CoreFSU Curricular Request Technical Checklist

CONTENTS

1 COURSE HISTORY

- ☐ Check course history in CRA and CoreFSU records to confirm accuracy of requested competency certifications (e.g., X vs. Y, etc.) and to determine any additional necessary approvals.
    - o With any subsequent curricular requests, courses that currently have a grandfathered "W" designation must be approved for the current "W" (State-Mandated Writing) requirements or forfeit the "W" designation.
- ☐ Check previous delivery request for alternative delivery methods.
    - o If the request is *adding* or *removing* a fully or mostly online delivery method, email Mary Eichin, Christina Quick, Annette Jones, and Kim Houghton (Office of Distance Learning) to notify them.
    - o If the course is adding or renewing a fully, mostly, or partially online delivery method, the UCC chair must approve the online delivery method as being substantively equivalent to the traditional (face-to-face) delivery method. If the request is for a curricular change to a course with an existing online delivery method that was approved Fall 2018 or later, and if there are no significant changes involving the online delivery, then the previous approval should be considered still valid.
- ☐ Check SCNS (fldoe.org) entry to see if there are significant updates that should be made. These include: course title, credits, Gordon rule status, and prerequisites. If there are significant revisions to the course description or objectives, these should be updated as well. Notify Veronica Lopez of any SCNS updates via email.

2 COURSE INFORMATION FORM

2.1 GENERAL ITEMS

- ☐ Course justification, certification, and reviewer signature forms are complete and include required departmental and college approvals (required for all courses except deletions).
    - o Any curricular request for courses from the College of Education must be submitted by the designated Academic Support Assistant (Bernadine Thompson) to be considered valid.
    - o If the request is for a new course or a change in course number with a specific course number, the requested course number should be stated in the justification and certification box.
    - o If a course is submitted by International Programs staff or study center faculty, confirm directly with the department chair and curriculum chair of the academic department that will house the course that: (1) the proposed instructor is appropriately credentialed and affiliated with the academic department, and that (2) the department has given its approval for the course

to be listed under their department. The request should not proceed until the department verifies the appropriateness of the request.

- ☐ The effective term must be for the current or a future semester.
  - ○ Effective terms in the past can be updated to the current term in the CRA upon activation by the Registrar.
  - ○ Back-dating is possible by having ODL change the effective term on the back end.
- ☐ Check course title and transcript title for errors. (The character limit for the transcript title is 30 characters.)
- ☐ Check minimum and maximum semester hours.
  - ○ Variable credit hour courses should have a clear justification.
  - ○ General Education courses should not be less than 3 credit hours. (This does not include 1-credit labs.)
  - ○ State-Mandated Writing courses must also be not less than 3 credit hours.
  - ○ Formative Experiences courses can be variable credit (0 or more hours).
- ☐ The grade type must be Graded for all CoreFSU courses, except for Formative Experiences, which may be S/U.
- ☐ Check the Component (previously called the Primary Mode of Instruction). This should generally be LEC – Class Lecture for most lecture-based courses, DSC – Discussion for seminar style courses, and LAB – Laboratory for laboratory courses. Honors Work courses should use the "DIS" mode.
- ☐ Repeatability: for most courses, this should be No; if Yes, then the number of times repeatable and maximum credits must be logical, and there should be some obvious reason for why the experience should be repeatable (e.g., seminar with rotating topics, internships, etc.).
- ☐ Disregard the CIP code. Due to a change in the use of CIP codes as of Summer 2021, the CIP code for each curricular request will not always align with the department for that request. Accordingly, if there is an error with the CIP code, it will be addressed by the registrar Curriculum Coordinator.
- ☐ Verify that any prerequisites or co-requisites listed on the Course Information form are likewise listed on the syllabus, and vice versa. Requirements that are not courses should be listed under Miscellaneous Requirements.
- ☐ Miscellaneous Requirements should list requirements such as "for upper-division majors only".
- ☐ Course objectives match those on the syllabus, including course objectives for the relevant CoreFSU competencies.
- ☐ General Registrar guidelines for the course catalogue description hold that this should generally begin with "This course…" and be written in present tense. It should be two or three sentences in length. The CRA now limits course catalogue descriptions to 400 characters. Check for typos, errors, or significant misrepresentations.

☐ If the development of the course is the result of a gift to the university, make a note so that LSCRP reviewers are aware of the donation and approve it for the curriculum.

2.2 COMPETENCY CERTIFICATIONS

☐ Confirm that all previously approved certifications not under review are selected on the Course Information form. (Check course history for this.)
  o Any old, duplicate competency certification forms that appear inappropriately can be removed by ODL on the backend. (Requesters cannot do this themselves.)
☐ Confirm that requested competency certifications are valid.
  o Courses may not be approved for more than one General Education competency area with the following two exceptions: Humanities and Cultural Practice and Ethics competency certifications may be combined with one another, and either of these two areas may be combined with one other General Education competency area.
  o Only courses taught in the English department are eligible for English Composition competency certification (in particular, ENC 1101 and ENC 2135).
  o The various flavors of writing courses (English Composition, E-Series/ "W" (State-Mandated Writing), and Upper-Division Writing) may not be combined.
  o Formative Experiences may also be certified as satisfying the Upper-Division Writing and Oral Communication Competency requirements, but they may not carry any other CoreFSU designation.
  o A DIS course can be approved as a Formative Experience only if it is submitted as a new course for which all instructors will adhere to the general format and requirements of the course as an approved Formative Experience.
  o Only AMH 2020 and POS 1041 can be approved as satisfying the Civic Literacy requirement. (These two courses satisfy this requirement by state fiat.)
☐ Confirm that course level is appropriate for the requested competency certifications.
  o General Education courses must be at the 1000, 2000, or 3000 levels. 4000-level courses may not be General Education courses.[1]
  o Upper-Division Writing courses must be taught at the 3000 or 4000 levels. (General Education courses at the 3000 level *are* eligible for the Upper-Division Writing certification.)
☐ The syllabus should not state or imply any CoreFSU certifications not listed on the course information form.

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[1] The small handful of existing 4000-level courses currently approved for General Education designations will need to either be re-leveled to a 3000-level course or drop the General Education designation when the course is re-reviewed.

3 DELIVERY METHOD FORM(S)

- ☐ All correct delivery method forms (and *only* correct delivery method forms) are selected and completed.
- ☐ Each delivery method form has a complete, unique, and current syllabus.
- ☐ The percentage that exams and quizzes count towards the final grade match the syllabus.
  - o Note: the UCC generally hold that changes in numbers of exams or the percentage that exams count towards the overall grade fall within instructors' purview and do not require a curricular change or re-review. However, changing basic evaluation criteria strategy (e.g., from "no exams and quizzes" to "exams, quizzes, and others", or vice versa) is not permissible without a curricular change request.

4 SYLLABI

4.1 GENERAL INFORMATION FOR CURRICULUM FILE SYLLABUS

4.1.1 Required
- ☐ Course title (must match the course information form)
- ☐ Course number (for new courses, prefix and level only)
- ☐ Delivery method (for any non-traditional delivery)
- ☐ Pre-requisites, co-requisites, and any miscellaneous requirements
- ☐ Course description and goals (how the course will benefit the student; how the course relates to the content, primary concepts, and principles of the discipline; types of knowledge, skills, and abilities the course will emphasize; etc.)
  - o At a minimum, the course catalogue description must be included on the syllabus.
  - o This should also speak to how the course will address the relevant CoreFSU competencies.

4.1.2 To Be Removed
- ☐ Specific course meeting times
- ☐ Instructor emails with non-FSU domains
- ☐ Specific TA contact information
- ☐ Specific office hours or office hours "by appointment"

4.2 STUDENT LEARNING OBJECTIVES

4.2.1 Required
- ☐ The relevant student learning objectives for the CoreFSU competencies are included among the course objectives, either verbatim or preferably adapted or qualified according to the specific course content.
- ☐ Courses with multiple delivery methods must have the same learning objectives and comparable topics in all syllabi.

4.2.2 Suggestions
Offer the following as suggestions if relevant and if the syllabus must be returned for other technical concerns, but responsibility for substantive concerns such as these lie with the CoreFSU Course Review Panel.

- ☐ Learning objectives are written as observable and assessable behaviors.
  - o Learning objectives do not use words such as "understand", "contemplate", or "know" as the principal verb.
  - o Learning objectives are truly learning objectives, not specific tasks that students will do in order to achieve a given objective.
- ☐ Learning objectives are not limited to the lower level of Bloom's taxonomy.
- ☐ Course-specific learning objectives reflecting the course content and general goals are included.
- ☐ For the file syllabus, avoid objectives that entail a particular method of assessment. (For example, rather than "Generate synthesized presentations that describe a dance practice within its cultural milieu," the objective should read simply, "Describe a dance practice within its cultural milieu.")

4.3 EVALUATION CRITERIA
- ☐ Examples of assignments/activities/student responsibilities (attendance, discussion, homework, projects, quizzes, exams, etc.) are outlined with brief but clear descriptions of each type of assignment and the student's responsibility.
- ☐ An overall grading scale for determining final letter grades is clearly defined.
  - o If the course will *not* use a +/− grading scale, this should be explicitly stated in the interest of transparency.
- ☐ A schedule of points or percentage weight for various student responsibilities as they contribute to the overall grade is present and clearly explained for students.
- ☐ Grading policies and criteria as outlined on the syllabus are internally consistent.
  - o All assignments, projects, and exams described in the syllabus are reflected in the evaluation criteria, and vice versa.
  - o All grading categories sum to 100%, or all point values sum to the specified total.
  - o Overall grading scale for final letter grade is present and logical.

- ☐ If attendance and/or class participation factor into the final grade, these policies are explicitly stated. Assessment of participation is feasible and clearly articulated to students.
- ☐ By University policy, if there is a test in the final week of class, there must *also* be an exam held during the final exam period.
- ☐ The percentage that exams, quizzes, and tests count towards the final grade as given on the delivery method form match the syllabus.

4.4 COURSE SCHEDULE
- ☐ The syllabus should contain a generic week-by-week schedule with topics, readings, assignments due, exams, etc.
  - o A date-by-date schedule for a particular semester in a particular year is discouraged for the generic curriculum file syllabus.
- ☐ At a minimum, the syllabus must contain a rough topical outline, even if these do not reflect a week-by-week schedule.

4.5 REQUIRED POLICY STATEMENTS
The following required statements are included and accurate:

- ☐ CoreFSU required syllabus language for each designation
  - o minimum grade statements, as appropriate
  - o writing process statement, as appropriate
- ☐ University Attendance Policy
- ☐ Academic Honor Policy
- ☐ Americans with Disabilities Act statement
- ☐ Confidential Campus Resources statement
- ☐ Academic Success statement

All these statements can be found at [Syllabus Language | Faculty Senate (fsu.edu)](fsu.edu).

4.6 MISCELLANEOUS
- ☐ Cartoons or other reproduced copyrighted material should contain a copyright attribution.

5 COREFSU TECHNICAL REQUIREMENTS

5.1 FOR ALL COURSES
- ☐ The request identifies specific course assessments (assignments, tests, quizzes, etc.) and associated grading criteria that provide evidence of students having achieved the student learning objectives associated with each applicable CoreFSU competency.

- o Because Formative Experience courses do not have CoreFSU learning objectives, they are exempted from this requirement.

5.2 FOR WRITING COURSES

☐ The syllabus contains at least a minimum indication or description of writing assignments.
☐ The syllabus includes a grading rubric or set of criteria for assessing student performance on writing.

5.3 DIVERSITY COURSES

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

5.4 HUMANITIES AND CULTURAL PRACTICE COURSES

☐ 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.

5.5 FOR ORAL COMMUNICATION COMPETENCY COURSES

☐ Oral Communication Competency courses must be one of two types:
  1) A 0- (or more) hour course in which the oral communication component is a significant portion of the course work and final grade; or
  2) A 0- (or more) credit hour course that has, as a prerequisite, a 0- (or more) or no-credit companion course that provides students with instruction in the theory and practice of oral communication. In the subsequent 1- (or more) credit course, students apply principles of oral communication and are evaluated by an approved instructor to determine whether they meet the requisite oral communication learning objectives. Examples might include undergraduate FIG Instructorships or undergraduate Teaching Assistantships (again, if tied to a course for credit).
☐ The syllabus contains at least a minimum indication or description of oral communication activities.
☐ The syllabus includes grading criteria (e.g., rubrics or other) to assess student competence in oral communication.

☐ In curricular requests for courses of the second type, the syllabus document should include a one-page appendix to the syllabus that describes how the prerequisite course will address the OCC criteria concerning instruction in the theory and practice of oral communication (see section 6.4 on page 11).

6 CoreFSU Substantive Instructional Requirements

The CoreFSU Office should check for these and may provide suggestions to the requester on meeting these requirements, but it is the responsibility of the reviewers on the CoreFSU Course Review Panel and the Director to ensure that the course is in alignment with substantive expectations. Meeting these substantive instructional requirements is not a necessary condition for technical approval.

6.1 For All Courses
☐ It is evident from the syllabus (i.e., through the course description, assigned readings, schedule of topics, instructional methods, class activities, assignments, etc.) that the course will enable students to meet the applicable CoreFSU competencies.
  o A reading list or sample reading list is of especial importance for E-Series and Ethics courses.
☐ The specific course assessments and associated grading criteria that will measure student achievement of the student learning outcomes are valid.
☐ The relative grade weight or point allocation for measures of each CoreFSU competency is appropriate.
☐ Particularly for General Education courses, it is evident from the syllabus that an instructor can feasibly use scores from course assessments to measure and report student achievement on each learning objective.

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

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

- ☐ The writing process cultivated by the course must be one in which students compose as a process, including drafts, revision, and editing.
- ☐ The course provides two or more substantial writing assignments or the equivalent.
- ☐ The course provides a set of criteria for assessing student performance on writing.
- ☐ The course provides feedback on student writing. (Feedback may be from various reviewers, but must include instructor response.)[3]
- ☐ The course provides opportunities for revision.
- ☐ Writing courses should be concerned with individual writing so that all individual graduates will be prepared to enter professional situations fully prepared to contribute individually towards any collaborative writing efforts that may be typical of the particular field.

6.3 FOR SCHOLARSHIP IN PRACTICE COURSES
- ☐ The students in the course produce a scholarly or creative project that results from allowing students to participate in the process of applying knowledge, critical thinking, and creative approaches to the pursuit of a tangible project or outcome.

6.4 FOR FORMATIVE EXPERIENCE COURSES
- ☐ The students engage in independent immersive experiential learning in settings outside of the classroom that are relevant to their educational, professional, and life goals.
- ☐ The experience falls within one of the following five categories: creative/research; international experience; internship; leadership; and service.
- ☐ The experience is evaluated by qualified faculty or staff.
- ☐ The course must require that the student complete an oral or written reflection on the experience that is the focus of the course such as:
    - o The relevance of the experience to past course work or disciplinary training or to life and career goals.
    - o Lessons learned (i.e., how the student might approach similar projects or settings differently in the future).
    - o A journal.
    - o A mock graduate school or job application or interview in which the student articulates the value of the experience.
    - o Any other reflection appropriate to the discipline and/or experience.

6.5 FOR ORAL COMMUNICATION COMPETENCY COURSES
- ☐ The course must contain course readings and/or lectures related to instruction in the theory and practice of oral communication.

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[3] The request must identify a mechanism for providing feedback in writing courses. Timely and effective feedback should be feasible given target enrollments.

- ☐ Instruction in the theory and practice of oral communication must be an intrinsic part of the course as evidenced in course objectives, course readings, activities, and evaluation.
- ☐ Competence in oral communication must be demonstrated on multiple occasions spread out through the course of the term.
- ☐ Instructors must provide critique and feedback so that students create oral messages as a process, including guided practice, critique, and revision. Peer feedback is also appropriate in addition to instructor feedback.
- ☐ Grading criteria (e.g., rubrics or other) to assess student competence in oral communication are required. Assessment criteria for the oral communication course and the resulting impact on the course grade should be apparent to the students in the syllabus.
- ☐ Oral communication in languages other than English *can* be approved for the OCC designation.
- ☐ The speaking experience in an OCC course must focus on generating "an original oral message". Thus, courses that emphasize the interpretation or performance of literature do not satisfy this requirement.

6.6 FOR DIGITAL LITERACY COURSES
- ☐ 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".
- ☐ 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. Accordingly, 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.

6.7 FOR COMPUTER COMPETENCY COURSES
- ☐ The course must require the student to demonstrate competent use of a discipline-useful software package.
- ☐ The Computer Competency certification form in the CRA must include a list of general computer skills required in the discipline or skills covered by the course if offered for multiple disciplines.
- ☐ The course must include a capstone activity or assignment which requires students to demonstrate competent use of computer skills appropriate to the discipline. This must include a grading rubric.

7 OFFICIAL LANGUAGE

7.1 UNIVERSITY REQUIRED SYLLABUS LANGUAGE

7.1.1 University Attendance Policy

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

7.1.2 Academic Honor Policy

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

7.1.3 Americans with Disabilities Act

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

To receive academic accommodations, a student:

(1) must register with and provide documentation to the Office of Accessibility Services (OAS);
(2) must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and,
(3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.

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

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

Office of Accessibility Services
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
oas@fsu.edu
https://dsst.fsu.edu/oas

7.1.4   Confidential Campus Resources

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program
University Center A, Rm. 4100
(850) 644-7161
Available 24/7/365
Office Hours: M-F 8-5
https://dsst.fsu.edu/vap

University Counseling Center
Askew Student Life Center, 2nd floor
942 Learning Way
(850) 644-8255
https://counseling.fsu.edu/

University Health Services
Health and Wellness Center
(850) 644-6230
https://uhs.fsu.edu/

7.1.5   Academic Success

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Dean of Students office to learn more.

7.2   QUANTITATIVE AND LOGICAL THINKING

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

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

By the end of this course, students will:

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

7.3 ENGLISH COMPOSITION

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

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

By the end of this course, students will:

1) Compose for a specific purpose, occasion, and audience.
2) Compose as a process, including drafts, revision, and editing.
3) Incorporate sources from a variety of text types.
4) Convey ideas clearly, coherently, and effectively, utilizing the conventions of standard American English where relevant.

7.4 SOCIAL SCIENCES

This course has been approved to meet FSU's CoreFSU **Social Sciences** requirements and is designed to help 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.

7.5 HISTORY

This course has been approved to meet FSU's CoreFSU **History** requirements and is designed to help 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.

7.6 HUMANITIES AND CULTURAL PRACTICE

This course has been approved to meet FSU's CoreFSU **Humanities and Cultural Practice** requirements and is designed to help 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.

7.7 ETHICS

This course has been approved to meet FSU's CoreFSU **Ethics** requirement and is designed to help 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.

7.8 NATURAL SCIENCES

This course has been approved to meet FSU's CoreFSU **Natural Sciences** requirement and is designed to help 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 CoreFSU 1-credit laboratory requirement.

7.9 "W" (STATE-MANDATED WRITING)/E-SERIES

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

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

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

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

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

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.

7.10 SCHOLARSHIP IN PRACTICE

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

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

By the end of this course, students will:

1) Apply relevant areas of scholarship to produce an original project.

7.11 DIVERSITY

This course has been approved to meet FSU's CoreFSU requirement and is designed to help you become 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.

7.12 UPPER-DIVISION WRITING

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

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

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

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

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

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.

7.13 FORMATIVE EXPERIENCES

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

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

7.14 ORAL COMMUNICATION COMPETENCY

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

In order to fulfill FSU's Oral Communication Competency requirement, the student must earn a "C–" or better in the course (or an "S" in legacy S/U courses approved before 2016).

By the end of this course, students will:

1) Deliver 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.

7.15 COMPUTER COMPETENCY

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

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

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

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

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

7.16 DIGITAL LITERACY

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 of the below outcomes is required, but more may be included.)

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

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.

7.17 CIVIC LITERACY (ONLY AMH2020 & POS1041)

This course is approved as meeting the Civic Literacy requirement. As such, this course will enable you to achieve the following competencies:

By the end of this course, students will:

1) Develop and demonstrate an understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government.
2) Develop and demonstrate an understanding of the United States Constitution and its application.
3) Develop and demonstrate knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-governance.
4) Develop and demonstrate an understanding of landmark Supreme Court cases, landmark legislation, and landmark executive actions and their impact on law and society.

To demonstrate civic literacy competency as required by the State of Florida, the student must earn a "C–" or higher in the course.

8 READYMADE COMMENTS FOR COMMON REVISIONS

Certification
In the first question in the Course Information form, please provide the names and titles of the faculty members and any other individuals who have certified this curricular request. This is required for all curricular requests.

Course Objectives: Course Information Form
The course objectives listed on the Course Information form should match the course objectives as they appear on the syllabus.

Course Objectives: CoreFSU learning objectives
Please include the relevant learning objectives for the Ethics designation among the course objectives, either verbatim or adapted to the specific course content. These should appear both on the syllabus and on the Course Information form.

Course Objectives: "Understand"
Course objectives should be observable behaviors that students will demonstrate in course assessments. Please avoid verbs such as "to understand" and instead clearly articulate what the students will do when they understand.

Evaluation Criteria: Exams, Quizzes, Tests and Others
On the Delivery Method form, please indicate Evaluation Criteria of "Exams, quizzes, tests and others" with exams accounting for 42% of the final grade.

File syllabus specifics
For the general file syllabus kept in the CRA, it is preferred that semester-specific details such as meeting times, office hours, and specific dates on the course calendar be left blank.

Academic Honor Policy
Please update the URL in the Academic Honor Policy to http://fda.fsu.edu/Academics/Academic-Honor-Policy.

ADA statement
Please update the ADA statement to the current version required by the Faculty Senate (http://facsenate.fsu.edu/Curriculum-Resources/syllabus-language).

Confidential Campus Resources Statement
Please include the new Confidential Campus Resources statement as required by the Faculty Senate (http://facsenate.fsu.edu/Curriculum-Resources/syllabus-language).

Appendix
You may want to consider including information in the syllabus (or as an appendix) that explicitly clarifies (a) how student achievement of each CoreFSU learning objective will be assessed through course assignments and (b) how instructors will collect data on student

achievement of these learning objectives. This appendix will provide the CoreFSU faculty reviewers with the information they need to verify that the course meets requirements for inclusion in the curriculum, and it can serve as a guide for future instructors of the course. A sample course schedule and including grading criteria for these assessments can also be helpful.

Writing: Feedback and Revisions
Writing courses must provide students with feedback on student writing and opportunities for revision. These items may be included in an appendix to the syllabus if they are not clearly incorporated into the course syllabus.

- A sample writing assignment or two.
- A description of how the course will incorporate mechanisms for providing feedback and opportunities for revision.
- A grading rubric or set of criteria for assessing student performance on writing.

Writing statement
Please include the CoreFSU writing process statement in the syllabus.

Group writing
Upper-Division Writing requirements must assessed on an individual basis. Group work is not permitted. Courses should be concerned with individual writing so that all individual graduates will be prepared to enter professional situations with strong writing skills.