

NEW COURSE PROPOSAL

(rev 6-2018)

Please fill out all fields. Attach the following items when submitting the course proposal form to the CEP for approval:

1. Course syllabus (including learning objectives, assignments and grading criteria, and list of required readings)
2. Letter of support from department chair stating how course will fit into the department's overall curriculum

New Course Information Term and session to be taught (e.g. Fall 1): _____ Course Capacity: _____

Do you have a preferred course number for this new course? (e.g. 200-level, 500-level, specific number) _____

Course Title: _____

Primary Department: _____ Other Department(s): _____

Course Category (Pick one):

- Category 1:** a **school-wide core requirement** for masters or doctoral programs
For which school-wide program(s) would this be a required core course: _____
- Category 2:** a **required course** for students in one or more degree programs
For which degree program(s) would this course be a requirement: _____
- Category 3:** an **essential course** that is an option for fulfilling a requirement for one or more degree programs
For which degree students would this course fulfill a program requirement: _____
What other courses fulfill this degree requirement? _____
- Category 4:** an **elective course** (i.e., this course would not fulfill a requirement for any degree program)

Course Description (as it should appear in the *Course Descriptions Bulletin*):

All syllabi should follow the CEP template and include the following components:

- Program and/or Field of Study Competencies covered in the course (strongly encouraged)
- Learning objectives
- Clear policies on course expectation including: attendance, participation, grading, technology collaboration etc.
- Details on how students will be evaluated
- Required educational policies
- Detailed course schedule

Instructor(s) [to be listed in the following order in published course descriptions]

If the primary instructor has a pending Harvard faculty appointment, attach the instructor's CV including any teaching experiences and teaching evaluations. Please visit our [CEP site](#) for details on teaching eligibility rules for faculty and instructors.

- a. Primary (grading) Instructor: _____
The Primary (or grading) instructor organizes the course, generally does most of the teaching, and is responsible for grading.
1. Does the primary instructor have a faculty appointment? Yes No
 2. Has the primary instructor taught before at Harvard Chan? Yes No
 - a. If yes, what courses and when? _____
 - b. If no, please include a resume and references for the newly appointed instructors.
- b. Course Sponsor: _____
If the primary instructor does not hold a Harvard faculty appointment, a faculty member must be designated who accepts responsibility for general oversight of the course.
What involvement will the course sponsor have in the course? _____
- c. Co-instructors: _____
Co-instructors hold responsibility for aspects of the course; do not list guest lecturers.

Have the primary instructor and/or other instructors taught this course before? Yes No

If so, where and when? _____

Course Format

Number of Class Sessions per Week: _____ Length of Each Class Session: _____ Credits: _____

Grading Options: Ordinal Pass/Fail Audit

Enrollment Requirements:

Instructor Permission for all students: Yes No

Restricted to Students in Specific Program(s): Yes No If Yes, list program(s): _____

Course Pre-Requisites: Yes No If Yes, list specific course numbers: _____

Is this course similar to any other courses offered at Harvard Chan? Yes No

If so, which courses? _____

Course Component* to be Used (choose one):

*Please see appendix for teaching method definitions

Does this course have a **lab component***? Yes No

If yes, is this lab component required? Yes No

*Please see appendix for lab component definition

Preferred lab meeting times: Day(s) of the week: _____

Time Block: _____

Course Scheduling Information

Preferred meeting times: Day(s) of the week: _____

Time Block: _____

Is this course taught alternate years? Yes No

If yes, choose one: Even years Odd years

Is this course open to cross-registration? Yes No

Is this course cross-listed at another Harvard graduate school? Yes No

If **yes**, at which graduate school? _____

Under what course code? _____

Department Course Liaison's Signature

Date

Department Administrator's Signature

Date

Grading Instructor's Signature

Date

Department Chair's Signature

Date

Additional Dept. Chair's Signature

Date

Appendix:

HSPH Course Component Definitions

LEC: Lecture:	Primary method of teaching each session for the purpose of instruction. Content of the course is largely delivered by the faculty member. Students can ask questions and participate but participation and discussion are not significant components for each session of the course. Lecture typically has 26+ students.
OL: Online:	All course activity is done online. There are no required face-to-face sessions within the course and no requirements for on-campus activity.
PRA: Practicum:	Course that supports the real-world practice component, connecting students to outside organizations and agencies.
CS: Case Study:	Learning is primarily achieved through facilitated student discussions of case studies that present complex situations facing a decision maker. May be supplemented by textbooks and other academic literature.
FIE: Field Experience:	Independent field experience that supports real-world practice component, connecting students to outside organizations and agencies.
FT: Field Trip:	Course-related activity that serves educational purposes and occurs outside of the classroom at a location other than on the campus at which the course is regularly taught.
SEM: Seminar:	A course of study for a small group of graduate students engaging explorations of a significant question, mode of inquiry or topic. Faculty member serves as a guide and facilitator of content. Active class participation, discussion, group work and research are required components of the course. Seminars typically have between 5-25 students.
Service Learning:	A course-based experiential learning strategy that engages students in meaningful and relevant service projects with a community partner while employing ongoing reflection to draw connections between the service and course content.

Lecture Courses Only - please note:

LAB: Laboratory(Component) Small group discussion added to lectures courses. Students can obtain immediate feedback, participate in active learning and evaluate results or product of own work.