** GSBS Course Proposal**

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| Course Name: |  |
| GSBS Program: |  |
| Course Director: |  |

***Program Curriculum Committee Approval:***

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| --- | --- | --- | --- | --- | --- | --- |
| Program Curriculum Chair |  |  |  |  |  |  |
|  |  | Printed Name |  | Signature |  | Date |
| Program Director: |  |  |  |  |  |  |
|  |  | Printed Name |  | Signature |  | Date |

***GSBS Curriculum Committee Approval:***

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| --- | --- | --- | --- | --- | --- | --- |
| Curriculum Manager: |  |  |  |  |  |  |
|  |  | Printed Name |  | Signature |  | Date |
| Curriculum Chair: |  |  |  |  |  |  |
|  |  | Printed Name |  | Signature |  | Date |

***GSBS Executive Council Approval:***

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| Dean or Designee: |  |  |  |  |  |  |
|  |  | Printed Name |  | Signature |  | Date |

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| **For Graduate School Use Only** |
| Course No. Assigned: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Course Schedule Entry: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date  Course Catalog/CAMS Entry: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Curriculum Manager |

**GSBS Course Proposal**

Submit to [gsbs-curriculum@bcm.edu](mailto:gsbs-curriculum@bcm.edu) once approved by graduate program

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| --- | --- |
| Date of Submission/Revision: |  |

*(Note: The blue instructions rows will be removed after submission.)*

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| 1) Course Title:  *(60 character/space limit)* |  | |
| Courses should be named in a manner that succinctly and effectively conveys overall content while allowing flexibility for evolution of the content over time. *Limited to 60 characters & spaces.* Use ampersand (&) instead of ‘and’. Keep in mind that course titles will appear on official transcripts. Brevity is encouraged. Flashy/catchy titles should be avoided. Additionally, at the PhD level, courses should not begin with “Introduction to…” | | |
| 2) Course Program: |  | |
| All courses fall into one of the subject areas in the course catalog. Under the heading of which graduate program should the course be offered? | | |
| * Cancer & Cell Biology (GS-CC) * Chemical, Physical, and Structural Biology (GS-CP) * Clinical Scientist Training Program (GS-CT) * Development, Disease Models and Therapeutics (GS-DD) * Genetics and Genomics (GS-GG) * Immunology and Microbiology (GS-IY) | | * Interdisciplinary Curriculum (GS-GS) * Neuroscience (GS-NE) * Quantitative and Computational Biosciences (GQ-QC) * Tropical Medicine (GS-TM) * MS in Biomedical Science (GS-BS) * Certificate in Biomedical Sciences & Health Equity (GS-HE) |
| If you feel the course topic should be part of the interdisciplinary curriculum (GS-GS), please contact Chris Foster to discuss ([cf1@bcm.edu](mailto:cf1@bcm.edu)). | | |
| 3) Course Audience: |  | |
| Who is the target audience of the course? Students in which program(s)? Is it intended for first- or second-year students (or others)? Is it intended to be required for some students? If so, from which program(s)? Is it designed to be an elective? For students in which program(s) ideally? | | |
| 4) Type of Proposal | New Course, Course Revision, Course Replacement *(Choose one and remove other two options)* | |
| Is this a new course, a revision of an existing course, or a replacement for an existing course? If a revision, please describe what change(s) being made to the existing course. If a replacement, identify the course being replaced. | | |
| 5) Course Catalog Description *(brief)* |  | |
| This should be the brief description of the course that will appear in the course catalog, usually no more than 2 or 3 sentences. This should be an overview of topics/goals only. Please write in present tense instead of future tense! Use *“This course covers…”* instead of *~~“This course will cover…”~~* | | |
| 6) Teaching Methodologies & Assessments: |  | |
| Describe *in detail* the methods in which the course content will be delivered to students (lectures, homework assignments, group work, team-based activities, research papers, etc). Include what elements and methods will be used to assess the students (quizzes, exams, written work, attendance, feedback forms, participation credit, etc). Include howsubjective assignments will be graded, what types of exams will be administered, etc. Note: didactic courses must have graded academic assessments (exams, quizzes, homework, papers, projects). | | |
| 7) Course Goals: |  | |
| **Couse goals** are a brief statement giving a broad view of what the course director hopes to accomplish, e.g. “The goal of this course is to review and critically analyze contemporary advances in computational analysis of omics data”. | | |
| 8) Course Learning Objectives: | Upon completion of the course, students should be able to:   * text. * text. * text. | |
| **Learning Objectives** are the individual competencies that should be acquired by the student during the course, and that can be directly assessed via examination. Learning objectives should always contain an action verb. Example: “Upon completion of the course, student should be able to perform differential expression analysis within an RNA-seq dataset using appropriate post-test corrections.” Common action verbs found in learning objectives include analyze, identify, describe, classify, demonstrate, etc. Do not rely on ‘understand’ or ‘know’ as the action verb. *Consult this website for further information:* <https://teaching.uncc.edu/teaching-guides/course-design/writing-measurable-course-objectives> *Every course must have learning objectives, whether didactic or non-didactic. Proposals must indicate what skills the student will gain from taking the course.* | | |
| 9) Need for Course: |  | |
| Describe the need for adding this class to the already robust graduate curriculum (or revising a current course). Why is adding/revising this course necessary for future educational needs for graduate students? What is the market for this information in current student curricular needs? | | |
| 10) Didactic/Non-Didactic: |  | |
| Didactic courses have regular objective assignments and assessments to gauge student learning. They are graded A, B, C, or F. They count toward the students 30-credit requirement for their degree plan. Non-didactic courses are graded pass/fail and are usually graded based on student engagement/ participation. They do not count toward the student’s 30-credit requirement, and are generally in the areas of professional or personal development. | | |
| 11) Prerequisite/   Co-requisite Courses: |  | |
| Are there any courses the students should take prior to this course? Prerequisites must be completed before this course. [Co-requisites can be completed before or at the same time as this course.] Prerequisites are checked by the Registrar, so prerequisites must be something that can be objectively checked on the student’s transcript. Please do not include qualitative items [e.g. “*a strong background in mathematics*”]. | | |
| 12) Content Overlap: *(if any)* |  | |
| Does the content of this course overlap or touch on content provided in other existing courses? Please describe. The current catalog is found in the GSBS Bulletin found on the GSBS Curriculum website. <https://www.bcm.edu/education/graduate-school-of-biomedical-sciences/curriculum> | | |
| 13) Desired Academic Term | TBD *(default)* | |
| If a specific academic term (1-5) is desired, include that information here. A specific class meeting time/date/classroom is not decided until *after* the course proposal is approved, and will be coordinated by the GSBS Curriculum Office and the course director. | | |
| 14) Class Meeting Pattern |  | |
| How many times will the course meet each week, and how long will each session last? Given this information, the GSBS Curriculum Office will calculate how many credits this course will be awarded to students for this course based upon the Department of Education guidelines for calculating academic credits. Any questions can be sent to [gsbs-curriculum@bcm.edu](mailto:gsbs-curriculum@bcm.edu). | | |
| 15) Enrollment limitations | None *(default)* | |
| Ordinarily, courses must have at least 5 students enrolled to be offered, and there is usually no maximum enrollment limit other than the size of the classroom. If this course should have a cap on the number of students, please state that number and provide a justification. | | |
| 16) Course Schedule | | |
| |  |  |  |  | | --- | --- | --- | --- | | **#** | **Type of Session**  *Lecture, lab, discussion, etc* | **Topic Title and Brief Description** | **Instructor** | | **1** |  |  |  | | **2** |  |  |  | | **3** |  |  |  | | **4** |  |  |  | | **5** |  |  |  | | **6** |  |  |  | | **7** |  |  |  | | **8** |  |  |  | | **9** |  |  |  | | **10** |  |  |  | | **11** |  |  |  | | **12** |  |  |  | | **13** |  |  |  | | **14** |  |  |  | | **15** |  |  |  | | **16** |  |  |  | | | |
| List each planned class session (lecture, lab, review, discussion, review, exam). Provide a main topic & brief description for each lecture, and the instructor(s) presenting the material. If the class meets once per week, plan for 8 sessions total, 16 sessions for twice per week, etc. The final exam would be an additional session beyond the 8, 16, 24 sessions during the term. Add/remove rows as needed. | | |
| 17) Grading Policy |  | |
| In general, didactic courses are graded (A-F) based on assessments of student learning (papers, homework, exams, etc). Non-didactic (pass/fail) courses are generally graded based pass/fail on attendance and participation. Grading policies have two key components: composition and scale. Additionally, they can also include rubrics to clarify how certain subjective elements will be scored.   * Composition: What elements are factored into the final score? There should be an explanation of what is included in calculating the student’s final score for the course. This can be shown as a percentage makeup of the final score, or as a total number of points that can be earned in the course. * Scale: How does the final score translate into a letter grade? Or in pass/fail courses, what is the distinction between passing and failing? While course directors have the discretion to curve final grades higher based on results in a given year, students should be provided a static scale to know what minimum score must be earned to achieve a specific letter grade. The two standard grading scales are:   + 90-100%=A; 80-89%=B; 70-79%=C; <70%=F   + 85-100%=A; 70-84%=B; 60-69%=C; <60%=F   If you wish to use a different grading scale, please provide that scale and you must include a rationale statement as to why the 2 standard options will not work for the course.   * Rubrics: If there are assessments other than exams (research papers, group projects, etc.), the grading plan for those aspects of the course should be included.   Participation may be a component of the grade, usually in non-didactic courses, but a description of *how* it will be graded should be included. How will you measure participation? If extra credit is to be offered, the rules of application should be specified in advance. Extra credit should be available to all students. | | |
| 18) Attendance Policy |  | |
| In general, students are expected to attend all classes, but day-to-day attendance in classes is not tracked by the GSBS, nor does the GSBS expect course directors to take attendance or use it as a factor in grading. A course attendance policy should inform students whether or not attendance will be tracked, and whether there are penalties for absences. In most didactic courses, attendance is not formally tracked, other than by giving no credit for assignments that are missed due to being absent from class. In non-didactic classes where attendance is required for pass/fail grading, provided details on expectations is key. What should the students do if they must be absent? What is the remediation plan to make up missing classes? | | |
| 19) Required textbook(s) |  | |
| Is there a required/recommended textbook? If so, please list the author(s), title, publisher, and approximate cost. Students should be notified where they can obtain required reading materials (e.g., arrange for the BCM Educational Resource Center, TMC Library or a local bookstore to have copies available, or some online source [e.g. Amazon.com]). Electronic textbooks not available via the TMC library should only be provided to students with permission of the publisher/author. | | |
| 20) Required Software |  | |
| Will software be required for the course? If so, list the title of the software package, the publisher, and approximate cost. Students should be notified where they can obtain required software in advance (i.e., arrange for a local bookstore to have copies available, or list an internet site[s]). | | |
| 21) Teaching Faculty *(example entries included)* | | |
| |  |  | | --- | --- | | First Last, PhD  Assistant Professor  Department of Frenology  [email@bcm.edu](mailto:email@bcm.edu) | First Last, PhD, DDS  Assistant Professor  Department of Frenology  Houston Medical University  [email@hmu.edu](mailto:email@hmu.edu) | |  |  | |  |  | |  |  | | | |
| List all instructors/lecturers participating in the course (one per cell in the table above). Please include full name, credentials for all terminal degrees, title and appointment, and email address. If external to BCM, please include institution. Add/delete rows as needed. | | |
| 22) Course Director |  | |
| List the primary course director, along with contact information including email and phone. If this is the first time that person is leading a GSBS course, please attach a full *c.v.* While courses may have a co-director or associate director contributing significant or equal effort, this section must indicate the *one* faculty member who is identified as the primary Course Director. This is the person who will receive the emails with official student rosters, teaching roster, and grade roster, and be the ultimately responsible party ensuring course obligations are met and grades are submitted on time. Again, please only list one name. | | |
| **23) Course Director   Credentials** |  | |
| For the course director, please describe what credentials/experience qualifies them to teach the material of this course. Collecting this information is required by our accrediting agency. | | |
| *Optional*  24) Associate Course   Director |  | |
| If the course will have a co-director or associate director, please include their contact information. Please do not submit more than **one** co-director or associate director. While the teaching group may work as a committee or team, this **proposal** process only requires one lead course director, and an option to list a co-director or associate director as a secondary contact. | | |
| *Optional*  25) Associate Course Director Credentials |  | |
| For the associate course director, please describe what credentials/experience qualifies them to teach the material of this course. Collecting this information is required by our accrediting agency. | | |