UGC CHECKLIST FOR REVIEWING NEW COURSE PROPOSALS  
(9/12)

Undergraduate Council members will review all parts of the course proposals. However, to facilitate the process for new members, and to standardize the review process as a whole, members should pay special attention to the items listed below:

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). If you find the person listed on the form is not faculty, bring this to the attention of the Chair of the Undergraduate Council.

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 the 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 Search-a-Bull (http://www.ugs.usf.edu/sab/sabs.cfm) 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?
   ______ Type: Does the section type match the delivery method of the course?
   ______ Prerequisites/Corequisites/Co-prerequisites: Prerequisites should be at a lower, or the same level of the course being proposed or changed. Corequisites and co-prerequisites can be at a higher level.
   ______ Course Description: Compare the course description with course content. Check for standard format with other catalog descriptions.

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 Search-a-Bull (http://www.ugs.usf.edu/sab/sabs.cfm) 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? The SACS guidelines for faculty credentials can be accessed at: [http://www.sacscoc.org/pdf/081705/faculty%20credentials.pdf](http://www.sacscoc.org/pdf/081705/faculty%20credentials.pdf)

4. Other Course Information:
   - Course Objectives: Course Objectives address in broad terms what the student will learn and/or value from the course. 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 should know and be able to demonstrate as a result of what they have learned in the course. Every proposal, both new courses and course changes, needs to provide student learning outcomes.

5. Syllabus:
   - Course proposals will generally not be denied on the basis of the syllabus content. Nevertheless, 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; course objectives, 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. For more information on syllabus recommendations and requirements, see the Syllabus guidelines on the UGS web site at: [http://www.ugs.usf.edu/ugc/syllabus_new.htm](http://www.ugs.usf.edu/ugc/syllabus_new.htm)