

Suggestions for a File or Student Syllabus (from University Curriculum Committee)

Approval for a course (or modifications to an already approved course) requires a file syllabus that is used for the various levels of curriculum approval. As indicated in the FSU Faculty Handbook, “[b]oth Faculty Senate expectations and accountability measures required by the State of Florida, the federal government, and relevant accrediting bodies, such as the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), require that faculty governance also occur at the college and department levels. Specifically, all teaching units must have curriculum committees or the equivalent...” (p. 25). Therefore, the first step in course approval is by a faculty committee at the department and/or college level. Syllabi are used for a second purpose. University policy requires that a course syllabus be distributed at the beginning of the semester.

While file and student syllabi have similarities there are also differences. The chart on the following pages is intended to highlight these and provide guidance in the development of either. The Faculty Handbook states that:

University policy requires that the syllabi distributed at the beginning of a semester includes the course number, title and description, credit hours, instructor contact information, written student learning objectives and an evaluation (grading) statement. This statement should indicate what procedures will be used to evaluate students and should make it possible to discern the approximate weight of each grade component. All syllabi should also include an Americans with Disabilities Act statement; a statement regarding academic integrity (see the Academic Honor Policy in Appendix A of this Handbook) and the University attendance policy. It is recommended that a faculty member include a statement of his/her policy and/or expectations regarding classroom conduct and missed work, in addition to information about tutoring services available on campus. Once the course has begun, no changes should be made to the syllabus that will substantially affect the implementation of the instructor’s grading [evaluation] statement. (p. 130)

A file syllabus is maintained by the university and provides information on the course with sample textbooks/readings and grading/evaluation procedures. A course that is approved is not approved for a specific faculty member. The generic nature of the file syllabus recognizes that different instructors may have particular readings/texts to use when teaching the content and may have different types of evaluations to measure student demonstration of the learning goals/objectives. University policy states that “[s]yllabi for each course section offered each semester should be kept on file within the department or unit for a minimum of two years or until the unit has determined the syllabus is obsolete.” (Faculty Handbook, p. 130).

Each course taught within Florida State University is to conform to the university’s policy on awarding credit hours. One semester hour of credit is granted for a minimum 750 minutes of Direct Instruction and a minimum 1500 minutes of outside-of-class student work (the Carnegie collegiate student hour) or the equivalent thereof. Curriculum approval at the department and/or college level will require certification that a course meets this standard.

Curriculum approval is a process and a flowchart is provided as part of these materials to indicate the flow and general timeline for approval.

Elements for Curriculum File Syllabus and Student Syllabus

<i>Element</i>	<i>Description</i>	<i>Curriculum File Syllabus</i>	<i>Syllabus for students</i>
Course Information	Course Name (must be same on both types of syllabi)	X	X
	Course Number (must be same on both types of syllabi)	X	X
	Section Number		X
	Mode of Delivery (clearly identified for each type of delivery and multiple delivery modes should not be included in one syllabus). Modes of delivery are defined in the Curriculum Request Administration system.	X	X
	Prerequisites/Corequisites (must be same on both types of syllabi)	X	X
	Credit Hours (must be same on both types of syllabi)	X	X
	Class Meeting Time		X
	Class Meeting Place		X
Contact Information	Instructor Name/Title		X
	Office Number/Building		X
	Office Hours (both asynchronous & synchronous)		X
	Office Phone Number		X
	Office Fax Number		X
	Email Address		X
	Information about graduate assistants		X
Course Description	Catalog description (must be same on both types of syllabi)	X	X
	Specific information related to the current offering		X

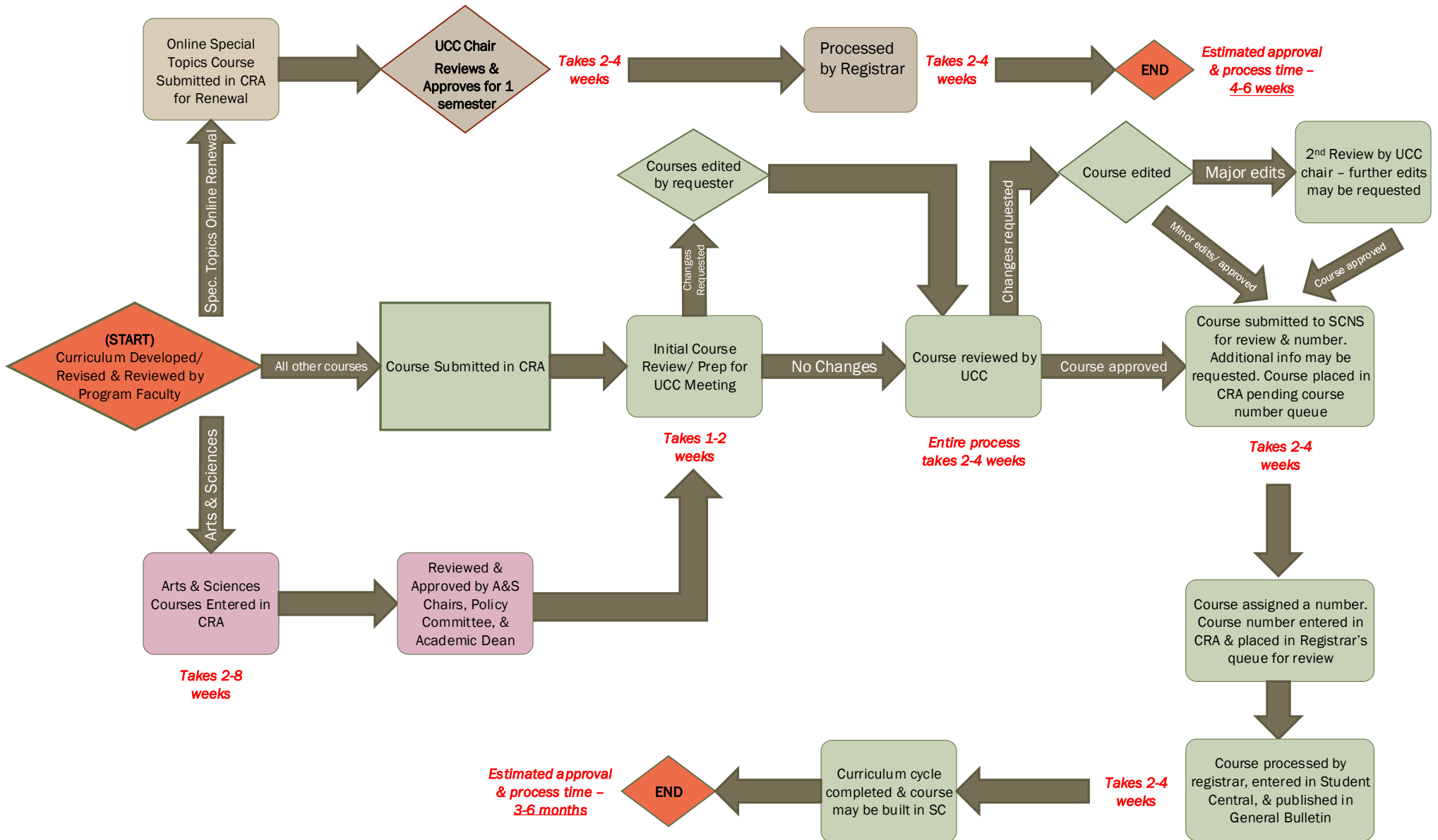
Student Learning Objectives	What will the students know and be able to do at the end of course (MUST BE MEASURABLE AND REFLECT THE APPROPRIATE LEVEL OF COMPLEXITY FOR THE TYPE OF COURSE (e.g., level of course; UG vs GR). See attached documents for suggested measurable verbs. Suggested format: Upon completion of the course students will be able to: xxxx. Avoid including tasks or assignments in the learning objectives.	X	X
Textbook	List textbooks to be used or if readings will be provided include a sample of the readings for the file syllabus and full list in the student version	X	X
Student Responsibilities if these are to be part of the grading -- these are only examples and not an exhaustive list	Participation (clearly identify how this will be determined and the periodic manner in which students will be informed of the quality of participation)	X	X
	Homework	X	X
	Other regular responsibilities	X	X
	Projects--including information on group processes	X	X
	Tests/Exams/Quizzes	X	X
Course Content /Outline / Topics	Topics or calendar based on week or class session (no dates); based on a 15-week semester	x	
Course Schedule	Class meeting dates; holidays/other non-meeting dates; major topics; due dates for readings, assignments, tests, quizzes, exams, projects, etc.		X
Grading Method & Scale	A clear explanation of evaluation, including a statement on the assessment process and measurements. If students will have to take exams/tests/quizzes through a proctored site state this. Be explicit! For example, if participation is more than 10% of the total grade explain how students will be graded on participating and how will they know what the grade is during the semester. If participation is assessed through a feature of the Learning Management System (aka	X	X

	Canvas) explain what is expected. Be clear on how students will be assessed and the standards to be used.		
	Grading scale (i.e., what does a student have to have for an A? a B?, etc. and if +/- are to be used state this). Use either percentages or points but not both. There is no university standard for a grading scale but the syllabus must clearly state what it takes to get a specific letter grade.	X	X
Essential Policy Information (required)	University Attendance Policy (as provided on http://facsenate.fsu.edu/curriculum-resources)	X	X
	Academic Honor Policy (as provided on http://facsenate.fsu.edu/curriculum-resources)	X	X
	ADA Policy (as provided on http://facsenate.fsu.edu/curriculum-resources)	X	X
	Syllabus Change Policy (as provided on http://facsenate.fsu.edu/curriculum-resources)	X	X
Essential Policy Information (recommended)	Policy for attendance/tardy	If department or college-wide	X
	Policy for late work	If department or college-wide	X
	Policy for missed tests/quizzes/exams	If department or college-wide	X
	Policy for extra credit	If department or college-wide	X
	Departmental/college policies	X	X

Please do not hesitate to contact the University Curriculum Committee with any questions.

Curriculum Development Cycle (UCC)

Updated 8-2019



Timeframes are estimates only and subject to change based on volume of pending request and extenuating circumstances.

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	<ul style="list-style-type: none"> • Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why 	<ul style="list-style-type: none"> • Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate 	<ul style="list-style-type: none"> • Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize 	<ul style="list-style-type: none"> • Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme 	<ul style="list-style-type: none"> • Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value 	<ul style="list-style-type: none"> • Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

BLOOM'S DIGITAL TAXONOMY VERBS

Bloom's Digital Taxonomy (devised by Andrew Churches) is about using technology and digital tools to facilitate learning. This kind of student engagement is defined with **power verbs** that can be used for most everything from lesson planning and rubric making, to doing curriculum mapping and more.

You can use these verbs which cover the span of the taxonomy from **LOTS** (lower-order thinking skills) to **HOTS** (higher-order thinking skills). It begins with *Remembering* and ends with *Creating*. Listed beneath are the power verbs that apply to each stage.



Remembering

Remembering is when memory is used to produce definitions, facts, or lists, or to recite or retrieve information.



Understanding

Understanding is about constructing meaning from different types of function, be they written or graphic.



Applying

Applying refers to situations where the learned material is used in products such as diagrams, models, interviews, simulations, and presentations.



Analyzing

Analyzing is about breaking material into parts, and then determining how the parts interrelate to each other or to an overall structure or purpose.



Evaluating

Evaluating is about making judgements based on criteria and standards through checking and critiquing.



Creating

Creating is putting elements together to form a functional whole, reorganizing elements into a new structure or pattern by planning or producing.

Bookmarking
Bullet pointing
Copying
Defining
Describing
Duplicating
Favouring
Finding
Googling
Highlighting
Identifying
Labelling
Liking
Listening
Listing
Locating
Matching
Memorizing
Naming
Networking
Numbering
Quoting
Recalling
Reading
Reciting
Recognizing
Recording
Retelling
Repeating
Retrieving
Searching
Selecting
Tabulating
Telling
Visualizing

Advanced search
Annotating
Associating
Boolean search
Categorizing
Classifying
Commenting
Comparing
Contrasting
Converting
Demonstrating
Describing
Differentiating
Discussing
Discovering
Distinguishing
Estimating
Exemplifying
Explaining
Expressing
Extending
Gathering
Generalizing
Grouping
Identifying
Indicating
Inferring
Interpreting
Journalling
Paraphrasing
Predicting
Relating
Subscribing
Summarizing
Tagging
Tweeting

Acting out
Administering
Applying
Articulating
Calculating
Carrying out
Changing
Charting
Choosing
Collecting
Completing
Computing
Constructing
Demonstrating
Determining
Displaying
Examining
Executing
Explaining
Implementing
interviewing
Judging
Editing
Experimenting
Hacking
Loading
Operating
Painting
Playing
Preparing
Presenting
Running
Sharing
Sketching
Uploading
Using

Advertising
Appraising
Attributing
Breaking down
Calculating
Categorizing
Classifying
Comparing
Concluding
Contrasting
Correlating
Deconstructing
Deducing
Differentiating
Discriminating
Dividing
Distinguishing
Estimating
Explaining
Illustrating
Inferring
Integrating
Linking
Mashing
Mind mapping
Ordering
Organizing
Outlining
Planning
Pointing out
Prioritizing
Questioning
Separating
Structuring
Surveying

Arguing
Assessing
Checking
Criticizing
Commenting
Concluding
Considering
Convincing
Critiquing
Debating
Defending
Detecting
Editorializing
Experimenting
Grading
Hypothesizing
Judging
Justifying
Measuring
Moderating
Monitoring
Networking
Persuading
Posting
Predicting
Rating
Recommending
Reflecting
Reframing
Reviewing
Revising
Scoring
Supporting
Testing
Validating

Adapting
Animating
Blogging
Building
Collaborating
Composing
Constructing
Designing
Developing
Devising
Directing
Facilitating
Filming
Formulating
Integrating
Inventing
Leading
Making
Managing
Mixing/remixing
Modifying
Negotiating
Originating
Orating
Planning
Podcasting
Producing
Programming
Publishing
Roleplaying
Simulating
Solving
Structuring
Video blogging
Wiki building
Writing