

Guide for Reviewing New/Revised Courses

(Revised 09/06/2023)

Course Title/Number: _____ Faculty Sponsor: _____

REQUIRED PROPOSAL COMPONENTS

Is the proposal complete? Should include:

- **EDU College Cover Signature Sheet complete with all needed signatures**
 - Has the Assessment office signed off? (**REQUIRED IF course is a part of a teacher certification program**)
 - Has SAS signed off? (**REQUIRED IF a part of an Undergraduate teacher certification program**)
 - Has the **faculty originator** signed off? (**REQUIRED**)
 - Has the **Program Coordinator** signed off (**REQUIRED**)?
 - Has the **Department Chair** signed off? (**REQUIRED**)

Concurrence: (if applicable)

- Is there a signature from a consulting department that implies concurrence was granted/not granted?
- Is there a memo attached backing up the granting or denying of concurrence?
- Are there any changes that would require concurrence from another department/area/unit?

IMPACT REPORT (p3, if applicable)

- This page is required if: changing a required course in a program or terminating a course require in ANY program

Departmental Syllabus (utilizing the current ATLE/EDU template)

COURSE SECTIONS (New Course or Course Change)

GENERAL COURSE INFORMATION

- This must have been completed in order for the course to be submitted.
- **For New Courses:** This section will include Course Pre-requisites and Co-requisites
- **For Course Change/Revisions,** there will be a Current Course Information Section and a new Course Information Section; only items that are being changed will be completed in the New Course Information Section of the Course Change Form.

RESTRICTIONS

- Are there any course restrictions?
- It is common for there to be no restrictions on a course.
- **IS THIS COURSE REAPETABLE:** If this is not completed this will be an automatic return from the UC
- **General Education Tier 3 and 4 are at 3000-4000 level courses these will be restricted to junior and senior standing.**

ONLINE JUSTIFICATION

In accordance with **USF System Policy 10-065**, this section is required for credit-bearing courses where **greater than 50% of instruction (interaction between students and instructors and among students) is delivered via the internet**, and students and instructors are not in the same place.

- If applicable, are all these fields completed?
- Are there adequate explanations in the fields?

	<u>JUSTIFICATION QUESTIONS</u> • Have all the questions been answered completely? • Is there any missing information? • Specialized training/experience needed? A doctorate degree is assumed and does not need to be typed in this space. This question is asking for what OTHER qualifications/training/experiences are needed to teach this course ABOVE a doctorate.
	<u>UN Sustainable Development Goals (SDGs)</u> • Drop down menu
	<u>High Impact Practice (HIP)</u> • If certifying this course has a High Impact sections must be completed: • HIP/IINT/CEL/EDR
	<u>Statewide Course Numbering System (SCNS)</u> • These fields are required for submission to the Statewide Course Numbering System. Note: This should be the same information listed in the course syllabus. **Note: The Course Objectives and Learning Outcomes should be the same information listed in the course syllabus. ** • Course Objectives: <i>Objectives are brief, clear statements that describe the desired learning outcomes of instruction; i.e., the specific skills, values, and attitudes students should exhibit that reflect the broader goals.</i> • Learning Outcomes: <i>Learning Outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course. Student Learning Outcomes should begin with: "Students will demonstrate the ability to: "</i> • Major Topics (content outline- a weekly list is needed) • Textbooks and Other Resources (character limit includes spaces)

	<u>SYLLABUS AND ADDITIONAL SUPPORTING DOCUMENTS</u> • SYLLABUS – <u>What is in the online submission for learning outcomes and course objectives MUST match the learning outcomes and course objectives in syllabus submitted.</u> • SYLLABUS NOTE: For Teacher Preparation/Certification Courses: CAEP/FEAPs – Uploaded as a separate supporting document from the syllabus. (These are not uploaded to the Tallahassee SCNS site) • EDU Signature Cover Sheet completed with appropriate signatures. • Concurrence Memos (if applicable) • Global Citizenship Project Assignment (if applicable) • Any other documentation the submitter feels might be of assistance to the reviewers
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	GENERAL CHECK: Check the syllabus to make sure the required elements are present and consistent with the information provided in the online course proposal form. - The syllabus should include, if applicable: the course title, prefix, number, and section; instructor's name, office hours and location, phone number; course objectives, student learning outcomes, attendance policy, grading policy; course outline including assignments. - Use the latest College of Education format to present this information (revised in 2021)
	Global Citizenship Project Statement (if applicable) "[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)."
	Field Based course statement (if applicable) Needs to be included if applicable
	Fingerprinting statement (if applicable) Needs to be included if applicable to the course.
	General Education Statement (if applicable) 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."
	Course Objectives - Are the objectives for the course clearly stated? Are these the same as what has been entered on the Curriculog proposal form? - If not, this needs correction as they MUST match!
	Course Goals (student learning outcomes) - Are the student learning outcomes clearly stated? - The candidate will be able to..... Does what is on the syllabus match the student learning outcomes that have been entered on the Curriculog proposal form? - If not, this needs to be corrected, as they MUST match!
	Content Outline/Major Course Topics Is there a tentative weekly schedule of topic readings, assignments, schedule exams, and field trips by date?
	Evaluation of Student Outcomes What evaluation system is used in the course? What are the assignments requirements for the course?
	Hillsborough County Public Schools Tasks Force specific class activity statement (if applicable)

	Campus Folio Statement (IF course has a critical task)
	Grading Criteria • <i>Is this clearly stated?</i>
	Textbooks and Readings • <i>Are the required readings current in the topic area of the course?</i> • <i>Is there a statement and/or justification if textbooks and/or publications are over 5 years old?</i>
	Instructor Policies • <i>As needed</i>
	University Policies – Standard Policies to be included • Final Examinations Policy • General Attendance Policy • Early Notification Requirement for Observed Religious Holidays • Academic Integrity of Students • Disruption of the Academic Process • Student Academic Grievance Procedures • Students with Disabilities Statement • Turnitin Privacy Policy Statement • Gender-Based Crimes Policy Statement • University Emergency Policy Statement
OVERALL PRESENTATION	
	Presentation: • <i>Are there typos/grammatical errors that need to be corrected in the proposal?</i> • <i>Does the completed packet reflect a professional presentation.?</i>

Please coordinate your comments and send them to the faculty sponsor within two weeks of receiving your review assignment. Please cc the committee support person on any communications with the Faculty Sponsor.

Recommendations from the Sub-Committee review:

Sub-Committee Member: _____

Date: _____