

## Checklist for a course proposal submission

1. Are all of the fields completed? One field that often gets left off is the “permit required” selection. Be sure to select “yes” or “no” for this option.
2. Is the course hybrid? If the course is not 100% online or FtoF, it needs to be clear what part is done in which modality. If it’s offered in both modalities, be clear about this in the proposal.
3. Is the course repeatable? If so, how are the iterations different? NOTE: “Repeatable” in this context means that a student can take a different iteration of the course for credit. If there are different iterations, the different topics need to be noted (typically under “materials”). Repeatable does not mean that the student can re-take the course for a better grade.
4. How are the student learning outcomes (SLOs) written? Learning outcomes = specific, measurable, and observable skills that the students will be able to demonstrate by the end of the course. The learning outcomes often start with the phrase “By the end of the course, the students will be able to...” and should include cognition-based action verbs (analyze, organize, synthesize, formulate, identify, evaluate, demonstrate, calculate, develop, etc.). This is a state requirement, so get help at the beginning of the process if needed. Poorly-written SLO’s are one of the top reasons a course gets bounced back to the faculty.
5. Are sample references or other explanations of readings listed? Not all courses will have a textbook, but at the graduate level, readings should definitely be involved.
6. Does the syllabus match the information provided on the online form? Are the university-required components there (i.e. religious observances, SDS statement, etc.)? The link for the syllabus template is here: <http://www.usf.edu/atle/teaching/syllabus.aspx>
7. Have the supplemental forms been uploaded? At minimum, each proposal needs two supplemental documents: the syllabus and the signature form (also verify that that concurrence information has been filled out).
8. Would you like your course to have enrollment restrictions or not? Having restrictions may limit enrollment, but there might be a good reason for putting restrictions on the course. Whatever your decision, consider the ramifications carefully.
9. What qualifications for training and/or experience are necessary to teach this course? Suggesting wording is as follows: A Ph.D. (or terminal degree) in -----, as advanced knowledge of and expertise in ----- are required to teach the course's topics and properly advise students on research and other assignments in this course. Note that the “18 credits in the area of specialization” rule is only applicable for undergraduate courses. Graduate courses require a terminal degree in the area of specialization.

**Course proposal system website: <https://www.systemacademics.usf.edu/proposals>**

## Course description vs. course objectives vs. course student learning outcomes (SLOs)

The difference between these three concepts is frequently a cause for confusion. For the context of the curriculum approval process at USF, these are the basic definitions (note that in other contexts, the terminology might be different):

Course description: A VERY brief description of the course content, typically as short as 1-2 sentences. This is what goes in the catalog (this typically isn't on the syllabus).

Course objectives: A more detailed description of what will happen in the course, including topics to be covered (similar to the course description with more details about topics). Typically 3 -5 broad topics suffice; however, it's better if this section isn't just a list of topics, rather a description of the learning needed to realize the overall goal/purpose. The format of the section is flexible.

Student Learning Outcomes (SLOs): Specific statements of observable and measurable skills/knowledge that the students will have acquired by the end of the class. It's useful for this section to start with something like, "By the end of the course, the students will be able to..." and then a list of what they will be able to do at the end of the course.

### Examples of descriptions, objectives, and SLOs from a variety of disciplines

<i>Course number and title</i>	<i>EDG 7280 - Curriculum Theory</i>
Course description	The purpose of this course is to prepare critical and culturally responsive curriculum leaders to engage curriculum theory in the work of curriculum policy, development, and inquiry.
Course objectives	To advance knowledge of historical and contemporary curriculum theories including traditions, artifacts, curriculum theorists, and themes (power, knowledge, justice, culture, and diversity).
Student Learning Outcomes (SLOs)	This course is designed so that students will be able to:  <ol style="list-style-type: none"><li>1. Demonstrate knowledge of curriculum theories and theorists.</li><li>2. Differentiate among multiple curriculum traditions.</li><li>3. Critically examine curriculum texts, past and present.</li><li>4. Evaluate issues at the intersection of curriculum and diversity.</li><li>5. Demonstrate self-reflexive curriculum theorizing and leading.</li><li>6. Create curriculum inquiry outcomes using technology (i.e., review, report, essay, pedagogical case).</li></ol>

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<i>Course number and title</i>	<i>NGR 7767 - Practice Management, Quality Improvement, and Patient Safety</i>
Course description	This course provides knowledge and skills required for successful advanced nursing and health care practice management at the organizational or systems level and for leading quality improvement and patient safety initiatives.
Course objectives	<p>The content and learning activities in this course are designed to help students achieve the following objectives:</p> <ol style="list-style-type: none"> <li>1. Apply business principles, concepts, and strategies for advanced nursing and health care practice management.</li> <li>2. Analyze care delivery models that meet the needs of patients and society.</li> <li>3. Apply economic and financial management principles, concepts, and strategies to manage and improve health care.</li> <li>4. Design health care quality improvement and patient safety initiatives including implementation and evaluation strategies.</li> <li>5. Manage risk and legal/regulatory compliance including coding and billing compliance.</li> </ol>
Student Learning Outcomes (SLOs)	<p>At the conclusion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Effectively plan, implement, and evaluate quality improvement and / or patient safety initiatives in health care organizations/systems.</li> <li>2. Develop a business plan summary for implementing and evaluating a practice-or systems-level initiative to improve operational / practice outcomes systems using project management principles and processes.</li> <li>3. Analyze the cost-effectiveness of practice initiatives / projects accounting for quality and risk.</li> <li>4. Analyze financial / revenue cycle management processes.</li> <li>5. Demonstrate the ability to develop and manage budgets for practice.</li> <li>6. Summarize strategies for risk management including legal and regulatory compliance requirements relevant to advanced nursing practice and health care delivery.</li> </ol>

<i>Course number and title</i>	<i>ESI 6340 Probabilistic Systems Analysis</i>
Course description	The course teaches fundamental techniques of applied probability and stochastic processes and builds foundations for their decision support applications.
Course objectives	The course develops the theory and solution algorithms of several families of discrete- and continuous-time stochastic processes including Poisson processes, Markov Chains, continuous-time Markov processes, Markov Decision Processes, and queueing systems. The course emphasizes the use of computer programming software to simulate and approximate various probabilistic models based on the above classes of stochastic processes. Each class of models is illustrated by several decision support applications from various engineering disciplines.
Student Learning Outcomes (SLOs)	<p>By the end of the course, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Formulate mathematical models based on several classes of stochastic processes, including Poisson processes, Markov Chains, continuous-time Markov processes, Markov Decision Processes, and queueing systems, to address real-world problems.</li> <li>2. Develop algorithms to find solutions to mathematical models using modern engineering techniques and computer programming software.</li> <li>3. Analyze and interpret solutions and provide decision support to end users.</li> </ol>

<i>Course number and title</i>	<i>LIN 6932 – Special Topics Graduate Seminar: The Sound System of English</i>
Course description	A comprehensive overview of the phonology and phonetics of the English language with a focus on both research and pedagogy. Theoretical and practical introduction to pronunciation teaching. The course is open to non-majors and is not repeatable.
Course objectives	This class focuses on describing, analyzing, and teaching the sounds of American English. In addition to learning the segmental (consonants & vowels) and suprasegmental (e.g., stress, rhythm, intonation) features of English speech, you will also gain the knowledge and skills necessary for practicing informed pronunciation teaching. You will administer a diagnostic test as well as create and implement lesson plans with an ESL tutee. The final section of the course will focus on practice using tools for creating high-quality sound recordings and conducting acoustic analyses. While American English will be the main focus of the course, the techniques for teaching and analyzing sound can be easily extended to other languages.
Student Learning Outcomes (SLOs)	By the end of the semester you will be able to: <ol style="list-style-type: none"> <li>1. Transcribe speech using the International Phonetic Alphabet (IPA).</li> <li>2. Diagnose the main strengths and weaknesses of a non-native speaker's speech.</li> <li>3. Develop lesson plans for pronunciation instruction for both segmental and suprasegmentals areas.</li> <li>4. Evaluate pronunciation textbooks for their strengths and weaknesses and be able to modify them to suit a variety of contexts.</li> <li>5. Incorporate pronunciation materials into a four skills or listening/speaking ESL course.</li> <li>6. Record and analyze speech using Praat.</li> </ol>

<i>Course number and title</i>	<i>SPW 5934: Culture &amp; Civilization of Spain: Middle Ages &amp; Golden Age</i>
Course description	In this course we will cover the history and culture of Spain from Prehistory to the year 1700, with a special emphasis on the Middle Ages (711-1492) and the Golden Age (16 <sup>th</sup> and 17 <sup>th</sup> centuries).
Course objectives	In this course we will cover the history and culture of Spain from Prehistory to the year 1700, with a special emphasis on the Middle Ages (711-1492) and the Golden Age (16 <sup>th</sup> and 17 <sup>th</sup> centuries). Some of the topics we will discuss include the prehistoric inhabitants of Spain, the different ethnic tribes before the Romans, the Phoenicians and other Mediterranean peoples, the Roman Empire, the Christian Crusaders, the Jewish and Arabic culture in Medieval Spain (Sepharad and al-Andalus), the Spanish Empire, and many other aspects of Medieval and Renaissance culture. For this purpose, apart from class lectures, we will read texts from Christian, Arabic, and Jewish Spain, and we will explore the coexistence of these three cultures in the Middle Ages. We will also watch movie clips and listen to songs, ballads, popular lyrics, etc... and analyze important works of art and documents in the history of Spain (such as fueros, cartas puebla, wills and testaments, royal edicts, etc.) Class lectures, readings, materials, and discussions are in Spanish, and in this course the language is not an end, but a means to get to know the culture of a country with such a rich historical and cultural legacy as Spain.
Student Learning Outcomes (SLOs)	<p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify key concepts and dates in the history of Spain, and understand how it progressed during the Middle Ages (711-1492) and the Golden Age (1550-1650).</li> <li>2. Assess its (Spain's) relevance in relation to other periods and countries.</li> <li>3. Identify important cultural manifestations (works of art, music) from the prehistory of Spain to the master painters of the Golden Age, including the works of Christians, Jews, and Muslims in the Middle Ages.</li> <li>4. Describe connections between the historical and the literary parts of the course, and between different cultural manifestations.</li> <li>5. Describe connections between what has been covered in class and themselves, their culture, and their world.</li> <li>6. Critically analyze particular texts or works of art in the context in which (for which) they were created, in an academic manner.</li> </ol>

<i>Course number and title</i>	<i>GMS 6604 - Clinically Oriented Human Embryology</i>
Course description	Clinically Oriented Human Embryology (GMS 6604) integrates basic anatomical development of the human fetus with the emerging principles of molecular developmental biology.
Course objectives	This course integrates basic anatomical development of the human fetus with the emerging principles of molecular developmental biology. Students will be given a broad education of developmental biology as a discipline to understand the mechanism by which unique gene expression patterns and molecular signals dictate formation of distinct organs. This integrative approach is essential to understanding congenital defects at the genetic and molecular level. Further, this course will help comprehend the nascent field of regenerative medicine, which is based on developmental biology principles and is increasingly changing modern medicine. The course uses these tenets throughout and provides basic concepts of the functioning of homeobox genes, morphogen gradients and signaling events in embryo development. The course highlights the fact that principle of developmental biology is central to finding treatments for a multitude of clinically relevant human genetic defects and diseases, including cancer and degenerative diseases.
Student Learning Outcomes (SLOs)	<p>Upon completion of this course the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the major events in fertilization, the development of the embryo and the fetus.</li> <li>2. Apply embryology and molecular developmental biology principles to congenital abnormalities and current medical practice for diagnosis using various molecular biology techniques.</li> <li>3. Identify myriad molecular mechanisms controlling organogenesis, including function of various body organs in utero during normal human development.</li> </ol>

<i>Course number and title</i>	<i>LIS 5802 - Information Analytics</i>
Course description	Information Analytics provides an overview of analytics to extract knowledge out of diverse sources of information. Students will be exposed to multiple analytical tools such as regression, classification, clustering, association rules, and text analysis, all of which are driven by <u>mathematical and statistical models</u> . In order to successfully master the contents of the course, students are required to have taken at least one statistics and programming classes.
Course objectives	<ol style="list-style-type: none"> <li>1. To become familiarized with the overall domain of Information Analytics;</li> <li>2. To develop skills that broaden career opportunities in information analysis;</li> <li>3. To strengthen critical thinking through problem solving.</li> </ol>
Student Learning Outcomes (SLOs)	<p>Upon completing this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the field of Information Analytics.</li> <li>2. Use the programming language R to manipulate and analyze data.</li> <li>3. Develop data-driven insights to inform decision making.</li> <li>4. Interpret and present their findings for decision making.</li> <li>5. Determine how to validate their process and findings.</li> </ol>

<i>Course number and title</i>	<i>MUS 6793 - Techniques of Research in Music</i>
Course description	This course runs as a graduate seminar that provides tools for scholarly research in all sub disciplines of music.
Course objectives	This course runs as a graduate seminar that provides tools for scholarly research in all sub disciplines of music. Your focus of study may be performance, composition, conducting, or other interdisciplinary pursuit. You will learn the common bases as well as diverse techniques involved in music research. Research is ultimately about you: Doing research can clarify and strengthen your own interests and beliefs; and research experience can guide your course of study and trajectory as you move forward. This course is student-centered and project-based. By using concepts and techniques introduced in the course, you will select a research topic, compile literature, and analyze content of the related literature, develop a literature-based theoretical framework, and write a complete formal research proposal.
Student Learning Outcomes (SLOs)	<p>By the end of the course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe various research agendas, concepts, and techniques involved in quantitative and qualitative research.</li> <li>2. Use USF library system to conduct a focused literature search.</li> <li>3. Analyze published research papers by identifying the problem, critically assessing the appropriateness of the methods and design, and relating the material to your focused research.</li> <li>4. Develop a formal research proposal with a focused statement of the problem, theoretical framework, detailed research design, and projected outcomes.</li> </ol>