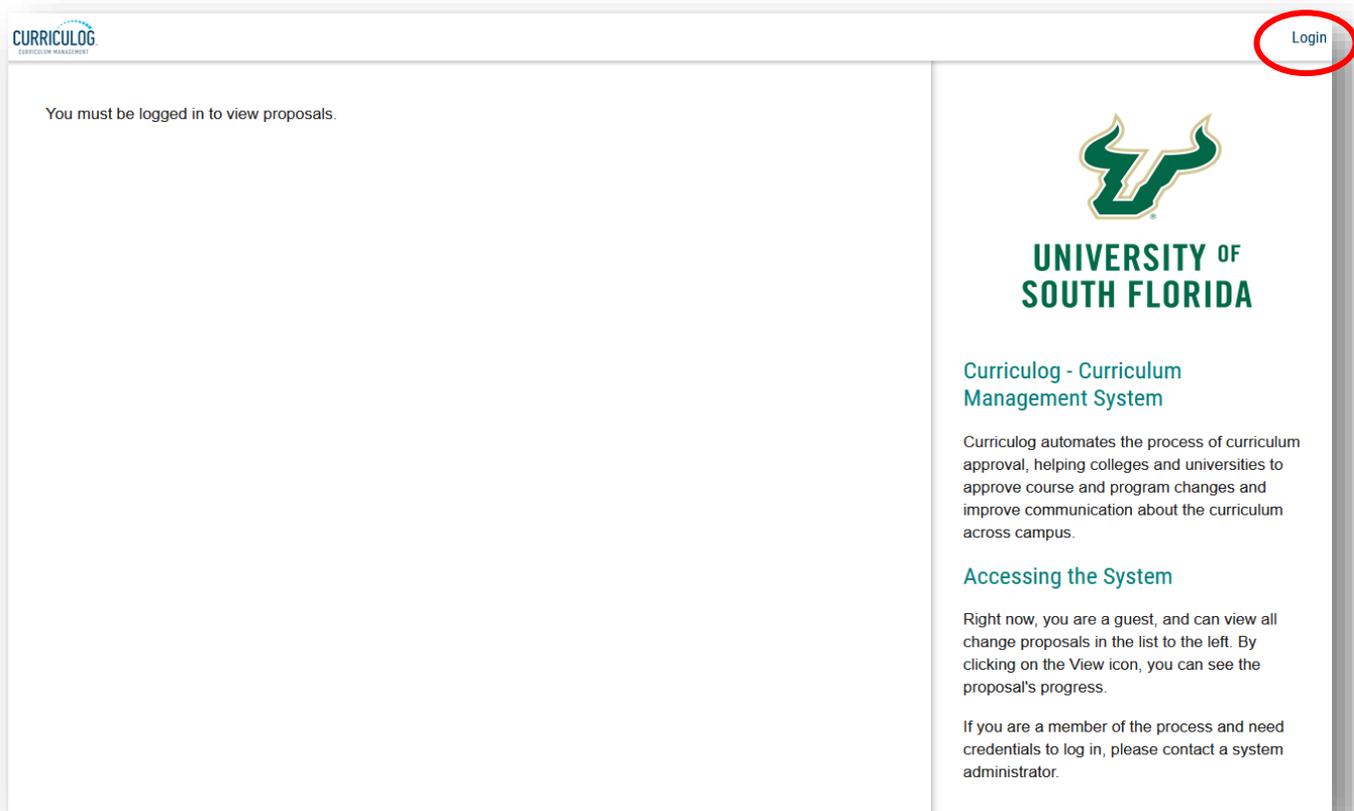


USF Curriculog – Course Change Proposal Tutorial

Welcome to the University of South Florida's Curriculog Course Change Proposal tutorial. This tutorial will focus on how to complete a Course Change Proposal within the USF Curriculog system.

To learn more about other types of course and curriculum Proposals, visit the USF Undergraduate Studies Curriculum website at <https://usf.edu/ugs-curriculum-training>. Tutorials on New Course Proposals and Course Change Proposals, as well as resources for the Proposal system, can be found there.

To optimize the Curriculog experience, it is best to use Firefox or Chrome as your browser. You can access the Curriculog system at <https://usf.curriculog.com/> and click the "Login" button. USF has a single source login.



CURRICULOG
CURRICULUM MANAGEMENT

You must be logged in to view proposals.

UNIVERSITY OF SOUTH FLORIDA

Curriculog - Curriculum Management System

Curriculog automates the process of curriculum approval, helping colleges and universities to approve course and program changes and improve communication about the curriculum across campus.

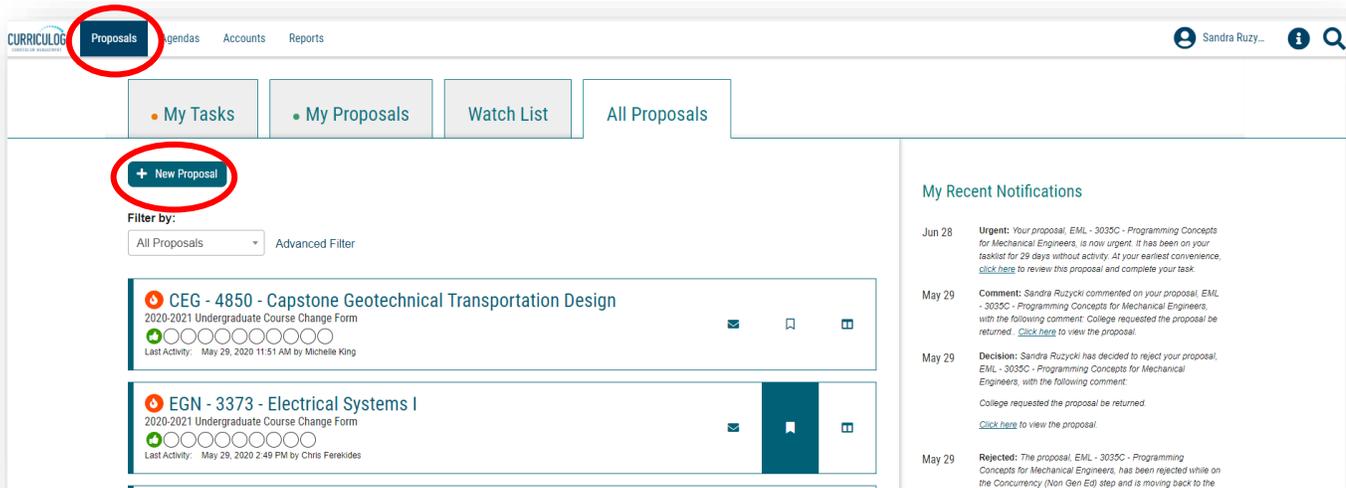
Accessing the System

Right now, you are a guest, and can view all change proposals in the list to the left. By clicking on the View icon, you can see the proposal's progress.

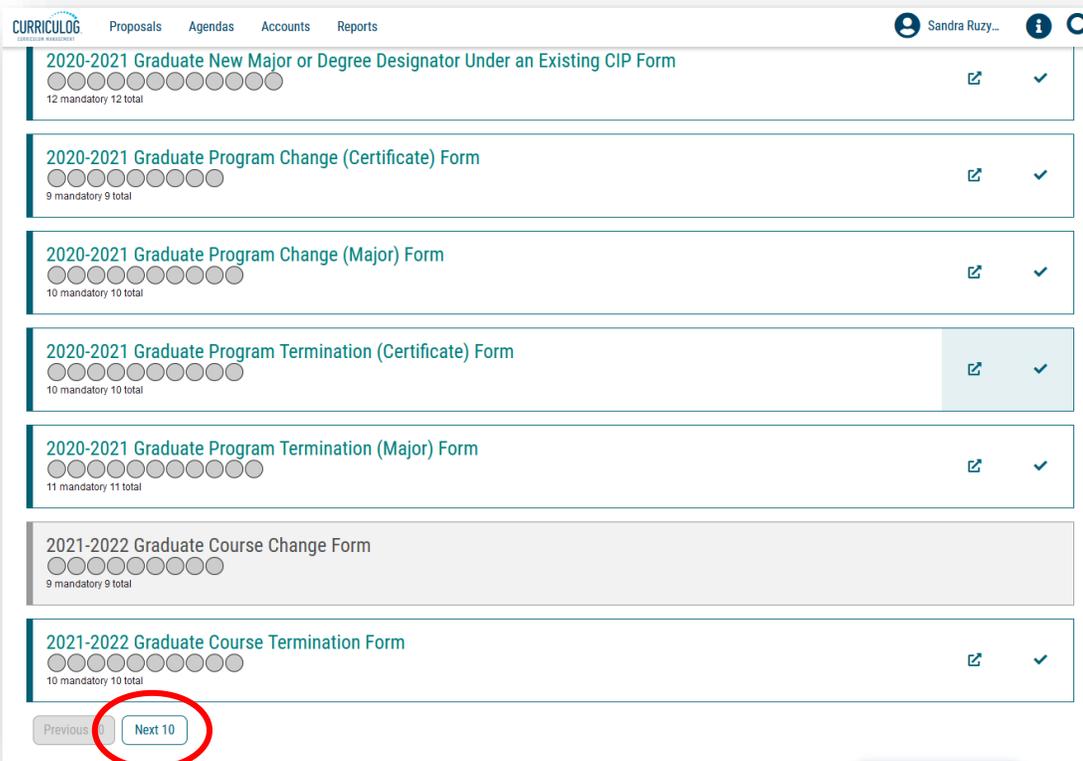
If you are a member of the process and need credentials to log in, please contact a system administrator.

ACCESSING COURSE CHANGE PROPOSAL

To access the Course Change Proposal form from your dashboard, click the “New Proposal” button under the Proposals tab.

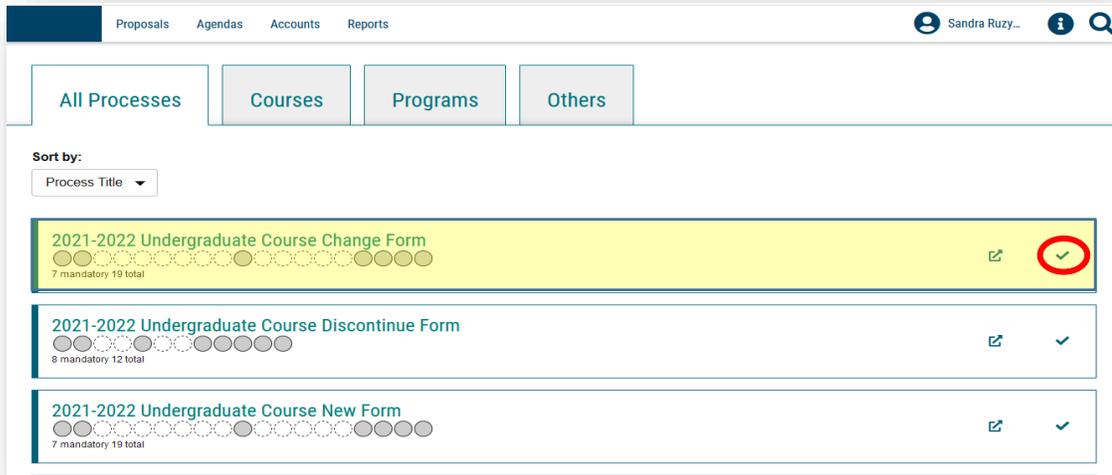


There are 10 forms displayed on each screen, with the Graduate forms being displayed first. Scroll down to the bottom of the first display and click “Next 10” to display the next set of forms. Find the Undergraduate Course Change form.



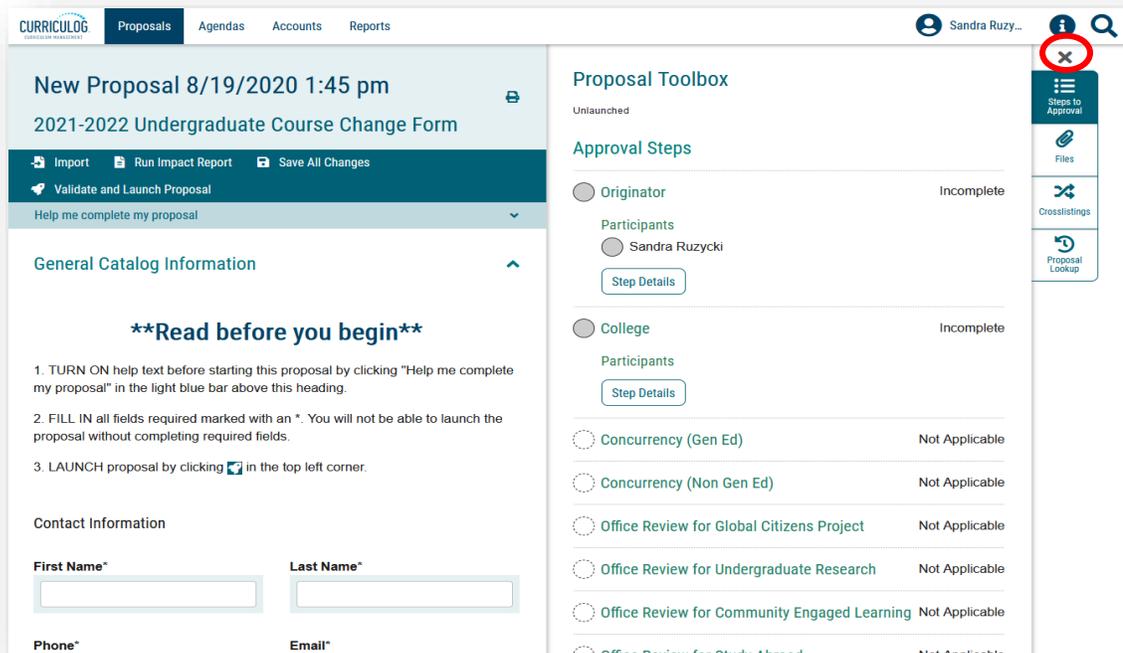
For additional information on how to navigate in Curriculog, visit the USF Undergraduate Studies Curriculum website at <https://usf.edu/ugs-curriculum-training>. It may be helpful to review the tutorials on Curriculog Navigation and Course Proposal Overview prior to completing this tutorial.

Once you have found the Undergraduate Course Change Form, move to the right of the title and click the “Check” icon or “Start Proposal” to open the Proposal form. It may take some time to open the form depending on how many users are in the system or the length of the form.



The Course Change Proposal will open in the left side of your dashboard. The right side will show the Proposal Toolbox with a list of potential approval steps for this Proposal.

To display the course Proposal on the full screen, click the X above the small blue box titled “Steps to Approval.” Clicking the X will minimize the Proposal Toolbox and display the Course Change Proposal form on the full screen.



COURSE CHANGE PROPOSAL

At the top of the screen is a list of instructions titled “Read before you begin.” The first item instructs you to fill in all areas marked with an asterisk prior to submitting, or in Curriculog terms – “Validate and Launch” – the Proposal. You can find the asterisk next to the header for the fields.

The second item in the list explains that the form is launched by clicking the “Rocketship” icon titled “Validate and Launch Proposal” in the top dark blue area of the form. “Launch” is Curriculog-speak for submit the Proposal.

1

2

****Read before you begin****

1. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

2. LAUNCH proposal by clicking  in the top left corner.

Contact Information

First Name*

Last Name*

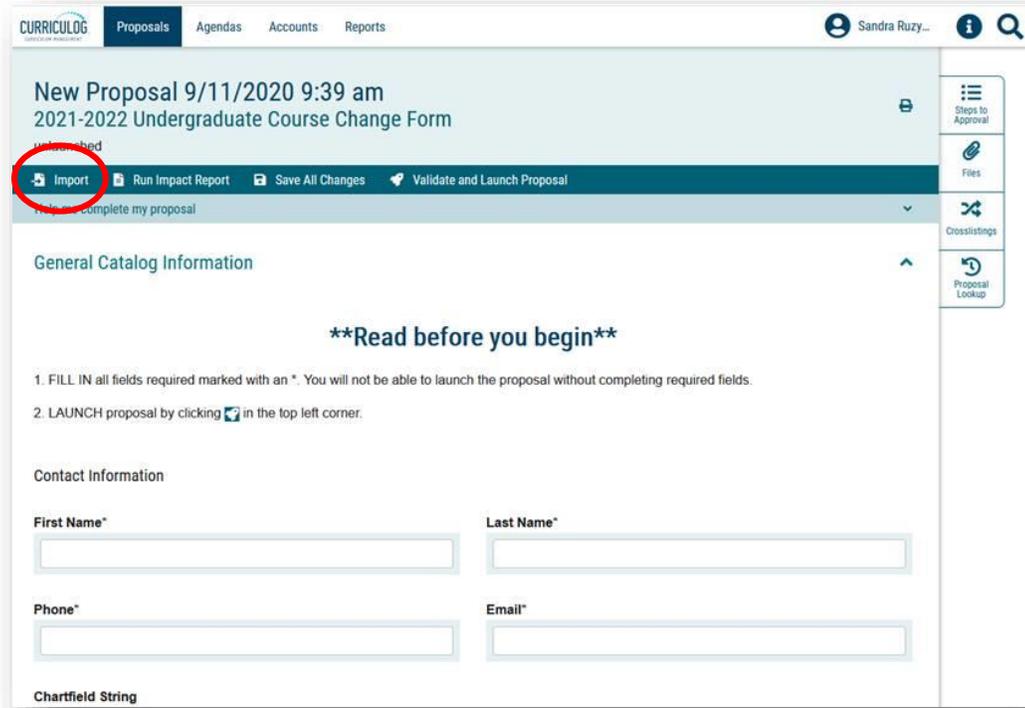
Phone*

Email*

Chartfield String

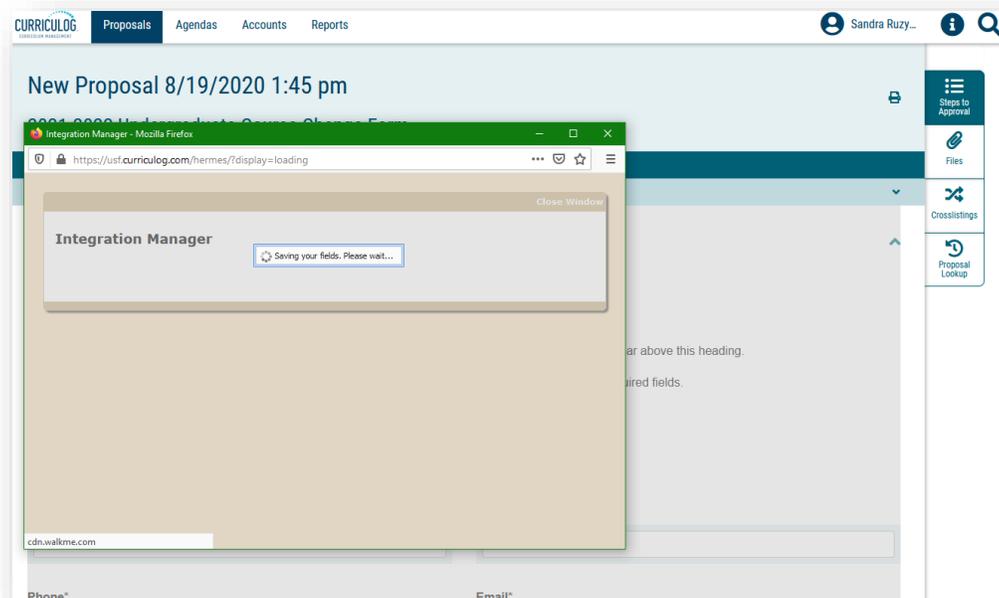
IMPORTING COURSE DATA

Once you have reviewed the instructions, it is time to begin the Course Change Proposal form. The first step is to import the current course information from the system inventory. Go to the dark blue toolbar and find the “Import” function. This function will pull in all the existing information for the course.



The screenshot shows the CURRICULOG interface for a 'New Proposal' dated 9/11/2020 at 9:39 am. The title is '2021-2022 Undergraduate Course Change Form'. A dark blue toolbar contains several buttons: 'Import' (circled in red), 'Run Impact Report', 'Save All Changes', and 'Validate and Launch Proposal'. Below the toolbar, there is a section for 'General Catalog Information' with instructions: '**Read before you begin**'. The instructions state: 1. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields. 2. LAUNCH proposal by clicking [button icon] in the top left corner. Below the instructions is a 'Contact Information' section with four input fields: 'First Name*', 'Last Name*', 'Phone*', and 'Email*'. At the bottom left, there is a 'Chartfield String' field.

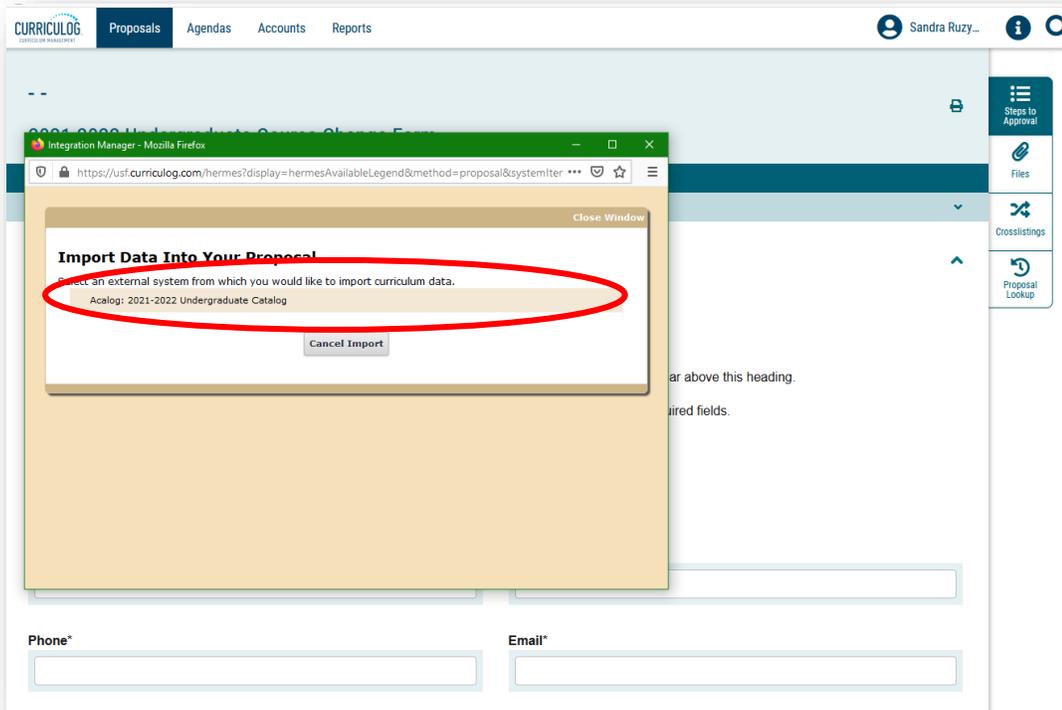
This will open a new window. The Integration Manager will save the form you had opened, even though you had not entered any information. This process takes less than a minute.



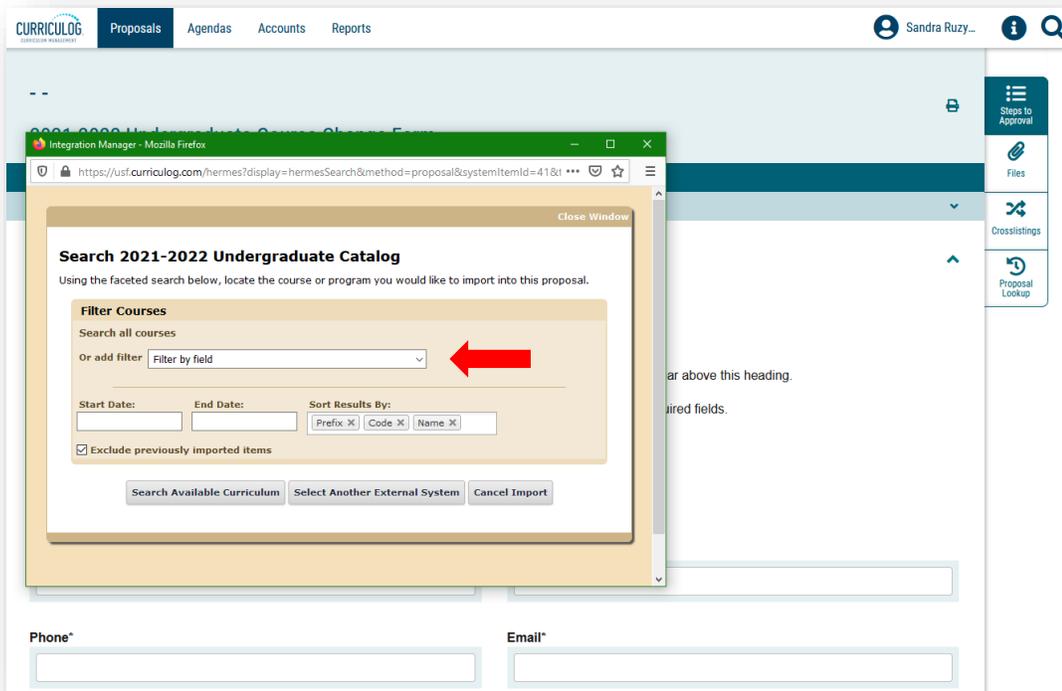
The screenshot shows the same CURRICULOG interface as the previous image, but with an 'Integration Manager' dialog box open in the foreground. The dialog box has a title bar 'Integration Manager - Mozilla Firefox' and a message: 'Saving your fields. Please wait...'. The background shows the 'New Proposal' form with the 'Import' button still visible. The dialog box is positioned over the 'Contact Information' section of the form.

Once the Integration Manager saves the form you have opened, it will display the import screen. You need to select the place from which you want to import the existing course data. Course and curriculum data are stored in Acalog which is the companion software system to Curriculog. Acalog is the catalog, while Curriculog is the way to update the catalog for courses and curriculum.

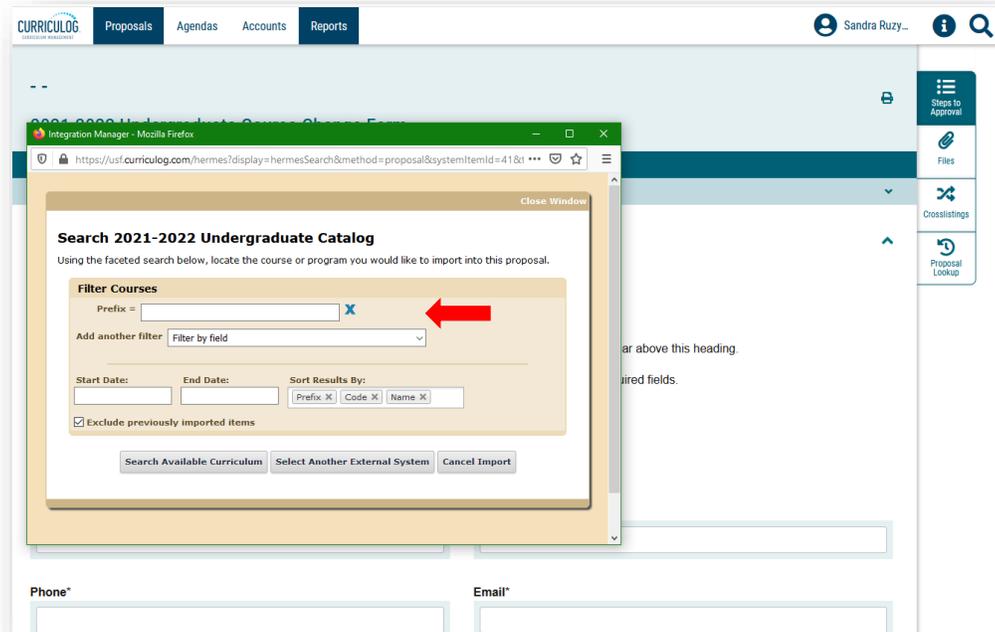
Click the Acalog title to open the import information. A checkmark will appear when you get ready to click.



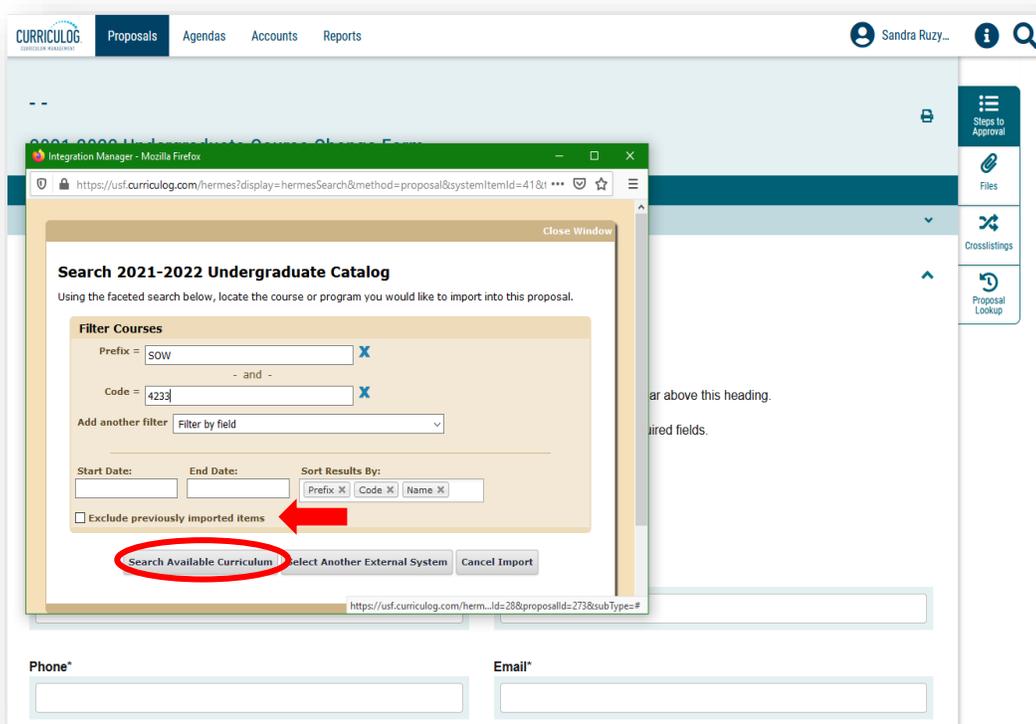
Click the drop down next to “Or add filter” and select “Prefix.”



This will add a field for the prefix. Next, go to “Add Another Filter,” and use the drop down to find the word “Code.” You will notice the filter you already selected, “Prefix,” is grayed out, as you cannot have the same filter option twice. Click the word “Code” to add this additional filter to your search options. If you want to remove a filter, click the blue X next to the filter field.



You can now fill in the “Prefix” and “Code” (course number) of the existing course you wish to change. Then, move to the last item in the shaded part of this screen and un-check the box next to “Exclude previously imported items.” Next, move to the gray options at the bottom of this screen. Click on “Search Available Curriculum.”



It will take a moment to pull the course into the Import box. Once the “Loading” notice disappears, scroll down to see the course displayed. Click the course to bring up a summary of the course information.

The screenshot shows the CURRICULOG web application interface. At the top, there are navigation tabs for "Proposals", "Agendas", "Accounts", and "Reports". The user's name "Sandra Ruzy..." is visible in the top right corner. A sidebar on the right contains icons for "Steps to Approval", "Files", "Crosslistings", and "Proposal Lookup".

The main content area is partially obscured by a search modal window titled "Integration Manager - Mozilla Firefox". The modal contains a "Filter Courses" section with the following fields:

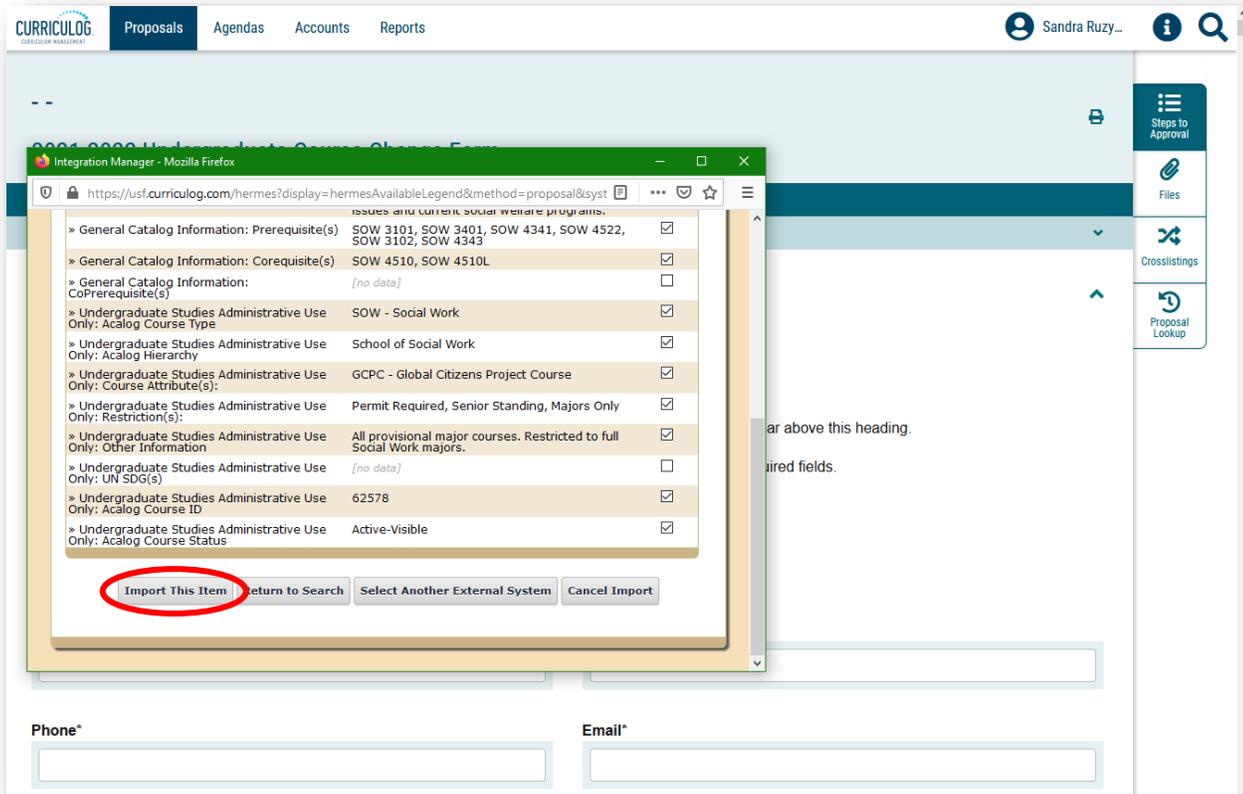
- Prefix = SOW
- Code = 4233
- Start Date: [empty]
- End Date: [empty]
- Sort Results By: Prefix X, Code X, Name X
- Exclude previously imported items

Buttons at the bottom of the modal include "Search Available Curriculum", "Select Another External System", and "Cancel Import".

Below the filter section, the "Search Results (1 to 1 of 1)" section displays a single result: "SOW 4233 Social Welfare Policy and Program Analysis". A red star icon is placed to the left of this result. Navigation buttons "Previous" and "Next" are located below the search results.

At the bottom of the main application window, there are input fields for "Phone*" and "Email*".

A summary of all data associated with the course will display. Scroll down to display the options at the bottom of the summary screen. Click on “Import this Item.” This will bring all the data associated with the course into the Course Change Proposal form. This will take less than a minute. The Course Change Proposal form may initially go blank before the Proposal form is re-loaded with all the course information displayed.



You will see that your course has been added to the Course Change Proposal form. You can scroll through the form to see that the fields have been pre-populated with the existing course information.

This process will also be used for the Course Change and Course or Attribute Discontinue Proposal forms. As a note, the process cannot be used on the New Course Proposal form, as the course does not exist in the course inventory system.

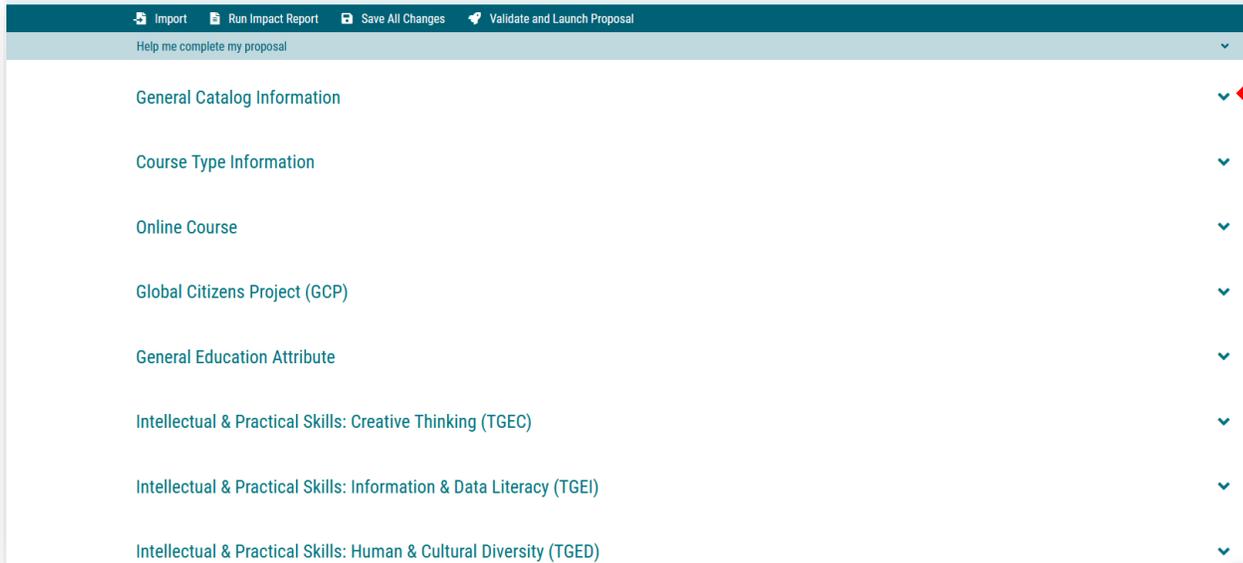
Additionally, the Proposal form will show both the existing course description and any change made as it moves through the approval workflow process.

The screenshot displays the CURRICULOG web application interface. At the top, there is a navigation bar with 'Proposals' selected, and a user profile for 'Sandra Ruzy...'. The main heading is 'SOW - 4233 - Social Welfare Policy and Program Analysis' with a red star icon to its left. Below this is the subtitle '2021-2022 Undergraduate Course Change Form'. A toolbar contains buttons for 'Import', 'Run Impact Report', 'Save All Changes', and 'Validate and Launch Proposal'. A light blue bar below the toolbar says 'Help me complete my proposal'. The 'General Catalog Information' section features a heading '**Read before you begin**' followed by three numbered instructions: 1. TURN ON help text before starting this proposal by clicking "Help me complete my proposal" in the light blue bar above this heading. 2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields. 3. LAUNCH proposal by clicking [icon] in the top left corner. Below the instructions is the 'Contact Information' section with four required input fields: 'First Name*', 'Last Name*', 'Phone*', and 'Email*'. The footer of the page reads 'Chartfield String'.

COURSE CHANGE PROPOSAL – GENERAL CATALOG INFORMATION

The Course Change Proposal form has different sections. To make it easier to navigate the form, each section should be collapsed. At this time, Curriculog does not open the forms with the sections collapsed; you will need to do this manually.

To collapse each section, click the arrow to the right of the section title. Move through the form and collapse each section. In doing this, you can work on each appropriate section and keep those sections collapsed which are not needed for your Proposal.



The first section of the Course Change form is the “General Course Information” section. Within this section, there are a number of areas to complete. Some of the areas are prepopulated from the course import we conducted, and other areas will require input. All areas with an asterisk require information, as the form will not submit without completion of these areas.

Remember to save your changes frequently by either clicking the “Save All Changes” in the top dark blue toolbar or clicking the “Save All Changes” in the lower left of the display screen. The feature floats with the display so that you do not have to scroll to the top.

Now it is time to fill in the “Contact Information” for your course. The first set of items include “Contact Information” for you, the proposer or originator, of the Course Change Proposal. You will need to provide “First” and “Last” name, campus phone number and email.

Next, you will provide the chartfield string. The chartfield is a multi-digit number which you can obtain from your department’s office manager or business/fiscal analyst. It is unique to each department and is used in Banner to tie the course to the department.

URRICULOG
Proposals Agendas Accounts Reports

Sandra Ruzy...

New Proposal 9/11/2020 9:39 am
2021-2022 Undergraduate Course Change Form
unlaunched

Import Run Impact Report **Save All Changes** Validate and Launch Proposal

Help me complete my proposal

General Catalog Information

****Read before you begin****

1. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.
2. LAUNCH proposal by clicking [Launch icon] in the top left corner.

Contact Information

First Name* Last Name*
Phone* Email*

Chartfield String

Save All Changes

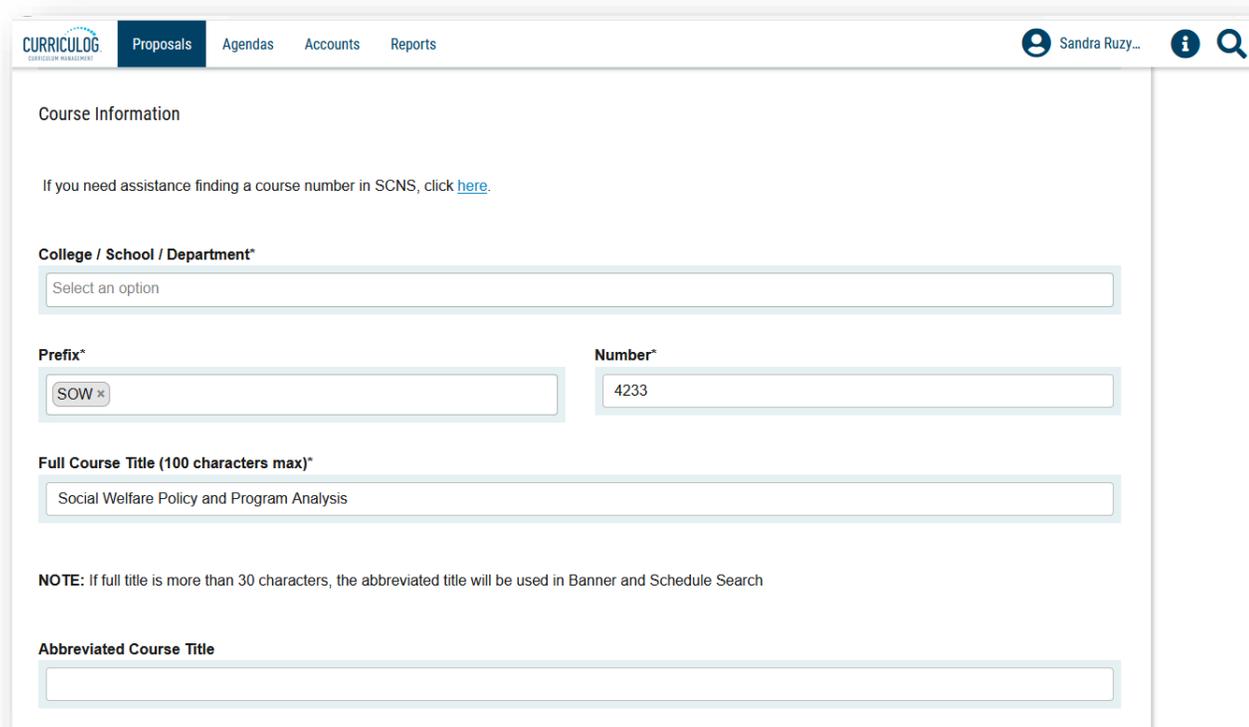
Steps to Approval
Files
Crosslistings
Proposal Lookup

The next section on the Course Change form is the “Course Information” area. Some of this information pre-populated when the course was imported into the form.

You will first need to select from the drop-down options in the “College/School/Department” field. Scroll through to find the college and department in which the course is housed. Clicking on the selected option will place it in the “College/School/Department” field.

You can change the “Course Title” by typing in the new course title. The “Abbreviated Course Title” is used in USF’s Banner and Schedule Search systems. If you wish to change the existing “Abbreviated Course Title,” you will need to view it in either system, and then type in the new “Abbreviated Course Title” here.

Please note: As changes are made, the original information is retained and the changed information appears as colored text. For each user that makes a change within the Proposal, the text will appear in the system-automated color for that user. In this way, the original information, and changed information can be viewed as the Proposal moves through the workflow approval process.



The screenshot shows the CURRICULOG interface for a Course Information form. The top navigation bar includes 'Proposals', 'Agendas', 'Accounts', and 'Reports'. The user is logged in as Sandra Ruzy... The form contains the following fields:

- College / School / Department***: A dropdown menu with the placeholder text 'Select an option'.
- Prefix***: A text input field containing 'SOW' with a small 'x' icon to clear the field.
- Number***: A text input field containing '4233'.
- Full Course Title (100 characters max)***: A text input field containing 'Social Welfare Policy and Program Analysis'.
- Abbreviated Course Title**: An empty text input field.

A note below the 'Full Course Title' field states: "NOTE: If full title is more than 30 characters, the abbreviated title will be used in Banner and Schedule Search".

Scroll down to view more of the “General Catalog Information” section of the form.

Next are questions regarding the course title and credit hours. Please select the “Yes” or “No” to answer the question “Is the course title variable?”

Then identify whether the credit hours are variable. If “Yes” is selected, a range of credit hours needs to be placed in the “Credits” field. If you are not changing the existing credit hours, continue with the form. If you wish to change the credit hours, type the requested credit hours in this field.

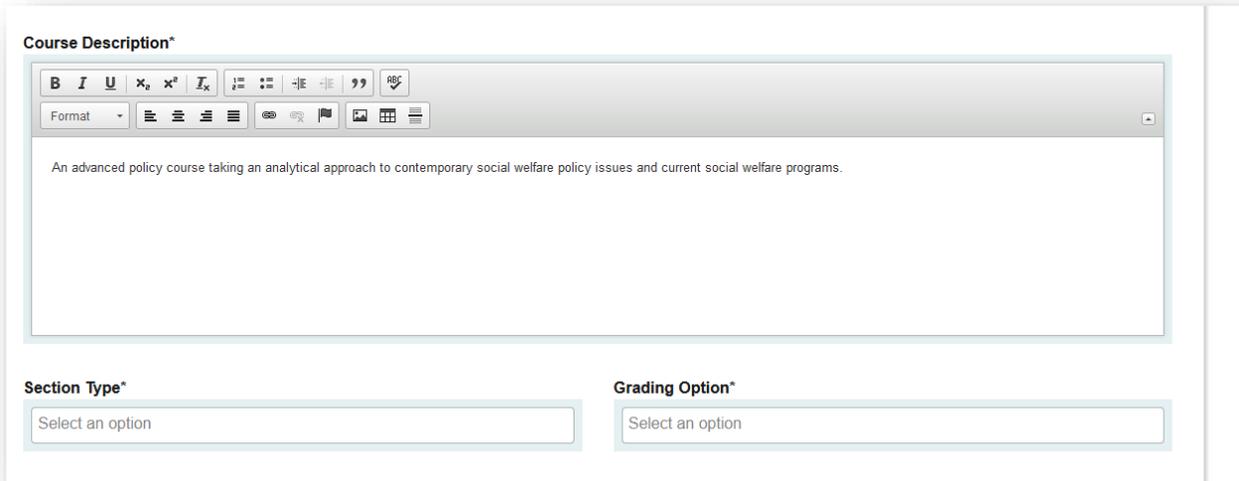
The “CIP Code” is the next area. The drop down will display all the CIP codes used at USF. If you are not changing the CIP code, leave this area blank. If you are changing the CIP code, select the requested code from the drop-down options.

The screenshot shows the CURRICULOG web application interface. The top navigation bar includes 'Proposals', 'Agendas', 'Accounts', and 'Reports'. The user's name 'Sandra Ruzy...' is visible in the top right corner. The main form area contains the following sections:

- Is the course title variable?** with radio buttons for 'Yes' and 'No'.
- Are the credit hours variable?*** with radio buttons for 'Yes' and 'No'.
- NOTE:** If variable, list min-max.
- Credit(s)** with a text input field containing the number '3'.
- Use CIP for the appropriate discipline, ex. Electrical Engineering CIP is 14.1001**
- CIP Code** with a dropdown menu showing 'Select an option'.

The last areas in the “General Course Information” section of the form are: “Course Description,” “Section Type,” and “Grading Option.”

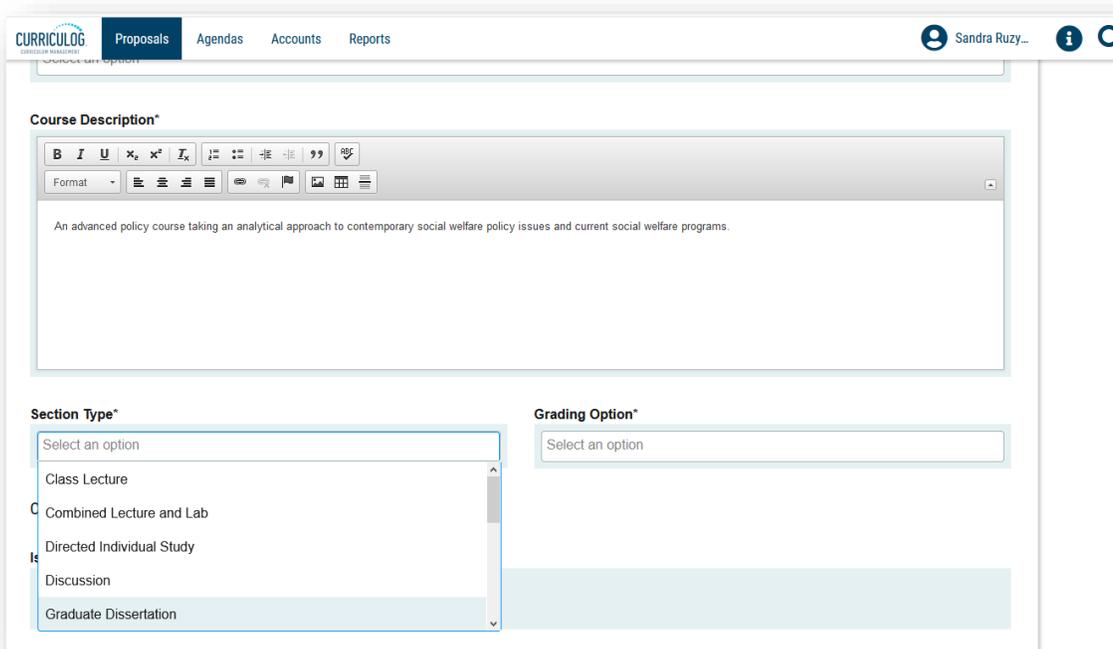
The “Course Description” has prepopulated from the course import. If you wish to change the course description, type in the change here. The system will show both the existing course description and any change made as it moves through the workflow approval process



The screenshot shows a web form titled "Course Description*". At the top is a rich text editor with a toolbar containing icons for bold, italic, underline, strikethrough, link, unlink, bulleted list, numbered list, indent, outdent, and undo. Below the toolbar is a text area containing the prepopulated text: "An advanced policy course taking an analytical approach to contemporary social welfare policy issues and current social welfare programs." Below the text area are two dropdown menus. The first is labeled "Section Type*" and contains the text "Select an option". The second is labeled "Grading Option*" and also contains the text "Select an option".

For “Section Type” click in the “select an option” area to bring up the options for the course. Scroll through and select the option for the course. If you wish to change the section type, select the new selection from the options. Click on the option and it will populate the field. If the Section Type is “online,” please select the “Other” option.

Next move to “Grading Option” and click in the “select an option” area.



This screenshot shows the same form as above, but with the "Section Type*" dropdown menu open. The menu lists several options: "Select an option", "Class Lecture", "Combined Lecture and Lab", "Directed Individual Study", "Discussion", and "Graduate Dissertation". The "Grading Option*" dropdown menu remains closed and shows "Select an option". The top navigation bar of the application is visible, showing "CURRICULOG" and menu items for "Proposals", "Agendas", "Accounts", and "Reports". A user profile for "Sandra Ruzy..." is also visible in the top right corner.

This brings up the three different grading options at USF. If we wanted to change the “Grading Option,” this is the place where we would do that by selecting a different option.

The screenshot shows the CURRICULOG web application interface. At the top, there is a navigation bar with 'Proposals', 'Agendas', 'Accounts', and 'Reports'. The user's name 'Sandra Ruzy...' is visible in the top right corner. The main content area is titled 'Course Description*' and contains a rich text editor with a toolbar and a text area containing the description: 'An advanced policy course taking an analytical approach to contemporary social welfare policy issues and current social welfare programs.' Below this, there are two sections: 'Section Type*' with a dropdown menu showing 'Class Lecture x' and 'Grading Option*' with a dropdown menu showing 'Select an option', 'Continuing', 'Regular', and 'S/U Only'. The 'S/U Only' option is highlighted. Below these sections, there is a 'Course Permit' section with the question 'Is a permit required for registration?' and two radio button options: 'Yes' and 'No'.

Next is the “Course Permit” question. Select the “Yes” or “No” option for this area.

The “Course Repeatability” is the next area. If the course is repeatable or the Proposal is to make the course repeatable, this information would be completed by selecting the drop-down options under “Repeatability” and selecting the appropriate option.

The “Course Prerequisite, Corequisites, and CoPrerequisites” is the next area. Please note the instructions and examples for this area. Courses can be added or removed by using the copy and paste functions or typing in a course number. If there is a minimum grade associated with any of the “Prerequisites, Corequisites, or CoPrerequisites,” please type it after the course. Remember to separate courses with a comma

“Course Restrictions” is the next area of this section. These areas are used to limit enrollment in a course. You can limit enrollment by “Department,” “Field of Study,” “Class,” “Student Attribute,”

“Level,” “Degree,” and “College.” If you have questions about these restrictions, please talk with your college-level liaison.

Course Restrictions

** Course restrictions are used to limit enrollment in courses. Please use caution when choosing to restrict courses. It is perfectly acceptable to have no restrictions on a course.

Department

- **Include:** To include a major(s) offered in a department(s), click on include and choose the applicable department.
- **Exclude:** To exclude a major(s) offered in a department(s), click on exclude and choose the applicable department. This will keep the course open to all majors in all departments except those chosen to exclude.
- **No restriction:** No restrictions will be enforced.

Department

Include

Exclude

No restriction

Include

Exclude

Field of Study

There are two remaining areas under the “General Course Information” section.

The first is the “High Impact Practice” or HIP. If you want to add a HIP to the course, this is the place where you would check the area. This sets up the steps in the workflow approval process so that the form will go to the appropriate office for review prior to going to the Undergraduate or General Education Council. All General Education attributes go to the General Education Council. Non-General Education HIP courses will go to the Undergraduate Council.

If a HIP is not requested for this course, leave this area unchecked. There will be opportunity to add other General Education attributes later in the form.

High Impact Practice (HIP)

All TGEE or TGEH courses must include a High Impact Practice. In addition Non-General Education courses may choose to certify with a High Impact Practice attribute. Please indicate below which High Impact Practice you are incorporating into your course: (you can only choose one)

High Impact Practice: (Select One)

Internship (Office of Internships and Career Readiness)

Community Engaged Learning (Office of Community Engagement & Partnerships)

Undergraduate Research (Office of Undergraduate Research)

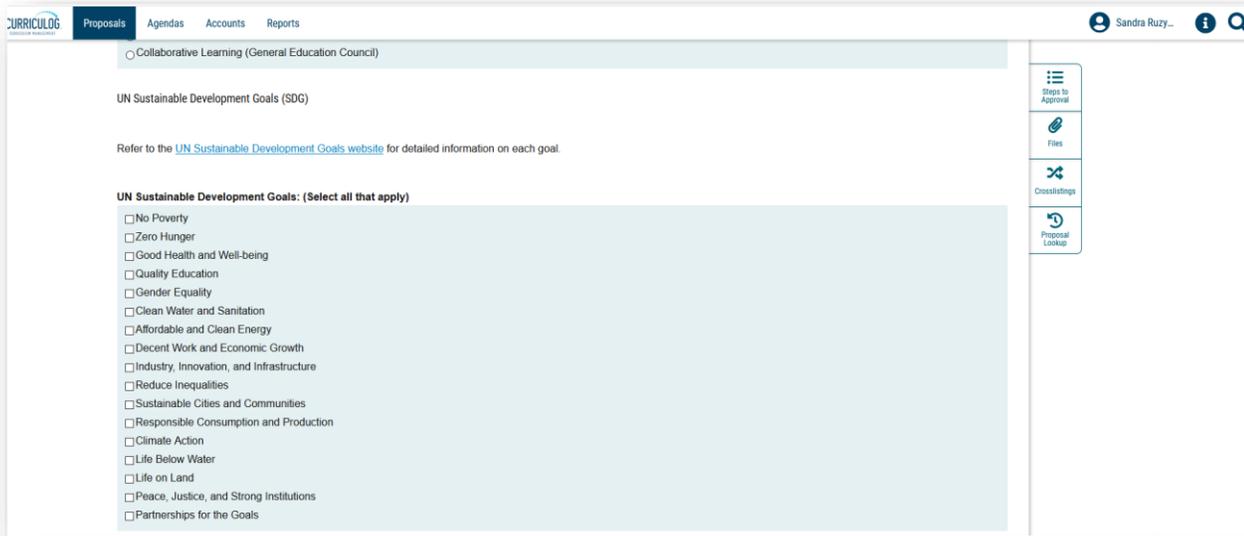
Education Abroad (Education Abroad)

Field Study (Office of Internships and Career Readiness)

Capstone (General Education Council)

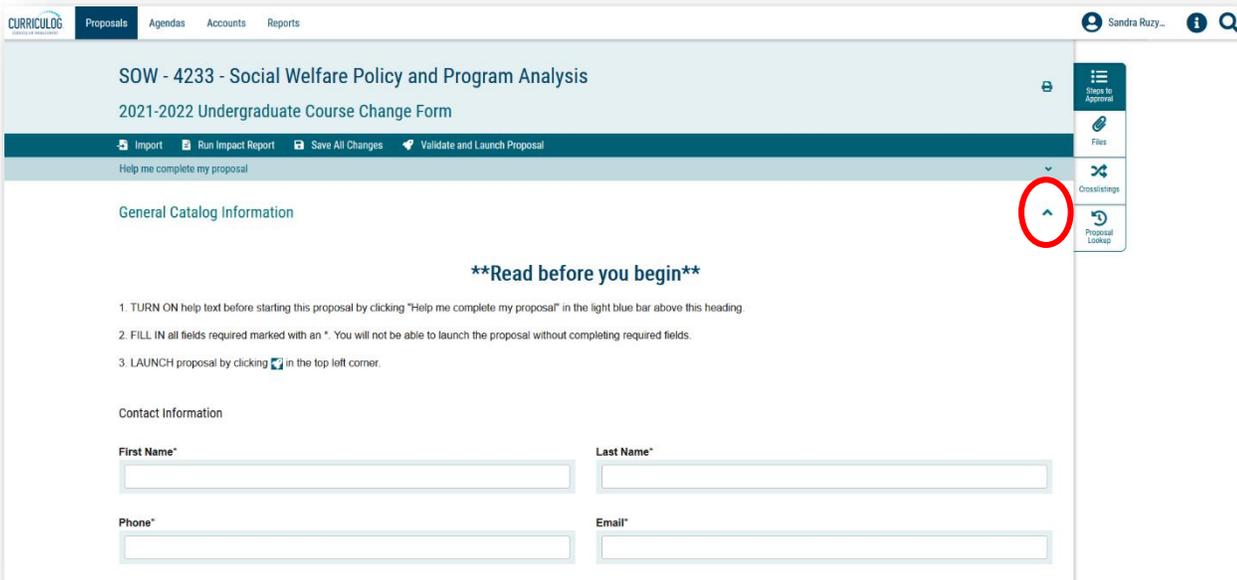
Collaborative Learning (General Education Council)

The last area in the “General Course Information” section is the UN Sustainable Development Goals area. Here you will select any UN Sustainable Development Goal area which fits your course. For more information about these goals, the link is provided under the title for this area.



Once you have completed the “General Catalog Information” section, save the work you have done by click the “Save All Changes” at the bottom, left of the display screen.

Scroll to the top of the form and click the arrow next to the section title to collapse this section.



COURSE TYPE INFORMATION

“Course Type Information” is the next section of the form. If we had collapsed this section, we would open it up by clicking the area to the right of the section title.

The first area in this section is titled “Honors.” Here you will need to indicate if the course is associated with the Judy Genshaft Honors College by selecting “Yes” or “No.”

The next area requires you to indicate if this is a core course for the major or if it is an elective. If you indicate you have a core course for the major, you need to identify the major in the “Course Major” field.

Next is the “Access” area where you will indicate if this course is open to all students or only for majors.

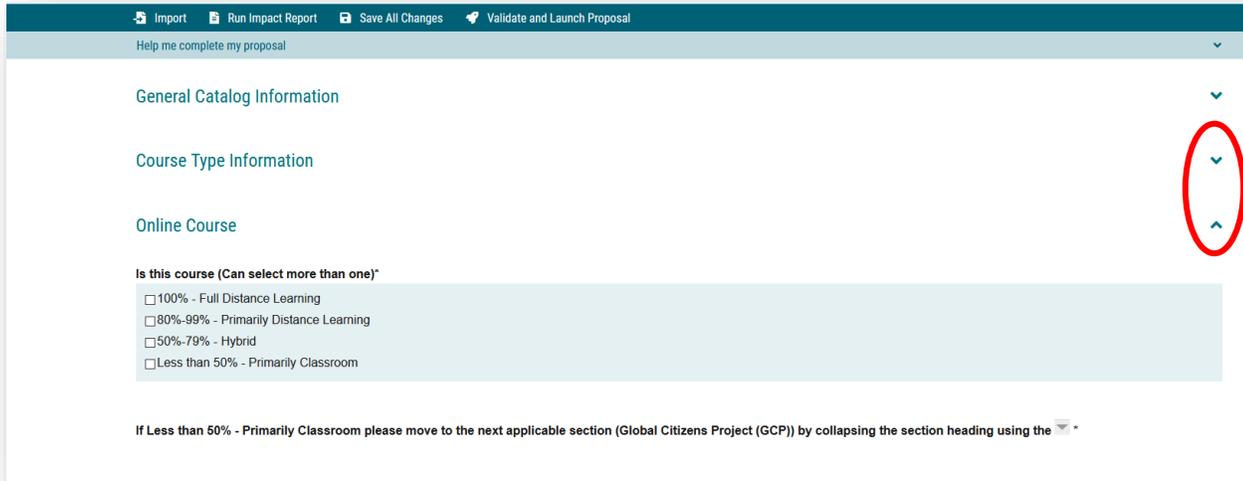
The last area for “Course Type Information” section is related to accreditation. Please indicate if this course is needed for accreditation or certification. Don’t forget to save your work frequently. The screen may go a shade dark or white as it is saving.

The screenshot shows the CURRICULOG web application interface. The top navigation bar includes 'Proposals', 'Agendas', 'Accounts', and 'Reports'. The user's name 'Sandra Ruzy...' is visible in the top right. The main content area is titled 'Course Type Information'. A red circle highlights a small upward-pointing arrow icon in the top right corner of the form area. The form contains the following sections:

- Honors**: Radio buttons for 'Yes' and 'No' (selected).
- Course is**: Radio buttons for 'Core (includes core courses certifying for Gen Ed)' and 'Elective (includes Gen Ed courses "open" to all USF students)'. Both are unselected.
- Enter major or N/A**: A text input field.
- Course Major**: A text input field.
- Access**: Radio buttons for 'Open to all' and 'Majors only'. Both are unselected.
- Course is related to accreditation / certification**: Radio buttons for 'Yes' and 'No'. Both are unselected.

Now that you've completed the "Course Type Information" you can collapse this section and open the next section "Online Course."

The first question is required as indicated by the asterisk. Here you will need to indicate what portion, if any, of the course is online. If you indicate that the course is primarily classroom, you can collapse this section and move on to the next. However, if your course is more than 50% online, you will need to answer the remaining questions about the course.



GLOBAL CITIZENS PROJECT

“Global Citizens Project” is the next section of the Proposal form. For more information about this program, visit <https://www.usf.edu/gcp/index.aspx>.

If you wish to certify your course as a GCP course, click “Add Global Citizens Project (GCP) to this course.” Then you will continue through this part of the form to answer all of the questions provided.

If you are NOT adding GCP to the course, choose that option then collapse the section and move on to the next.

The screenshot shows a web interface for a proposal form. The top navigation bar includes 'Proposals', 'Agendas', 'Accounts', and 'Reports'. The user's name 'Sandra Ruzy...' is visible in the top right corner. The main content area is divided into sections: 'General Catalog Information', 'Course Type Information', 'Online Course', and 'Global Citizens Project (GCP)'. The 'Global Citizens Project (GCP)' section is expanded, showing a question: 'Do you want to:*' with two radio button options: 'Add Global Citizens Project (GCP) to this course' and 'Do not want to add Global Citizens Project (GCP) to this course'. Below this, a note states: '* Please complete this section only if you are adding a Global Citizens Project (GCP) to this course, otherwise please move to the next applicable section (General Education Attribute) by collapsing the section heading using the [collapse icon] *'. The section is titled 'Global Citizens Course Certification Criteria' and contains two paragraphs of text explaining the project's goals and certification criteria.

GENERAL EDUCATION ATTRIBUTE

The next section of the Course Change Proposal form is the “General Education Attribute.” To learn more about General Education, visit <https://www.usf.edu/undergrad/faculty/general-education.aspx>. You can also view the tutorial on the Undergraduate Studies website at <https://usf.edu/ugs-curriculum-training> under the “Training” section. Go to the Course Proposal heading, and under it you will find the “Enhanced General Education and High Impact Practices” tutorial. This tutorial clarifies the difference between General Education attributes and the High Impact Practice attributes.

The initial area on the “General Education” or Gen Ed section has two options. The first option involves two choices – the course is Gen Ed OR you want to certify the course as General Education. The second option indicates you do not want to add a General Education Attribute for the course.

Notice the asterisk next to this area. This is a required choice.

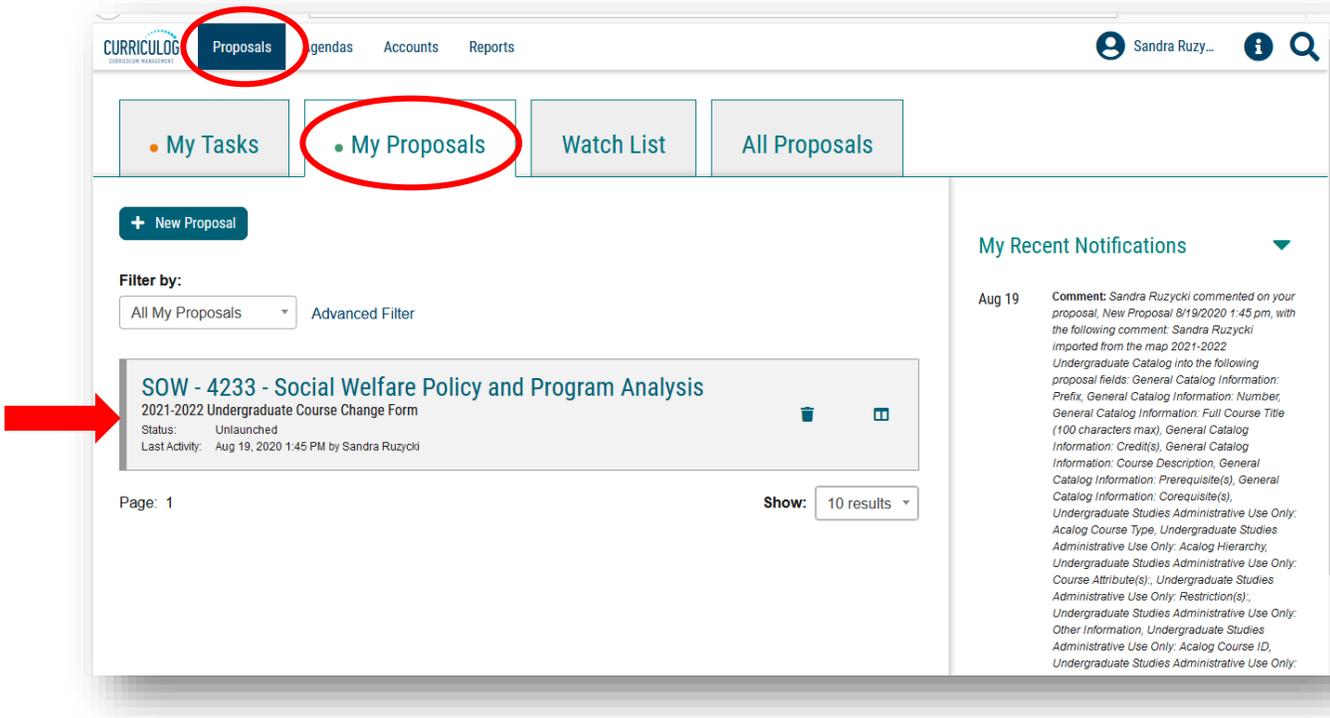
If you do not want to add a Gen Ed attribute to the course, you would select this option, save the changes, and collapse the section.

However, if you want to add a General Education attribute to your course, you would select the first option. Having indicated you want to add the Gen Ed attribute to the course, you would fill out all the information in the Gen Ed section. This is a large section requiring a lot of information. By saving the changes frequently, you can exit the form and system.

The screenshot shows the CURRICULOG system interface. The top navigation bar includes 'Proposals', 'Agendas', 'Accounts', and 'Reports'. The user is logged in as Sandra Ruzy... The main content area is titled 'Online Course' and 'Global Citizens Project (GCP)'. The 'General Education Attribute' section is expanded, showing a 'Select:' field with two radio button options: 'This is currently a General Education course or I wish to certify the course for General Education.' and 'Do not want to add General Education Attribute for this course.' A red circle highlights the 'Select:' label and the radio buttons. Below the options is a note: '* Please complete this section only if you are adding a General Education Attribute to this course, otherwise please move to the next applicable section (Course Supporting Information) by collapsing the section heading using the [collapse icon] *'. The 'General Education' section is collapsed. The bottom of the form has a 'Save All Changes' button.

When you log back into Curriculog you will find the Proposal in the Proposals main tab, and the My Proposals secondary tab.

Click the Proposal to open it up, and scroll to the place you were at previously. Remember to close out or collapse each section, by clicking the arrow next to the section name. This makes it easier to navigate within the form



INTELLECTUAL & PRACTICAL SKILLS: CREATIVE THINKING (TGEC)

The next section of the form is for the General Education TGEC attribute of “Intellectual and Practical Skills; Creative Thinking.” Notice there is not an initial title heading with an asterisk for this section. This means you do NOT have to complete this information if you are not adding the TGEC attribute.

However, if you do want to add the TGEC attribute to your course, you would complete the information in this section. As a reminder, a course can only have one Gen Ed attribute, so you should only complete one of these areas.

The screenshot shows the CURRICULOG system interface. At the top, there are navigation tabs for 'Proposals', 'Agendas', 'Accounts', and 'Reports'. The user is logged in as 'Sandra Ruzy...'. The main heading is 'SOW - 4233 - Social Welfare Policy and Program Analysis' with a sub-heading '2021-2022 Undergraduate Course Change Form'. Below this is a toolbar with buttons for 'Import', 'Run Impact Report', 'Save All Changes', and 'Validate and Launch Proposal'. A dropdown menu is open with the text 'Help me complete my proposal'. The main content area is a list of sections, each with a dropdown arrow: 'General Catalog Information', 'Course Type Information', 'Online Course', 'Global Citizens Project (GCP)', 'General Education Attribute', and 'Intellectual & Practical Skills: Creative Thinking (TGEC)'. The 'Intellectual & Practical Skills: Creative Thinking (TGEC)' section is currently expanded. Below this section is a 'Required Student Learning Outcomes' section with a note: 'Each skill area in the General Education curriculum has a set of Student Learning Outcomes (SLOs) that have been approved the General Education Council. Please select the two SLOs you are going to addressing your course.' At the bottom, there are buttons for 'Save All Changes' and 'Need Help?'. On the right side, there is a sidebar with icons for 'Steps to Approval', 'Files', 'Crosslistings', and 'Proposal Lookup'.

INTELLECTUAL & PRACTICAL SKILLS: INFORMATION & DATA LITERACY (TGEI)

The next section is the TGEI Gen Ed attribute or “Information and Data Literacy.” Once again, notice there is not an initial question with an asterisk next to it. If the TEGI attribute is not something you want to add to the course, you would collapse this area by clicking the arrow.

Online Course

Global Citizens Project (GCP)

General Education Attribute

Intellectual & Practical Skills: Creative Thinking (TGEI)

Intellectual & Practical Skills: Information & Data Literacy (TGEI)

Required Student Learning Outcomes

Each skill area in the General Education curriculum has a set of Student Learning Outcomes (SLOs) that have been approved the General Education Council.
Please select the two SLOs you are going to addressing your course.

Students will: (Select Two)

- Use research tools and indicators of authority to determine the credibility of sources, while identifying any legal and ethical restrictions placed on the use of information.
- Critically interpret quantitative evidence (such as graphs, tables, charts) in order to identify false claims, incorrect use of evidence, or contradictory statements.
- Contribute to scholarly conversations using discipline-appropriate communication in different modalities, such as local online communities, guided discussions, undergraduate research journals, and conference presentations/poster sessions.
- Revise submitted coursework by integrating new sources of information and determining relevance of existing sources.
- Critically compare and contrast opposing claims regarding the same fact or hypothesis, when the various sides are credible according to discipline-specific indicators of authority.
- Summarize the key changes in scholarly perspective over time on a particular topic within a specific discipline.
- Formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, data, then use the questions as a guide to organize information in meaningful ways.

Save All Changes

Need Help?

You may need to provide supporting documents based on your selections in the form. Statements such as the one highlighted below will remind you to attach these documents at the bottom of the form, and you will acknowledge that you are adding the documents.

Intellectual & Practical Skills: Information & Data Literacy (TGEI)

Required Student Learning Outcomes

Each skill area in the General Education curriculum has a set of Student Learning Outcomes (SLOs) that have been approved the General Education Council.
Please select the two SLOs you are going to addressing your course.

Students will: (Select Two)

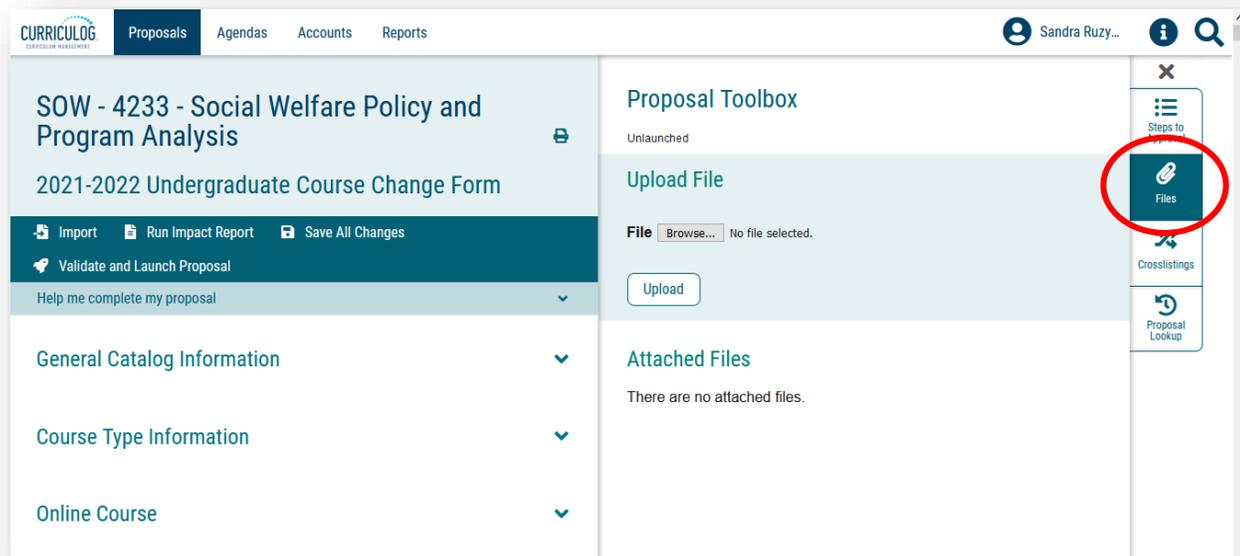
- Use research tools and indicators of authority to determine the credibility of sources, while identifying any legal and ethical restrictions placed on the use of information.
- Critically interpret quantitative evidence (such as graphs, tables, charts) in order to identify false claims, incorrect use of evidence, or contradictory statements.
- Contribute to scholarly conversations using discipline-appropriate communication in different modalities, such as local online communities, guided discussions, undergraduate research journals, and conference presentations/poster sessions.
- Revise submitted coursework by integrating new sources of information and determining relevance of existing sources.
- Critically compare and contrast opposing claims regarding the same fact or hypothesis, when the various sides are credible according to discipline-specific indicators of authority.
- Summarize the key changes in scholarly perspective over time on a particular topic within a specific discipline.
- Formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, data, then use the questions as a guide to organize information in meaningful ways.

Please provide evidence in your uploaded course syllabus (see *Syllabus and Additional Supporting Documents* section at the bottom of this form) for how you will embed these student learning outcomes throughout the entire course.

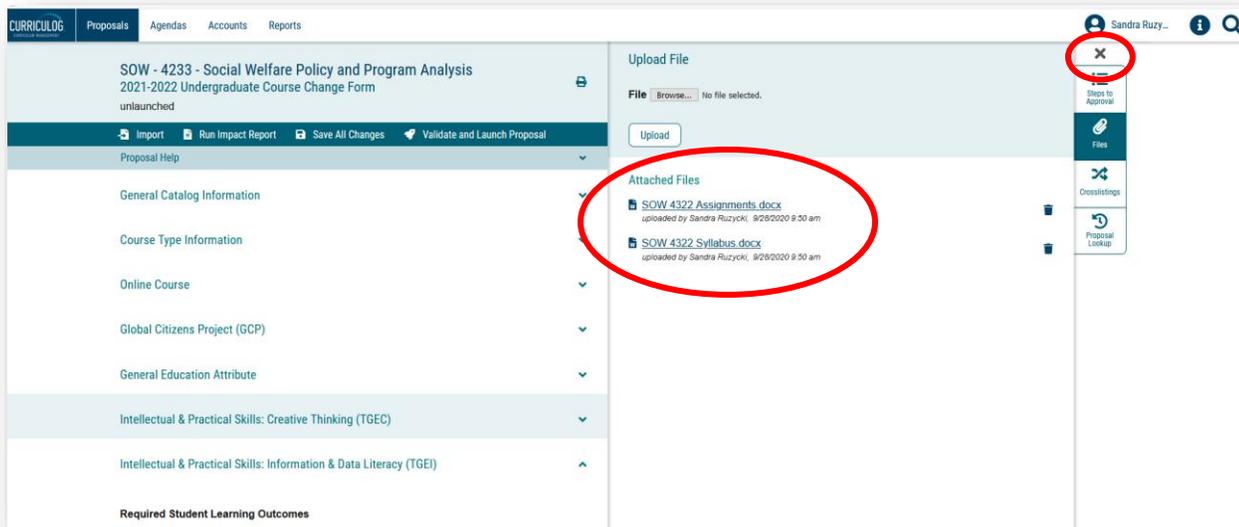
Check

- I have provided evidence in the course syllabus (see the *Syllabus and Additional Supporting Documents* section at the bottom of this form) attached.

Then scroll to the top of the form and find the “Files” option or the “Paperclip” icon on the top right side. Clicking this provides the screen to upload a file. You can browse your computer to find the appropriate file and click “Upload” to add the file to the Proposal. There is no limit to the number of files you can add to the Proposal. Word documents and .pdf files are the preferred formats.



Once the files are loaded, you will see the list of documents you have added.



Close this side of the screen out by clicking the X above the “Steps to Approval” box on the right side of the screen.

INTELLECTUAL & PRACTICAL SKILLS: HUMAN & CULTURAL DIVERSITY (TGED)

The next section is for the TGED attribute. If you are not adding this attribute to your existing course, look for an asterisk to indicate a required field under the section heading. Since there is no asterisk, we can collapse this section by clicking the arrow to the right of the heading. If you are adding the TGED attribute, complete this section, save changes, and then collapse the section.

CURRICULOG CURRICULUM MANAGEMENT

Proposals Agendas Accounts Reports

Sandra Ruzy...

Intellectual & Practical Skills: Information & Data Literacy (TGEI) ▾

Intellectual & Practical Skills: Human & Cultural Diversity (TGED) ▲

Required Student Learning Outcomes

Each skill area in the General Education curriculum has a set of Student Learning Outcomes (SLOs) that have been approved the General Education Council.
Please select the two SLOs you are going to addressing your course.

Students will: (Select Two)

- Demonstrate the ability to see issues from the perspective(s) of other groups/cultures by describing the values and communication styles found in groups different from one's own and the way in which those differences can affect styles of verbal and nonverbal communication.
- Define personal values and beliefs using appropriate language and communication methods that consider others' points of view and respect differences.
- Analyze how diversity affects interactions with major societal institutions (such as health care, criminal justice, education, employment, voting, military) from contemporary and/or historical perspectives.
- Weigh options/planned actions (such as policies and practices) to formulate possible solutions to reduce inequality and disparities in access and success in major societal institutions (such as health care, criminal justice, education, employment, voting, military).
- Analyze the ethical, social, and environmental challenges of global systems to formulate possible solutions regarding international cooperation and collaboration.

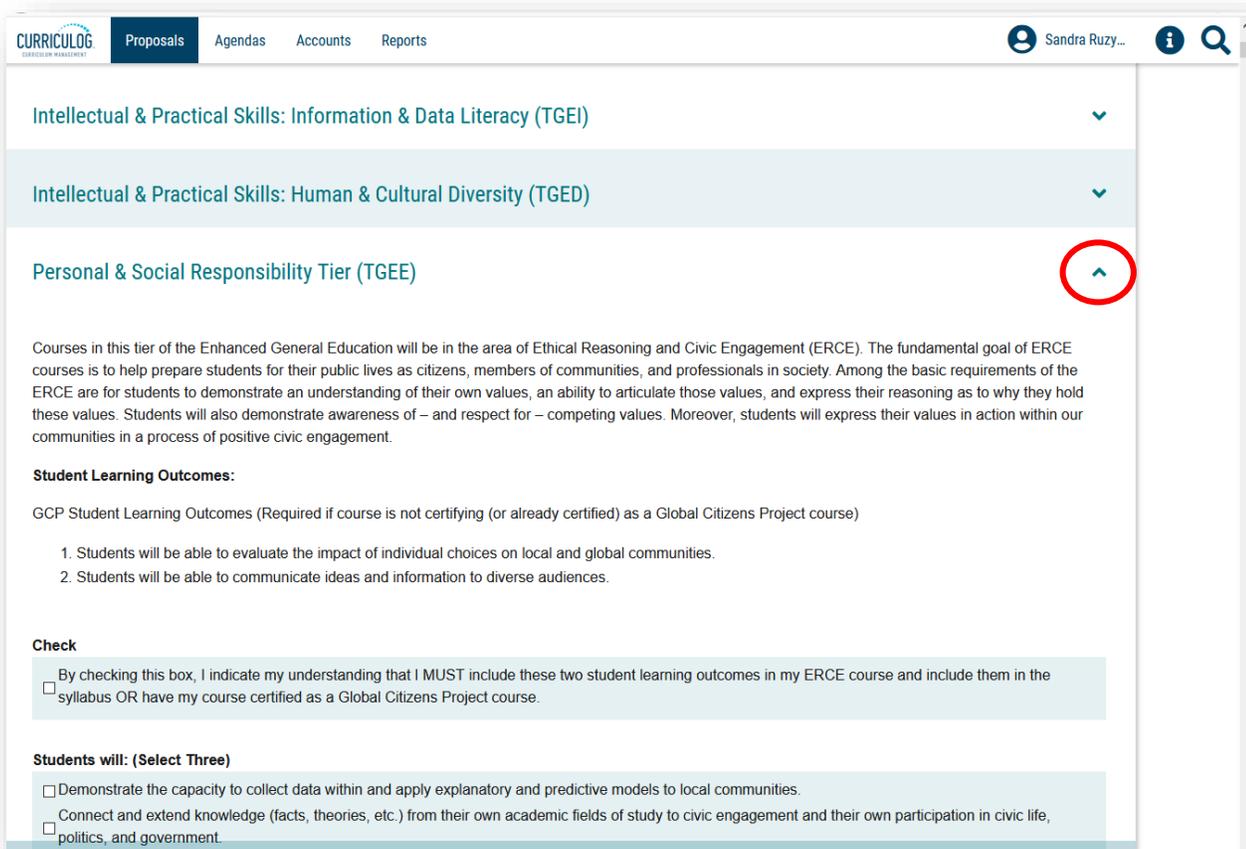
*Courses certifying under Human and Cultural Diversity are also required to select two global student learning outcomes (i.e., **Self-Awareness, Willingness, Practice, Knowledge, Analysis, Synthesis**) and one behavioral indicator for the Global SLO.

Global Student Learning Outcomes (Select Two)

PERSONAL & SOCIAL RESPONSIBILITY TIER (TGEE)

The next section is for the TGEE or “Personal and Social Responsibility Tier” General Education attribute. If you wanted to add this attribute to your course, you would complete this section.

Once you check to see if there is an asterisk next to the initial sub-heading for the section, you can collapse this section and move to the next part of the form.



CURRICULOG
Proposals Agendas Accounts Reports

Sandra Ruzy...

Intellectual & Practical Skills: Information & Data Literacy (TGEI) ▾

Intellectual & Practical Skills: Human & Cultural Diversity (TGED) ▾

Personal & Social Responsibility Tier (TGEE) ▲

Courses in this tier of the Enhanced General Education will be in the area of Ethical Reasoning and Civic Engagement (ERCE). The fundamental goal of ERCE courses is to help prepare students for their public lives as citizens, members of communities, and professionals in society. Among the basic requirements of the ERCE are for students to demonstrate an understanding of their own values, an ability to articulate those values, and express their reasoning as to why they hold these values. Students will also demonstrate awareness of – and respect for – competing values. Moreover, students will express their values in action within our communities in a process of positive civic engagement.

Student Learning Outcomes:

GCP Student Learning Outcomes (Required if course is not certifying (or already certified) as a Global Citizens Project course)

1. Students will be able to evaluate the impact of individual choices on local and global communities.
2. Students will be able to communicate ideas and information to diverse audiences.

Check

By checking this box, I indicate my understanding that I MUST include these two student learning outcomes in my ERCE course and include them in the syllabus OR have my course certified as a Global Citizens Project course.

Students will: (Select Three)

- Demonstrate the capacity to collect data within and apply explanatory and predictive models to local communities.
- Connect and extend knowledge (facts, theories, etc.) from their own academic fields of study to civic engagement and their own participation in civic life, politics, and government.

INTEGRATIVE & APPLIED LEARNING TIER (TGEH)

This section is for the TGEH or High Impact Practice attribute. The HIP or High Impact Practice attribute is comprised of seven possible sub-attributes. This section and the following sub-attributes are completed if adding TGEH or HIP attribute to the course. Remember HIP attributes are also added for TGEE Gen Ed courses and can be added to non-General Education courses.

Intellectual & Practical Skills: Human & Cultural Diversity (TGED) ▾

Personal & Social Responsibility Tier (TGEE) ▾

Integrative & Applied Learning Tier (TGEH) ▴

High Impact Practice (HIP) courses are those that include active learning practices that have been shown to increase student engagement and retention. While there is a large list of HIPs available from the American Association of Colleges & Universities (AAC&U), the General Education Council has decided to focus on the following HIP areas:

1. Internships
2. Community Engaged Learning
3. Undergraduate Research
4. Education Abroad
5. Field Study
6. Capstones
7. Collaborative Learning

Required SLOs

All HIP courses will be required to include the following standardized student learning outcomes, in addition to course-specific student learning outcomes.

1. Students will engage in meaningful critical reflection in required coursework.
2. Under professional oversight, students will utilize contextually-appropriate behaviors, tools, techniques and/or dispositions.
3. Students will integrate discipline-specific knowledge into the contextualized experience.
4. Students will synthesize discipline-appropriate learning via a culminating assignment.

Each type of HIP course will have different requirements, and courses certifying in HIP areas 1-5 will be required to go through the corresponding office for approval

The next seven sections of the course change Proposal deal with the different attributes for the HIP designation. If you are not requesting any HIPS for your course, you can keep these sections closed.

However, if you wish to add any of these attributes to your course, open the appropriate section and complete the requested information

Personal & Social Responsibility Tier (TGEE) ▾

Integrative & Applied Learning Tier (TGEH) ▾

Internship (HIP - INT) ▾

Community Engaged Learning (HIP - CEL) ▾

Undergraduate Research (HIP - UGR) ▾

Education Abroad (HIP - EDR) ▾

Field Study (HIP - FST) ▾

Capstone (HIP - CST) ▾

Collaborative Learning (HIP - CLB) ▾

Information for General Education Integrative and Applied Learning Courses (ALL TGEH / TGEE) ▴

The “Information for General Education” section needs to be completed for any TGEH or TGEE attribute. If you added one of these attributes to the course, be sure to complete this section, save changes, and collapse the section.

The screenshot shows the CURRICULOG web application interface. The top navigation bar includes 'CURRICULOG', 'Proposals', 'Agendas', 'Accounts', and 'Reports'. The user's name 'Sandra Ruzy...' is visible in the top right corner. The main content area displays a list of course sections: 'Capstone (HIP - CST)', 'Collaborative Learning (HIP - CLB)', and 'Information for General Education Integrative and Applied Learning Courses (ALL TGEH / TGEE)'. The third section is expanded, showing the following content:

Oral and Written Communication

As part of the general education curriculum, all HIP courses must address written and/or oral communication. Please indicate what your course will address:

Check

- Written Communication (complete written communication answer below)
- Oral Communication (complete oral communication answer below)

Written Communication

Please clearly describe how this course will address written communication.

Written Communication

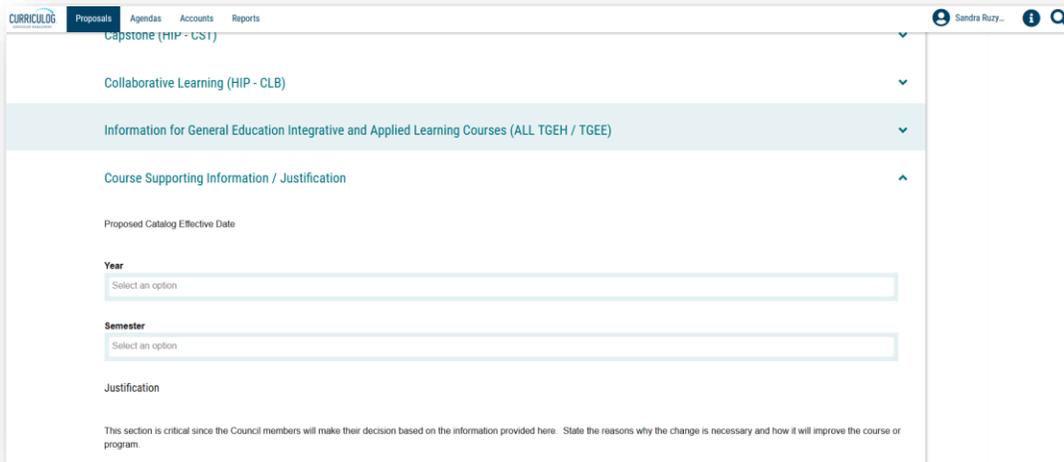
Below the text prompt is a large, empty text input field for providing the course description.

COURSE SUPPORTING INFORMATION

There are two sections remaining on the Course Change Proposal. The “Course Supporting Information” has a number of fields that will be used by all levels of review such as, the College, Registrar’s Office, Undergraduate Studies, Gen Ed attribute-specific Offices, and the Undergraduate or General Education Council in their review.

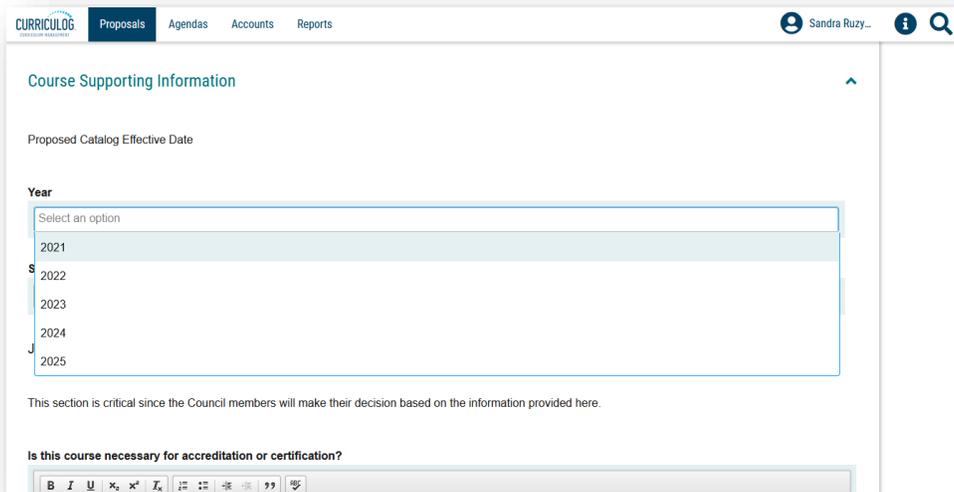
While not marked with as an asterisk, you need to complete all the fields within this section. It is important to answer these sections as completely as possible. If an area is not applicable, please put “NA.”

If any of the reviewers in the approval workflow process have questions, the Proposal could be returned to you with a request to provide additional information. Remember to save your information when completing this section.



The first heading within the “Course Supporting Information” section is to identify the year in which the proposed changes will be effective. In the “Year” heading, click the year in which the course changes will be effective. Please know that the year should be for the next catalog cycle, as changes cannot be incorporated into the current catalog.

For example, if you were currently in the 2020-2021 catalog year, you would select the next catalog, or 2021-2022 catalog, as it will be published March of 2021.



Moving to the “Semester” field options, you will select the appropriate semester.

CURRICULOG CURRICULUM MANAGEMENT

Proposals Agendas Accounts Reports

Sandra Ruzy...

Course Supporting Information

Proposed Catalog Effective Date

Year

2021 x

Semester

Select an option

- Fall
- Spring
- Summer

This section is critical since the Council members will make their decision based on the information provided here.

Is this course necessary for accreditation or certification?

Rich text editor toolbar: B, I, U, x_o, x_e, I_x, bulleted list, numbered list, link, unlink, bold, italic, text color, background color, undo, redo, help.

You will continue to fill out the information with the “Course Supporting Information” section. Upon completion, remember to click the “Save All Changes.” Then collapse this section of the form.

CURRICULOG CURRICULUM MANAGEMENT

Proposals Agendas Accounts Reports

Sandra Ruzy...

Course Supporting Information

Proposed Catalog Effective Date

Year

2021 x

Semester

Fall x

Justification

This section is critical since the Council members will make their decision based on the information provided here.

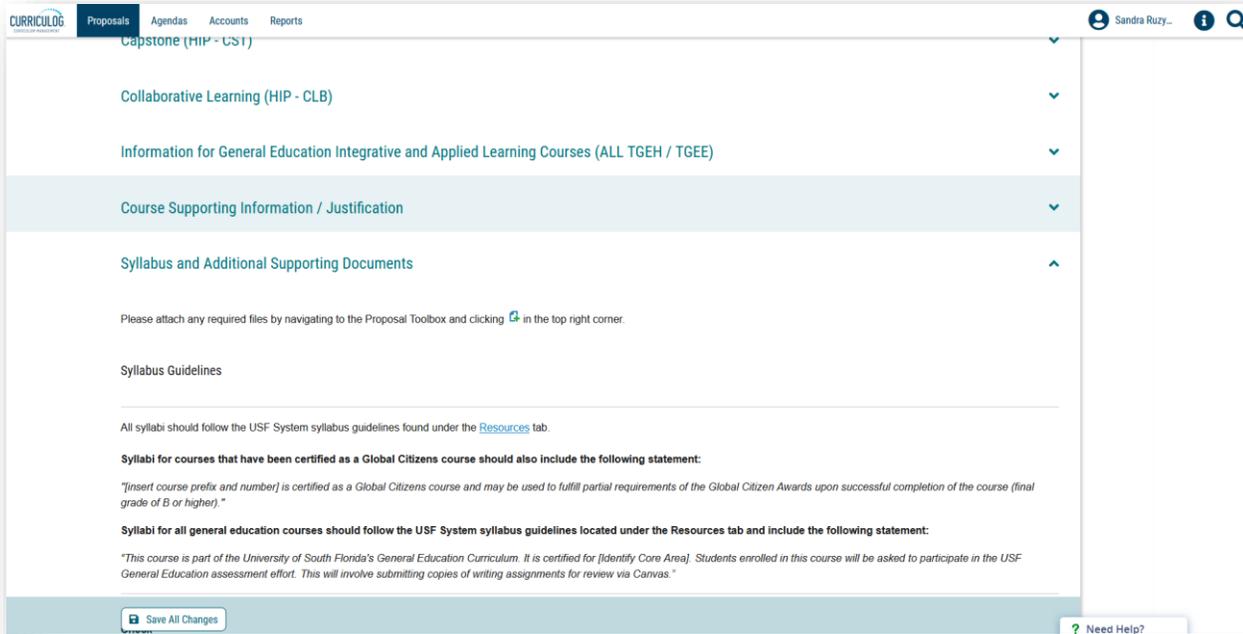
Is this course necessary for accreditation or certification?

Rich text editor toolbar: B, I, U, x_o, x_e, I_x, bulleted list, numbered list, link, unlink, bold, italic, text color, background color, undo, redo, help.

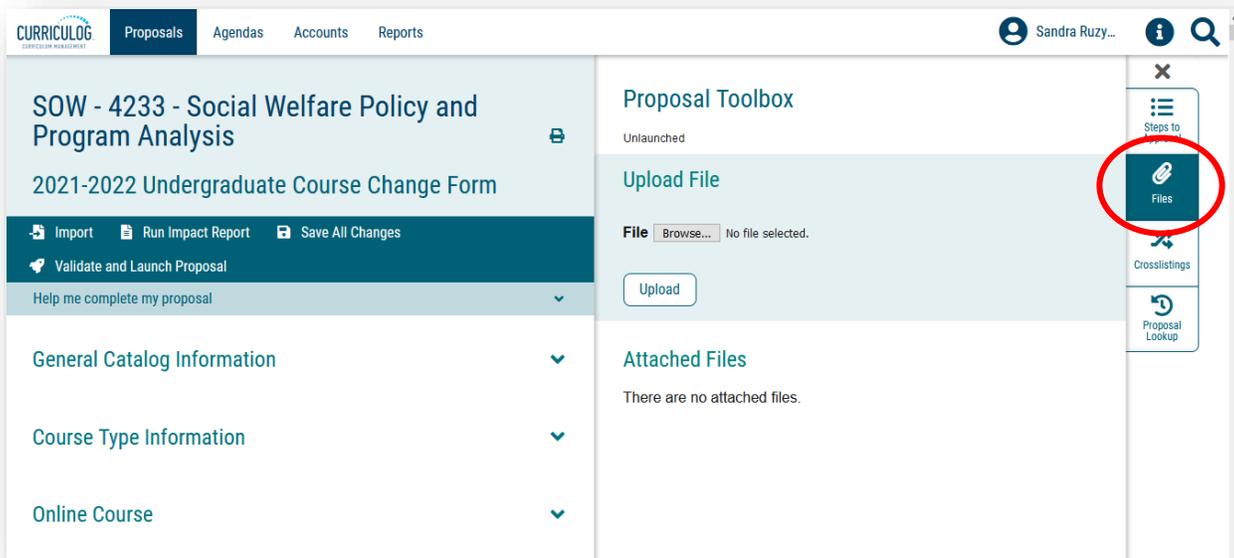
What specific areas of knowledge is covered by this course which is not covered by courses currently listed?

SYLLABUS AND ADDITIONAL SUPPORTING DOCUMENTS

The final section of the Course Change Proposal is titled “Syllabus and Additional Supporting Documents.” Please review and complete all the information in this section.



To add the required documents, go to the right side of your dashboard to find the “Files” or “Paperclip” icon.



Click the “Browse” button to find the file on your computer and then “Upload” the file to the Course Change Proposal.

NEXT STEPS

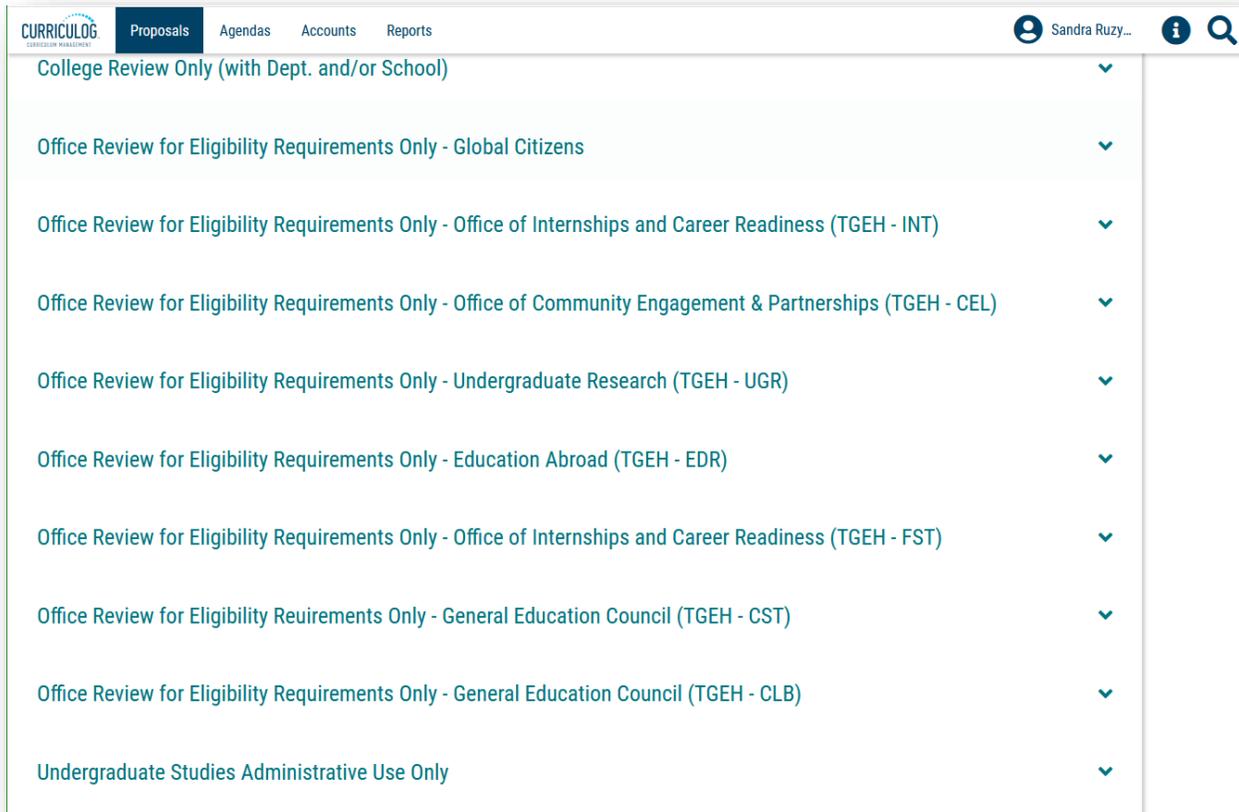
The remaining sections of the form can be closed or collapsed by clicking the arrow next to the section heading. These sections are part of the approval workflow process.

The “College Review Only” section heading is a required step in the approval workflow process for your college. Once you submit or launch your Proposal, it will go to the College level for review and approval. If there is anything missing from your Proposal, the College will send the Proposal form back to you with instructions on what needs to be completed, corrected, or added.

The “Office Review for Eligibility Requirements Only” areas are conducted if you added Global Citizens Project and/or a High Impact Practice attribute to the course.

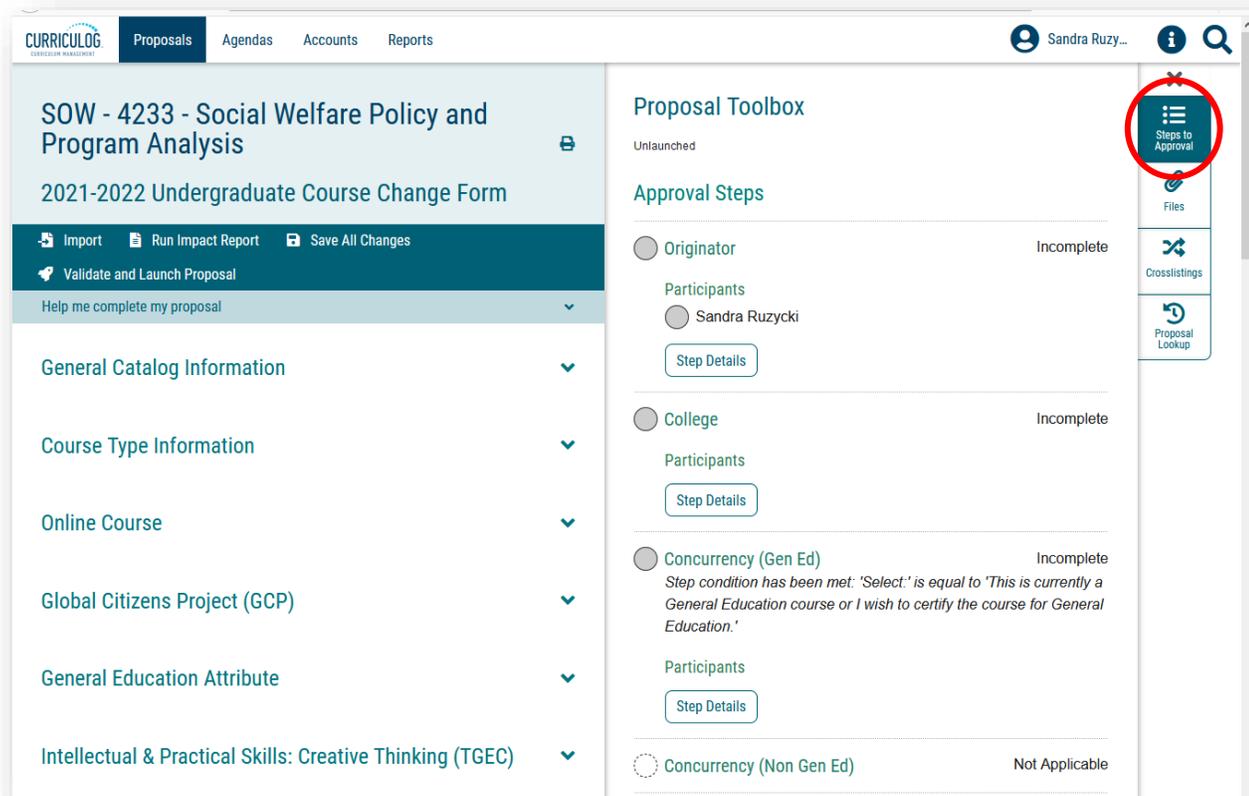
The “Undergraduate Studies Administrative Use Only” section displays all the checks conducted by the Curriculum Team for Undergraduate Studies.

At any time, you can open the section heading to see what criteria that area will use to evaluate your Course Change Proposal. This may be helpful when completing the form.



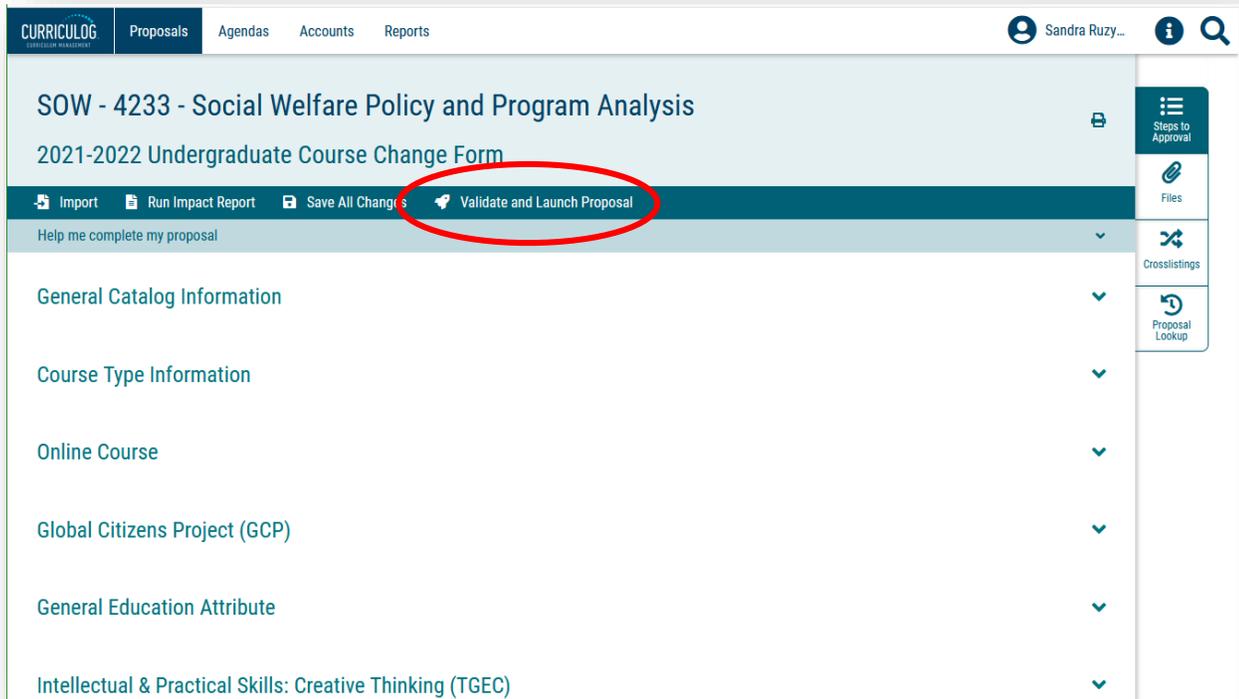
You can also view the steps in the approval workflow process, by going to the right side of your dashboard, and clicking the dark blue “Steps to Approval” box.

The steps in the approval process will display based on the information you have entered on the form. At any time, you can log back into Curriculog and view the steps and comments for your Proposal.



VALIDATE AND LAUNCH

Once you have completed the form and saved all changes, the last step is to “Validate and Launch” the Proposal. This is the submission step. You will find this in the top dark blue toolbar with the “Rocketship” icon.



The screen will change to gray and you will see the validating box appear.

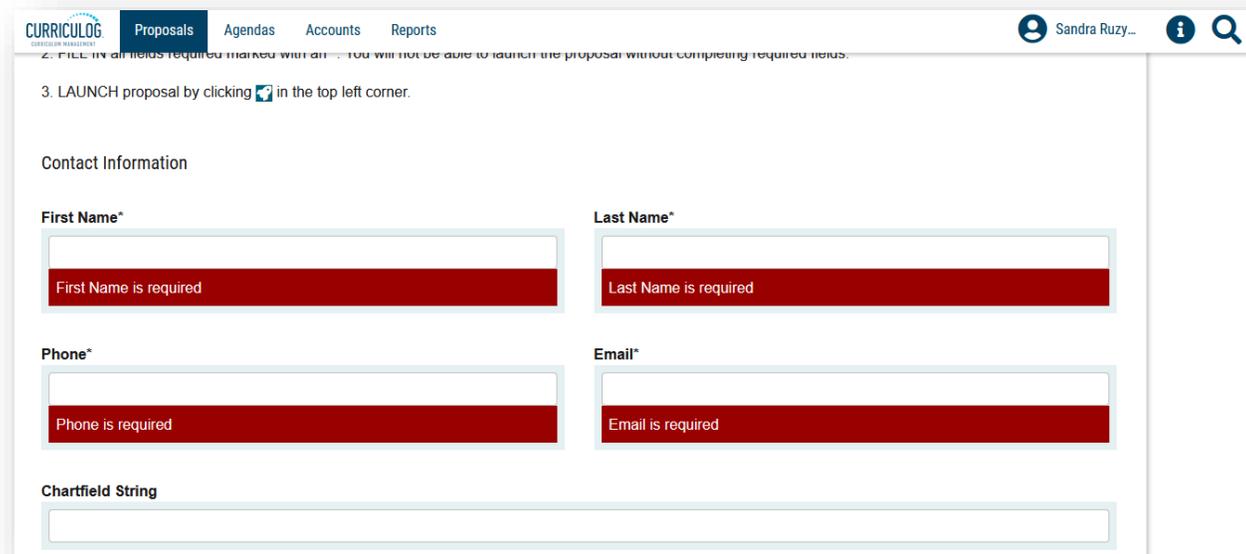


It is possible to get the message that your Proposal could not launch due to validation errors. This means there were areas of the form that were required which you failed to complete. To see the areas in which these errors occurred, click the “Show Me” button.



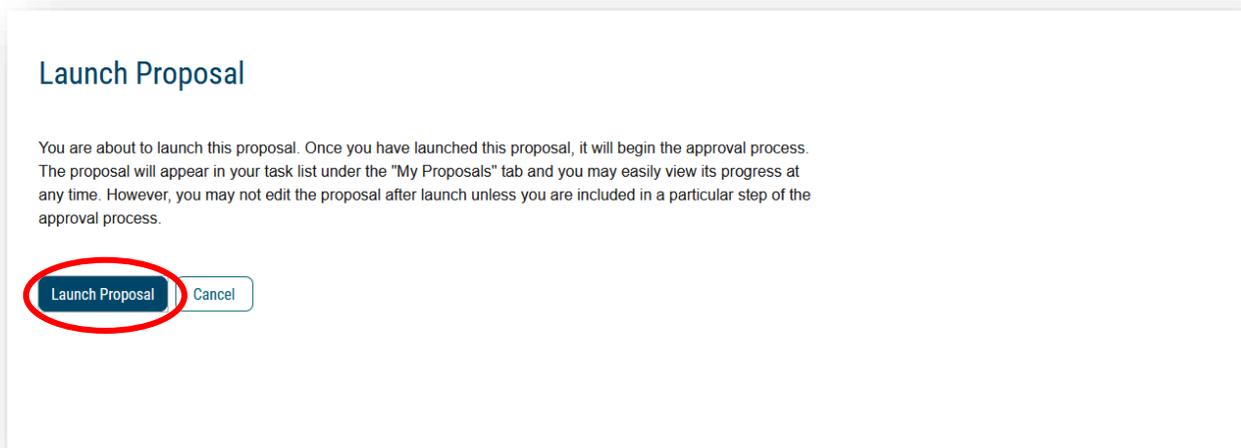
The screen will go back to the form and show you in red the information that is missing.

You will want to scroll through the form and look for any other required areas marked by the asterisk which are indicated with the red bar. After filling in the red areas, save all changes the form, and click the “Rocketship” icon again to validate and launch the Proposal.



A “Launch Proposal” screen will appear indicating there were no errors in the form. The text explains once the Proposal is launched, it will start the approval workflow process. The Proposal will appear under the “My Proposals” tab on your main Curriculog display screen.

If you are ready to move the Proposal to the next step, you will click the “Launch Proposal” button. If you wish to review the form, click the “Cancel” button. The form will appear in your “My Tasks” tab on the main Curriculog display screen.



ORIGINATOR APPROVAL

The final step is for you to approve the Course Change Proposal in the approval workflow process. Open the right side of your dashboard. You will see the Approval Steps. If you have not launched the Proposal it will state “Unlaunched” under the “Proposal Toolbox”. Once the Proposal is launched, this text will state “Launched.”

Under the “Approval Steps” heading, you will see the various steps in the process for your Course Change Proposal form. As the course proposer, you are identified as the “Originator” in the Curriculog approval workflow process.

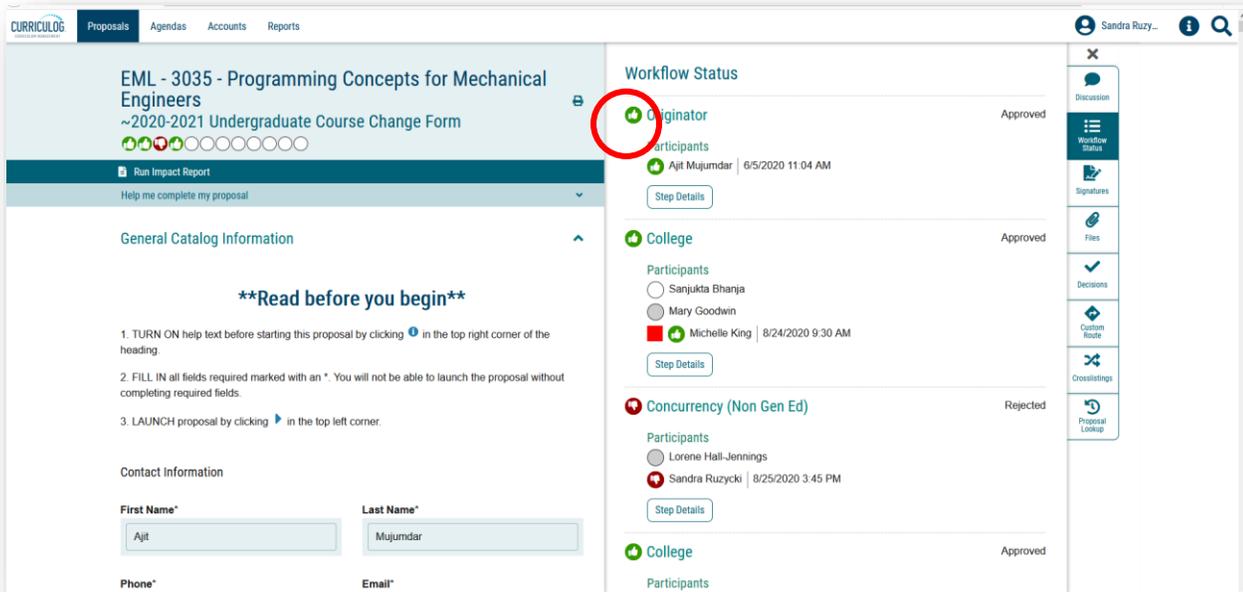
You will need to approve the Proposal to move it to the College step in the approval workflow process. You can also add any comments at this time, as a comment box will appear. A green “thumbs up” will appear next to the Originator step once you approve the Proposal.

The screenshot displays the Curriculog web application interface. The top navigation bar includes 'Proposals', 'Agendas', 'Accounts', and 'Reports'. The user profile 'Sandra Ruzy...' is visible in the top right. The main content area is divided into two columns. The left column shows the proposal title 'SOW - 4233 - Social Welfare Policy and Program Analysis' and the form type '2021-2022 Undergraduate Course Change Form'. Below this, there are action buttons: 'Import', 'Run Impact Report', 'Save All Changes', and 'Validate and Launch Proposal'. A dropdown menu 'Help me complete my proposal' is also present. The right column is titled 'Proposal Toolbox' and shows the status 'Unlaunched'. Below this, the 'Approval Steps' section is visible, listing 'Originator' and 'College' as steps, both marked as 'Incomplete'. The 'Originator' step is circled in red. Under 'Originator', the participant 'Sandra Ruzycki' is listed with a 'Step Details' button. Under 'College', participants 'Patricia Cleveland', 'Lisa Landis', and 'Jessica LeStourgeon' are listed, also with a 'Step Details' button. A sidebar on the far right contains a 'Steps to Approval' button, which is also circled in red, along with other icons for 'Files', 'Crosslistings', and 'Proposal Lookup'.

Here is an example of a College of Engineering course which is moving through the workflow process. You will notice on the right side of the dashboard the approval workflow process shows the steps which have been completed.

You will notice a green “thumbs up” next to the Originator and College steps in the approval workflow process indicating the Proposal was approved at these steps.

At any time, you can log into the Curriculog system and view the status of the Proposal.



This concludes the USF Curriculog Course Change Proposal tutorial. Thank you for your review of this information.

To view other tutorials, visit the USF Undergraduate Studies Curriculum website at <https://usf.edu/ugs-curriculum-training>. You can email us at UGS-DOCurriculum@usf.edu with questions.

UNIVERSITY OF SOUTH FLORIDA MyUSF Directory

UNDERGRADUATE STUDIES
PART OF STUDENT SUCCESS

CONTRIBUTE TO OUR FUTURE

FOR STUDENTS FOR ADVISORS FOR FACULTY ACADEMIC PROGRAMS ABOUT US

Curriculog Proposal System

[Undergraduate Studies](#) / [Curriculum Team](#) / [Curriculog Proposal System](#) / [Proposal System Overview](#)

PROPOSAL SYSTEM OVERVIEW

CALENDAR & DEADLINES

FORMS

FREQUENTLY ASKED QUESTIONS

TRAINING

RESOURCES

PROPOSAL SYSTEM OVERVIEW

Welcome to USF's Course and Curriculum Proposal System

Curriculog is a web-based proposal management system. Curriculog is USF's curriculum and course approval process. It automates the processes of curriculum change proposals and new, discontinue, and change course proposals.

To optimize the Curriculog experience, it is best to use **Firefox** or **Chrome** as your browser. You can access the Curriculog system at <https://usf.curriculog.com/> and then click login in the upper right corner.