

**Report to the Faculty Senate
From the
University Curriculum Committee
For the Academic Year 2018-19**

The University Curriculum Committee (UCC) consisted of the following members:

Steve Bailey, Business
Amy Burdette, Social Sciences and Public Policy
Bryant Chase, Arts & Sciences
Dianne Gregory, Music
Kristine Harper, Arts & Sciences
Elizabeth Jakubowski, Education, UCC Chair
Piyush Kumar, Arts & Sciences
Don Latham, Communication and Information
Greg Turner, Medicine

Non-voting members included:

Andrea White, Faculty Senate Coordinator
Josh Mills, Liberal Studies
Allison Peters, Liberal Studies
Leslie Richardson, Center for Teaching Excellence

- The purpose of the UCC is to consider curricular policies and procedures at both the undergraduate and graduate levels.
- All new courses to be taught at the University, for credit, must be approved by either the UCC or the Liberal Studies Board before being offered.
- The UCC carefully reviews each curricular request and each file syllabus that is submitted to make sure the content is appropriate for the level, type and credit hours of the course, but also to make sure the course objectives are measurable, the attendance policy and ADA policy are in accordance with FSU policy and that the evaluation for the course is clear and unambiguous for the student.
- New courses by an alternative method of delivery (tech enhanced, partially online, mostly online and fully online) must be approved by the UCC or Liberal Studies Board.
- All new courses and course changes must enter the University's curriculum request application at: <https://campus.fsu.edu/curriculum>.
- If requesting a change in course hours or objectives from a previously approved course, the old syllabus must be sent to the Faculty Senate Coordinator and the new/proposed syllabus must be uploaded on to the curriculum request application.
- Faculty should submit a syllabus to the registrar every time a special topics course is offered. A permanent course number for the special topics course must be submitted after the third time the course is taught.
- Any special topics course to be taught through a delivery mode other than traditional MUST be approved by the UCC prior to scheduling. Approval is given for offering only one time under the alternate mode of delivery.
- Any syllabus submitted through the CRA is considered a file syllabus and should not include specific instructor information nor dates specific to any one semester.

Since our last report to the Faculty Senate in April 2018 the UCC met eight times: June, September, October, November, January, February, March, and April. Over the period from 5/1/2018 to 4/30/2019 there were 405 courses reviewed and approved by members of the UCC. In addition to reviewing courses the following are activities the UCC engaged in during the academic year:

- Reviewed the difference between a file syllabus and student course syllabus and identified what committee members would expect in the file syllabus.

- UCC chair met with faculty and/or unit curriculum committee chairs from the College of Law, Jim Moran School of Entrepreneurship, College of Communication and Information, and College of Arts & Science (Humanities side) to discuss the curriculum review process.
- Developed a policy statement on Awarding Credit Hours (approved by Faculty Senate 3/13/19) for SACS accreditation.
- Supported the policy change of eliminating a review of courses approved under alternate modes every three years (initiated by the Distance Learning Committee).

In addition to reviewing, meeting, discussing and making recommendations for courses, the UCC also would like to strongly encourage faculty to distribute these minutes among the faculty in their departments and colleges and read the General Suggestions for Curriculum Submissions and Revisions that are attached to this report.

Thank you to all the members of this committee for their hard work, attention to details and constructive comments.

Respectfully Submitted,
Elizabeth Jakubowski
UCC Chair

General Suggestions for Curriculum Submissions and Revisions

- Course objectives must be measurable, suggestions for action verbs according to Bloom's Taxonomy, can be found on the faculty senate website: <http://facsenate.fsu.edu/Curriculum-Resources>
- There must be a significant difference between dual enrolled undergraduate and graduate courses with graduate courses having more in-depth objectives, assignments, readings and/or meetings.
- 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. In traditional face-to-face courses, this equates to one 50-minute class meeting, 15 times during the course of a semester. This minimum ratio is the same for all course formats (see Awarding Credit Hour Policy approved 3/13/19 by FSU Faculty Senate).
- The University Attendance Policy, the Academic Honor Policy and the Americans with Disabilities Act (ADA) (<http://facsenate.fsu.edu/Curriculum-Resources/Syllabus-Language>) must appear on every syllabus. It is understood that all faculty follow these policies. If faculty count attendance as part of their evaluation for their course, the attendance policy must be on the syllabus and the process explained to the student regarding **unexcused absences** and how these will be counted.
- Courses approved for a fully online delivery mode must have evidence of contact with students—equivalent to the hours of contact in a traditional (i.e., face-to-face) course. The contact hours have to be beyond office hours and reflect expected instructor-student interactions.
- Courses (all delivery modes) which include graded participation in the student evaluation must describe in clear and unambiguous language the method of evaluating the participation.
- Any course syllabi submitted for review **should not include** specific information, such as, instructor name/email/contact, days/times being offered, etc. The mode of delivery **should be** indicated. Any new syllabus is considered to be the file syllabus and not the specific student syllabus.

Course Components
Submitted to Office of Registrar 12/4/17

NOTE: *All of these components are predicated on the premise that as a university that values active engagement of students in learning there will be multiple opportunities, as appropriate for the component, to engage students. Course components are intended for the coding of courses for data reporting to the appropriate SUS entities.*

Activity-A course of study devoted to participation in or performance of some form of physical activity. Knowledge associated with the proper performance of, along with appropriate strategies and tactics for, the activity is presented and discussed. Examples include physical fitness courses and Lifetime Activities courses.

Colloquium- A more interactive course forum concentrating on various topics within a broad field of study allowing for an exchange of ideas. Courses of this type are typically led by a different instructor each class session who is an expert on the topic being discussed for that session.

Directed Independent Study- A course where students complete individualized and often self-paced plans of study or research that is more in-depth than what is offered within the curriculum and independent of the classroom setting. The instructor and students negotiate the details of the plan of study. Preliminary Exams would be categorized as this component.

Discussion-Interactive type classes where both instructor and students lead and participate in the planned discussion. Lecture is not the dominant pedagogical activity of the course. Enrollment is generally limited to allow for greater focus on students' critical reflection and exchange of ideas. Examples would include (but not limited to) graduate seminar, honors seminar, capstone senior seminars, colloquium, topics in.

Integrated Lecture/Lab & Integrated Lab/Lecture-A class that has some lecture and some hands-on component but does not require a separate time like a traditional lab. When more than 50% of the class time is lecture then Integrated Lecture/Lab is used. When more than 50% of the time is lab then Integrated Lab/Lecture is used.

Internship/Externship- Courses are designed to give students supervised and practical application of previously studied theory in a setting outside the classrooms and is related to a students' major or career goal. The internship usually involves a student working in a professional setting under the supervision and monitoring of practicing professionals.

Lab-A course in which students do activities (e.g., experiments) for the purpose of the application of methods and procedures of the discipline.

Lecture-Standard non-variable/fixed credit course where course content is delivered primarily through direct instruction (over 50% of the class) and consists of the use of straightforward, explicit teaching techniques (e.g., teacher-directed method of instruction) but may include some other pedagogies (discussion, class presentation). Lectures almost always have larger class sizes than seminar. If a course is more discussion or non-lecture dominated, then discussion may be a more applicable course component. Lectures do not preclude the use of active learning strategies.

Performance- Courses that involve individual or small and large group demonstration and application of design and theory in a defined physical setting (i.e., music studio); students explore and experiment under guidance of an instructor. Courses typically focus on the development or creation of artistic work or the mastery of an art form itself (i.e. music, dance, theater, etc).

Practicum-Credit bearing courses designed to give students supervised and practical application of previously studied theory in a setting outside the classrooms and is related to a students' major or career goal (e.g, field experience and practicum). Students are typically under the supervision of the course instructor. This component does not include internships, externships, or courses used for clinical experiences in the medical curriculum.

Special Topics-A course offered as an experimental course in order to evaluate and determine if a course should be incorporated into the regular curriculum of a program. Once the same course has been offered three times as a Special Topic it cannot be offered again until it moves through the curriculum approval process and is approved with a unique course number from the Statewide Course Numbering System. Due to the experimental, variable, and temporary nature of the content of Special Topics courses, these courses are explicitly omitted from certain external reports/metrics.

Studio-A course that involves the creation of a product based on information provided in the course and the instructor may be coaching throughout the class. (e.g., drawing, design, writing, digital art, scene design, etc.). Courses typically focus on the development or creation of artistically static work or the mastery of an art form itself.