**Boston University** School of Public Health

Education Committee

## **Phase I Course Proposal**

Phase I course proposal memos must include the following elements:

* Course title
* Course credits
* Course instructor (with contact information)
* Prerequisites, if applicable
* Target audience of the proposed course
* Semester offering and rotation
* Enrollment maximum and justification

The memo should also include a detailed explanation of each item below. The Education Committee encourages faculty to review the resources linked in each section.

1. Comprehensive course description
   1. BU CTL Resource: [Writing a Course Description](https://www.bu.edu/ctl/ctl_resource/guide-to-syllabus-design/#how-do-i-write-a-course-description?)
2. How does this course fit into the School’s educational plan and existing degree programs?
3. List similar courses already offered at SPH or another BU school with a brief statement as to how this course differs and/or complements other courses.
4. How will this course address the relevant degree or certificate competencies? Please attach an updated competency map for each program.
5. List the course learning objectives.
   1. BU CTL Resource: [How to Create and Communicate Learning Objectives](https://www.bu.edu/ctl/ctl_resource/guide-to-syllabus-design/#how-do-i-communicate-my-learning-objectives-to-students?)
6. Describe the course design/format and why it was chosen (based on best practices, literature, previous experience, etc.)
   1. BU CTL Resource: [Universal Design for Learning](https://www.bu.edu/ctl/universal-design-for-learning-udl-college-classes/)
   2. CAST [Universal Design for Learning Guidelines](https://udlguidelines.cast.org/?utm_source=castsite&utm_medium=web&utm_campaign=none&utm_content=footer)
   3. BU CTL [Guide to Active Learning](https://www.bu.edu/ctl/ctl_resource/active-learning-teaching-guide/)
   4. BU CTL [Guide to Case-Based Learning](https://www.bu.edu/ctl/ctl_resource/case-based-learning/)
7. Describe assessments and the impact on student learning.
   1. BU CTL [Guide to Assessing Learning](https://www.bu.edu/ctl/ctl_resource/assessing-learning/)
   2. BU CTL Resource: [Alternative Approaches to Traditional Grading](https://www.bu.edu/ctl/ctl_resource/alternative-approaches-to-traditional-grading-a-resource-for-instructors/)
8. If the course emphasizes practice-based and experiential learning, explain how employers, practitioners or professionals are engaged in the course and how activities/assessments involve learners in collaborative problem solving that resembles workforce settings.
   1. Bridge Builders Faculty Fellows [Guide to Experiential Learning](https://www.bu.edu/ctl/resources/teaching-strategies/experiential-learning/)
   2. BU CTL [Guide to Project-Based Learning](https://www.bu.edu/ctl/ctl_resource/project-based-learning-teaching-guide/)
   3. [A Framework for Practice-Based Teaching in Public Health](https://pubmed.ncbi.nlm.nih.gov/31348174/)
   4. [The Effectiveness and Flexibility of Practice-Based Teaching](https://pubmed.ncbi.nlm.nih.gov/35152784/)

## **Deadlines and Required Approvals**

All course proposals require Department Chair approval. If the department is proposing that the course be added to a degree program curriculum, the program director and, if necessary, certificate lead approval is also required. Please attach a short letter/email of support for each approval. All materials must be submitted to Amanda Velez at [aavelez@bu.edu](mailto:aavelez@bu.edu) by the relevant deadline below.

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| **Proposal type** | **Deadline** | **Proposed semester offering** |
| Phase I | September 1, 2024 | Summer 2025, Fall 2025, and Spring 2026 |
| Phase II | November 1, 2024 | Summer 2025, Fall 2025, and Spring 2026 |
| Phase II | December 15, 2024 | Phase II proposals must be fully approved by this date in order to be added to the Bulletin and to the course schedule for academic year 2025/2026. |