

Guidelines for Completing the Course Addition Request Form in CIM

Please click on the blue disks/circles at the end of each required (RED) field to see tips, hints, and examples on how to complete each required field.

Long Title

- Limited to 100 characters
- This title appears in the catalog
- Should reflect course content and subject matter

Abbreviated Title

- Limited to 30 characters
- Title appears in several official publications and student records, including degree works, schedule of classes, official transcripts, etc.
- Should reflect the long title focus as much as possible

Course Description

- Begin with the phrase, “This course ...”
- Use only complete sentences
- Do not repeat “This course” beyond the first sentence
- Avoid inclusion of course requirements, delivery modality, instructional methods, prerequisites, corequisites or restrictions
- Emphasize subject matter and content covered in the course and importance for student learning

Prerequisite(s) and Corequisite(s)

- Include accepted grade mode. For example: BIO 1310 and BIO 1323 both with a grade of “B” or better

Is this course replacing a course being deleted? ... and Course equivalencies

- If replacing a Special Topics course with a permanent course, the course being deleted should normally be listed as an equivalency. If not, the student will receive double (SCH) credit for taking the new course and the one being deleted.

Measurable student learning outcomes

- Begin with “At the end of the course, the student should be able to ...”, follow with a bulleted list of clearly stated outcomes
- Outcomes are student-focused
- Outcomes should not include requirements students are expected to complete to receive credit for the course, but instead reflect what they will be able to do after completing the course
- Outcomes should be stated in measurable terms starting with action verbs listed in Bloom’s Taxonomy of Measurable Terms
- Action verbs should reflect course level (e.g., undergraduate, master’s, or doctoral)
- Outcomes should not include the verb, “understand”, as it is not an easily measurable term; avoid using all verbs that are not measurable
- Single outcomes are preferred over multi-component or complex statements
- Expected number of outcomes:
 - Undergraduate: 3-5

- Master's: 5-7
- Doctoral: 5-7

Description of instructional methodologies

- Listing and format should be brief and succinct; avoid excessive details
- Avoid discussing modality (online vs in-person), specific software, or learning management systems
- Blue disks/circles at end of this field contain examples

Assessment of student learning

- Each major exam and project should be listed separately (e.g., Exam 1, Exam 2, or Project 1, Project 2) with an individual percentage of the total grade assigned to each assessment item

Course outline

- Weekly topic(s) should be brief and succinct
- Only major assessment items included in the assessment of student learning section (e.g., exams, projects, essays) should be listed across the 16-week schedule in the week the assessment item is proposed to be administered

Suggested textbook(s) and other learning resources

- List texts, peer reviewed articles, and other resources as if you were teaching the course tomorrow
- Currency is preferred – focus on the last 5 years of published works in the discipline
- Seminal or foundational works can be listed with the inclusion of “Seminal” or “Foundational” at the end of the entry
- Each entry must be consistently listed in a complete citation format (e.g., APA, CBE Chicago, MLA, etc.)
- Expected number of entries (in alphabetical order):
 - Undergraduate: 1-3
 - Master's: 3-5
 - Doctoral: 5-7

Bibliography

- Do not include items listed in “Suggested textbook(s) and other learning resources”
- Currency is preferred – focus on the last 5 years of published works in the discipline
- Seminal or foundational works can be listed with the inclusion of “Seminal” or “Foundational” at the end of the entry
- Each entry must be consistently listed in a complete citation format (e.g., APA, CBE Chicago, MLA, etc.)
- Expected number of entries (in alphabetical order):
 - Undergraduate: 5-7
 - Master's: 7-10
 - Doctoral: 7-10:

Justification for the course action:

- Focus should be on what the new content, subject matter, and/or experience in the course adds to the current degree program and on the learning experience and marketability of current or prospective students
- For Special Topics courses, add the semester when the course is expected to be taught