HOW TO WRITE A GOOD COURSE PROPOSAL

Before submitting your CIM proposal

1. Be aware of the Catalog Year Policy
   - Course changes go into effect the following catalog year. May 1 is the deadline for final approvals for proposals to change courses.
   - New courses become effective the first term following their approval for which the seventh week of the current term has not yet begun, unless the specified start date of the course is later than the subsequent term.

2. Course Change vs New Course?
   If you are making substantial modifications to the course content, learning outcomes and assessment, you are effectively creating a new course. Consider the impact on students who wish to retake the course to replace a grade as permitted by Academic Regulation 20. Will they be disadvantaged by taking the course again with the changes you are proposing?

Completing your CIM proposal

- Make use of the help bubbles available in almost every field, indicated by a blue circle with a question mark next to each field name.
- Select the Course Type (for new course proposals) and Type of Change (for course change proposals) first, before completing any other fields. This will save you time as CIM will open and close fields based on your selection.

1. Justification
   New Course: Why do we need this course? Are there any new initiatives or new academic programs that require this course? Which major or student cohort will benefit from this course? Has this course ever been offered at OSU before, as a special topic, experimental or other numbered course?
   Course Change: Why and what is the change? Are there any anticipated impacts from the change?

2. Liaison
   Select at least 3 academic liaisons, with at least one from outside the college of the originating unit. The remaining liaisons can be from within the college, but they must be outside the originating unit. Any unit impacted by your request, such as those who offer similar courses or whose courses you use as prerequisites, should be added. Refer to the Liaison Policy for more information.

3. Course Description
   - Word count should be no more than 100 but 50 words is ideal.
   - Start sentences with action words, like explores, examines, emphasizes, covers, etc. See Bloom's Taxonomy for a list of verbs.
   - Do not use “Students will...” or “This course will...” because they are always implied.
   - Do not include information about prerequisites, corequisites, credits, recommended prior knowledge, admissions or program requirements (e.g., "Meets deficiency in a foreign language requirement").
   For more guidelines, visit the Course Description page.
4. **Credits**
   If the course has a Lecture and a Recitation/Studio/Lab that is scheduled separately, choose Range of Credits “0 or XX” so students receive credits for Lecture and Recitation/Studio/Lab accordingly.

5. **Is this Course Repeatable for Credit?**
   Most regular courses cannot be repeated for credit. Answer Yes only if you will allow students to complete the course multiple times and receive credit for each attempt.

6. **Prerequisites and Corequisites**
   - Make sure the prerequisite or corequisite is an existing course or currently in the process of curricular review.
   - Do not list a specific knowledge or skillset, such as “high school calculus.” Prerequisites can only be an OSU course number or other educational requirement, such as a placement test.
   - If the prerequisite is crosslisted, list all crosslisted courses. Only courses specifically listed are checked by Banner during registration prerequisite checking.
   - Fill-out the Prerequisite Table as it encompasses important details, such as Boolean’s logic, minimum grade, and concurrency. If the logic is very complicated (e.g. lots of parentheses), you can choose to fill-out the Prerequisite Logic field instead.

7. **Learning Outcomes**
   - Avoid using “Understand” or “Demonstrate Understanding” as they are not measurable.
   - Start sentences with action verbs from Bloom’s Taxonomy.
   - For slashlist courses, differentiate between the undergraduate and graduate level learning outcomes.
   - Be prepared if the reviewer asks you to indicate the correlations between the Learning Outcomes & Assessment. For example: Which assessment measures LO #1?
   - Copy and paste the information from the syllabus.

8. **Course Content**
   - List the weekly schedule. Copy and paste the information from the syllabus.

9. **Assessment**
   - Give a clear breakdown of assessment (either in points or percentage).
   - Include a grading scale and make sure scores do not overlap.
     An example of an error: A+ = 95-100, A = 90-95.
   - For slashlist courses, add the graduate level assessment if it’s different from the 400-level course.
   - Copy and paste the information from the syllabus.

10. **Syllabus**
    - Ensure the syllabus meets the Syllabus Minimum Requirements.
    - Ensure the Course Description and Learning Outcomes in the proposal match word for word with the syllabus.
    - For your convenience, use the syllabus templates available from the Syllabus Minimum Requirements or Regular Courses pages on the APA website. The templates have been designed to meet the Syllabus Minimum Requirements and have been vetted by the Baccalaureate Core Committee and WIC Director.
Syllabus Tips and Tricks

1. For courses taught on-campus, include the class meeting times. Ensure the class meeting times matches the credits hours based on the course credits policy.
2. For online courses, indicate the number of hours on average that students will interact with course materials. For example, “This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits”. Note 1 credit = 30 hours.
3. If there is no prerequisite, state “Prerequisite: None”.
4. Indicate if Learning Resources are Required or Optional. The rationale for this is to make cost requirements transparent to students.
5. Use the updated Student Conduct Expectation Link in the Syllabus Minimum Requirements.
6. Include the Academic Calendar, Statement Regarding Students with Disabilities and Reach Out for Success statement.
7. The Student Evaluation of Courses is optional but if you include it, you must use the most updated language in the Syllabus Minimum Requirements.

After submitting your CIM proposal

- Respond promptly when the proposal is rolled back from a reviewer for correction or clarification.
- You will need to re-approve your proposal two more times during the curricular review process, after the 14 Day Review (liaisons) and before Committee review. Make sure you check comments at the end of the proposal.
- CIM approval does not automatically schedule your course. If you want the course to be scheduled, work with your Department Scheduler so that they can request a CRN.