CREATING A NEW COURSE IN CIM
CIM = Curriculum Inventory Management

Beginning tips:
- Throughout the form, there are help bubbles. 🔵 Click or hover over the icon to display additional guidance.
- You may copy and paste from another document to save time where it allows. Please note that some formatting may be lost.
- Fields outlined in red are required. All required fields must be filled out before the form can be submitted.
- Depending on how you answer, different questions may appear or go away.

A. Login to **CIM Course Management** using your UWL user id and password.

B. Click on **Propose New Course.** A new window will open up.

C. Edit the form:
1. **BEGINNING INFORMATION**
   a. **Justification for the proposal:** Explain why this course is needed and any programs in which the course might be used.
   b. **Effective Term:** New courses are created in the semester in which they are approved to ensure they are published in the catalog on time and available when needed. Select the term in which you think the course will be on the agenda for UCC or GCC. The department wait to schedule the course at their own discretion.
   c. **Propose New from Existing Course:** Select another course from the course picker, and that info will be populated on this form. You can then make changes to tailor it to the new course. Some scenarios where it might be useful:
      i. Making several courses in sequence that share similar content but at different levels.
      ii. Deactivating an old course and making a new one to take its place. Please note that if changing an existing course to a new course number, <u>a new form should not be used unless the revision, aside from the new course number, changes the course substantially</u> (i.e. 30% or more). Please contact the Records Office curriculum team to verify whether to use a new form versus an existing form if you are not sure.

Propose New from Existing Course

Provide the justification for this proposal. Supporting documents may be attached at the end of the form.

Effective Term: ⓘ   Select... ⌄

2. **COURSE ORGANIZATION**
    a. **Is this an Umbrella Course?** This field defaults to **No** and rarely needs to be changed. If creating a new umbrella "parent" course (NOT a subtopic or a topics course), select yes and complete the rest of the form like a regular course.
        i.   Before selecting yes, please review the Umbrella Courses Policy to see the difference between a regular topics course and an umbrella parent course.
        ii. See the *Umbrella Courses & Subtopics* section on the CIM Courses webpage for directions on creating umbrella topics (a.k.a. special or child topics).
    b. **Course Prefix, Department/Program,** and **College/School**: Select the appropriate Course Prefix and the next two fields will automatically populate.
    c. **Course Level:** Select the course level that matches the intended course number.
    d. **Course Number:** Enter an available number that matches the level and numbering desired for this course. Click on **Course Numbers in Use** to see what numbers are NOT available. The Records office will also double-check availability at their step, or you can email them to confirm (curriculum@uwlax.edu).
        i.   Numbers inactivated within the last 10 years are considered still in use.
        ii. If you get the message "Course code is not unique," please select a different number.
    e. **Course Credits:** Enter in number of credits. If the course will have a range of credits, enter the range with a dash and no spaces.
    f. **Academic Level:** automatically fills in based on course number/level.

Course Organization

Is this an Umbrella Course? ⓘ	○ Yes ◉ No
Course Prefix: ⓘ	ARC - Archaeology ⌄
Department/ Program:	Archaeology/Anthropology ⌄
College/School:	College of Arts, Social Sciences, and Humanities ⌄
Course Level ⓘ	4XX ⌄ Course Number: ⓘ 404 Course Numbers in Use
Course Credits: ⓘ	3
Academic Level ⓘ	Undergraduate ⌄
Cross-listed Courses: ⓘ	Add...

g. **Cross-listed Courses?** A cross-listed course is a course offered by more than one department but under different prefixes. Almost everything about the course structure & set up will be the same for both departments. Therefore, only one form is required, but approval must be received from all cross-listed departments. See the *Cross-listed Courses guide* for more.
   i. If it's not cross-listed, proceed to the next question.
   ii. If it is to be cross-listed, provide the cross-listed course details by clicking on the **Add** link.
      1. **Select** Course Prefix and enter in the same course number as the original department's course. If you get the message "Course code is not unique," enter TBD and contact Records and Registration for assistance.
      2. Select the Department/program and College/School for the added department.
      3. Enter the same prerequisites as will be on the original course.
   iii. You may add additional departments by clicking the **Add** link again and following the steps.
   iv. If a cross-listing is added in error, click **Remove** next to the department that is leaving.
   v. Click **Make Primary** next to the cross-listed department coordinating the cross-listed course or possibly teaching it the most.
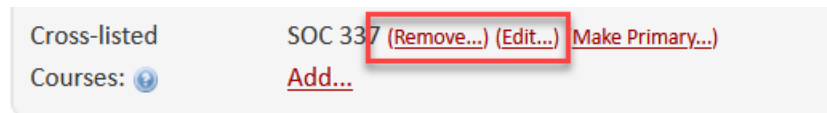
h. **Combined U/G (slash)** question appears when the 4XX or 5XX Course Level is selected above. If you answer "Yes," an additional field is added at the top and two more in the SLO section at the end.

   vi. The undergraduate and graduate levels of slash courses are two separate forms. Please submit a form for each level.
   vii. Add the slash level course at the Combined Course line by selecting the green plus sign and using the Course Picker window that pops up. More directions are listed on the form. If the form for the other level hasn't been created yet,
      1. Enter the course prefix and number in the Quick Add box, then select Add Course.
      2. Or, upon saving this form, create the other form and save it. Then come back to this form and add it using the course picker.
   viii. **Important:** A distinction must be made between the learning outcomes for undergraduates versus graduates. This distinction may include skills in analysis, synthesis, and/or evaluation at the graduate level. These differences must be listed in the course syllabus. A statement will be included in the course description alerting students of the differences between the undergraduate and graduate level.

Combined U/G (slash): ⓘ	⦿ Yes ◯ No		
	Slash courses require a CIM form for each level. Please remember to update and submit both the undergraduate and graduate forms when making changes.		
	Link the other level in the slash combination by clicking the green plus sign below and selecting the other course in the Course Picker window that appears. If the other level hasn't been approved yet, add the course by typing in the course prefix and number in the "Quick Add" field and select "Add Course." The course subject & number will appear in red. The link will automatically update once that course has been fully approved.		
Combined Course	**Code**	**Title**	⊕

3. **COURSE DETAILS**

   a. **General Education?** If the new course proposal is going to be included in the General Education Program, click **Yes**. Additional Gen Ed questions will need to be completed toward the end of the form. Courses marked this way will be seen by the General Education Committee after approval by UCC. Question only appears on undergraduate courses.
   b. **Course Title:** Enter full title as it should appear in the catalog.
   c. **Abbreviated Course Title:** Enter the 30-character abbreviated title that will appear on the student's transcript. Feel free to use all 30 characters so it will be more readable. A counter is included showing how many characters you have left.
   d. **Course Description:** You may copy and paste from an existing document, but please note that the format must be a single paragraph using complete sentences. Do not include prerequisites or when the course is offered in this field.
        i. **Slash undergraduate or graduate courses** also require one of the following statements in the course description (see also step 8e):
             1. Although a significant portion of this course is taught at an undergraduate level, graduate students are receiving a graduate level experience because of the following graduate-only expectations.
             2. Although this course is taught largely at a graduate level, the following differences exist to also make it accessible to upper level undergraduates.
        ii. Copy and paste the appropriate statement to the end of the description.

Course Details

General Education? ⓘ	◯ Yes ⦿ No
Title: ⓘ	Environmental Archaeology
Abbreviated Title: ⓘ	Environmental Archaeology 5 characters remaining
Course Description ⓘ	This course investigates the relationship between prehistoric human societies and their biotic communities. An array of techniques using plant and animal remains from archaeological contexts to reconstruct aspects of ancient environments, climates, and human subsistence patterns are examined. Applications of environmental data toward the understanding of human settlement and subsistence systems are discussed. 1188 characters remaining

e. **Prerequisite(s):** Please format this information according to the guidelines provided. This information will be added to the course details separately and does not need to be added to the course description field.
   i. Include departmental prefixes prior to every course listed (for example: BIO 103, PHL 100, PSY 100).
   ii. Use a **semi-colon** to separate required groups (for example: junior standing; CS 120; grade of "C" or better in MTH 225 or CS 225;).
   iii. Use a **comma** to separate courses within a group that is required (for example: ESS 321, ESS 322, ESS 325;).
   iv. Use a **comma** to separate a selection of three or more that includes more than just courses (i.e. POL 101, POL 102, or junior standing.)
   v. Use "**or**" to separate courses when listing a short selection of courses (BIO 100 or BIO 105 or MIC 100;) but use "one of the following:" and a **comma** when the list is four or more courses.
   vi. List any other restrictions appropriate for this course.
   vii. Do not begin with a capital letter unless it is a subject prefix or a proper name. End with a period.

Prerequisite(s):

4. **COURSE STRUCTURE**

   a. **Component Hours per Week (or credit):** Select the plus sign to add multiple **Component Types**. Select the X to remove a type.
      ix. When determining hours of the component per week of classroom time, in general,
         1. For lectures, 1 credit = 1 hour a week for a full semester
         2. For labs, 1 credit = 2-3 hours a week for a full semester
      x. Seminars and discussions are like lectures.
      xi. Online courses fall under the lecture component category.
      xii. Definitions/guidance of component types is in the **Component Type and Contact Hours Guidelines** in the CIM Programs.

Course Structure

Component Hours Per Credit:

Component Type	Hours Per Credit	
Laboratory/Studio	4	⊗
Lecture	2	⊗

Is this a field, clinical, or student teaching experience?
○ Yes   ○ No

a. **Is this a field, clinical, or student teaching experience?** If "yes," another question opens requesting the number of hours required by the student to complete the experience, either by week or in total for the course.

Is this a field, clinical, or student teaching experience?
⦿ Yes   ◯ No

Enter the hours or range of hours that will be required by the student. Please indicate if the hours entered are on a per week basis or are the total required for the course.

15-20 per week

b. **Length of Course**: Most courses are **Full Semester** (14 week) courses. For shorter courses, select either ½ semester (7 week) or Other.
c. **Grade Pattern:** most courses are Graded, Pass/fail, or Satisfactory/Unsatisfactory
   i. To allow the department to use both letter grades and pass/fail grading, the grade pattern should be "Graded" and the phrase, "Departmental option for pass/fail grading." should be entered at the end of the course description.
   ii. If you aren't sure what to select, please contact Records and Registration.

Length of Course: ⓘ   Full Semester ⌄

Grade Pattern ⓘ   Graded ⌄

Repeatable ⓘ   ◯ Yes   ⦿ No

What is the primary modality in which you plan to offer this course?
ⓘ   ☑ In Person   ☐ Hybrid-Blended
       ☐ Online Asynchronous   ☐ Online Synchronous
       ☐ Independent Study

If choosing more than one option, please explain:
ⓘ

Course is Typically Offered
ⓘ   Occasionally ⌄

Override from Instructor or Department Required in order to Register
ⓘ   No Consent ⌄

a. **Repeatable for Credit**: "**No**" means students cannot earn credit twice for that course. If you want students to be able to earn credit more than once for that course, select **Yes** and complete the boxes that appear below.
   xiii. **Maximum Times:** The total number of times a student can enroll in the course for credit.
   xiv. **Maximum Credits:** The total number of credits a student can earn in the course.

b. **What is the primary modality in which you plan to offer this course?** See the help bubble for definitions of each type. If you select more than one modality, please explain why more than one is needed in the next field.

c. **Course is Typically Offered:** Verify this is an accurate representation of when the course will be offered. Students may use this information to plan out farther than the next term.

d. **Override from Instructor or Department Required in order to Register:** This is normally No Consent required, so if a student meets the prerequisites, they can register themselves without asking permission. Department Consent or Instructor Consent is usually used with independent studies, research, student teaching, etc.

2. **GENERAL EDUCATION PROGRAM INFORMATION** - appears if **Yes** was checked for the **General Education?** question**.** Refer to the *General Education Course Guide* for more details.

5. **COURSE CONSULTATION**

a. **Departmental assessment plan/library and IT consultation**: This information is used by other offices to help assess what resources will be needed. Be sure to answer each question.

Course Consultation

Course is compatible with departmental assessment plan:

Select...

Consultation with library about required resources

Select...

Consultation with information technology

Select...

b. **Have you consulted with other academic departments that may be impacted:** If No is selected, please consult with those departments before proceeding further. (You may save the form and come back.) Only use N/A if this content is unique and will not duplicate another course or impact any other programs.

c. **List the departments/programs you have consulted.** Select all departments consulted. Use the plus sign to add multiple departments; use the X to delete a row. The selected departments will be notified via email that this course is being brought forward through governance. May select NA if NA was selected in the prior question.

Have you consulted with all of the academic departments that use this course in their program or may be impacted by this update?
If no, please notify those programs of your proposed changes before going further. Only use N/A if this content is unique and will not duplicate another course or impact any other programs.

- ☑ Yes
- ☐ No
- ☐ N/A

Please list any other departments/programs/offices that you have consulted. Some situations in which to consult other departments include, but are not limited to: if course impacts teacher education programs or requirements, if course is a graduate course sponsored by another department, if the course change impacts the prerequisites of another program, if content or title of course overlaps or duplicates the content or title of another course.

Department(s) Consulted ⊕	
Archaeology/Anthropology ⌄	⊗
English ⌄	⊗

d. **Projected Enrollment:** Enter the total number expected to be enrolled per class.

e. **Relationship to other courses in department:** Explain where the course fits in the department and whether it duplicates a course from another department.

Projected enrollment (per semester offered):

25

Relationship of proposed course to other courses within department:

This course will prepare students for the capstone and field experience ARC by providing scientific skills and methods in environmental archaeology.

f. If this is a graduate course:

i. **Does the department offering the course have a graduate program?** For example, the Art Department does not have a graduate level program, so they would answer **No**. The Biology Department would answer yes.

ii. **Sponsorship question:** if the department doesn't have a graduate program, endorsement is needed, or department will need to verify that faculty are eligibility for graduate faculty status and explain why a graduate course is needed.

Does department offering the course have a graduate program?

○ Yes   ⦿ No

All graduate courses must be sponsored by a department that offers a graduate program. If the department offering the course does not have a graduate program, endorsement of the course is needed by a department that has one. List which department with a graduate program endorses this course. If no department is identified, please be ready to verify that faculty have applied for or are eligible for graduate faculty status, and to describe why this course is necessary.

6. **ADVISEMENT REPORT DATA**
    a. Responses to these questions are required for new courses. The Records office uses this information to update the Advisement Report (AR).
    b. **Requirement or Elective:** Similar but separate fields will appear if **Yes** is answered to either the requirement or the elective question.
        i. Course is **requirement** in a program: If **Yes** is chosen**, a revised program form must also be submitted** to include the course as a program requirement.
        ii. Course is an **elective** in a program: If **Yes** is chosen, list every major/minor/program/emphasis/concentration in which the course can be used. Please be specific as to which elective section in the plan this course should be applied to. A program form is not required to add a new course to an elective category, within the same department. Programs outside the department that will use the new course in their program must submit a revised program form.
    b. **Course applies to students:** Please select the appropriate options for which students this applies to - current students (**All catalogs**) or new incoming students only (**Next Catalog**).

Advisement Report Data

Course is or will be a requirement in a program (major/minor/emphasis/etc):

(•) Yes   ( ) No

NOTE: You must submit a revised program form in order to include this course as a requirement.

Specify the required category in which the course should be included:

[   ]

(list every major/minor /emphasis/program in which the course can be used)

Course is or will be an elective in a program within the department (major/minor/emphasis/etc):

(•) Yes   ( ) No

Specify the elective category in which the course should be included:

[Methods elective category for major   ]

(list every major/minor /emphasis/program in which the course can be used)

Course applies to students:

[All Catalogs   ⌄]

7. **TEACHER EDUCATION**
    a. **Is this a Teacher Education Course?** If this is not a teacher education course, check **No** and proceed to the next question.
    b. If **Yes**, describe how the course enhances teacher education and/or responds to accreditation or certification requirements.
    c. If Yes is selected, the course will also require School of Education approval.

Teacher Education

Is this a Teacher Education course?

⦿ Yes ◯ No

Describe how this course enhances teacher education and/or respond to accreditation or certification requirements:

8. **STUDENT LEARNING OUTCOMES AND CONTENT OUTLINE**
    a. All questions in this section are required. Proposers may copy/paste from a Word document.
    b. **Student Learning Outcomes**
        i. Please enter 1 outcome per line. Use the plus sign to add additional lines for additional learning outcomes.
        ii. The blue help bubble has some beginning guidance on how to write SLOs.
        iii. Additional resources for writing student learning outcomes (SLOs) are posted/linked on the CIM Courses help page. A few are listed here:
            1. FAQs for Course Forms – includes guidance on formulating learning outcomes from the committees.
            2. The Assessment Toolkit resources, maintained by the University Assessment Coordinator
            3. Course learning outcomes should support the program learning outcomes. The IRAP office has compiled the departments' program learning outcomes online, including the General Education Program.
        iv. For some existing courses, the prior SLOs may be displayed in the "Old Course Objectives and/or Learning Outcomes" field. You may copy and paste the old SLOs to the new, editable field. HOWEVER, please review the learning outcomes and update to current standards where needed.

IMPORTANT: The SLOs for your course will be reviewed by the committee. Please be sure to review them, even if they haven't changed lately. Besides the resources above, your department chair or the curriculum expert in your department can assist.

Student Learning Outcomes and Content Outline

Student Learning Outcomes

	At the end of this course, students will be able to:	
1	Identify the principles of environmental archaeology, and the role of humans as part of an ecosystem.	
2	Explain the basic principles and procedures for a variety of different methods of analysis of environmental, biotic, and archaeological data.	
3	Summarize both the benefits and limitations of different methodologies and be able to accurately and effectively choose and apply appropriate methods, analysis and interpretation	
4	Read a wide array of environmental literature and be able to critically evaluate it.	

c. **Course Content Outline:** Only a general outline is required, but copying and pasting the course outline from a current syllabus is also acceptable.

Course Content Outline

Course outline:

1. Introduction to course; Basic concepts in archaeology

2. Overview of environmental and interdisciplinary archaeology, and basic concepts in environmental research

d. **Instructional Methods:** Describe the methods you will use to teach the course.
e. **Evaluation Procedures Usually Employed:** Describe the methods you will use to evaluate students in the course.
f. **Principal Activities Usually Required for All students:** Principal activities/assignment types that are used to reinforce the student learning outcomes.

Instructional methods

Lecture on each topic alternating with student discussion of research articles on each topic. Hands-on demonstration and practice of some methods.

Evaluation procedures usually employed

Contributions during weekly discussion; Student group presentation on one topic; synthesis paper, final exam applying concepts to a hypothetical research scenario.

Principal activities usually required for all students

Participate in weekly discussion of series of research papers. Prepare four summaries and critical reviews of readings. Students in small groups will prepare and present the background content for one environmental topic, and will lead the class discussion that week; Prepare synthesis paper on one topic or research method.

g. If it is a **slash undergraduate or graduate course**, these questions will also appear:

    iii. **Difference between the Undergraduate and Graduate Experience** – select one, based on how the slash course will be taught. A copy of that statement (excluding the examples) should be added to the end of the course description higher on the form.

    iv. **Provide information on how this will be accomplished in the course**. Examples of how the course experience could be different for undergraduates versus graduate students:

        1. opportunities to teach or co-teach,

        2. graduate-only discussion sessions,

        3. community outreach/service,

        4. writing or research assignments that clearly elevate student analysis of the course content to a graduate level.

Difference Between the Undergraduate and Graduate Experience

☐ Although a significant portion of this course is taught at an undergraduate level, graduate students are receiving a graduate level experience because of the following graduate-only expectations (e.g., opportunities to teach or co-teach, graduate-only discussion sessions, community outreach/service, writing or research assignments that clearly elevate student analysis of the course content to a graduate level).

☐ Although this course is taught largely at a graduate level, the following differences exist to also make it accessible to upper level undergraduates (e.g., different assignments, different expectations, different readings).

Provide information on how this will be accomplished in the course

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9. **ADDITIONAL INFORMATION**

a. Entering something in this field is not required. You may include any information not already listed above that the curriculum committee may need to know, or which would be helpful to keep on record for the history of this course.

b. You may also attach documents. Some examples are approval emails/letters from other departments, sample syllabi, or research about the relevance/impact of the course.

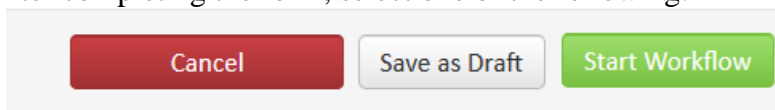**Additional Information**

Attachments   [Attach File]

Uploaded Files:

Files To Be Uploaded:

D. Take action: After completing the form, select one of the following:

a. **Save as Draft -** to save your work and come back at a later time. This save does not submit the form and will allow saving without filling out all required fields.
b. **Start Workflow** - to save and submit all changes for approval. <u>All required fields must be filled out</u> before the proposal can be submitted. The form saves and notifies the next approver in the workflow with an automated email explaining that they can now review, edit, approve, or reject the course proposal.
c. **Cancel** – to erase any changes you made in this session, but only this session. You are returned to the previous screen. Form will not be submitted.
d. **Erasing all edits -** Contact the curriculum administrators in the Records and Registration office (curriculum@uwlax.edu) to erase your edits and start over.

Additional information:

Forms In Workflow: If a course is in workflow, the approval steps will appear. The completed steps will be in green. The current step will be in brown/orange. Steps not yet completed will be black. The Approval Path showing the times and names of approvers will be below.
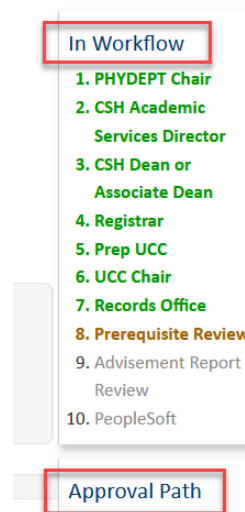
History
Once a proposal is fully approved (gone through all workflow steps), a history of the change becomes available in the course preview. Click any of the dates to view what was changed in that revision. The history in CIM has revisions from 2015 to the present. For changes prior to 2015, copies may be in your department's office or contact Records & Registration for assistance.

Logging out
Close all windows of your browser to log out, or you will be logged out after 30 minutes of inactivity.

Questions? Additional guides can be found on http://www.uwlax.edu/records/faculty-staff-resources/curriculum-resources/, or contact the Records and Registration's Curriculum Team at curriculum@uwlax.edu.