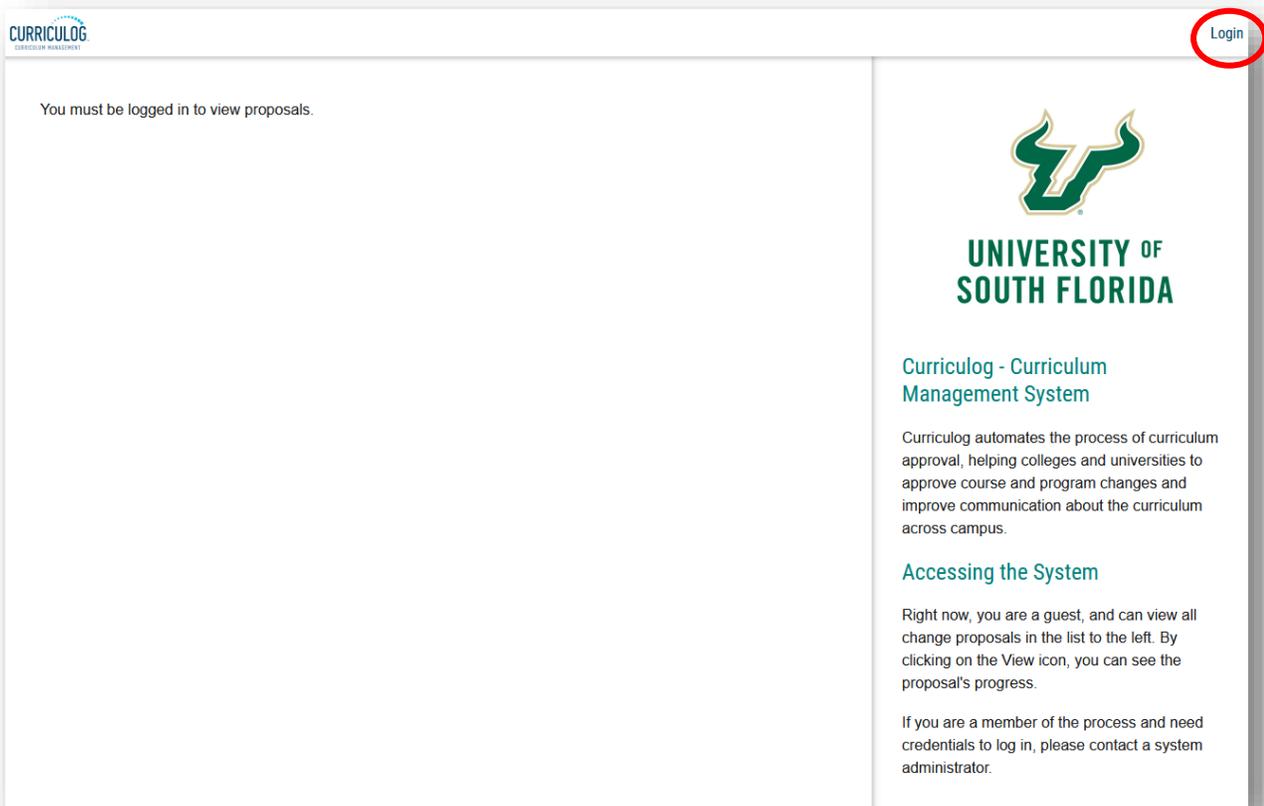


## USF Curriculog – New Course Proposal tutorial

Welcome to the University of South Florida's Curriculog New Course Proposal tutorial. This tutorial will focus on how to complete a New Course 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://www.usf.edu/ugs-curriculum-training>. Tutorials on Course Proposals and Program or Curriculum Change Proposals, as well as, resources for the Curriculog Proposal system can be found here.

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.

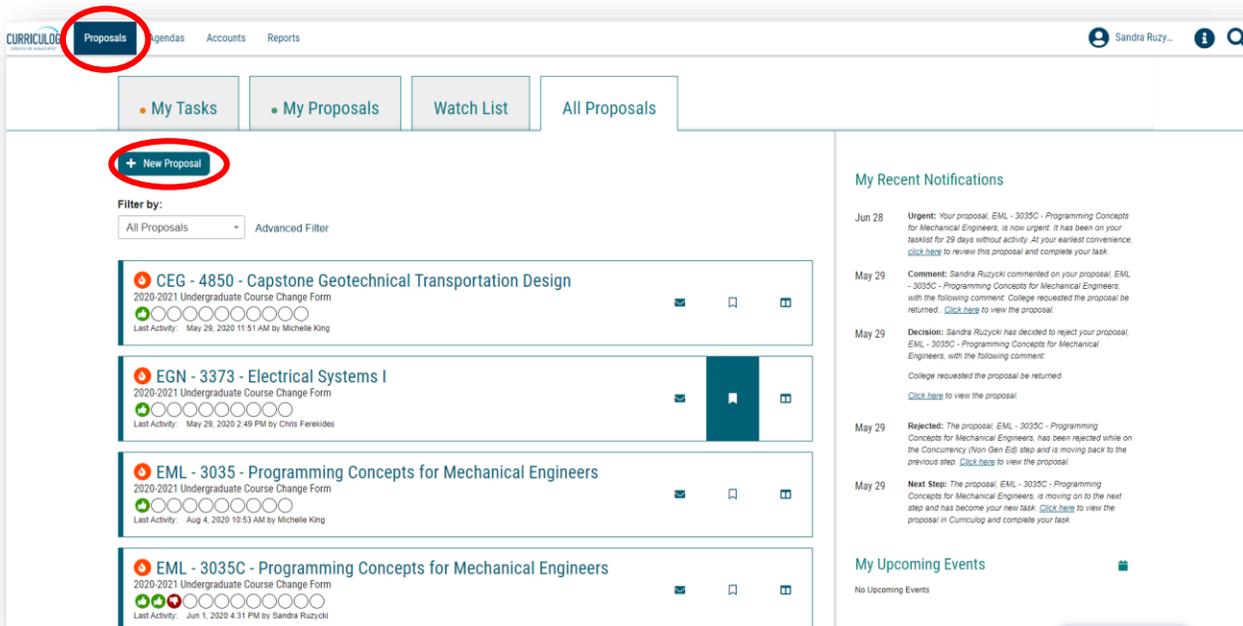


The screenshot displays the USF Curriculog system interface. In the top left corner, there is a logo for "CURRICULOG CURRICULUM MANAGEMENT". In the top right corner, a "Login" button is circled in red. The main content area is split into two columns. The left column contains the text "You must be logged in to view proposals." The right column features the University of South Florida logo, the text "UNIVERSITY OF SOUTH FLORIDA", and a section titled "Curriculog - Curriculum Management System". Below this title, there is a paragraph describing the system's purpose: "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." This is followed by a section titled "Accessing the System" with two paragraphs: "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." and "If you are a member of the process and need credentials to log in, please contact a system administrator."

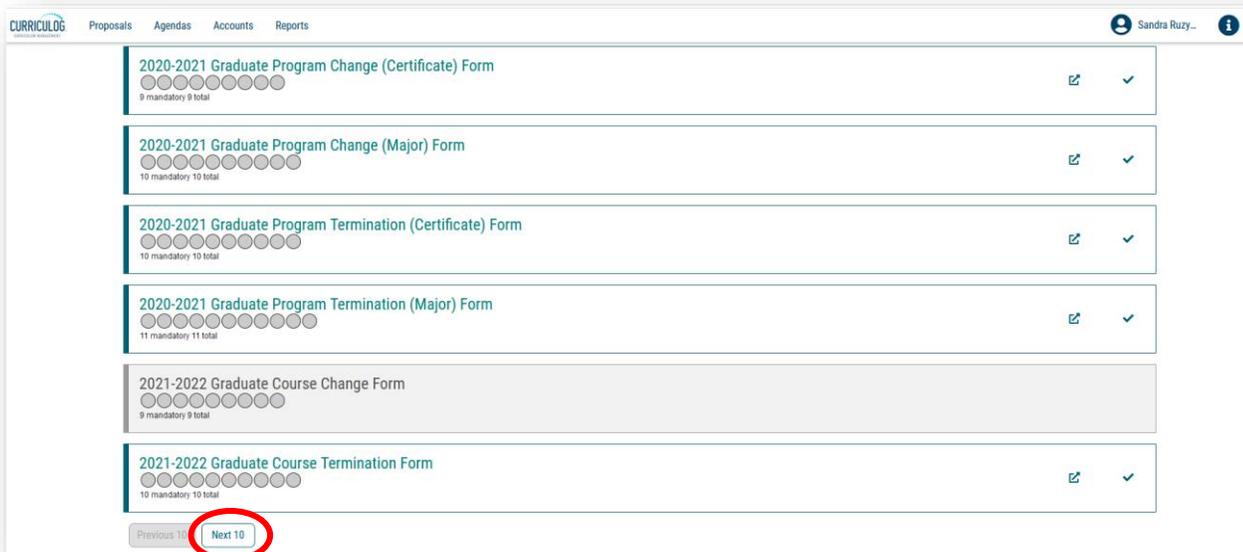
## ACCESSING NEW COURSE PROPOSAL

To access the New Course Proposal form, click the “New Proposal” button under the Proposal tabs.

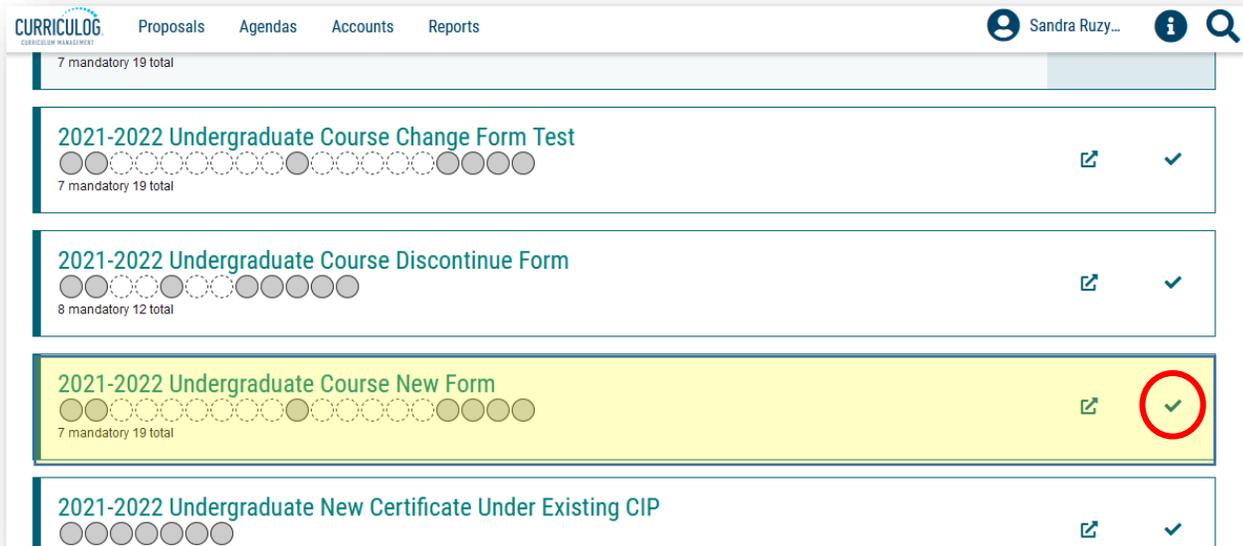
For additional information on how to navigate in Curriculog, visit the USF Undergraduate Studies Curriculum website at <https://usf.edu/ugs-curriculum-training>. It may be helpful to review the tutorials on Curriculog Navigation and Course Proposal Overview prior to completing this tutorial.



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.

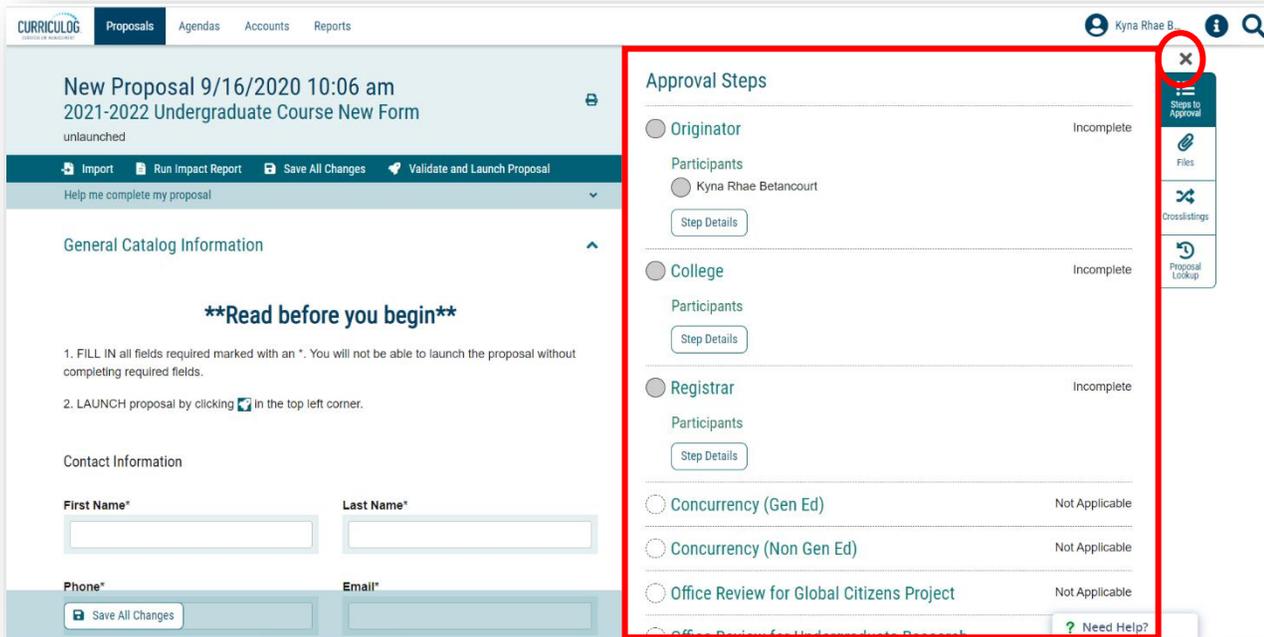


Once you find the Undergraduate Course New Form, move to the right of the form title and click the “Check” icon (known as the “Start Proposal” icon). Clicking the “Start Proposal” icon opens the form. It may take some time to open the form depending on how many users are in the system or the length of the form



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

To display the New 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 New Course Proposal on the full screen.



## NEW COURSE 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 last 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

Proposals Agendas Accounts Reports Sandra Ruz...  
New Proposal 9/14/2020 9:10 am  
2021-2022 Undergraduate Course New 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  in the top left corner.  
Contact Information  
First Name\* Last Name\*  
Phone\* Email\*  
Chartfield String

## NEW COURSE PROPOSAL – GENERAL CATALOG INFORMATION

This area of the New Course form is the “General Catalog Information” section. You will see an arrow to the right of the section name. By clicking this arrow, this section of the form collapses and displays the next section. Click the arrow again and the section will open again.

Within the “General Catalog Information” section, there are a number of areas to complete. 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. You can also click 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 New Course Proposal. You will need to provide your “First” and “Last” name, campus phone number and email.

The screenshot displays the 'New Proposal' interface. At the top, there are navigation tabs for 'Proposals', 'Agendas', 'Accounts', and 'Reports'. The main header shows 'New Proposal 9/14/2020 9:10 am' and '2021-2022 Undergraduate Course New Form' with a status of 'unlaunched'. A toolbar contains buttons for 'Import', 'Run Impact Repo', 'Save All Changes' (circled in red), and 'Validate and Launch Proposal'. Below the toolbar, the 'General Catalog Information' section is highlighted with a red box. To its right, a red circle highlights an upward-pointing arrow icon. The section contains instructions: '\*\*Read before you begin\*\*', followed by two numbered steps: 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 [icon] in the top left corner. Below the instructions is the 'Contact Information' section with four input fields: 'First Name\*', 'Last Name\*', 'Phone\*', and 'Email\*'. At the bottom left, there is a 'Chartfield String' label.

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.

The next area on the New Course Proposal form is the “Course Information.” 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.

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. The form is divided into two main sections: 'Contact Information' and 'Course Information'. In the 'Contact Information' section, there are input fields for 'First Name\*', 'Last Name\*', 'Phone\*', and 'Email\*'. Below these is a 'Chartfield String' field, which is highlighted with a red arrow. In the 'Course Information' section, there is a link that says 'If you need assistance finding a course number in SCNS, click [here](#).' Below that is a 'College / School / Department\*' dropdown menu with the text 'Select an option', also highlighted with a red arrow.

In the “Prefix” area, you can click in the text field and scroll through the USF course prefixes. When you find the prefix you want, click it to add to the “Prefix” field.

Next, in the under the “Number” heading, type in your desired course number.

The next heading is “Full Course Title.” There is a maximum limit of 100 characters for the course title.

The “Abbreviated Course Title” is used in USF’s Banner and Schedule Search systems. There is a maximum limit of 30 characters for this field.

This screenshot shows the 'Prefix' and 'Number' sections of the CURRICULOG form. The 'Prefix\*' field contains 'ZOO' with a small 'x' icon to its right, highlighted by a red arrow. The 'Number\*' field contains '1010'. Below these is the 'Full Course Title (100 characters max)\*' field, which contains 'Zoology Basics', also highlighted by a red arrow. A note below this field states: 'NOTE: If full title is more than 30 characters, the abbreviated title will be used in Banner and Schedule Search'. The 'Abbreviated Course Title' field, which is highlighted by a red arrow, also contains 'Zoology Basics'.

Scroll down to view more of the New Course Proposal form. Next are questions regarding the course title and credit hours. Select “Yes” or “No” to answer the question “Is the course title variable?”

Then, identify whether the credits hours are variable. If “Yes” was selected in the previous area, a range of credit hours needs to be placed in the “Credits” field.

The next area is the “CIP Code.” The drop-down will display all the CIP codes used at USF. Scroll through the listing until you find your desired CIP code. Click on the CIP code to add to the field. If you are unsure of the CIP code, please talk with your college or department liaison.

The screenshot shows the CURRICULOG Proposals form. 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 form contains the following fields and options:

- Abbreviated Course Title:** A text input field containing "Zoology Basics".
- Is the course title variable?:** A radio button selection with "Yes" and "No" options. A red arrow points to the "No" option.
- Are the credit hours variable?:** A radio button selection with "Yes" and "No" options. A red arrow points to the "No" option.
- NOTE:** If variable, list min-max.
- Credit(s):** A text input field containing "3". A red arrow points to this field.
- Use CIP for the appropriate discipline, ex. Electrical Engineering CIP is 14.1001**
- CIP Code:** A dropdown menu showing "26.0701 - Zoology/Animal Biology". A red arrow points to this field.

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

The “Course Description” has a text area where you can type in the course description.

The screenshot shows the CURRICULOG Proposals form, focusing on the Course Description section. The CIP Code field is still visible at the top, showing "26.0701 - Zoology/Animal Biology". The Course Description field is a rich text editor with a toolbar and a text area containing the text: "This is an imaginary course which introduces the basics of Zoology." A red bracket highlights the Course Description field. Below the Course Description field are two dropdown menus: "Section Type" and "Grading Option", both with "Select an option" as the current selection.

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.

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. The main form contains several fields: 'CIP Code' with the value '26.0701 - Zoology/Animal Biology', a 'Course Description' text area with the text 'This is an imaginary course which introduces the basics of Zoology.', and a 'Section Type' dropdown menu that is currently open, showing options: 'Class Lecture', 'Combined Lecture and Lab', 'Directed Individual Study', 'Discussion', and 'Graduate Dissertation'. A red box highlights the 'Section Type' dropdown menu. To the right of the 'Section Type' dropdown is a 'Grading Option' field with the text 'Select an option'.

Next move to “Grading Option” and click in the select an option area. This brings up the three different grading options are USF. When you click on your chosen option, it will populate the field.

The screenshot shows the CURRICULOG web application interface. The 'CIP Code' field still contains '26.0701 - Zoology/Animal Biology'. The 'Course Description' text area remains the same. The 'Section Type' dropdown menu is now closed, and the 'Class Lecture' option is selected and displayed in the field. A red box highlights the 'Grading Option' dropdown menu, which is open and shows three options: 'Continuing', 'Regular', and 'S/U Only'. The 'Grading Option' field is currently empty, with the text 'Select an option' visible above the dropdown menu. Below the 'Section Type' field, there is a 'Course Permit' field and a question 'Is a permit required for registration?'.

Next is the “Course Permit” question. If your course does not require a permit, the “No” option would be selected. If a permit is required for a course, click “Yes” option.

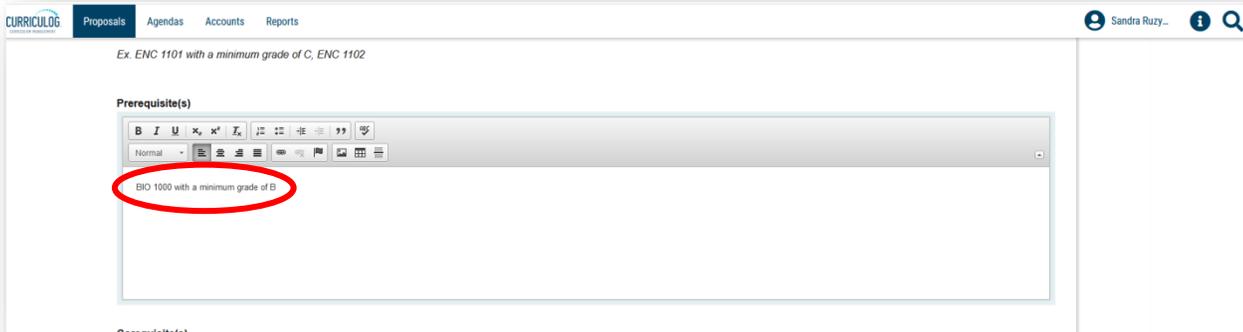
The “Course Repeatability” provides an explanation of this area. If the course is repeatable, this information needs to be completed by selecting the drop-down options under “Repeatability” and selecting the appropriate option.

The screenshot shows the 'Course Permit' section with a question: 'Is a permit required for registration?' with radio buttons for 'Yes' and 'No'. Below this is the 'Course Repeatability' section with a detailed instruction: 'Please indicate either maximum number of times a course may be repeated OR the maximum number of credit hours that may be earned to meet program requirements. This does not include allowing a student to retake a course that needs remediation, but situation where the content varies in each instance of the course being offer.' There are three input fields: 'Repeatability' (a dropdown menu), 'Repeatability Amount', and 'Repeatable Amount'. Two red arrows point to the 'No' radio button and the 'Repeatability' dropdown menu.

Remember to save your changes frequently by 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.

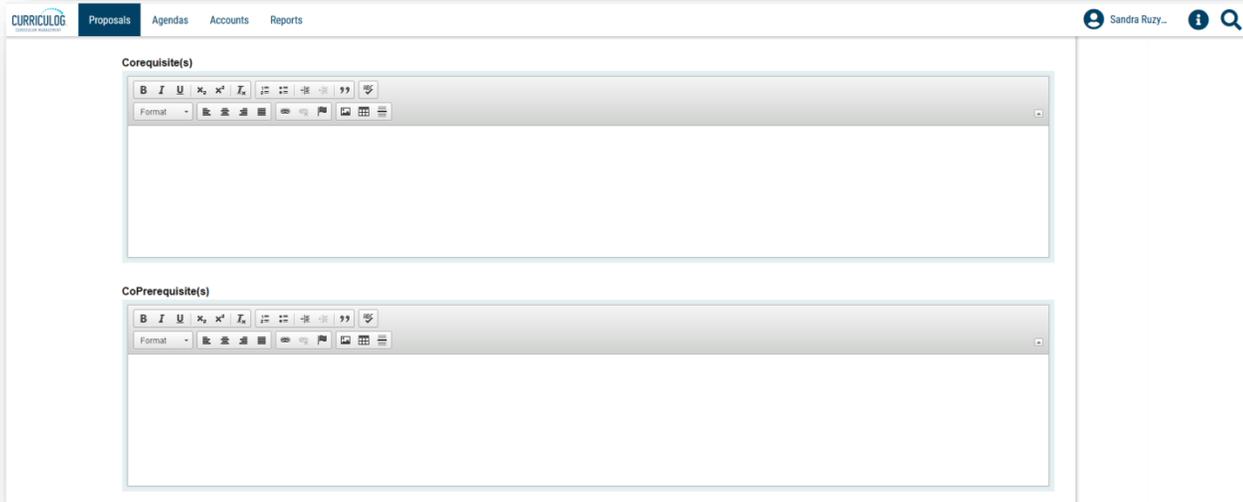
The screenshot shows the 'Repeatability' section with a dropdown menu for 'Select an option' and three radio button options: 'Maximum Hours Repeatable', 'Not Repeatable', and 'Number of Times Repeatable'. Below this is the 'Course Prerequisites, Corequisites, and CoPrerequisites' section with instructions on how to format prerequisites and an example: 'Ex. ENC 1101 with a minimum grade of C, ENC 1102'. At the bottom, there is a 'Prerequisite(s)' section with a rich text editor. The 'Save All Changes' button in the editor's toolbar is circled in red.

The “Course Prerequisite, Corequisites or CoPrerequisites” is the next area. This is where you would add any Prerequisites, Corequisites or CoPrerequisites. To do this, type in the text box the course prefix and number you wish to add. As an example, you could type in BIO 1000 as a Prerequisite with a minimum grade of B. If you want to add an additional course, place a “comma” after the first course.



Add Corequisites and CoPrerequisites in the same manner.

If you are not sure how to enter information into these fields, please talk with your college or department liaison. You can also view similar courses within the “Course Search” function in the Undergraduate Catalog at <https://catalog.usf.edu/>.



“Course Restrictions” is the next area of the form. These areas are used to limit enrollment in a course. You can limit enrollment by “Department,” “Field of Study,” “Class Level,” “Degree,” and “College.” If you are not sure how to enter information into these fields, please talk with your college or department 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

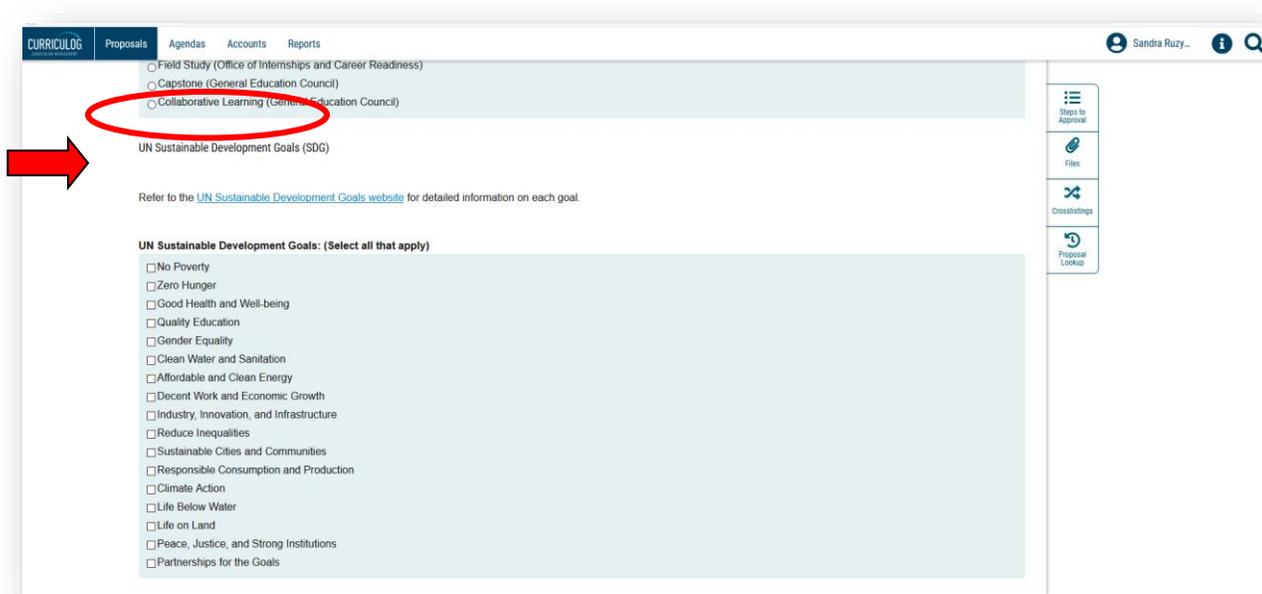
The next area under the “General Catalog Information” section is the “High Impact Practice” or HIP. If you want to add a HIP to the course, this the place where you would check the area. This sets up the steps in the approval workflow process, so that the form will go to the appropriate office for review prior to going to the General Education Council or the Undergraduate Council. If a HIP is not requested for this course, leave this area unchecked. There will be an opportunity to add other General Education attributes later in the form.

Remember to save the work you have done by clicking the “Save All Changes” icon at the bottom, left of the display screen.

**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)

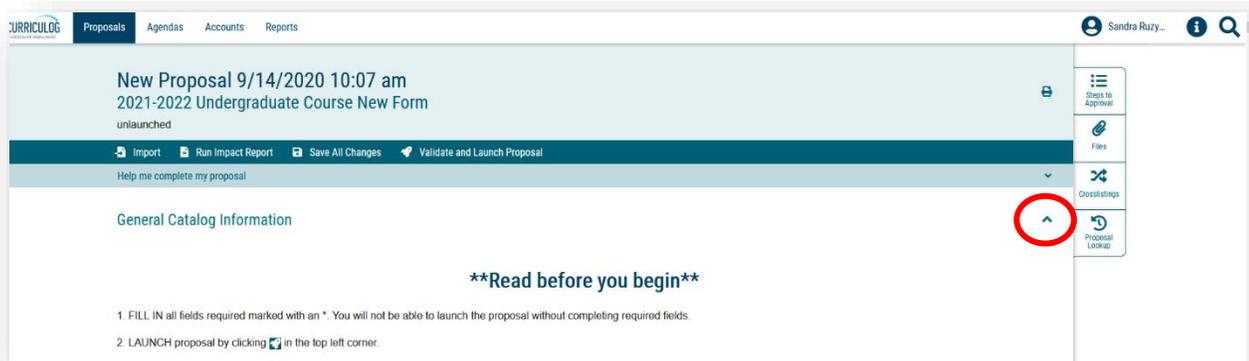
The last area in the General Catalog Information section is the “UN Sustainable Development Goals” area. There is a link provided which explains each of these goals. If your new course meets any of the UN Sustainable Development Goals list, please select all that apply from the list provided.



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.

## COURSE TYPE INFORMATION

Scroll to the top of the form and click the arrow next to the section title to collapse this “General Catalog Information” section.

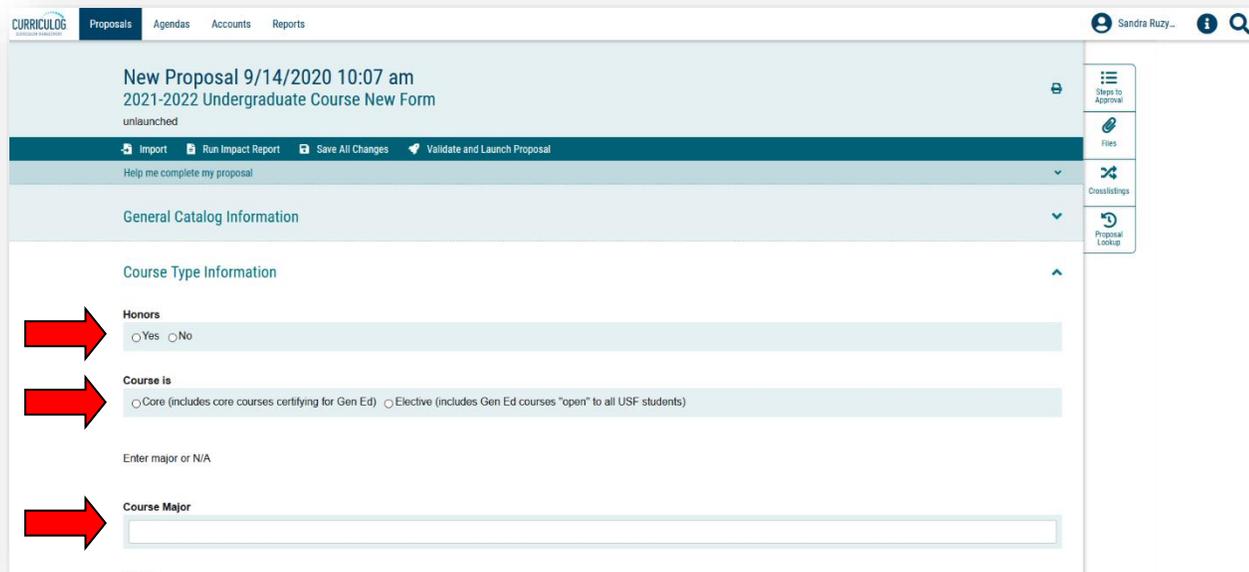


The screenshot shows the CURRICULOG interface for a 'New Proposal 9/14/2020 10:07 am' (2021-2022 Undergraduate Course New Form). The 'General Catalog Information' section is collapsed, and a red circle highlights the upward-pointing arrow next to its title. The interface includes a top navigation bar with 'Proposals', 'Agendas', 'Accounts', and 'Reports'. A right-hand sidebar contains icons for 'Steps to Approval', 'Files', 'Crosslistings', and 'Proposal Lookup'. Below the section title, there is a bold instruction: **\*\*Read before you begin\*\***, followed by two numbered instructions: 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 [icon] in the top left corner.

“Course Type Information” is the next section of the form.

The first area 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 this is a core course for the major, you will need to identify the major by typing the name of the major in the “Course Major” field.



The screenshot shows the CURRICULOG interface with the 'Course Type Information' section expanded. Three red arrows point to the following fields: 1. 'Honors' with radio buttons for 'Yes' and 'No'. 2. 'Course is' with radio buttons for 'Core (includes core courses certifying for Gen Ed)' and 'Elective (includes Gen Ed courses "open" to all USF students)'. 3. 'Course Major' with a text input field. The interface also shows the 'General Catalog Information' section collapsed above it. The top navigation bar and right-hand sidebar are consistent with the previous screenshot.

Next is the “Access” area. Here is where you indicate if the course is open to all students or restricted to majors only. If you had indicated the course was a core course in the previous areas, you could select the “Majors Only” option if you wanted to limit the course for this field.

The last area for “Course Type Information” section is related to accreditation. Here is where you will indicate if your course is needed for accreditation or certification.

You will want to save your work at this point, so you click the “Save All Changes” in the lower left of the display screen. The screen may go a shade dark or go white as it is saving.

The screenshot shows the CURRICULOG interface with the following elements:

- Navigation tabs: Proposals, Agendas, Accounts, Reports
- User profile: Sandra Ruz...
- Section title: Course is
- Radio buttons:  Core (includes core courses certifying for Gen Ed)  Elective (includes Gen Ed courses "open" to all USF students)
- Text input: Enter major or N/A
- Section title: Course Major
- Text input: [Empty]
- Section title: Access
- Radio buttons:  Open to all  Majors only
- Section title: Course is related to accreditation / certification
- Radio buttons:  Yes  No

Two red arrows point to the 'Access' and 'Course is related to accreditation / certification' sections.

You have now completed the “Course Type Information” section. To collapse this section, scroll up to the title and click the arrow to the right of the title. This will collapse this section. Please note: when you save your changes, Curriculog opens up all the sections of the New Course Proposal form. You will need to go through the form and collapse the sections.

The screenshot shows the CURRICULOG interface with the following elements:

- Navigation tabs: Proposals, Agendas, Accounts, Reports
- User profile: Sandra Ruz...
- Section title: New Proposal 9/14/2020 10:07 am
- Section title: 2021-2022 Undergraduate Course New Form
- Status: unlaunched
- Buttons: Import, Run Impact Report, Save All Changes, Validate and Launch Proposal
- Text: Help me complete my proposal
- Section title: General Catalog Information
- Section title: Course Type Information
- Section title: Honors
- Radio buttons:  Yes  No
- Section title: Course is
- Radio buttons:  Core (includes core courses certifying for Gen Ed)  Elective (includes Gen Ed courses "open" to all USF students)
- Text input: Enter major or N/A
- Section title: Course Major
- Text input: [Empty]
- Section title: Access
- Radio buttons:  Open to all  Majors only

A red box highlights the collapse arrow (downward pointing triangle) next to the 'Course Type Information' section title.

## ONLINE COURSE

The next section is about “Online Course” information. The first question is required as indicated by the asterisk. Note the instructions indicate “If Less than 50% - Primarily Classroom, please move to the next applicable section Global Citizens Project (GCP).” If that applies to your course, you would collapse the section heading and move to the next section.

For any option other than the “Less than 50% - Primary Classroom,” you need to complete the rest of the “Online Course” section. If your section type is online, select the “Other” option in the drop-down field.

CURRICULOG | Proposals | Agendas | Accounts | Reports

New Proposal 9/14/2020 10:07 am  
2021-2022 Undergraduate Course New Form  
unlaunched

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

Help me complete my proposal

General Catalog Information

Course Type Information

Online Course

Is this course (Can select more than one)\*

- 100% - Full Distance Learning
- 80%-99% - Primarily Distance Learning
- 50%-79% - Hybrid
- Less than 50% - Primarily Classroom

If Less than 50% - Primarily Classroom please move to the next applicable section Global Citizens Project (GCP) by collapsing the section heading using the [arrow icon]

Before collapsing this section, we will want to save our work. Click the “Save All Changes” in the lower left of the display screen.

Then, collapse the “Online Course” section by clicking the arrow next to the title.

CURRICULOG | Proposals | Agendas | Accounts | Reports

New Proposal 9/14/2020 10:07 am  
2021-2022 Undergraduate Course New Form  
unlaunched

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

Help me complete my proposal

General Catalog Information

Course Type Information

Online Course

Is this course (Can select more than one)\*

- 100% - Full Distance Learning
- 80%-99% - Primarily Distance Learning
- 50%-79% - Hybrid
- Less than 50% - Primarily Classroom

If Less than 50% - Primarily Classroom please move to the next applicable section Global Citizens Project (GCP) by collapsing the section heading using the [arrow icon]

If an online or partially online course, what percentage of instruction (interaction between student and instructors and among students) is delivered via the internet (when students and instructors are not in the same place)?

Save All Changes

Need Help?

## GLOBAL CITIZENS PROJECT

“Global Citizens Project” is the next section of the form. For more information about this program, visit <https://www.usf.edu/gcp/index.aspx>. The first question is required, and you must indicate if you plan to certify your course as GCP. The instructions under these options tell you to collapse this section if you are not adding GCP to the course. If you indicate you want to add Global Citizens Project to your course, please complete the fields in the GCP section. Don't forget to save your changes before collapsing this section and moving on.

CURRICULOG Proposals Agendas Accounts Reports

Sandra Ruzy...

New Proposal 9/14/2020 10:07 am  
2021-2022 Undergraduate Course New Form  
unlaunched

Import Run Impact Report Save All Changes Validate and Launch Proposal

Help me complete my proposal

General Catalog Information

Course Type Information

Online Course

Global Citizens Project (GCP)

Do you want to:

Add or remove Global Citizens Project (GCP) to this course.

Do not add or remove Global Citizens Project (GCP) to this course.

\* 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 arrow]

## GENERAL EDUCATION ATTRIBUTE

The next section of the New Course Proposal form is the “General Education Attribute”. To learn more about General Education, visit <https://www.usf.edu/undergrad/faculty/general-education.aspx>. Here you will find information about the attributes, sample proposals and syllabi, and other resources.

The USF Undergraduate Studies Curriculum website (<https://www.usf.edu/ugs-curriculum-training>) also has information about the General Education attributes 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 Attribute” or Gen Ed section has two options. We are asked to indicate whether we want to add a Gen Ed attribute to our new course. The second option indicates we 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 we do not want to add a Gen Ed attribute to the course, we would select this option, save the changes, and collapse the section.

However, if you indicate you want to add the Gen Ed attribute to the course, you would fill out all the information in this section.

Once you have completed this section, click “Save All Changes” one more time and collapse this section.

Please note: This is a large section requiring a lot of information. By saving the changes frequently, you can exit the form and the Curriculog system.

General Education Attribute

Do you want to:

Add General Education Attribute to this course

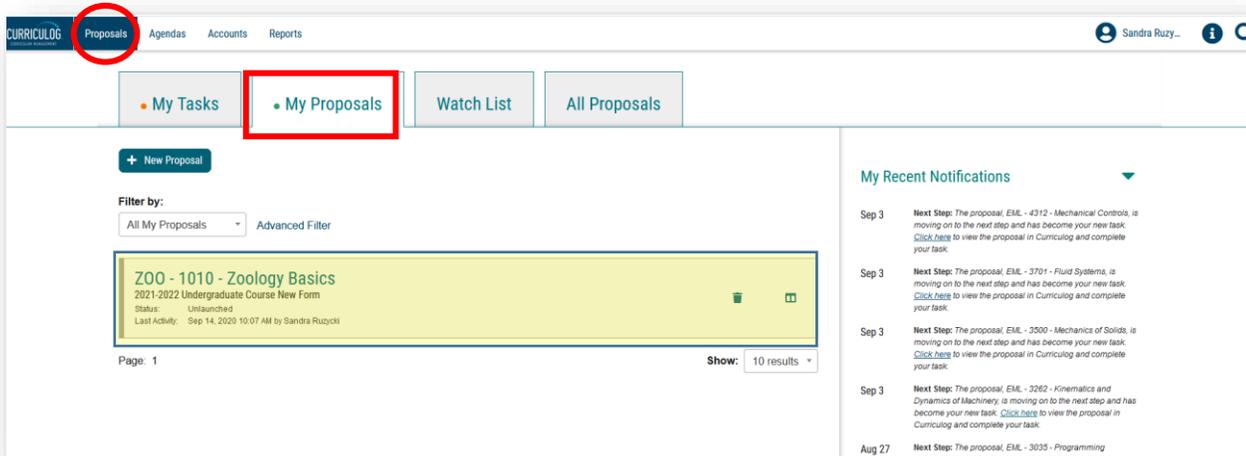
Do not want to add General Education Attribute for this course

\* 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]

When you log back into Curriculog, you will find the proposal in the “My Proposals” tab.

Click the proposal to open it up, and scroll to the place you were at previously.

When re-loading a proposal, Curriculog has all the sections open. You will need to collapse each section again 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.” Please open the section to see if there is an initial title heading with an asterisk for this section. Since there is not, you do NOT have to complete information unless you are choosing this attribute. Once done with this section, collapse it by clicking the arrow next to the section heading.

Intellectual & Practical Skills: Creative Thinking (TGEC)

**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*

Save All Changes

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

The next section is the TGEI Gen Ed attribute or “Information and Data Literacy.” You can open the section to check for an initial question with an asterisk next to it by clicking the arrow to the right of the title.

There is no asterisk in the initial heading for this section. If the TEGI attribute is not something you want to add to the course, you can collapse this area by clicking the arrow.

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 in meaningful ways.

Save All Changes Need Help?

At some point, 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. You will acknowledge that you are adding the documents under the “Check” heading.

Proposals Agendas Accounts Reports Sandra Ruz...

**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 responsiveness within an established disciplinary context to new information, experiences, and ideas through a process of re-evaluating the ideas and/or approaches.
- Create an original contribution within a specific discipline.
- Evaluate the limitations imposed on any new approach or solution within a discipline to propose original contributions to problems.
- Synthesize disparate or conflicting thoughts when evaluating questions/problems to form cohesive and collaborative solutions.
- Break Down complex problems to examine, propose, and support potential solutions, even if those solutions deviate from acceptable, mainstream solutions.

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.

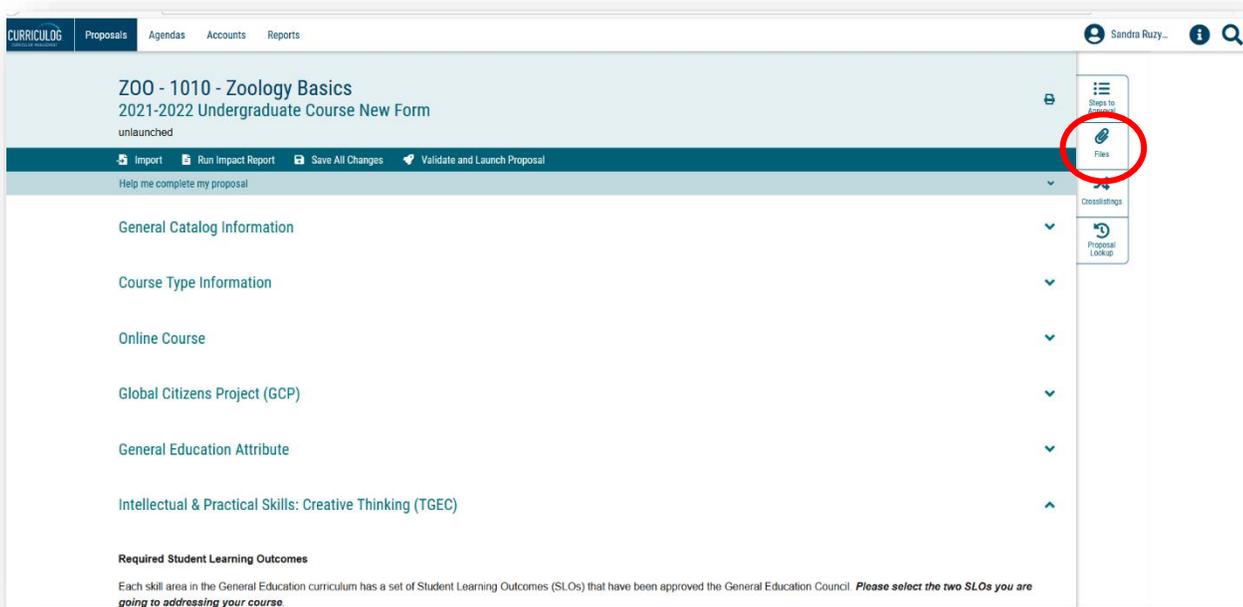
**Check**

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

Every general education course in Intellectual & Practical Skills must include State Required Writing “... coursework in which the student is required to demonstrate college-level writing skills through multiple assignments.” Please clearly describe how this course will address this element. Be sure the course syllabus includes this information as well.

**Required Written Communication**

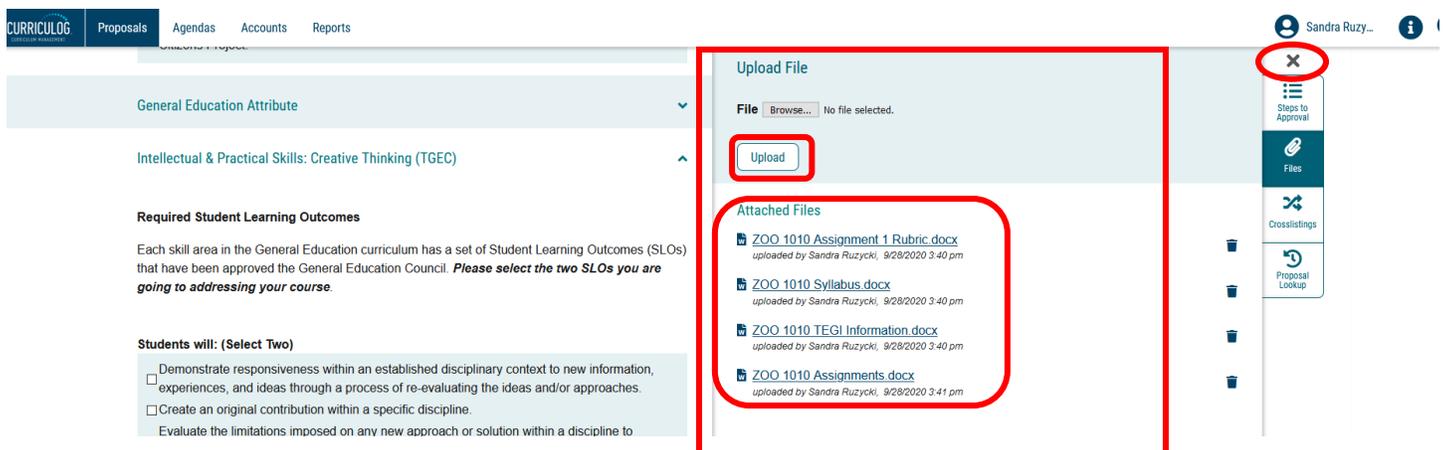
We can add the documents now by going to the “Files” option on the right side of the dashboard. It is located under the “Steps to Proposal” icon box, and is indicated by a “Paperclip” icon.



Clicking the “Files” option provides you with 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 file 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. You will open the section by clicking on the arrow to the right of the section title.

If you are adding the TGED attribute to your course, you would complete this section, save your changes, and collapse the section.

If you are not adding this attribute to your course, you would look for an asterisk to indicate a required field under the section heading. Since there is not one, you can collapse this section by clicking the arrow to the right of the heading.

**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” General Education attribute. If you want to add this attribute to your course, you would complete this section. Remember to save the changes in this section, before collapsing the section.

If you do not want to add this attribute, you will open this section, and check for the asterisk next to the initial sub-heading for the section. Since there is no asterisk, you can collapse this section and move to the next part of the form.

**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)**

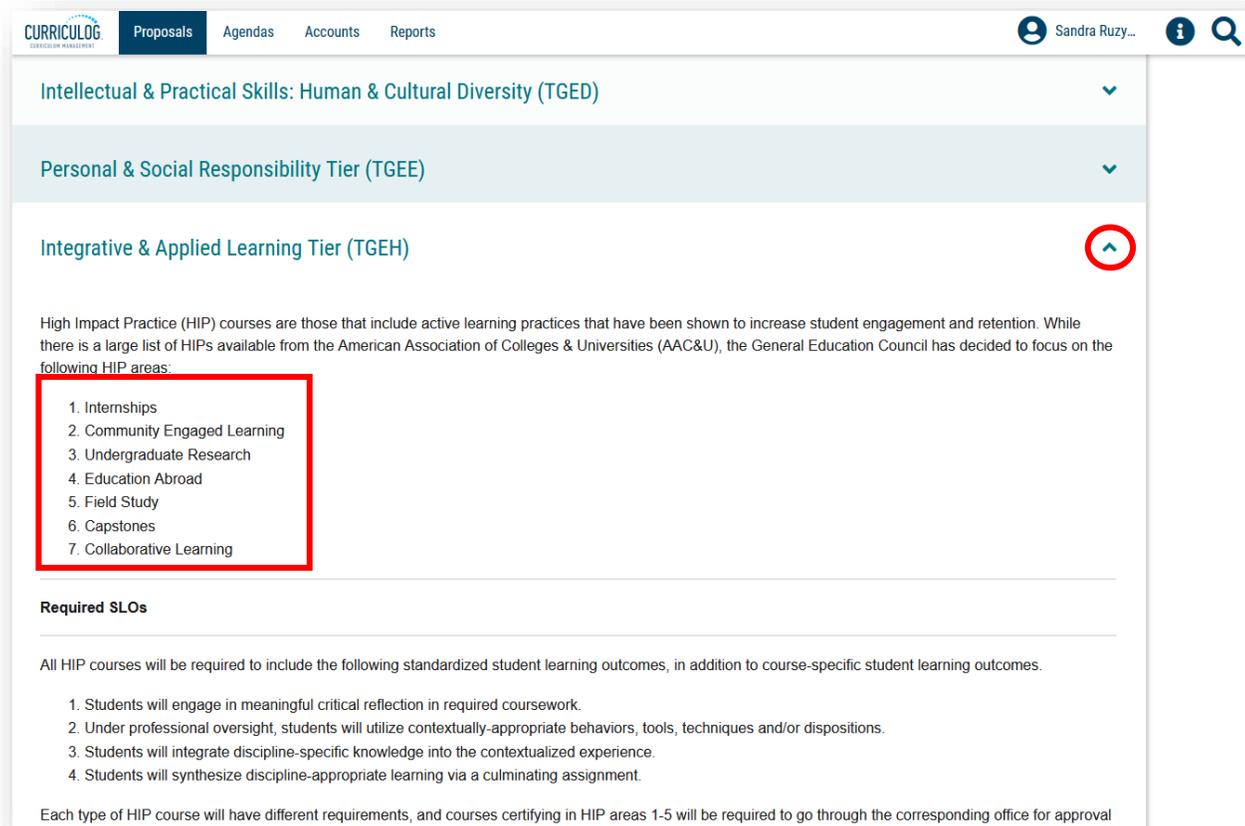
- Demonstrate the capacity to collect data within and apply explanatory and predictive models to local communities.
- Connect and extend knowledge (facts, theories, etc.) from their own academic fields of study to civic engagement and their own participation in civic life, politics, and government.

## 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 sub-attributes. This section and the following sub-attributes are completed if adding TGEH or HIP attribute to the course.

If this is an attribute you want to add to your New Course Proposal, you would complete this section, save your changes, and collapse the section.

If this is not an attribute you want to add, you would check for a required item or the asterisk, and then collapse this section.



CURRICULOG  
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Proposals Agendas Accounts Reports

Sandra Ruzy...

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.

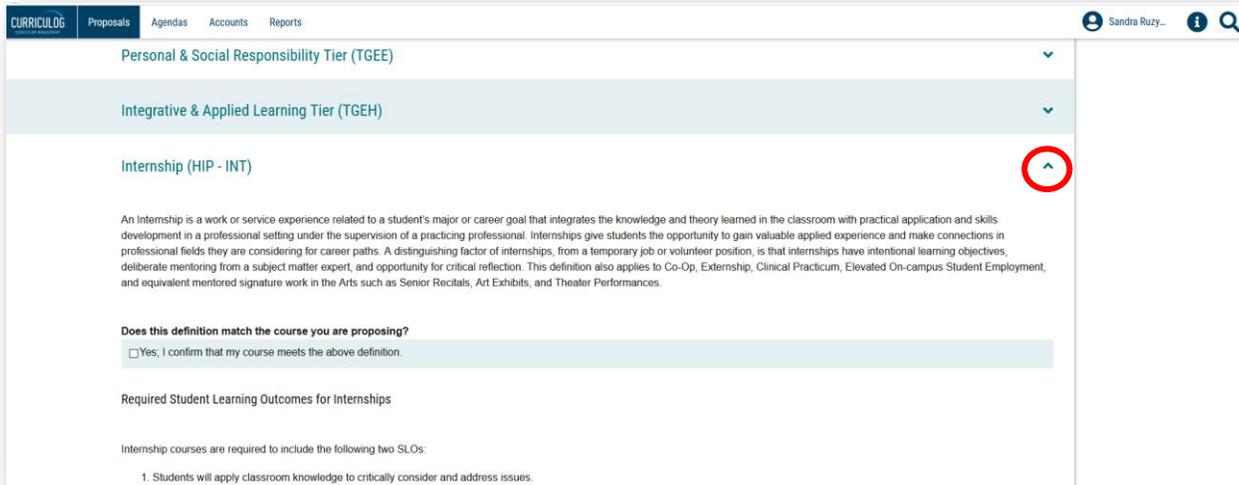
1. Students will engage in meaningful critical reflection in required coursework.
2. Under professional oversight, students will utilize contextually-appropriate behaviors, tools, techniques and/or dispositions.
3. Students will integrate discipline-specific knowledge into the contextualized experience.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

## HIP ATTRIBUTES

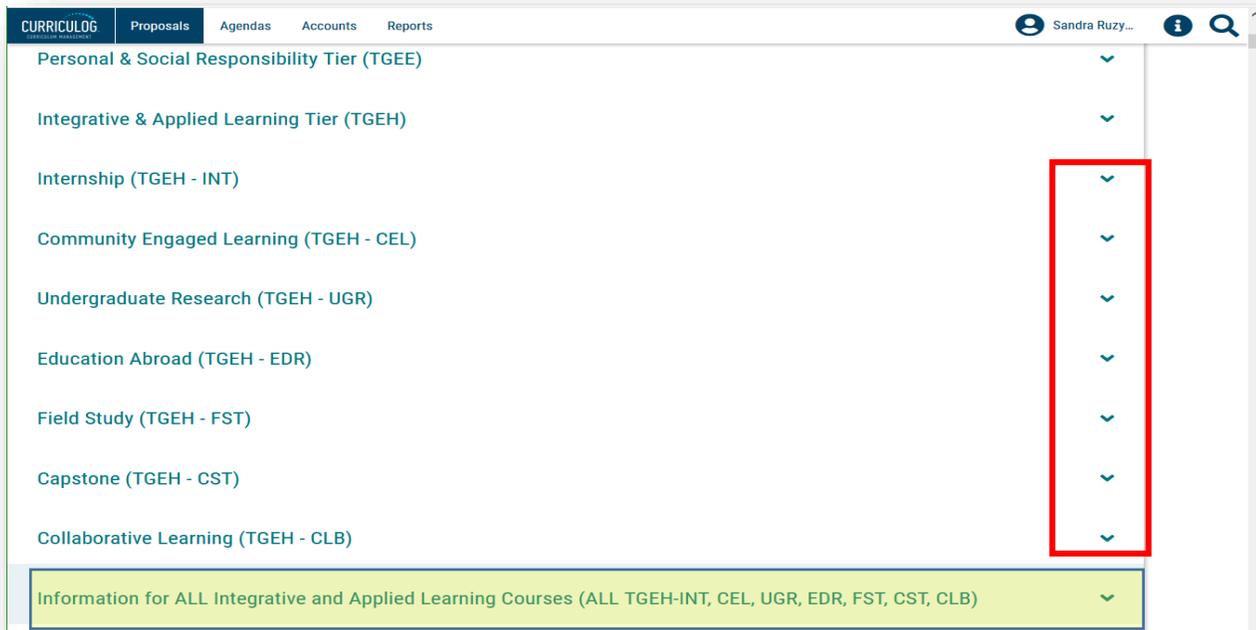
The next eight sections of the New Course Proposal deal with the different attributes for the HIP designation. If you are not requesting this attribute for your course, close or collapse these sections of the form. As a reminder, any course can request a HIP attribute. If you requested the TGEE or TGEH Gen Ed attribute, you **MUST** request one of the HIP attributes.

If you are requesting a HIP attribute, you will need to go to the section heading for that specific attribute and complete that section. When done with the section, save your changes and collapse.



The screenshot shows the CURRICULOG interface with the 'Proposals' tab selected. The 'Personal & Social Responsibility Tier (TGEE)' and 'Integrative & Applied Learning Tier (TGEH)' sections are collapsed. The 'Internship (HIP - INT)' section is expanded, showing a definition of an internship, a checkbox for 'Does this definition match the course you are proposing?' (which is unchecked), and a list of 'Required Student Learning Outcomes for Internships'. A red circle highlights the upward arrow icon next to the 'Internship (HIP - INT)' section title.

Below, you can see the closed HIP sections of the form. Remember, if you wish to add any of these attributes to your course, open the section and complete the requested information. Notice that the last section must be completed if either of the TGEH or TGEE attributes were selected. Save the form as you add information to any section.

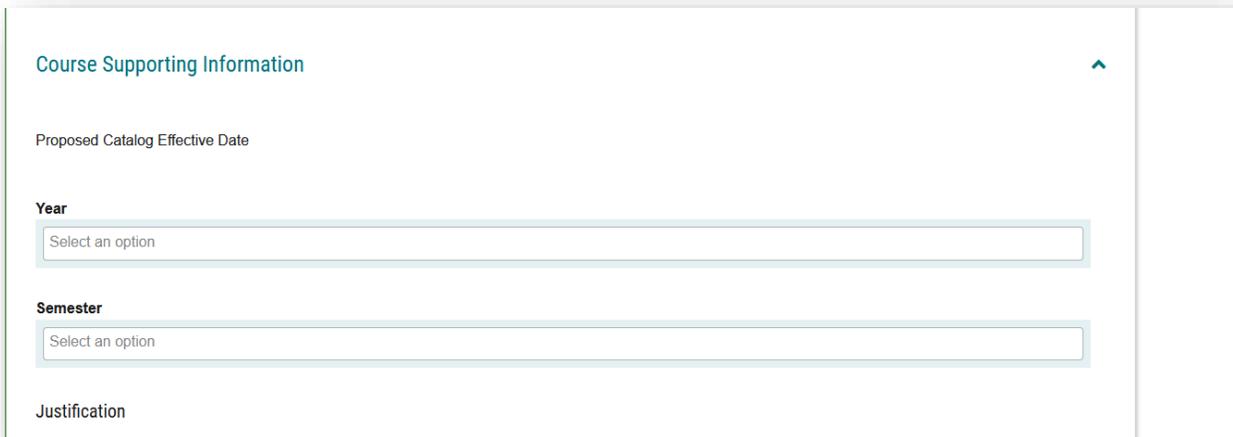


The screenshot shows the CURRICULOG interface with the 'Proposals' tab selected. The 'Personal & Social Responsibility Tier (TGEE)', 'Integrative & Applied Learning Tier (TGEH)', and 'Internship (TGEH - INT)' sections are collapsed. A red box highlights the downward arrow icons next to the 'Internship (TGEH - INT)', 'Community Engaged Learning (TGEH - CEL)', 'Undergraduate Research (TGEH - UGR)', 'Education Abroad (TGEH - EDR)', 'Field Study (TGEH - FST)', 'Capstone (TGEH - CST)', and 'Collaborative Learning (TGEH - CLB)' sections. At the bottom, there is a green box for 'Information for ALL Integrative and Applied Learning Courses (ALL TGEH-INT, CEL, UGR, EDR, FST, CST, CLB)'.

## COURSE SUPPORTING INFORMATION

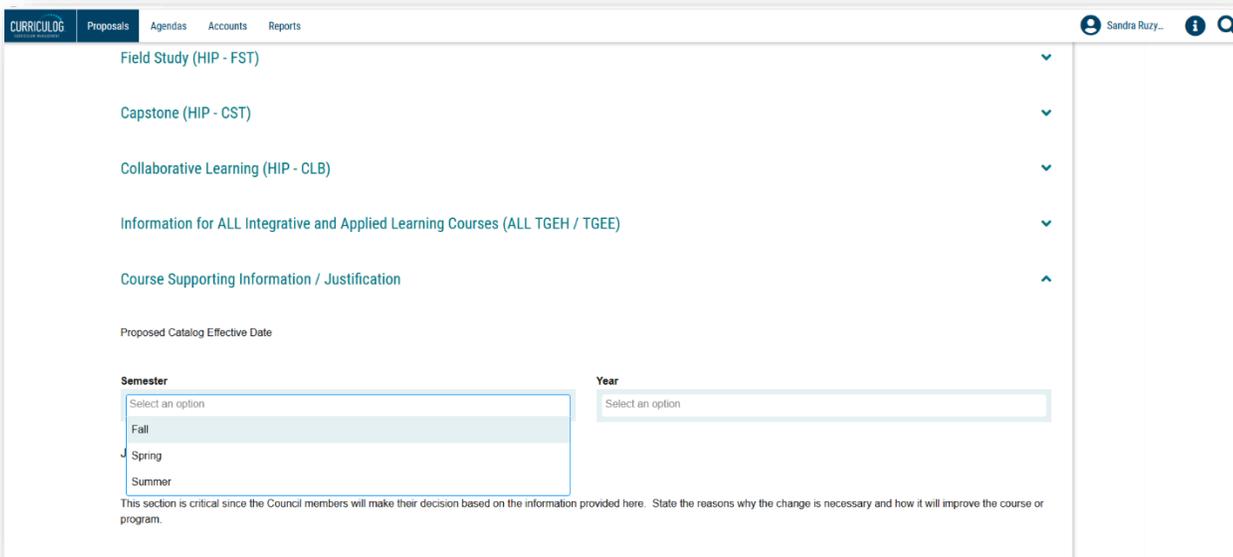
There are two sections remaining on the New Course Proposal. The “Course Supporting Information” section has a number of fields that will be used by all levels of review such as, the College, Registrar’s Office, Undergraduate Studies, Gen Ed attribute-specific Offices, and the Undergraduate or General Education Council in their review. While not marked with an asterisk, you need to complete all the fields within this section. If an area is not appropriate for your New Course, put “NA” in the text box.

Remember to save your information when completing this section.



The screenshot shows a form titled "Course Supporting Information" with a blue header and an upward-pointing arrow. Below the title is the label "Proposed Catalog Effective Date". Underneath are two dropdown menus: "Year" and "Semester", both with "Select an option" text. At the bottom is a text area labeled "Justification".

The first option in this section is to select the semester for which we propose this New Course. You click in the text box under “Semester” to initiate the drop-down menu. Select and click on the semester for which you want this new course to be effective.



The screenshot shows the full web application interface. At the top is a navigation bar with "CURRICULOG" and "Proposals" (selected), along with "Agendas", "Accounts", and "Reports". A user profile for "Sandra Ruz..." is visible. The main content area lists several sections with expand/collapse arrows: "Field Study (HIP - FST)", "Capstone (HIP - CST)", "Collaborative Learning (HIP - CLB)", "Information for ALL Integrative and Applied Learning Courses (ALL TGEH / TGEE)", and "Course Supporting Information / Justification" (expanded). Below the expanded section is the "Proposed Catalog Effective Date" label, followed by "Semester" and "Year" dropdown menus. The "Semester" dropdown is open, showing "Fall", "Spring", and "Summer" options. A note at the bottom states: "This section is critical since the Council members will make their decision based on the information provided here. State the reasons why the change is necessary and how it will improve the course or program."

The next heading in the “Course Supporting Information” section is to identify the “Year” in which the proposed changes will be effective. In the “Year” heading, you will select the year in which the course changes will be effective. Please know that the year should be for the next catalog cycle, as changes will not be incorporate into the current catalog. For example, if you are in the 2020-2021 catalog year, the next catalog, or 2021-2022 catalog, would be published March of 2021.

Fill out the rest of the information in the “Course Supporting Information” section. Upon completion, save all changes. Then collapse this section of the form.

The screenshot shows the CURRICULOG web application interface. At the top, there is a navigation bar with the CURRICULOG logo and menu items: Proposals, Agendas, Accounts, and Reports. On the right side of the navigation bar, there is a user profile icon for Sandra Ruzy... and a search icon. The main content area displays a list of sections with expand/collapse arrows on the right:

- Field Study (HIP - FST) [collapse]
- Capstone (HIP - CST) [collapse]
- Collaborative Learning (HIP - CLB) [collapse]
- Information for ALL Integrative and Applied Learning Courses (ALL TGEH / TGEE) [collapse]
- Course Supporting Information / Justification [expand]

Below the list, there is a section titled "Proposed Catalog Effective Date" with two input fields:

- Semester**: A dropdown menu with "Fall" selected.
- Year**: A text input field with the placeholder text "Select an option".

## SYLLABUS AND ADDITIONAL SUPPORTING DOCUMENTS

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

CURRICULOG Proposals Agendas Accounts Reports Sandra Ruzy...

Course Supporting Information / Justification

Syllabus and Additional Supporting Documents

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Syllabus Guidelines

All syllabi should follow the USF System syllabus guidelines found under the [Resources](#) tab.

**Syllabi for courses that have been certified as a Global Citizens course should also include the following statement:**

*"[insert course prefix and number] is certified as a Global Citizens course and may be used to fulfill partial requirements of the Global Citizen Awards upon successful completion of the course (final grade of B or higher)."*

**Syllabi for all general education courses should follow the USF System syllabus guidelines located under the Resources tab and include the following statement:**

*"This course is part of the University of South Florida's General Education Curriculum. It is certified for [Identify Core Area]. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas."*

**Check**

I have completed all relevant parts of the form.

Within this area is a checklist of necessary documents. You will need to add the documents listed as appropriate to the New Course Proposal.

CURRICULOG Proposals Agendas Accounts Reports Sandra Ruzy...

**Syllabi for courses that have been certified as a Global Citizens course should also include the following statement:**

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**Check**

I have completed all relevant parts of the form.

**Attached**

Syllabus

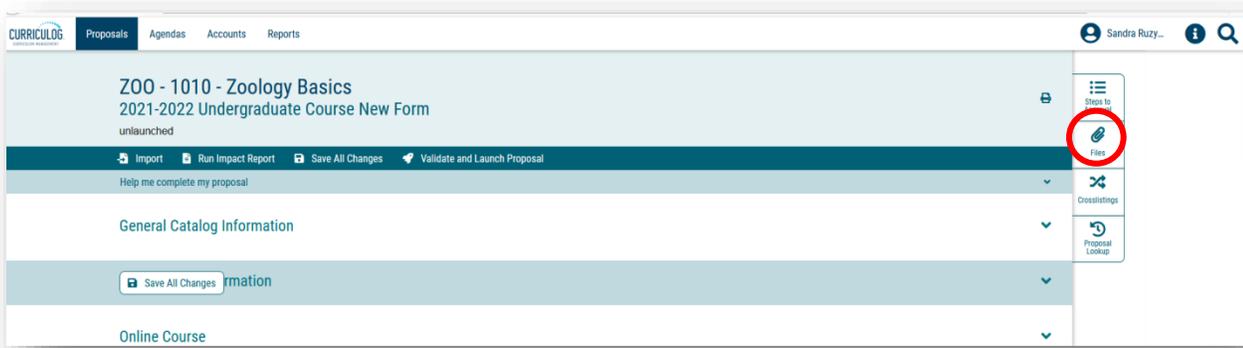
Assignments

Rubrics (required for each Assignment)

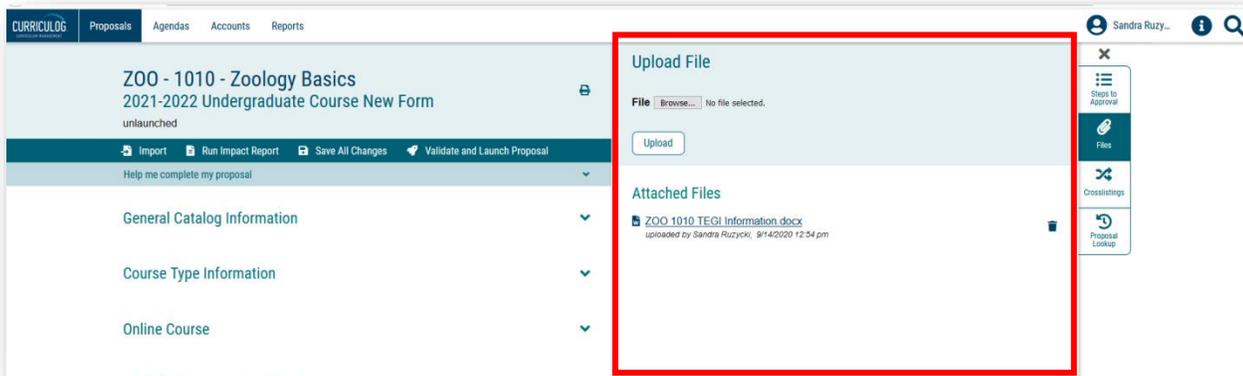
Global Citizens Project Documents

Other Supporting Documents

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

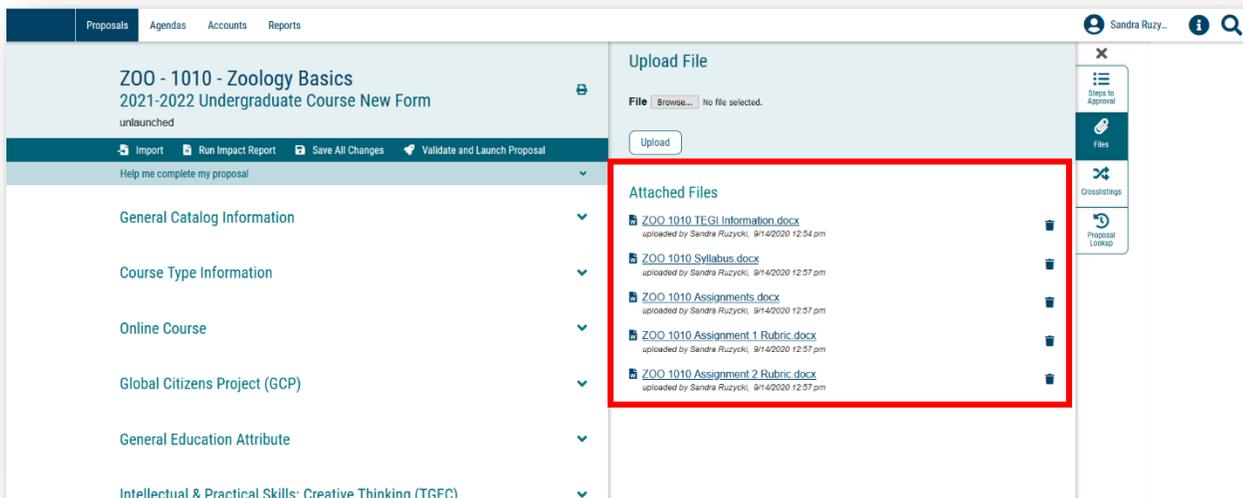


Next click “Browse” to find the desired file, and click the “Upload” button to add the document to the proposal form.

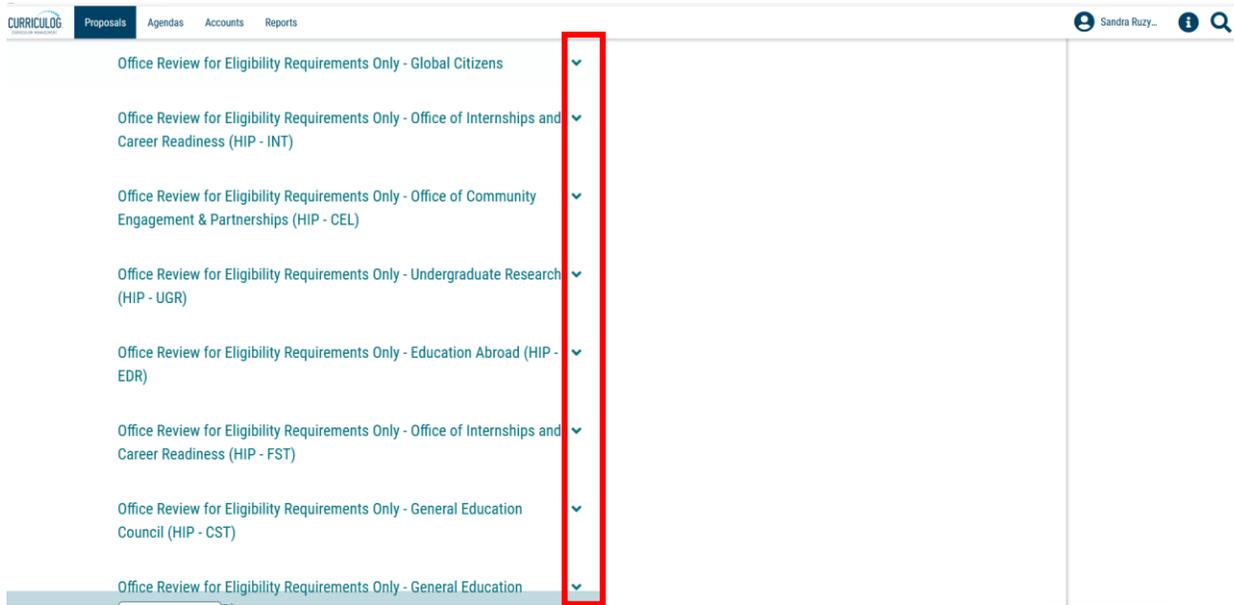


You will see a list of the files under the “Attached Files” heading. Even if you added files in a previous section, it is good to review the file list to ensure you have attached all the necessary documentation.

Remember to save after this step in the process.



## 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 work-flow process.

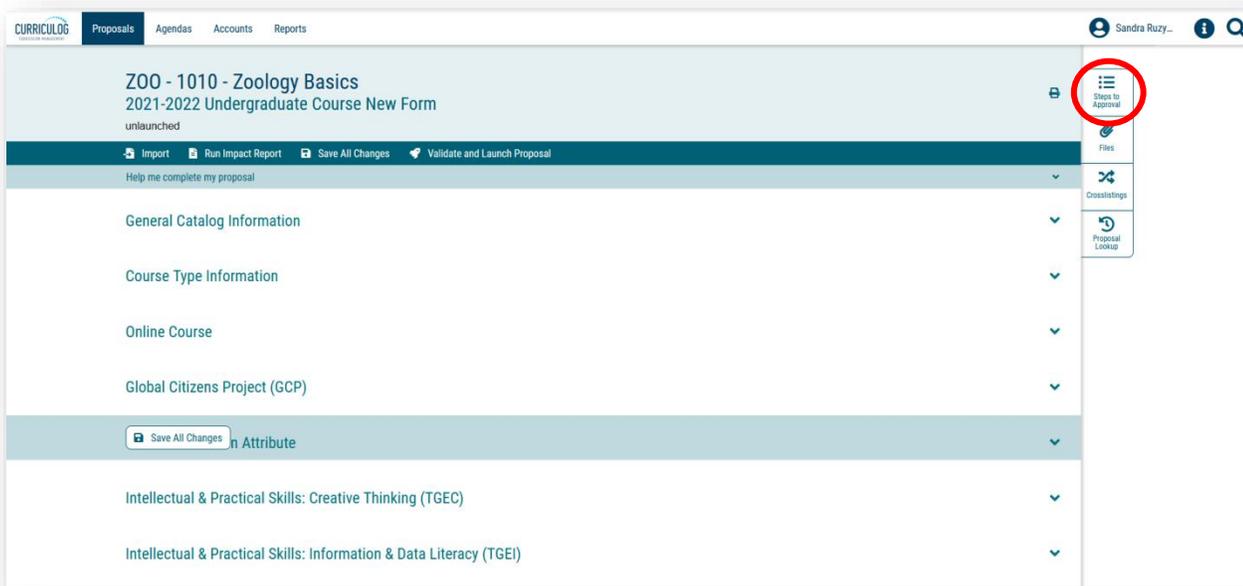
The “College Review Only” section heading is a required step in the process. Once you submit or launch your proposal, it will go to the College level for review and approval. If there is anything missing from your proposal, the College will send the form back to you with instructions on what needs to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

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

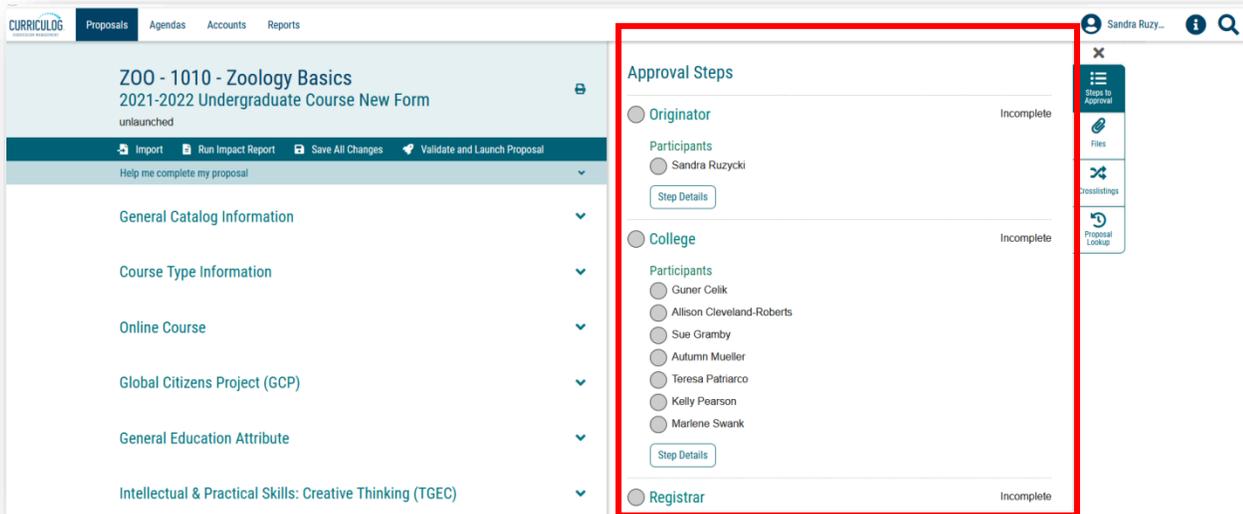
The “Undergraduate Studies Administrative Use Only” section displays all the checks conducted by the Curriculum Team for Undergraduate Studies.

At any time, you can open the section heading to see what criteria that area will use to evaluate your New Course 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 the dashboard. Click the “Steps to Approval” box.

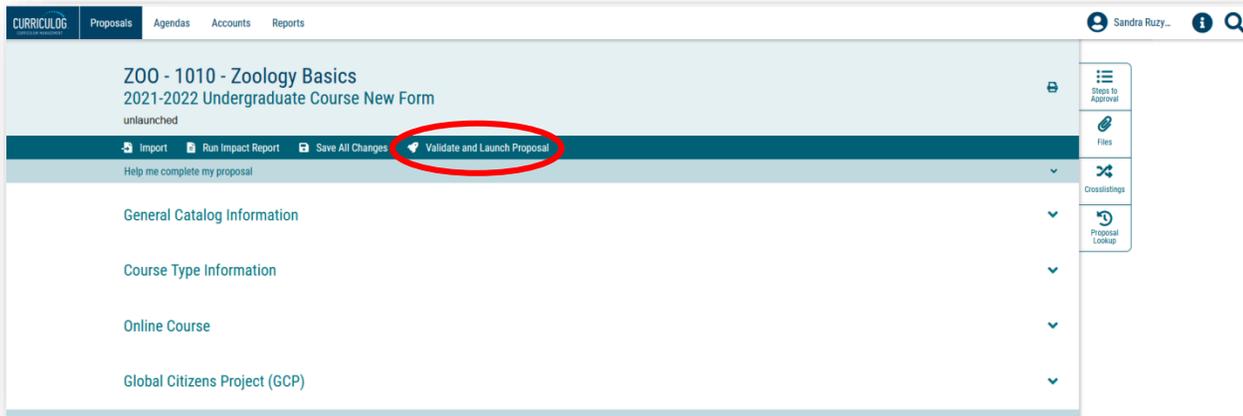


The steps in the approval process will display based on the information you have entered on the form. At any time, you can log back into Curriculog and view the steps and comments for your proposal.

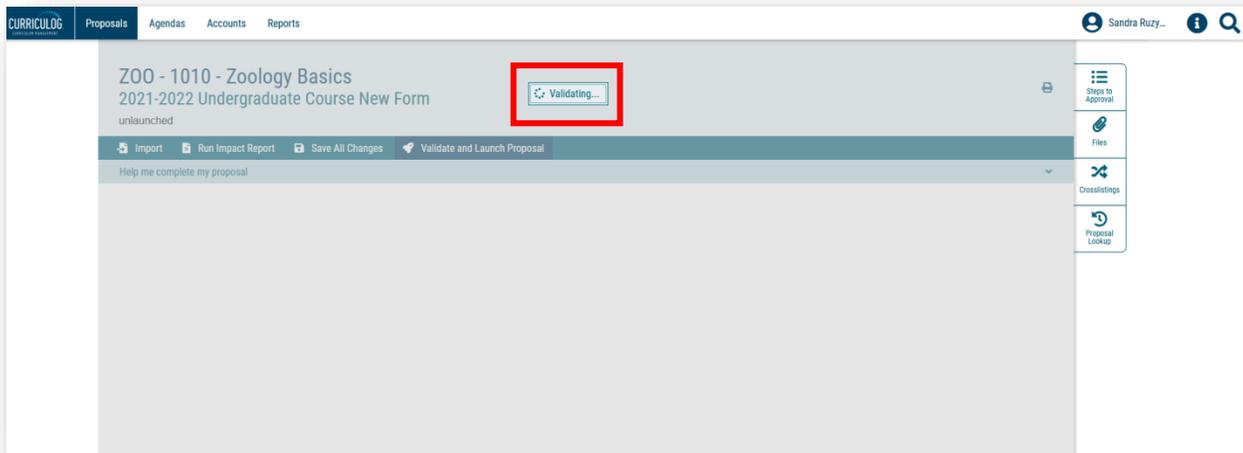


## VALIDATE AND LAUNCH

Once you have completed the form, the next to 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.



Once you click the “Rocketship” icon, the screen will change to gray, and you will see the validating box appear.

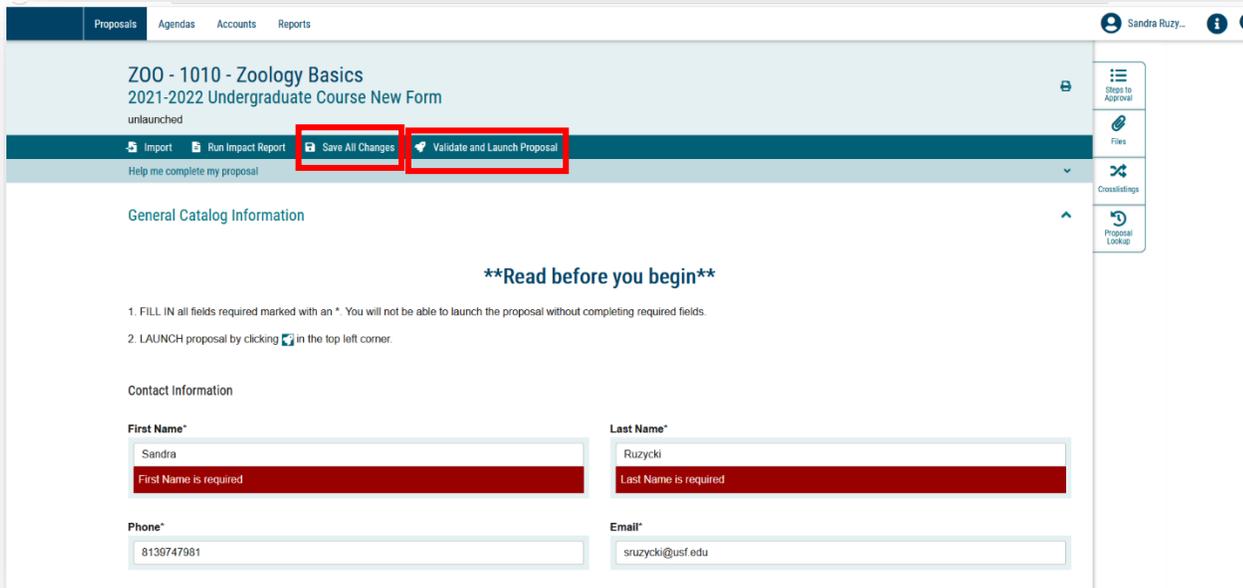


It is possible you will be told the proposal could not launch due to validation errors. This means there were areas of the form that are required which you did not complete. To see the areas in which these errors occurred, click the “Show Me” button.



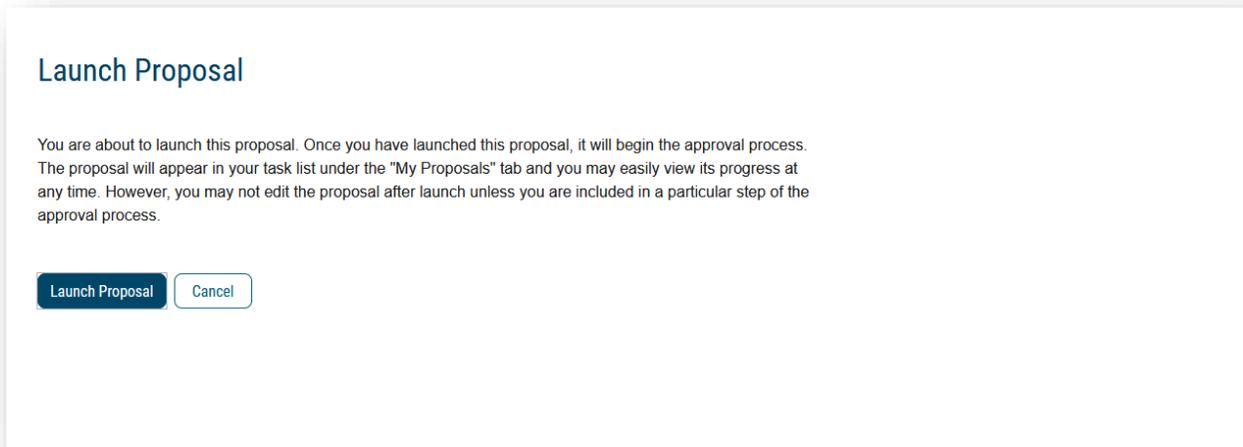
The screen will go back to the form and show you in red the information that needs to be completed. In our case, we forgot to save after we entered the Contact Information fields. After filling in the red areas, we will want to save all changes the form.

Finally, we will click the “Rocketship” icon 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.

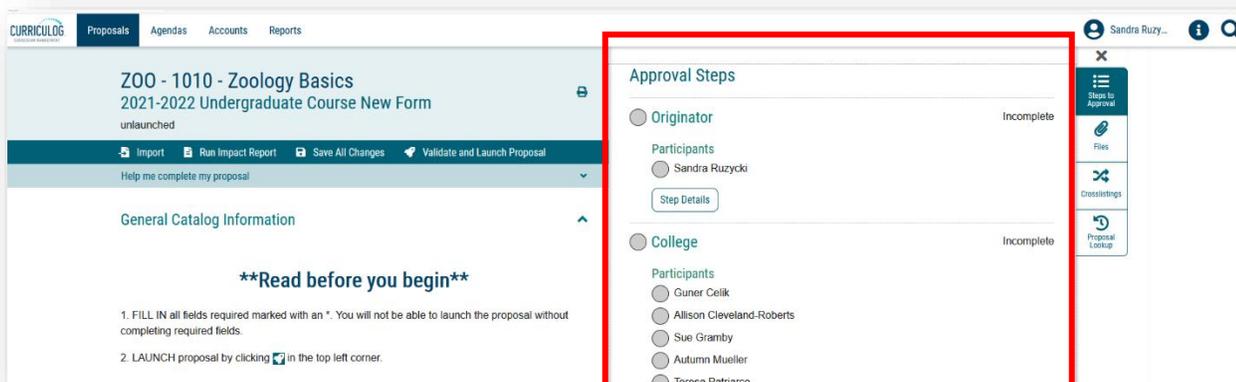
If you are ready to move the proposal to the next step, you will click the “Launch Proposal” button. If you wish to review the form, click the cancel button. The form will appear in your “My Tasks” tab on the main Curriculog display screen.



## ORIGINATOR APPROVAL

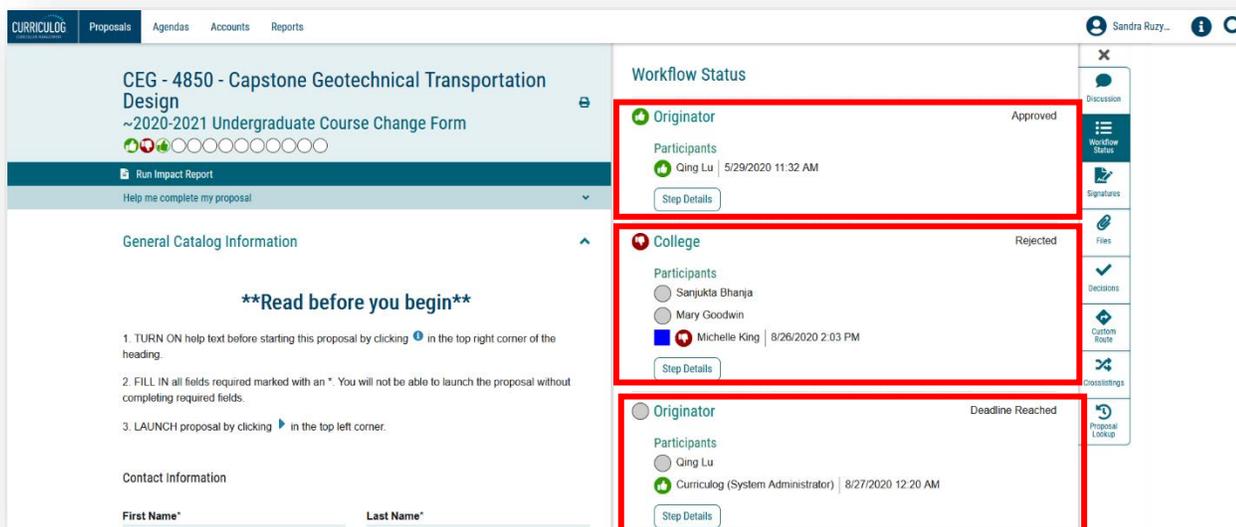
The final step is for you to approve the New Course proposal in the approval workflow.

Open the right side of the screen. You will see the “Approval Steps”. We chose not to launch the New Course proposal which is why it states “Incomplete” 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 the New Course Proposal. As the course proposer, you are identified as the “Originator” in the Curriculog approval workflow process. You will need to “Approve” the proposal. Once approved, the circle next to Originator will have a green “Thumbs up” icon. The proposal will then move to the College step.

In the example below, the Originator approved the launched proposal. The proposal next went to the College who found information that needed to be changed on the proposal. This sent the proposal back to the Originator, who added the requested information from the College and approved it.



This concludes the University of South Florida Curriculog New Course Proposal tutorial. Additional Curriculog tutorials are located at <https://usf.edu/ugs-curriculum-training>, as well as important dates and deadlines, FAQs, and other resources.

You can email the UGS Curriculum Team at [UGS-DOCurriculum@usf.edu](mailto:UGS-DOCurriculum@usf.edu) for any additional assistance.