



## COURSE PROPOSAL FORM

To have your course reviewed by the School of Public Health Curriculum Committee please submit this form and additional material to the chair of the curriculum committee by the appropriate deadline (see appendix). Please provide the appropriate level of detail as you complete this form since this information will be used by the committee to evaluate your course. This information, upon approval, will appear in the course bulletin and will be used by students, advisors, and the administration.

Leah Hooper (305-9504 or [lch2124@columbia.edu](mailto:lch2124@columbia.edu)) Director of Educational Initiatives is available to consult with faculty in the development of their syllabus, learning objectives and teaching strategies.

**Date Submitted**

**Curriculum Committee Meeting** *for administrative use*

**Course Level**

**Course Number** *for administrative use*

**Course Title**

**Credits**

**First Semester Course will be offered**

**Department**

**Required**

**Certificate**

**Required**

**Certificate**

**Required**

**Certificate**

**Required**

Please review the appendix section on faculty appointments and responsibilities before completing this table.

Course Instructor(s)	Academic Title	Dept	Phone	Email
----------------------	----------------	------	-------	-------

**Department Chair:**

**Signature:**

### **I. Prerequisites and Overlap**

Please list any prerequisites for the course including permission of the instructor

None

Yes (Explain reason below)

Please indicate how the course is similar to or overlaps in content with other courses in the department, track, school and/or university

None       Yes. Specify overlapping course(s)

Please explain the nature of overlap or duplication

## II. Learning Objectives

Review your department's competencies and indicate which department or track competencies your proposed course addresses.

List your course learning objectives below. Please review the appendix section on learning objectives and course development resources for further information on the writing and application of learning objectives.

Please further identify how this course contributes to the competencies of the department or track by checking the appropriate categories

Is part of a learning sequence? If so, please explain.

Teaches new content or skills? If so, please explain.

Is a new department requirement? If so, please explain.

Other

### III. Credit Hours and Time Allocated to Teaching and Learning

Please review the appendix section on credit hours and based on this criteria and your course learning objectives fill in the table below.

Credit	Number of Classes		Number of Hours	
	Semester	Weekly	Per Class	
	Hours Teaching and Learning for Week		Hours Teaching and Learning for Semester	
	In Class	Outside of Class	In Class	Outside of Class

### IV. Teaching Methods for Promoting Learning

Please describe the variety of pedagogical approaches you will use to promote both in-class and outside of class learning. Identify, as appropriate, innovative teaching techniques that you intend to use. If there is an additional discussion or lab sections please address these setting too. Please see the appendix section on course development resources for additional support in preparing this section.

**V. Enrollment and Classroom Needs****Estimated Enrollment**

Type of Classroom(s) Needed:  Seminar Room     Lecture Hall     Computer Lab  
Additional Information about Classroom(s) \_\_\_\_\_

Multiple classrooms needed? If so, please describe in detail your classroom needs.

Additional Resources Needed:  LCD Projector     Internet Access     Slide Projector  
 Other

**VI. Cost to Student**

Financial impact of course on student (books, software, etc.) \$ \_\_\_\_\_ per student

## **VII. Description for Course Bulletin**

Please write a one paragraph statement suitable for inclusion in the course bulletin. Your description should address the following points:

- General description and overview of the course
- Specific learning objectives that identify what students who successfully complete the course will be able to demonstrate.
- Major teaching methods and the organization of the course including the use of discussion sections, media, invited speakers, field trips, etc.
- Nature and extent of requirements from students and procedures for evaluating students such as lab exercises, paper, examination, etc.

## Credit Hours Guide

### *Time Expectations for Teaching and Learning*

The School has a set standard for relating credit hours to in-class teaching and learning. There is also the expectation that the course should be designed with at least 2 hours of outside of class teaching and learning to 1 hour of in-class teaching and learning. See the table below for the base-level ratio per credit.

Credit	Hours Teaching and Learning for Week		Hours Teaching and Learning for Semester	
	In Class	Outside of Class	In Class	Outside of Class
1	1	2	14	28
2	2	4	28	56
3	3	6	42	84

### *Requests for Reduction of Hours of In-Class Teaching and Learning*

For courses with extensive out of class readings and assignments, faculty can petition the curriculum committee for a reduction of in-class teaching and learning hours. The course syllabus, readings and assignments should reflect the increased expectations for teaching and learning outside of class. The “rule of thumb” is that a decrease of in-class teaching and learning by 1 hour must be matched by at least a 2-hour increase in the number of hours of outside teaching and learning.

Credit	Hours Teaching and Learning for Week		Hours Teaching and Learning for Semester	
	In Class	Outside of Class	In Class	Outside of Class
2	1	6	14	84
3	2	8	28	112

## Learning Objectives Guide

Stating intended learning outcomes provides direction for teaching, sets the necessary foundation for assessment of learning, conveys instructional intent to others, and serves as an implicit contract between teacher and student. Learning objectives, found on course syllabi, describe the knowledge and skills that a student is expected to demonstrate upon completion of the course. Ideally, each of these objectives relates, in some discernable way, to the learning objectives for the overall program of study.

All learning objectives should be specific, measurable and written in behavioral terms. All learning objectives have two parts – an action verb and a content area. In selecting action verbs, avoid terms like “appreciate,” “realize,” or “understand” since these terms refer to an internal state that cannot be observed by an outside evaluator. Learning objectives are not statements of topics to be covered, not statements of learning activities, and not statements about the teaching methods. Instead, learning objectives describe what the student will do when they have reached a specific level of competency with a skill or subject.

Learning objectives should be framed in terms of types of learning outcomes and should reflect progressively higher-level functioning. A set of learning objectives that relies primarily on terms such as “list,” “define,” “identify,” and “describe” reflects a fairly elementary level of attainment.



Public health professionals need to be proficient in critical thinking and problem-solving and this level of functioning should be reflected in the learning objectives. Terms more likely to capture higher-level functioning include, for example, “analyze,” “evaluate,” and “design.” The table below contains examples of illustrative verbs that are useful in stating specific learning outcomes.

Knowledge	define, describe, diagram, draw, identify, label, list, match, name, outline, recall, record, reproduce, select, state
Comprehension	convert, discuss, defend, distinguish, estimate, explain, extend, generalize, give examples, infer, paraphrase, predict, report, review, rewrite, summarize
Application	apply, change, compute, demonstrate, discover, dramatize, employ illustrate, interpret, make inferences, manipulate, modify, operate, predict, prepare, produce, recognize new instances, relate, show, solve, teach, translate, use
Analysis	analyze, break down, compare, contrast, examine, diagram, differentiate, distinguish, identify, illustrate, infer, outline, point out, predict, relate, select, separate, sub-divide
Synthesis	arrange, assemble, categorize, combine, compile, compose, construct, create, devise, design, formulate, generate, modify, organize, plan, rearrange, reconstruct, relate, reorganize, setup
Evaluation	appraise, assess, conclude, critique, estimate, justify, interpret, measure, rate, revise

This section has been adapted with permission from “Writing Clear and Measurable Learning Objectives,” Council on Education for Public Health (CEPH), and is also based on the work of the Center for Education Research and Evaluation (CERE).