

**UNDERGRADUATE COUNCIL**  
**RESOURCE GUIDE FOR MEMBERS**

**UNDERGRADUATE STUDIES**  
**UNIVERSITY OF SOUTH FLORIDA**

Welcome to the Undergraduate Council (UGC). You have been selected to participate in a committee that provides a critical function for success at USF. You will be assisting in the review and discussion of curriculum policies/procedures and course/curriculum proposals.

When you are assigned to review a proposal, it might be helpful for you to know that the proposal has already been through many stages of review. Your review will be the last opportunity to identify any concerns or issues prior to the proposal moving on to the USF catalogue and to the State system. Your review will be essential to ensure the proposal meets our standards for excellence.

We have put together this list of resources to assist you in your role as Undergraduate Council member. One of the key ways to optimize your success on this committee is to complete the [Curriculog training](#).

Thank you for your service on the committee, and please feel free to contact the UGC chair and/or the Undergraduate Studies (UGS) representative(s) if you have any questions about these resources and your role.

### **UGC Resource Sheet**

#### **Helpful Websites**

UGC General Site: <https://www.usf.edu/undergrad/undergraduate-council/>

UGC Meeting Schedule: <https://www.usf.edu/undergrad/undergraduate-council/meeting-schedule.aspx>

Link to Curriculog training:  
<https://www.usf.edu/undergrad/curriculum/curriculog/training.aspx>

Link to Online Proposals (where you will want to click when you have any item to review): <https://usf.curriculog.com/>

Link to University Catalogs: <https://catalog.usf.edu/index.php?catoid=3>

Link to State Course Numbering System: <https://flscns.fldoe.org>

#### **Course Proposals, New and Change**

**Objectives vs. Outcome:** We often see confusion between objectives and outcomes. Please see item 4 on Moore's Checklist (page 8) for helpful language on the distinction between the two. To help revise these statements, please see page 10 for a list of action verbs.

## **Submitting Changes/ Revisions**

- Discuss changes needed with proposer
- If the proposer agrees to the changes, the proposal will be returned to the proposer by the Undergraduate Studies representative
- When the proposer makes the changes, you will review the changes prior to the next UGC meeting.

## **Contact Information**

UGC Roster with Contact info: <https://www.usf.edu/undergrad/undergraduate-council/members.aspx>

Lorene Hall-Jennings, Support Staff: [lorenej@usf.edu](mailto:lorenej@usf.edu)

Oscar Bernard, UGC Chair: [rbernar3@usf.edu](mailto:rbernar3@usf.edu)

Undergraduate Council inbox [ugc@usf.edu](mailto:ugc@usf.edu)

## **Proposal Review Steps with UGC Member as Reviewer**

- 1. UGC Members preview items on agenda that will be assigned reviewers at meeting.**
- 2. Members may pick item for review, or be assigned by the chair. Please note deadlines for UGC agenda items and assure timely progress for review.**
- 3. Reviewer will contact the proposer(s) and invite them to attend the meeting where the item will be discussed by the UGC, trying to contact proposer very early for maximum availability (see page 6 for sample). Please email the UGS support staff if guests will be attending to represent an agenda item.**
- 4. Using Moore's Checklist (see pages 7-9) and other checklists to review the proposal, the syllabus (if it is a course), and all other documents.**
- 5. The reviewer will compose important items of note (mostly items for revision or change); then communicate them to the proposer before the next meeting (for proposer's feedback about comments and suggestions). If the suggestions include changes to objective or outcomes, a list of helpful action verbs is provided on page 11.**
- 6. If changes are needed after the review process the following steps should be followed:**
  - If there are minor revisions discovered during the review process of the proposal, send them directly to the assigned Undergraduate Studies staff member and include the specific language that is required to be changed as well as the specific section in Curriculog that the changes fall under. (Note; Minor changes include small changes to syllabi, wording on course objectives, student learning outcomes, textbooks, etc.)**
  - Include the proposer on the email to Undergraduate Studies with these changes.**
  - When the changes are made to Curriculog, review the changes to be sure they match what has been determined by the reviewer and the proposer.**
  - Send an email to the proposer to request a review of the changes made in Curriculog and ask the proposer to email the reviewer to confirm that the proposer accepts these changes.**
  - Changes should not be made directly to Curriculog by the reviewer because this could lead to proposers' perceiving the changes are being made by the reviewer instead of by the proposer.**
  - Any changes to Curriculog must be submitted to the assigned Undergraduate Studies staff member by the Wednesday before the scheduled UGC meeting. Any changes that are not submitted by Wednesday before the scheduled UGC meeting will need to be tabled.**

- If the changes are more significant, Undergraduate Studies will return the proposal to the proposer which will require that the notification process of Curriculog start over from the beginning of the notification process. This is very time-consuming for all involved in the Curriculog process, so it will be done only if Undergraduate Studies determines that the changes are more significant.

7. On the day of the meeting, the reviewer should provide an overview of the proposal and walk the group through primary items on the proposal form, mentioning any changed items already addressed as necessary. If a guest is representing a proposal, they are welcome to provide a brief explanation about the proposal and answer any questions from committee members about the proposal.

8. Once the discussion ends, the UGC reviewer will need to make a motion. The following motions are the most commonly used:

- Motion to approve, as is
- Motion to approve with the following changes or stipulations
- Motion to table item

Another UGC member must second the motion for it to come to a vote by the whole UGC group.

8. After the action is taken on the proposal, the UGS support staff will process the results of the vote via Curriculog.

**Example of an email communication to initiate the discussion about the proposal. This is usually sent within two days of being assigned the proposal to ensure adequate time to complete any discussion and changes before the next UGC meeting:**

**Hello Dr. Dunn,**

**My name is Oscar Bernard, and I am the Undergraduate Council (UGC) member responsible for reviewing the proposal for Global Health Specialization. I will be leading the Council's discussion of the proposal at our next meeting, which is scheduled for Monday February 8, 2021.**

**One of the reasons I am writing is to invite you, or another representative, to attend this UGC meeting, which will be held on Monday February 8, from 3-5 pm on Teams. It is often very helpful to have the proposer present to answer any questions, provide background, or to provide clarification as the Council discusses the proposal. If you plan to attend, would you please let me know. Thank you very much.**

**The other purpose for writing today is to let you know that I have begun my own review of the proposal. I have a couple of brief questions and would really appreciate the opportunity to review the questions with you on Teams at your convenience. Would it be possible for us to set up a time to call and briefly review the proposal next week? I am available Tuesday 2/2 afternoon or Wednesday 2/3 morning.**

**I look forward to learning more about the proposal and to hopefully speak with you during the upcoming week.**

**Sincerely,**

## CHECKLIST FOR REVIEWING COURSE PROPOSALS

(Adapted from Moore's Checklist, Revised 2021)

Undergraduate Council Members will review the new course proposals and substantive course change proposals. This checklist was created to help with the review process and is periodically updated.

If the proposal is for a course change, please only focus on the parts to the course that were changed. If you find concerns in other aspects of the course, you are permitted to discuss them with the proposer, but those issues will not be included in the formal review of the change proposal.

### 1. Contact Information:

\_\_\_\_\_ Council members should contact the contact person listed on the form in advance of the meeting to discuss any potential problems and to let him/her know that the proposal is on the agenda (also noting the time and place of the meeting). Please inform the contact person about the UGC deadlines and time allowances for courses and programs to go to state offices for approval/posting or inclusion in a future UG catalogue.

### 2. Current/New Course Information:

\_\_\_\_\_ Prefix/Number: The UGC review may consider the appropriateness of the requested level (e.g. 2xxx, 4xxx) but final confirmation of the course number is done by State Course Numbering System (SCNS) administrators.

\_\_\_\_\_ Title: Is the title appropriate, representing the course content accurately and clearly distinguishing it from other similarly-titled courses? Check the UGS Course Inventory at <http://ugs.usf.edu/course-inventory/> for similarly-titled courses offered in other departments.

\_\_\_\_\_ Credit Hours: From your perspective, does the number of credit hours seem appropriate and in line with other university course credits?

\_\_\_\_\_ Course Description: Compare the course description with course content. Check for standard format with other catalogue descriptions.

\_\_\_\_\_ Section Type (i.e online, hybrid): Does the section type match the delivery method?

\_\_\_\_\_ Prerequisites: These should be at a lower or at the same level of the course being proposed or changed.

\_\_\_\_\_ Course Restrictions: Course change requests may be submitted to change course restrictions, however, these are rarely cause for full course review.

\_\_\_\_\_ HiP (High Impact Practices that are not under GenEd program) A HiP representative will have reviewed and approved the specific guidelines for HiP before your review. Your review will only address any areas of concern regarding the overall changes to the course, especially making sure the new learning outcomes on the proposal match what is on the syllabus.

\_\_\_\_\_ Course Type (elective or core): Selection should be consistent throughout and justifies “need” for course.

\_\_\_\_\_ Online Course: Online courses must meet minimum requirements regarding rigor and academically engaged time. Questions should clearly reflect requirements are met.

**GCP – If the course is a GCP, a GCP representative has reviewed and approved the specific guidelines for GCP before your review. Your review will only address any areas of concern regarding the overall changes to the course, especially making sure the new learning outcomes on the proposal match what is on the syllabus.**

**GenEd – if the course is GenEd, STOP, refer to GenEd Council for review.**

### 3. Justification:

\_\_\_\_\_ Nature of Changes: For proposed changes to existing courses and programs, is it clear from the narrative provided which courses are being changed and why? For new course proposals, is it clear why the new course is necessary?

\_\_\_\_\_ Need/demand: Is it clear if this course is part of a required sequence in the major? Are there other courses or programs with which this one might be confused? Consider searching the UGS Course Inventory at <http://ugs.usf.edu/course-inventory/> to see if there are existing courses under the same or similar titles that could potentially fulfill the stated need for this course.

\_\_\_\_\_ Concurrence: According to the policy on concurrence, if students or faculty might reasonably view a proposed course as within the subject domain of another department or college, that department or college should be asked to evaluate the proposed course. For more on this see “Concurrence” at <http://www.ugs.usf.edu/ugc/concurrence.htm>.

\_\_\_\_\_ Effect of change on students: Will a course be dropped to accommodate this change to the program? If so, which course will be dropped and how will the change affect students?



\_\_\_\_\_ **Qualifications to teach this course:** Are the qualifications clearly stated and consistent with university and professional standards? SACS requires instructors teaching baccalaureate courses to have a masters with a minimum of 18 graduate semester hours in the teaching discipline.

#### **4. Other Course Information:**

\_\_\_\_\_ **Course Objectives:** Course Objectives address in broad terms what the course will provide to enhance student learning. Compare this description to any relevant information on the syllabus. Is it clear and appropriate here, as well as on the syllabus? Will students understand the objectives and evaluation?

\_\_\_\_\_ **Student Learning Outcomes:** Student Learning Outcomes are specific statements that identify what the students will know and be able to demonstrate as a result of what they have learned in the course. Every proposal for a new course or for course changes needs to provide student learning outcomes.

\_\_\_\_\_ If textbooks are required, the textbook information on syllabus and Curriculum should match and each should have ISBN included.

#### **5. Syllabus:**

\_\_\_\_\_ Check the syllabus to make sure the required elements are present and consistent with the information provided on the course proposal form. The syllabus must include: the course title, prefix, number, and section; instructor's name, office hours and location, phone number; student learning outcomes, attendance policy, grading policy; dates of scheduled exams, course outline including assignments and dates due; notice of permission/non-permission to sell notes or tapes of class lectures.

From the syllabus you should be able to determine whether the rigor for the course is met. For more information on syllabus recommendations and requirements, see the Syllabus Guidelines at <https://www.usf.edu/atle/teaching/syllabus.aspx>

## **CHECKLIST FOR REVIEWING CURRICULUM CHANGE PROPOSALS**

- 1. To review the changes on the proposal, select Preview Curriculum and then click on the red pen icon to select “with markup”. In this section verify the changes are correctly documented and the credit hours add up to the total hours described in the proposal. You will be able then to make a determination of whether these changes make sense based on your understanding of curriculum design. You do not need to be familiar with the content of the curriculum but are providing a valuable resource for the program by giving an outside view of the curriculum and changes. You can also discover more details in the Curriculum Schema section that will also have the activity log for any changes made.**
- 2. Once the change is determined, contact the proposer via email to invite the proposer to the upcoming UGC meeting and clarify your understanding for the reason for the curriculum change proposal. If the change is not clear from your initial review of the proposal, request clarification in the email to the proposer. You may also prefer to schedule a meeting with the proposer to learn more about the changes being proposed.**
- 3. Only changes to the curriculum should be reviewed at this time. It is not appropriate to address other aspects of the curriculum that have not been changed because these parts of the curriculum have already been approved by previous proposal reviews. It is appropriate, however, to discuss any concerns you might have about other aspects of the curriculum when you meet with the proposer for future consideration of changes/improvements.**
- 4. It is not necessary to review the Plan of Study. The Plan of Study is used by the program to help clarify the order of courses that are taken each semester by the students and therefore is outside of the scope for UGC review.**
- 6. Once you have fully reviewed the curriculum changes, you are encouraged to contact the proposer via Teams to discuss the changes and to determine your decision to make a motion to approve or not approve the proposal based on the information you have discovered. In the discussion with the proposer, it will be important to resolve as many of your concerns prior to the next UGC meeting.**
- 7. Prepare a short summary of the changes that you will present to UGC members prior to making a motion to approve or not approve. This is the time that the proposer can add a brief summary about the proposal and answer questions about the proposal.**

## Bloom's Taxonomy Action Verbs

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<b>Bloom's Definition</b>	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
<b>Verbs</b>	<input type="checkbox"/> Arrange <input type="checkbox"/> Define <input type="checkbox"/> Describe <input type="checkbox"/> Duplicate <input type="checkbox"/> Identify <input type="checkbox"/> Label <input type="checkbox"/> List <input type="checkbox"/> Match <input type="checkbox"/> Memorize <input type="checkbox"/> Name <input type="checkbox"/> Order <input type="checkbox"/> Outline <input type="checkbox"/> Recognize <input type="checkbox"/> Relate <input type="checkbox"/> Recall <input type="checkbox"/> Repeat <input type="checkbox"/> Reproduce <input type="checkbox"/> Select <input type="checkbox"/> State	<input type="checkbox"/> Classify <input type="checkbox"/> Convert <input type="checkbox"/> Defend <input type="checkbox"/> Describe <input type="checkbox"/> Discuss <input type="checkbox"/> Distinguish <input type="checkbox"/> Estimate <input type="checkbox"/> Explain <input type="checkbox"/> Express <input type="checkbox"/> Extend <input type="checkbox"/> Generalized <input type="checkbox"/> Give example(s) <input type="checkbox"/> Identify <input type="checkbox"/> Indicate <input type="checkbox"/> Infer <input type="checkbox"/> Locate <input type="checkbox"/> Paraphrase <input type="checkbox"/> Predict <input type="checkbox"/> Recognize <input type="checkbox"/> Rewrite <input type="checkbox"/> Review <input type="checkbox"/> Select <input type="checkbox"/> Summarize <input type="checkbox"/> Translate	<input type="checkbox"/> Apply <input type="checkbox"/> Change <input type="checkbox"/> Choose <input type="checkbox"/> Compute <input type="checkbox"/> Demonstrate <input type="checkbox"/> Discover <input type="checkbox"/> Dramatize <input type="checkbox"/> Employ <input type="checkbox"/> Illustrate <input type="checkbox"/> Interpret <input type="checkbox"/> Manipulate <input type="checkbox"/> Modify <input type="checkbox"/> Operate <input type="checkbox"/> Practice <input type="checkbox"/> Predict <input type="checkbox"/> Prepare <input type="checkbox"/> Produce <input type="checkbox"/> Relate <input type="checkbox"/> Schedule <input type="checkbox"/> Show <input type="checkbox"/> Sketch <input type="checkbox"/> Solve <input type="checkbox"/> Use <input type="checkbox"/> Write	<input type="checkbox"/> Analyze <input type="checkbox"/> Appraise <input type="checkbox"/> Breakdown <input type="checkbox"/> Calculate <input type="checkbox"/> Categorize <input type="checkbox"/> Compare <input type="checkbox"/> Contrast <input type="checkbox"/> Criticize <input type="checkbox"/> Diagram <input type="checkbox"/> Differentiate <input type="checkbox"/> Discriminate <input type="checkbox"/> Distinguish <input type="checkbox"/> Examine <input type="checkbox"/> Experiment <input type="checkbox"/> Identify <input type="checkbox"/> Illustrate <input type="checkbox"/> Infer <input type="checkbox"/> Model <input type="checkbox"/> Outline <input type="checkbox"/> Point out <input type="checkbox"/> Question <input type="checkbox"/> Relate <input type="checkbox"/> Select <input type="checkbox"/> Separate <input type="checkbox"/> Subdivide <input type="checkbox"/> Test	<input type="checkbox"/> Arrange <input type="checkbox"/> Assemble <input type="checkbox"/> Categorize <input type="checkbox"/> Collect <input type="checkbox"/> Combine <input type="checkbox"/> Comply <input type="checkbox"/> Compose <input type="checkbox"/> Construct <input type="checkbox"/> Create <input type="checkbox"/> Design <input type="checkbox"/> Develop <input type="checkbox"/> Devise <input type="checkbox"/> Explain <input type="checkbox"/> Formulate <input type="checkbox"/> Generate <input type="checkbox"/> Plan <input type="checkbox"/> Prepare <input type="checkbox"/> Rearrange <input type="checkbox"/> Reconstruct <input type="checkbox"/> Relate <input type="checkbox"/> Reorganize <input type="checkbox"/> Revise <input type="checkbox"/> Rewrite <input type="checkbox"/> Set up <input type="checkbox"/> Summarize <input type="checkbox"/> Synthesize <input type="checkbox"/> Tell <input type="checkbox"/> Write	<input type="checkbox"/> Appraise <input type="checkbox"/> Argue <input type="checkbox"/> Assess <input type="checkbox"/> Attach <input type="checkbox"/> Choose <input type="checkbox"/> Compare <input type="checkbox"/> Conclude <input type="checkbox"/> Contrast <input type="checkbox"/> Defend <input type="checkbox"/> Describe <input type="checkbox"/> Discriminate <input type="checkbox"/> Estimate <input type="checkbox"/> Evaluate <input type="checkbox"/> Explain <input type="checkbox"/> Judge <input type="checkbox"/> Justify <input type="checkbox"/> Interpret <input type="checkbox"/> Relate <input type="checkbox"/> Predict <input type="checkbox"/> Rate <input type="checkbox"/> Select <input type="checkbox"/> Summarize <input type="checkbox"/> Support <input type="checkbox"/> Value