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 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,

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

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

Course number and title	EDG 7280- Curriculum Theory
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: 1. Demonstrate knowledge of curriculum theories and theorists. 2. Differentiate among multiple curriculum traditions. 3. Critically examine curriculum texts, past and present. 4. Evaluate issues at the intersection of curriculum and diversity. 5. Demonstrate self-reflexive curriculum theorizing and leading. 6. Create curriculum inquiry outcomes using technology (i.e., review, report, essay, pedagogical case).

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

Course number and title	NGR 7767- Practice Management, Quality Improvement, and Patient Saf
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	The content and learning activities in this course are designed to help students achieve the following objectives: 1. Apply business principles, concepts, and strategies for advanced nursing and health care practice management. 2.

Course number and title	LIN 6932 ±Special Topics Graduate SeminarThe Sound System of English
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: 1. Transcribe speech using the International Phonetic Alphabet (IPA). 2. Diagnose the main strengths and weaknesses of a non-native speaker's speech. 3. Develop lesson plans for pronunciation instruction for both segmental and suprasegmentals areas. 4. Evaluate pronunciation textbooks for their strengths and weaknesses and be able to modify them to suit a variety of contexts. 5. Incorporate pronunciation materials into a four skills or listening/speaking ESL course. 6. Record and analyze speech using Praat.

Course number and title	LIS 5802- Information Analytics
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 mathematical and statistical models. 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	1. To become familiarized with the overall domain of Information Analytics; 2. To develop skills that broaden career opportunities in information analysis; 3. To strengthen critical thinking through problem solving.
Student Learning Outcomes (SLOs)	Upon completing this course, students will be able to: 1. Describe the field of Information Analytics. 2. Use the programming language R to manipulate and analyze data. 3. Develop data-driven insights to inform decision making. 4. Interpret and present their findings for decision making. 5. Determine how to validate their process and findings.

Course number and title	MUS 6793- Techniques of Research in Music
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