

Guidelines for New Course Proposals

The Curriculum and Evaluation Committee would like to encourage faculty in MCW departments to submit proposals for new or revised courses, especially desired new courses include M3 4-week electives, M3 2-week electives, M4 electives, M4 Medically-Oriented Acting Internships, M4 Required Acting Internships, M4 Ambulatory Courses and Pathway proposals.

In order to submit a proposal, please complete the [online course proposal form](#). (This form is used by the CEC to approve the course and by the registrar's office to update the course catalog. You will be required to review and update this information annually as long as you continue to offer this course).

Information required by the CEC to consider the course proposal includes:

1. **Description:** This description defines the content and procedures of a course. It outlines the general instructional process. This description will describe learning activities and should also include the rationale for the educational offering.
2. **Goals:** A course goal is a statement that communicates the general educational outcomes to be achieved by the end of the course. Because goals are general in nature, they are usually stated in non-behavioral terms.
3. **Objectives:** Course objectives must be linked to [MCW Global Competencies](#). An objective is a description of a measurable behavior expected as a result of the instructional process. The objective describes the intended result or outcome that can be assessed and should be aligned with the goals, instructional methods, and assessment methods of the course. An objective communicates short-range, precise outcomes. These statements provide clear expectations for the students and the faculty.
 - a. Specify particular knowledge, skills, and/or attitudes which the students will acquire during their participation in the elective. "To become familiar, to gain more experience, to develop a better understanding," are phrases which do not sufficiently describe objectives but are appropriate for goals.
 - b. It may be useful to describe objectives in terms of [Bloom's Taxonomy](#): **Knowledge** (remember previously learned information), **comprehension** (demonstrate an understanding of the facts), **application** (apply knowledge to actual situations), **analysis** (break down objects or ideas into simpler parts and find evidence to support generalizations) , **synthesis** (compile component ideas into a new whole or propose alternative solutions), and **evaluation** (make and defend judgments based on internal evidence or external criteria). The acquisition of specific domains of learning: cognitive, affective, and psychomotor skills should form the foundation for course objectives. Make sure that each objective will be, in some way, assessed.
4. **Instructional Methods:** For the purpose of curriculum mapping and the ability to track educational offerings in the medical school, learning activities must be listed using **ONLY** the appropriate [AAMC MedBiquitous terms](#) for instructional methods. Review the linked document to assure that you are utilizing the appropriate terminology for your course.

5. Basic and Clinical Science Integration: The LCME requires integration of basic and clinical science material across the years of training. Provide details of how basic and clinical science will be integrated into the course.
6. Curriculum Resource Types: For the purpose of curriculum mapping and the ability to track educational offerings in the medical school, curriculum resources must be listed using ONLY the [AAMC MedBiquitous terms](#) for resources. Review the linked document to assure that you are utilizing the appropriate terminology for your course.
7. Assessment Methods: Describe the methods by which each student will be assessed utilizing ONLY the appropriate [AAMC MedBiquitous terms](#) for assessment methods.
8. Grading policy: Courses may be graded as Satisfactory/Unsatisfactory or on a 5-point grading scale (Honors/High Pass/Pass/Low Pass/Fail). Explanation of how grades are calculated must be provided in either case. If the 5-point scale will be utilized, a rationale must be included indicating the robust nature of the assessment strategy.
Example:
Exam (Institutionally developed, Licensure, written/Computer-based etc.): 30%
Clinical Performance Rating/Checklist: 40%
Practical (Lab): 10%
Research or Project Assessment: 5%
Oral patient presentation: 5%
(The [AAMC MedBiquitous](#) assessment method with percentage contributing to grade must be included)
9. Evaluation of Instructors/Course: An explanation of how students will evaluate the teachers and course should be provided. In general, this can be accomplished using standard MCW course and teacher evaluation forms.
10. Time commitment: List the anticipated student time requirements including night or weekend duties. Where and when to report on the first day of service—state the ADDRESS, TIME, and DATE. Indicate reporting instructions if the first day falls on holiday or weekend.
11. Informational Contact—list the person(s) and his/her phone number who will be responsible and available to answer additional questions about the course.
12. Evidence for commitment of and resources from the involved department(s) including funds, support staff and space.

The above information should be entered into the [New Course Proposal Form](#) and submitted to the CEC.

The CEC will contact the course director and the Office of Curriculum upon review of the course proposal to ask any questions and provide a decision on approval. All course/pathway proposals must be received by the CEC no later than **October 1** in order to be considered for the following academic year.