College of Public Health (CPH)
Course Development Form

Date approved by Department/Program: _____

Date approved by the CPH Curriculum Committee: _____

I. COURSE NUMBER AND TITLES

Course Number: *(New format)*
General Catalog Title: *(limited to 100 characters and spaces)*
MyUI Title: *(limited to 40 characters and spaces)*
Transcript Title: *(limited to 40 characters and spaces)*

II. RATIONALE FOR PROPOSED COURSE

(Delete all instructions and example of Bloom's Taxonomy on 4th page prior to submission of this form) Briefly explain the rationale for the proposed course. Some of the items we are interested in are: What gap(s) in curriculum will this course address in your department, the College and/or the University? 2) Who is the specific intended audience for the course (e.g., PhD students in Community & Behavioral Health and Biostatistics)

III. BRIEF COURSE DESCRIPTION

Limited to a maximum of 693 characters (including spaces). This will appear in the University of Iowa General Catalog.

Sample description: Concepts and methods of obtaining and using public health data in community settings; how public health data are used for epidemiologic investigations and prevention programs.

IV. CREDIT HOURS

List number of semester hours of credit for this course. Generally speaking, a 3 semester hour course should meet for 3 hours a week, and necessitate 6 hours of preparation per week for students. If there is a range, specify the differences between credit options.

State whether this course is repeatable to meet degree requirements (for example, a thesis/dissertation course is usually repeatable)

V. SCHEDULING

Information provided here will be added to the CPH website, to assist students with developing plans of study.

Semester *(spring and/or fall and/or summer)*
Annually *(odd or even years if not annually)*

VI. CROSS-REFERENCED COURSE NUMBER AND DEPARTMENT

If any, only list specific course numbers and related department. If none, state "None" Indicate whether cross-listed department is the administrative home

VII. **COURSE INSTRUCTOR(S) OR DIRECTOR(S)**

Course director or primary instructor: *(list only one name)*
Other instructors:

VIII. **DEGREE PROGRAMS REQUIRING THIS COURSE**

If any, indicate as given below. If none, delete below and state "None".

Programs within the College:
Programs outside the College:

IX. **COURSE PRE-REQUISITES OR CO-REQUISITES**

If any, only list specific course numbers. If none, state "None"

X. **STUDENTS FOR WHOM THE COURSE IS INTENDED**

Choose only one from list below. Choose the lowest level of students expected in the course. For courses primarily for doctoral students, choose Advanced

Lower-Level Undergraduates
Upper-Level Undergraduates
Masters
Professional
Advanced

XI. **RELATIONSHIP OF THIS COURSE TO OTHER COURSES**

State if this course is part of a series.
State if this course overlaps or integrates with any other courses at the University of Iowa. Otherwise state "None"

XII. **TEACHING METHODS**

Briefly describe the format of the course, i.e. lecture vs. discussion.
State if there are discussion sections, field trips, student projects, etc.
State if this course is available for distance learning.

Brief example: This course is about 67% lecture based (2 out of 3 hours per week) along with an interactive discussion once a week. This course is not available for distance learning.

XIII. **EVALUATION OF STUDENT PERFORMANCE**

State evaluation instruments used and the basis for calculating final grade. Describe grading option (A to F, or S-U). Note that a plus or minus after a letter grade is an option at this university so must be stated if used.

Example:
Students will be graded on the standard letter scale of A to F with plus or minus option. Evaluation of student learning will be based on student-led discussions, midterm exam, and final project/ paper. Final grades will be based on total percentage points earned as follows:

Graded student-led discussion based on course readings:	*20%*
Mid-term Exam:	*35%*
Final project/paper	*45%*
	100%

XIV. **COMPETENCIES ADDRESSED**

Each academic/professional degree offered by the CPH has a set of competencies. List the primary competencies the proposed course will address. As you determine which competencies to include consider who takes your course (e.g., what degree program are the students in). If your course contributes to the knowledge, skills and abilities students need to master the competency it is appropriate to include it in this section. Please contact the Associate Dean for Education and Student Affairs or your Graduate Program Coordinator if you need a list of competencies for you department/program.

XV. **LEARNING OBJECTIVES**

(State 3 to 5 primary learning objectives)
A learning objective is an outcome statement that captures what students should know or be able to do at the end of the course.

As you create learning objectives:

- *Ask yourself at what level of competence/learning you want your learners to be*
- *Match your action verb to the desired level*

The table on the last page of the course development form below provides examples of verbs that can be used in learning objectives depending on the level of learning/competence.

At the end of the course the student will be able to:

XVI. **INSTRUCTIONAL MATERIALS**

Textbooks, U-Pac, course website, readings, videotapes, etc. Be as specific and detailed as possible.

XVII. **TOPIC OUTLINE**

Include a list of topics to be covered in this course. A listing with dates such as would be given in a syllabus is not expected

Writing Learning Objectives Using Bloom's Taxonomy

Levels of Competence/Learning (Levels are listed in order of increasing complexity)	**Description of Level and Examples of Verbs that can be used in Learning Objectives**
Knowledge (Information)	Acquiring and recalling specific information including key concepts, principles, and theories. **Examples of Verbs**: define, describe, identify, know, label, list, match, name, outline, recall, recognize, reproduce, select
Comprehension (Understanding)	Interpreting and communicating complex information accurately. State a problem in one's own words. **Examples of Verbs**: comprehend, convert, distinguish, explain, infer, interpret, predicts, summarize
Application (Using what has been learned)	Applying concepts, principles, and methodologies effectively in addressing or solving problems in diverse situations. **Examples of Verbs**: apply, compute, construct, demonstrate, discover, modify, produce, relate, show, solve, use
Analysis (Taking apart complex things and seeing how they work)	Separating complex concepts or systems into their key components and understanding their inter-relationships and impact. **Examples of Verbs**: analyze, compare, contrast, diagram, deconstruct, differentiate, distinguish, illustrate, infer, outline, relate, select
Synthesis (Creating)	Formulating new ideas, models, methods, and systems using input and insights gained from multiple sources. **Examples of Verbs**: categorize, combine, compile, create, design, generate, modify,
Evaluation (Comparing and Judging)	Making an objective, evidence-based determination of the extent to which an idea, process, or system coincides with established criteria and standards. **Examples of Verbs**: appraise, compare, conclude, critique, evaluate, interpret

The descriptions above are adapted from the following websites:
http://teaching.uncc.edu/resources/best-practice-articles/goals-objectives/blooms-taxonomy
http://www.edpsycinteractive.org/topics/cogsys/bloom.html

Reference Bloom, B.S. Taxonomy of Educational Objectives: The Classification of Educational Goals. New York, D. McKay Co. (1956).