Students must be provided criteria for evaluating performance the Diversity assignment(s), feedback (including instructor response), and opportunities for revision

**Note:** Only college-level courses (1000-level or higher) are approved for the Liberal Studies curriculum.

### III. What language must be included in the syllabus?

There are two components of required syllabus language:

1. Statements approved by the Faculty Senate, and
2. Statements for each Liberal Studies designation the course is certified for

Faculty Senate required syllabus language:

All syllabi are required to include the syllabus language statements approved by the FSU Faculty Senate, available at <https://facsenate.fsu.edu/Curriculum-Resources/syllabus-language>

Liberal Studies required syllabus language:

*The following statement can either be 1) adapted specifically to the course content, or 2) pasted verbatim into the syllabus. In either case, the meaning of the language should be clearly communicated to students.*

This course has been approved to meet FSU's Liberal Studies **Diversity** requirement and prompts your development as a culturally literate member of society.

In order to fulfill FSU's Diversity requirement, the student must earn a "C–" or higher in the course.

By the end of this course, students will be able to:

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

## 3.9 ORAL COMMUNICATION COMPETENCY (OCC)

### I. What are the learning objectives of Oral Communication Competency courses?

1. Delivery original oral messages for a specific purpose, occasion, and type of audience.
2. Make effective use of both verbal and non-verbal delivery in presentations.

### II. What aspects of course design are necessary to certify a course in Oral Communication Competency?

The course submission must reflect the following information:

Courses approved to fulfill the Oral Communication Competency requirement must be one of two types:

1. A 0- (or more) credit hour course in which the oral communication component is a significant portion of the course work and final grade. The course should include: 1) instruction in the theory and practice of oral communication, 2) guided speaking practice throughout the term, and 3) instructor critique and feedback on speaking performance.
2. A set of two companion courses:
  - a. a prerequisite course of 0- (or more) credit hours that provides students with instruction in the theory and practice of oral communication, and
  - b. a subsequent course of 0- (or more) credit hours in which students apply learned principles of oral communication through guided speaking practice. Students' performance is then evaluated and critiqued by the instructor to determine whether they have met the oral communication learning objectives.

Oral Communication Competency courses help students become flexible and proficient oral communicators for professional purposes. The course objectives, course materials, activities, and grading criteria should reflect how students will achieve this outcome.

- *The course must include explicit instruction in the theory and practice of oral communication in the form of readings and/or lectures.*
  - *When submitting a curricular request, include a description of how the course(s) will address the OCC criteria concerning instruction in the theory and practice of oral communication.*
- Students must receive multiple opportunities for guided speaking practice throughout the term.
  - Students should receive instructor critique and feedback on these assignments so that they learn to create oral messages as a process, including guided practice, critique, and revision.
  - While instructor feedback is required, peer feedback is also welcome.
- A sample assignment or two aligned with the OCC student learning objectives.

These submitted materials should illustrate how students will be assessed on their achievement of the Oral Communication Competency student learning objectives.

#### Notes:

- *Oral communication courses in languages other than English can be approved for the OCC designation.*
- Only college-level courses (1000-level or higher) are approved for the Liberal Studies curriculum.

### III. What language must be included in the syllabus?

There are two components of required syllabus language:

1. Statements approved by the Faculty Senate, and
2. Statements for each Liberal Studies designation the course is certified for

Faculty Senate required syllabus language:

All syllabi are required to include the syllabus language statements approved by the FSU Faculty Senate, available at <https://facsenate.fsu.edu/Curriculum-Resources/syllabus-language>

Liberal Studies required syllabus language:

*The following statement can either be 1) adapted specifically to the course content, or 2) pasted verbatim into the syllabus. In either case, the meaning of the language should be clearly communicated to students.*

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

By the end of this course, you will demonstrate the ability to:

1. Delivery original oral messages for a specific purpose, occasion, and type of audience.
2. Make effective use of both verbal and non-verbal delivery in presentations.

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

## 3.10 UPPER-DIVISION WRITING (UDW)

### I. What are the learning objectives of Upper-Division Writing courses?

1. Use appropriate evidence from multiple sources to illustrate how a chosen topic is relevant to a particular field.
2. Convey ideas clearly, coherently, and effectively for a particular purpose, occasion, or audience representative as appropriate for the field.

### II. What aspects of course design are necessary to certify a course in Upper-Division Writing?

The course submission must reflect the following information:

Upper-Division Writing courses must provide students with the following:

1. Two or more substantial\* writing assignments or the equivalent.
2. A set of criteria for assessing student performance on writing.
3. Feedback on student writing. (Feedback may be from various reviewers, but must include instructor response.)
4. Opportunities for revision.

\*“Substantial” in requirement 1 should be interpreted as “intellectually substantial as appropriate for the level of the course.” The previous UPC expectation of “[together] totaling approximately 3000 words” may be used as a point of reference.

If not clearly incorporated into the course syllabus, a sample assignment (and associated grading criteria) explaining the substantial assignment should be included in an appendix to the syllabus. These materials should illustrate how students will be assessed on their achievement of the Upper-Division Writing student learning objectives.

**Note:** Upper-Division Writing courses must be offered at a level of 3000 or 4000. Furthermore, only college-level courses (1000-level or higher) are approved for the Liberal Studies curriculum.

### III. What language must be included in the syllabus?

There are two components of required syllabus language:

1. Statements approved by the Faculty Senate, and
2. Statements for each Liberal Studies designation the course is certified for

Faculty Senate required syllabus language:

All syllabi are required to include the syllabus language statements approved by the FSU Faculty Senate, available at <https://facsenate.fsu.edu/Curriculum-Resources/syllabus-language>

Liberal Studies required syllabus language:

*The following statement can either be 1) adapted specifically to the course content, or 2) pasted verbatim into the syllabus. In either case, the meaning of the language should be clearly communicated to students.*

This course has been approved to meet FSU’s Liberal Studies **Upper-Division Writing** requirement and helps you become a flexible and proficient writer for professional purposes.

By the end of this course, students will:

1. Use appropriate evidence from multiple sources to illustrate how a chosen topic is relevant to a particular field.
2. Convey ideas clearly, coherently, and effectively for a particular purpose, occasion, or audience representative as appropriate for the field.

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

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

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

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



## 3.12 DIGITAL LITERACY COURSES (DigLit)

### I. What are the learning objectives of Digital Literacy courses?

Courses that meet the Digital Literacy requirement dedicate a substantial component (or components) to at least three of the following six student learning objectives:

1. Evaluate and interpret the accuracy, credibility, and relevance of digital information
2. Evaluate and interpret digital data and their implications
3. Discuss the ways in which society and/or culture interact with digital technology
4. Discuss digital technology trends and their professional implications
5. Demonstrate the ability to use digital technology effectively
6. Demonstrate the knowledge to use digital technology safely and ethically

### II. What aspects of course design are necessary to certify a course for Digital Literacy?

The course request submission must reflect the following information:

In preparing the course syllabus, units should remember that while the course must be approved through the Course Approval process to fulfill the Digital Literacy requirement, the academic unit is responsible for defining digital literacy within the context of its own disciplinary framework. This means that units interpret the student learning outcomes based upon discipline norms and expectations.

A “substantial component (or components)” of the course instruction and assessment must focus on the digital literacy outcomes approved for the course. Digital literacy must be a primary element of the course content. Digital Literacy cannot be an “add-on”. Because of the “C-“ language above, digital literacy assessments must significantly impact a student’s final course grade.

*Instructors should determine the distribution of instruction and assessment across the three selected learning outcomes appropriate for their field. Digital literacy must be evidenced in the course syllabus sample schedule and the proposed assessment exercises.*

The course syllabus or an attached appendix must include the following:

- A sample course schedule including digital literacy instruction (*readings, lectures, workshops, etc.*).
- A full description of the activities or assignments which require students to demonstrate digital literacy appropriate to the discipline.
- A grading rubric or criteria for the assessments.

**Note:** Only college-level courses (1000-level or higher) are approved for the Liberal Studies curriculum.

### III. What language do I need to include in the syllabus?

There are two components of required syllabus language:

1. Statements approved by the Faculty Senate, and
2. Statements for each Liberal Studies designation the course is certified for

Faculty Senate required syllabus language:

All syllabi are required to include the syllabus language statements approved by the FSU Faculty Senate, available at <https://facsenate.fsu.edu/Curriculum-Resources/syllabus-language>

Liberal Studies required syllabus language:

*The following language must be included in all syllabi submitted for the Digital Literacy designation:*

Digital Literacy courses prepare students to critically understand and use digital resources and technologies in personal, professional, and societal contexts.

This course has been approved as meeting the requirements for Digital Literacy. As such, a substantial component of the course is dedicated to the instruction, acquisition, and assessment of digital literacy.

The Digital Literacy Learning outcomes for this course are as follows:

*(List the outcomes selected by the unit for the proposed course. A minimum of 3 is required, but more may be included.)*

In order to meet the Digital Literacy requirement, students must earn a grade of at least a "C-" in the course and also earn at least a "C-" average on the digital literacy component(s) of the course.

If the student does **not** earn a "C-" average or better on the digital literacy component(s), the student will not earn an overall grade of "C-" or better in the course, no matter how well the student performs in the remaining portion of the course.

## 4 APPENDIX: COURSE REVIEW WORKSHEET

### Checklist for Basic Elements

Elements	Meets?	Comments
▪ Course information	<input type="checkbox"/>	
▪ Course description	<input type="checkbox"/>	
▪ Materials	<input type="checkbox"/>	
▪ Assignments/activities/student responsibilities	<input type="checkbox"/>	
▪ Grading methods and scale	<input type="checkbox"/>	
▪ Course schedule	<input type="checkbox"/>	
▪ General course policies are clear	<input type="checkbox"/>	

### Required Policy Statements are Included, Accurate, and Clear

Elements	Meets?	Comments
▪ Liberal Studies required syllabus language statements (for each LS area)	<input type="checkbox"/>	
▪ Minimum grade statements (if applicable)	<input type="checkbox"/>	
▪ University Attendance Policy	<input type="checkbox"/>	
▪ Academic Honor Policy	<input type="checkbox"/>	
▪ Americans with Disabilities Act Statement	<input type="checkbox"/>	
▪ Confidential Campus Resources Statement	<input type="checkbox"/>	
▪ Academic Success Statement	<input type="checkbox"/>	

### Student Learning Objectives (SLOs) Are Addressed Completely and Appropriately

Elements	Meets?	Comments
▪ SLOs for each Liberal Studies competency area listed	<input type="checkbox"/>	
▪ Course-specific SLOs are listed	<input type="checkbox"/>	
▪ SLOs are clear, observable, measurable	<input type="checkbox"/>	
▪ SLOs align with general course content	<input type="checkbox"/>	

Other:

### Course Addresses and Assesses Student Competency

Elements	Meets?	Comments
▪ Course enables students to meet the applicable Liberal Studies competencies	<input type="checkbox"/>	
▪ Specific course assessments	<input type="checkbox"/>	
▪ Course assessments and grading criteria are clear and valid measures of competency.	<input type="checkbox"/>	
▪ Competency measures are feasible to report.	<input type="checkbox"/>	
Other:		

### Curricular Requirements are Met for Each Type of Course

Elements	Meets?	NA	Comments
▪ Definition of writing	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Substantive requirements for writing	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Diversity (X & Y)	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Oral Communication Competency	<input type="checkbox"/>	<input type="checkbox"/>	
▪ Computer Competency	<input type="checkbox"/>	<input type="checkbox"/>	

### Overall Course Integrity

▪ Appropriate	<input type="checkbox"/>	
Comments:		

### Review Decision

Status	Date	Feedback:
Accept	<input type="checkbox"/>	

Accept with suggested revisions	<input type="checkbox"/>		
Request revision	<input type="checkbox"/>		