

**Report to the Faculty Senate
From the
University Curriculum Committee
For the Academic Year 2017-18**

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

- 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 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.

Since our last report to the Faculty Senate in April 2017 the UCC met seven times: June, September, October, December, January, February, and March. Over the period from 5/1/2016 to 4/30/2017 there were 283 courses reviewed and approved by members of the UCC; 215 courses were reviewed as new or renewal for fully online delivery mode and 3 for mostly online. In addition to reviewing courses the following are activities the UCC engaged in during the academic year:

- Responded to a request from the Office of the Registrar to provide input on course component descriptions (e.g., discussion, lecture, lab, special topics, etc.) This was provided in December 2017 to the Office of the Registrar and is included in this report.
- Discussed the difference between a file syllabus and student course syllabus and developed a draft template of what we would like to see in a syllabus submitted for committee review. The draft template is being field tested by several departments.
- Initiated a request to the Distance Learning Committee for clarification of what constitutes instructor contact in a fully online course (see Distance Learning Committee report for recommendations).

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 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.
- 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.

Americans With Disabilities Act:

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center 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:

Student Disability Resource Center

874 Traditions Way

108 Student Services Building

Florida State University

Tallahassee, FL 32306-4167

(850) 644-9566 (voice)

(850) 644-8504 (TDD)

sdrc@admin.fsu.edu

www.dos.fsu.edu/sdrc

Approved by University Curriculum Committee on 2/24/2016

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.