

[Program Name] UPC Review

The UPC evaluated the academic soundness of the academic degree and/or certificate program under review and its associated majors using the degree program's QER self-study, student graduation survey, student input, and in-person meetings when appropriate.

The program:

1. sets forth a coherent curriculum:

Yes / No (if no, provide details)

2. identifies core faculty members who govern curricular decisions:

Yes / No (if no, provide details)

3. identifies sufficient resources and personnel to be used to support and implement the program and curriculum (for example, library, computing, and tutoring services):

Yes / No (if no, provide details)

4. has had enough enrollment in the past five years to meet BOG thresholds for degree production (30 per five-year period):

Yes / No (if no, provide details)

5. is consistent with mission of the academic unit, the college, and the University:

Yes / No (if no, provide details)

6. follows the rules established by the Board of Governors with regards to access and articulation (e.g., the common course pre-requisites are consistent with those approved by the BOG for similar programs; the program can be completed in 120 credit hours (unless given an exception); transfer students are given the same access to the program as native students; and an appropriate limited-access rationale has been presented if applicable.):

Yes / No (if no, provide details)

7. regularly monitors and evaluates its online courses to ensure they are comparable in quality to equivalent on-campus courses:

Yes / No (if no, provide details)

8. has procedures for regular review and monitoring of course syllabi with special competencies required for graduation to ensure currency, and collects appropriate SACS data for these competencies:

Yes / No (if no, provide details)

Based on the materials listed above, the UPC observes the following about the undergraduate

degree program

Summary:

Major Strengths:

Greatest Challenges:

Response to Prior QER Recommendations

UPC Recommendations

Written follow-up of recommendations to be completed

___ at the next QER review

___ 2 years

Before sending the review to the program, remove this page.

The Undergraduate Policy Committee (UPC) Review Process

An undergraduate degree program is characterized as imparting to students a coherent body of knowledge and skills, including an appropriate general education component, all at the collegiate level. An academic degree or certificate program is also characterized by a core set of faculty who participate in the program and whose credentials qualify those individuals to teach and/or direct this degree program per SACSCOC standards.

The UPC gathers information for its review from the program's QER self-study document, university-provided materials, input from current undergraduate students enrolled in the program, the senior exit survey, and the program's faculty and administrators. Each program will provide a response to the recommendations from its previous QER review by the UPC.

The UPC will conduct a meeting with the UPC QER subcommittee and department and college administrators to review the UPC report. Typical department attendees include the chair, undergraduate director, and undergraduate advisor, although any additional department personnel are welcome to attend as well. The UPC review meeting will not take place unless the appropriate college and department representatives are present.

General Guidelines for Reviews

- Prepare a short synopsis of the report for an oral presentation to the UPC.
- The previous pages are sent to department and college administration, this final page is not.
- The review should not advocate for or against a program, but impartially assess the program's ability to meet the above criteria and to make recommendations within that context.
- Restrict discussion to the department under consideration. Avoid references to other FSU departments except in the case of interdisciplinary programs.
- Research productivity of faculty should not be commented upon unless it directly affects undergraduate education (senior research seminars or Undergraduate Research Opportunities, for example). Promotion and tenure concerns or issues with the department are likewise not relevant.
- Discussion of teaching loads should be related to the ability of a program to cover its required courses and provide sufficient seats for majors and non-majors alike. Comments on the reliance of adjuncts or graduate students may also be included as necessary.
- Include a discussion of student exit survey results (https://ir.fsu.edu/rl_qer.aspx) and student inputs via email.
- Read the program's bulletin entries to ensure adherence to the latest university policies.
- Under challenges, address the program's response to any recommendations from the previous QER cycle.
- Recommendations should address issues described in challenges.
- The purpose of the recommendations is to assist the program in fulfilling its required obligations. If these involve resources beyond the control of the department or UPC, then a qualifier should be included. For example,

To the extent that it is consistent with the mission and priorities of the College of _____ and the University, the Department should . . .

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