

GSBS Curriculum Committee report

David Grunwald, PhD



Morningside
Graduate School of
Biomedical Sciences

November 11th 2024 | Worcester | Faculty Council

Overview of activities

Regular Business

- Meetings 3rd Friday/Month 10 am
- Course Approved – Syllabi pending
 - Quantitative Modeling and Analysis – SCQB addition to BBS764; 2 credits, New Program and Course Directors identified
- Courses Approved
 - BCCB: How Biophysical, Chemical and Computational Strategies Impact Biological Research – 6 credits
 - Professional Development for Biomedical Graduate Internship Course, 1 credit
 - Responsible Conduct of Research, 2 Credits, BBS, BCCB, PHS & MD/PhD pathways
 - BBS 748: Intro to cellular metabolism and disease; changed format and moderate extension

Courses in Progress

- BBS 718: RNA biology (formerly regulatory RNA biology) now proposed as two semester course – 6 credits

Related program development

Program approval is not within purview of CC!
But program approval requires approved courses.

- RTB: RNA Therapeutics and Biology; sponsored by RTI. Program application to be send to GSBS Assembly

The Intentionally Designed and Aligned Curriculum

Timeline



Think Curriculum – NOT Course

- Course order and layout is NOT a curriculum
- Outcome Oriented - Design backwards
- Student Centric Design

Think Curriculum – NOT Course

- Understand stakeholder needs
- Define Outcomes
- Backwards design to Curriculum
- Align with key timing needs
- Propose course structure and order

Retreats



CC and Innovator Group

CC and BBS Program Directors



Morningside
 Graduate School of
 Biomedical Sciences

The Intentionally Designed and Aligned Curriculum – Input

Perspectives & Ideas

- Ask fundamentals, no limit
- Its about design, implementation later
- Student centricity
- Skills definition and documentation
- Metrics – but which
- What can curriculum achieve for us
- Next challenges (AI, ...)

Aims and Needs

- Time to Degree, what is holding us back?
- Competencies for 1st year, QE, Graduation
- Alignment of core and program work
- What are our mission and philosophy for teaching
- Coherence among Faculty

The Intentionally Designed and Aligned Curriculum – Output

Practical Considerations

- Rotations (e.g. aims, assessment and timing,...)
- QE (e.g. scope, path to QE, impact on TtD,...)
- Writer's training (e.g. connect core to programs, ...)
- Learning objectives under the "Overarching Aims"
- Impact of changes to core on BBS-Programs
- Skills
- Student expectations

Identified Challenges

- Time to Degree
- Competencies for 1st year, QE, Graduation
- What do we want our alumni to be recognized for?
- Alignment of core and program work
- What are our mission and philosophy for teaching
- Coherence among Faculty