**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.

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). The format of the section is flexible.

Student Learning Outcomes (SLOs): Specific statements of measurable skills 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.

**Checklist for a course proposal submission**

1. Are all of the fields completed? One that often gets left off is the “permit required” selection. Be sure to select “yes” or “no” for this option.

2. 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 different iterations different? NOTE: “Repeatable” in this context means that a student can take the course more than once for credit. It does not mean that the student can re-take the course for a better grade.

4. How are the student learning outcomes (SLOs)? Learning outcomes = specific and measurable skills that the students will learn 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.)?

7. Have the supplemental forms been uploaded? At minimum, each proposal needs 3 supplemental documents: syllabus, signature from, concurrence form

8. Anything else?

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

Notes to discuss – Do we want to shorten some just to give the main idea?

Is the format readable?

Do we have examples that would be useful to all disciplines? (at least in basic concepts of writing) – On the same note – are there any that seem repetitive?

|  |  |
| --- | --- |
| Course number and title  | NGR 7767 - Practice Management, Quality Improvement, and Patient Safety |
| 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 management2. Analyze care delivery models that meet the needs of patients and society3. Apply economic and financial management principles, concepts, and strategies to manage and improve health care 4. Design health care quality improvement and patient safety initiatives including implementation and evaluation strategies 5. Manage risk and legal/regulatory compliance including coding and billing compliance |
| Student Learning Outcomes (SLOs)(From Maureen) | At the conclusion of this course students will be able to• Demonstrate the ability to effectively plan, implement, and evaluate quality improvement and / or patient safety initiatives in health care organizations/systems • 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 • Analyze the cost-effectiveness of practice initiatives / projects accounting for quality and risk• Analyze financial / revenue cycle management processes • Demonstrate the ability to develop and manage budgets for practice• Summarize strategies for risk management including legal and regulatory compliance requirements relevant to advanced nursing practice and health care delivery |

|  |  |
| --- | --- |
| 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)(From Vonzell)  | 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 number and title  | ESI 6340 Probabilistic Systems Analysis |
| 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)(From Alex) | By the end of the course, the students will be able to:▪ understand and 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▪ use modern engineering techniques and computer programming software to develop algorithms to find solutions to mathematical models▪ analyze and interpret solutions and provide decision support to end users |

|  |  |
| --- | --- |
| Course number and title  | LIN 6351 - The 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)(From Amy) | By the end of the semester you will be able to:• transcribe speech using the International Phonetic Alphabet (IPA),• diagnose the main strengths and weaknesses of a non-native speaker’s speech,• develop lesson plans for pronunciation instruction for both segmental and suprasegmentals areas,• evaluate pronunciation textbooks for their strengths and weaknesses and be able to modify them to suit a variety of contexts,• incorporate pronunciation materials into a four skills or listening/speaking ESL course,• record and analyze speech using Praat. |

|  |  |
| --- | --- |
| Course number and title  | Span 321: Culture & Civilization of Spain I - (Middle Ages & Golden Age) |
| 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 (16th and 17th 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 (16th and 17th centuries). Some of the topics we will discussinclude 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)(from Amy)Note – this course is not currently taught at USF, but is a good example of SLOs written for the humanities | Students will be able to: * 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).
* assess its (Spain’s) relevance in relation to other periods and countries.
* 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.
* establish connections between the historical and the literary parts of the course, and between different cultural manifestations.
* establish connections between what has been covered in class and themselves, their culture, and their world.

Students also will have developed/improved on * strategies to think critically and analyze particular texts or works of art in the context in which (for which) they were created, in an academic manner.
* how to construct meaning, both individually and collectively, and not see themselves as a mere “recipients” of meaning.
 |

|  |  |
| --- | --- |
| Course number and title  | GMS 6604 - Clinically Oriented Human Embryology  |
| Course description  | Human Embryology and Developmental Biology (GMS 6604) course integrates basic anatomical development of the human fetus with the emerging principles of molecular developmental biology. |
| Course objectives  | Human Embryology and Developmental Biology (GMS 6604) 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 emphasizes on the principles underlying the use of master genes and signaling pathways controlling development, yet maintains the focus on basic aspects of organ development at the anatomical level, including important cellular processes that specify tissues and organs. This complex process of development demands cell growth, division, commitment, specification and differentiation, and fine-tuning of their proper positions relative to one another. The course uses these tenets throughout and provides anatomical and molecular understanding to comprehend basic concepts of the function of homeobox genes, morhogen gradients and signaling events during early embryogenesis, formation of the three germ layers, tissue specification, organ formation, congenital organ and anatomical defects and teratology. The course develops a broad and thorough understanding of the principles of human embryology and highlights the fact that principle of developmental biology is central to finding treatments for a multitude of human genetic defects and diseases, including cancer and degenerative diseases.  |
| Student Learning Outcomes (SLOs)(from Vrushank) | All material is presented in the context of modern medicine such that at the completion of the course, the following student learning objectives will be achieved:1. Have a comprehensive understanding of early embryogenesis, morphogenesis and organogenesis at the anatomical level with clear conceptual idea of molecular events that dictate the formation of these early embryonic anatomical structures.
2. Use appropriate embryological and developmental biology terms and appreciate why each organ is formed in a spatial and temporal manner, maintaining their appropriate size and structure.
3. Describe from an anatomical, genetic and molecular perspective, the different types of congenital defects arising during embryogenesis.
4. Explain the major events driving anatomical structure formation such as growth, differentiation and integration of structural and functional heterogeneity of cell types required for the formation of various functional organs and systems.
5. Define the process of fertilization, cleavage of the blastula, implantation, difference between embryo-proper and extra-embryonic membranes
6. Appreciate Principles of Teratology and the processes of teratogenesis; define teratogens
7. Describe the development of body cavities, digestive system and all the endodermal organs i.e., thyroid, thymus, lung, duodenum, stomach, intestines, liver, pancreas,
8. Explain developmental changes that shape various organ systems, including cardiovascular, respiratory, urogenital, reproductive, skeletal etc.
9. Explain Numerical and Structural Chromosomal Abnormalities, Birth Defects Caused by Mutant Genes
10. Developmental Signaling Pathways, difference between intercellular and extracellular developmental signaling, role of gap junctions, cell adhesion molecules
11. Define Morphogens and their central role in gradient formation and gene expression.
12. Communicate major developmental pathways including retinoic acid, TGFβ, BMPs, SHH, Wnt/ β-Catenin, RTKs (Receptor Tyrosine Kinases), Notch-Delta Pathways
13. Understand developmental transcriptional networks
14. Hox/Homeobox, Pax Proteins containing homeodomain, Helix-Loop-Helix Transcription Factors, Histone Acetylation, DNA Methylation,
15. Conceptualize Stemness & Stem Cells; Differentiation versus Pluripotency
 |

|  |  |
| --- | --- |
| 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  | • To become familiarized with the overall domain of Information Analytics; • To develop skill that broaden career opportunities in information analysis;• To strengthen critical thinking through problem solving. |
| Student Learning Outcomes (SLOs)(From Jim) | Upon completing this course, students will be able to:* Understand and describe the field of Information Analytics
* Use the programming language R to manipulate and analyze data
* Develop data-driven insights to inform decision making
* Interpret and present their findings for decision making
* 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 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)(from Sang-Hie) | By the end of the course, the student will be able to: * To know various research agendas, concepts, and techniques involved in quantitative and qualitative research.
* To learn how to use USF library system to conduct a focused literature search.
* To 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.
* To develop a formal research proposal with a focused statement of the problem, theoretical framework, detailed research design, and projected outcomes.
 |

|  |  |
| --- | --- |
| Course number and title  |  |
| Course description  |  |
| Course objectives  |  |
| Student Learning Outcomes (SLOs) |  |