** 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 (&) in place 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 under one of the graduate programs 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) * 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, or Course Replacement *(Choose only 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) 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 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 how projects or participation is 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 defined as statements 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 described as the individual competencies that should be acquired by the student and can be directly assessed via examination, and 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 use ‘understand’ 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) Course Details | | | |
| 9a) Need for Course: | |  | |
| Describe/demonstrate 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? | | | |
| 9b) Didactic or 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. | | | |
| 9c) Number of Credits: | |  | |
| Academic credits are awarded based on the number of faculty-student contact/lecture hours each week of the term. If the students meet with the professor for content lecture 3 hours per week in the term, the students earn 3 credits. A single credit is most simply calculated as one hour of lecture per week for eight weeks. If the course has an irregular meeting pattern, you can calculate one credit as earned for every eight hours of faculty-lecture time in the term. Lab time is calculated as one credit for every 3 hours of lab activities per week. Contact Chris Foster [cf1@bcm.edu](mailto:cf1@bcm.edu) for assistance in calculating credit hours and partial credits, etc. | | | |
| 9d) 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. Please do not include qualitative items [e.g. “*a strong background in mathematics*”]. | | | |
| 9e) Content Overlap: | |  | |
| Where does the curriculum 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> | | | |
| *Optional*  9f) Classroom type   preference: | | Default: None | |
| Do you have a special type of classroom needed for the course? If not, the course will be assigned a BCM classroom by the GSBS based on number of students enrolled. | | | |
| *Optional*  9g) Academic Term | | Default: TBD | |
| Class scheduling is managed by the GSBS in concert with all graduate programs. If a specific term (1-5) is desired, include that information here. Other scheduling decisions are made between the Course Director, Program, and GSBS *after* the course has been approved by the Curriculum Committee. | | | |
| *Optional*  9h) Enrollment limitation | | Default: None | |
| 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. | | | |
| *Optional*  9i) Additional Feedback   Plan | | Default: None | |
| The GSBS conducts a student course evaluation process at the end of each term. Some course directors choose to implement their own *additional* feedback schemes such as surveys and focus groups beyond what is already provided. Please describe any such plans, if applicable. | | | |
| 10) Course Schedule | |  |  |  |  | | --- | --- | --- | --- | | **#** | **Type of Session**  *Lecture, lab, discussion, etc* | **Topic Title & Description** | **Lecturer** | | **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 during the term. Add/delete rows as necessary | | | |
| 11) Grading Policy | |  | |
| In general, didactic courses are graded based on assessments of student learning (papers, homework, exams, etc). Non-didactic courses are graded based pass/fail on attendance, participation, and engagement. Grading policies have two key components: composition and scale. Additionally, they can also include rubrics to clarify how certain 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 in 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 can 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 default 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 include a rationale statement as to why the 2 default 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.  If extra credit is to be offered, the rules of application should be specified in advance. Extra credit should be available to all students. | | | |
| 12) Attendance Policy | |  | |
| Attendance policies should address if students are required/expected to attend every class session, whether there are penalties for absences, whom to notify (if desired) when they must miss a class, and if there is a remediation option for missed material. In most instances, attendance is not formally tracked, other than by giving no credit for assignments that are not turned in due to absence from class. In non-didactic classes where attendance is required for pass/fail grading, provided details on expectations is key. | | | |
| 13) Required Materials | | | |
| 13a) 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]). | | | |
| 13b) 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]). | | | |
| 14) Teaching Faculty | | |  |  | | --- | --- | | *First Last, PhD, DDS*  *Assistant Professor*  *Department of Frenology*  [*email@bcm.edu*](mailto:email@bcm.edu) | *First Last, PhD, DDS*  *Assistant Professor*  *Department of Frenology*  [*email@bcm.edu*](mailto:email@bcm.edu) | | *First Last, PhD, DDS*  *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. | | | |
| 15) 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. | | | |
| *Optional*  16) Co-Director or Associate 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*  17) Course Administrator   *(if applicable)* | | *Default: None* | |
| Is there a BCM staff member who will be assisting in the administration of the course? All courses are supported in part by the graduate program’s Program Administrator. If there is an *additional* non-faculty staff member who will assist in the administration of the course, please provide their name, email, and phone number. Only list staff who will have a formal role in administering this particular course to students. Do not list graduate student aides/TAs. | | | |