


REVISING AN EXISTING COURSE

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.
- Some fields may be newly added questions or haven't been completed since CIM was implemented. An empty field with a red box around must be completed the next time the course is updated. Fields not in red are optional, but if you have the information available, you are welcome to enter it.
- 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. Find the course

- Search for the existing course by typing in the specific course prefix, followed by a space, and the 3-digit number. To search by course title, type in the exact title or use an asterisk (*) around a partial word or title (e.g., *theory*). To find all courses in a subject, use the course prefix, a space, and then the *.
- More information about the search screen is in the ***Search for a Course*** guide.
- Once you select a course in the results, the course details will display below. You won't be able to edit until you have clicked **Edit Course**.

☐ Archive ☐ History - OR -

Course Code	Title	Workflow	CIM Status	PS Status
ART 202	Drawing II			
ART 272	Photography and Imaging I			A
ART 276	Digital Imaging Techniques		Inactive	I
ART 301	World Art			A
ART 302	Visual Language in the Global Classroom		Edited	A
ART 304	Color Theory			A
ART 305	Painting Media II			A

[Preview Workflow](#)

Viewing: **ART 304 : Color Theory**
Last approved: 10/30/21 5:03 am

C. Edit the course

1. Click the **Edit Course** button. A new window will pop up.
2. Review all fields for accuracy. Some or all fields may need to be completed/updated. Required fields are outlined in red. The system will advise which fields are missing information if the form is submitted without a required field being completed.
3. **BEGINNING INFO** – This information must be updated each time a course is revised.
 - a. **Course Justification:** Explain why this course is being revised. Please include a description that explains everything being changed on the form.
 - b. **Purpose of Proposal:** Select the option that most closely matches the reasoning entered in the justification. Select all that apply.
 - c. **Effective Term:** Select the term the revisions should be effective and visible to students. Revisions cannot be made effective during a term that has already started if it involves a course scheduled in that term.

Editing: **ART 304: Color Theory**

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

Revision to articulate appropriate hours/course; 2 credits of Lecture, 2 credits of Studio 2 (2 hours each credit of Studio, total of 6 instructional hours).

Select all that apply.

Purpose of
Proposal

- ☒ More accurate reflection of how the course is currently taught
- ☐ Change to accreditation/certification/licensure requirements
- ☐ Course content being addressed in another course
- ☐ Faculty turnover
- ☐ Remain up-to-date with current disciplinary trends
- ☐ Response to APR recommendation
- ☐ Records Office administrative cleanup/fix
- ☐ Other (see justification for explanation)

Effective Term: 🌐

Fall 2024 ▼

4. COURSE ORGANIZATION

- a. **Is this an Umbrella Course?** This field defaults to **No** and rarely needs to be changed.
 - 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).
- a. **Course Prefix, Department/Program, and College/School:** If the course is changing to a different prefix, department, or college/school, adjust that here.
- b. **Course Level:** If you are changing a course number to a different level, adjust that here.

- c. **Course Number:** If changing the number, click on the **Course Numbers in Use** to see what numbers are NOT available. The Records office will also double-check availability at their step.
 - 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.
- d. **Course Credits:** If changing the number of credits, type in the new number or range.
- e. **Academic Level:** automatically fills in based on course number/level

Course Organization

Is this an Umbrella Course? ☐ Yes ☒ No

Course Prefix:

Department/Program:

College/School:

Course Level: Course Number: [Course Numbers in Use](#)

Course Credits:

Academic Level:

Cross-listed Courses: [Add...](#)

- f. **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 its not cross-listed, proceed to the next question.
 - ii. If it is becoming cross-listed or you are adding on another department to cross-list, provide the cross-listed course details by clicking 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 on the original course.
 - iii. If it is already cross-listed, you may proceed to the next question as long as nothing on the cross-listing is changing (i.e. course numbers or prerequisites). If something is changing, click Edit.
 - iv. If removing a cross-listing, 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.

Cross-listed	SOC 337	(Remove...)	(Edit...)	Make Primary...
Courses:		Add...		

- g. **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.
- The undergraduate and graduate levels of slash courses are two separate forms. Please update both.
 - 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.
 - 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	

5. COURSE DETAILS

- General Education?:** If removing a course from Gen Ed or adding an existing course to Gen Ed, select the correct Yes/No option. “No” means you are removing the course and “Yes” means you are adding the course to Gen Ed. If changing to a “yes”, additional Gen Ed questions will appear to be completed. All Gen Ed courses or proposed Gen Ed courses are reviewed by the General Education Committee after approval by UCC.
- Course Title:** Make changes to the full title here.
- Abbreviated Course Title:** This 30-character description appears on the student’s transcript, so please abbreviate to be as readable as possible. You may use all 30 characters. A counter is included showing how many characters you have left.
- Course Description:** Changes will show up in red and green on the preview screen after you have saved. 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 11g):
 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 at the end of the description.

Course Details

General ☐ Yes ☒ No

Education? ⓘ

Title: ⓘ

Abbreviated
Title: ⓘ

18 characters remaining

Course
Description ⓘ

1057 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):

6. COURSE STRUCTURE

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. **Component Hours per Week (or credit):** Select the plus sign to add multiple **Component Types**. Select the X to remove a type.
 - i. 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
 - ii. Seminars and discussions are like lectures.
 - iii. Online courses fall under the lecture component category.
 - iv. Definitions/guidance of component types is in the [Component Type and Contact Hours Guidelines](#) in the CIM Programs.
- b. **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

- c. **Length of Course:** Most courses are **Full Semester** (14 week) courses. For shorter courses, select either ½ semester (7 week) or Other.
- d. **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:

Grade Pattern:

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:

Override from Instructor or Department Required in order to Register:

- e. **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
 - i. **Maximum Times:** The total number of times a student can enroll in the course for credit.
 - ii. **Maximum Credits:** The total number of credits a student can earn in the course.
 - f. **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.
 - g. **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.
 - h. **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.
7. **GENERAL EDUCATION PROGRAM INFORMATION** - appears if **Yes** was checked for the **General Education?** question. Refer to the *General Education Course Guide* for more details.
8. **COURSE CONSULTATION**
- a. **Departmental assessment plan/library and IT consultation:** This information is used by other offices later in the approval process. It is not required for revisions to existing courses unless the revision significantly changes the amount of resources needed in those areas.
 - b. **Have you consulted with academic departments impacted by this update:** 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. **Please list the departments/programs/offices you 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.

Course Consultation

Course is compatible with departmental assessment plan:

Consultation with library about required resources

Consultation with information technology

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

Select...

- d. If this is a graduate course:
- Does department offering 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.
 - 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.

9. ADVISEMENT REPORT DATA

- a. Responses to these questions are not required for course revisions. The course will remain where it is in the curriculum and advisement report unless otherwise noted in this section. However, information may be entered or edited if you so choose.
- b. **Requirement or Elective:** Similar but separate fields will appear if **Yes** is answered to either the requirement or the elective question. The Records office uses this information to update the Advisement Report (AR).
 - i. Course is **requirement** in a program: If **Yes** is chosen but it was not a program requirement before, 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 revised program form must be also submitted for an existing course to change elective categories.
- c. Please select the appropriate options for which students this applies to - current students (**All catalogs**) or new incoming students only (**Next Catalog**).
- d.

Advisement Report Data

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

☐ Yes ☒ No

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:



ART.BA, ART.BS, ARTED.BS, ART.M, ARTTHER.M

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

Course applies to students:



All Catalogs



10. 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:

11. 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 committee
 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

If your course description is changing significantly, you **must** update the below fields. Failure to do so will result in the proposal being sent back to you.

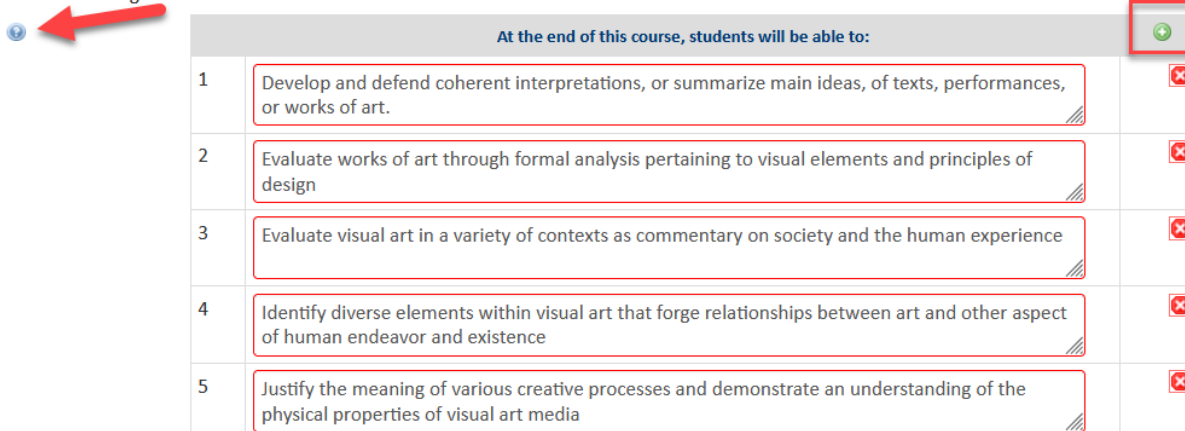
Enter in each Student Learning Outcome individually. Use the green plus sign to add additional SLOs. If it has not been done yet, you may copy and paste the "Old Course Objectives/Learning Outcomes" into the new field as a starting place.

For further guidance on how to complete the Student Learning Outcomes and Outline below, refer to the [Course Form FAQs](#).

Have learning outcomes been migrated and approved?

☒ Yes ☐ No

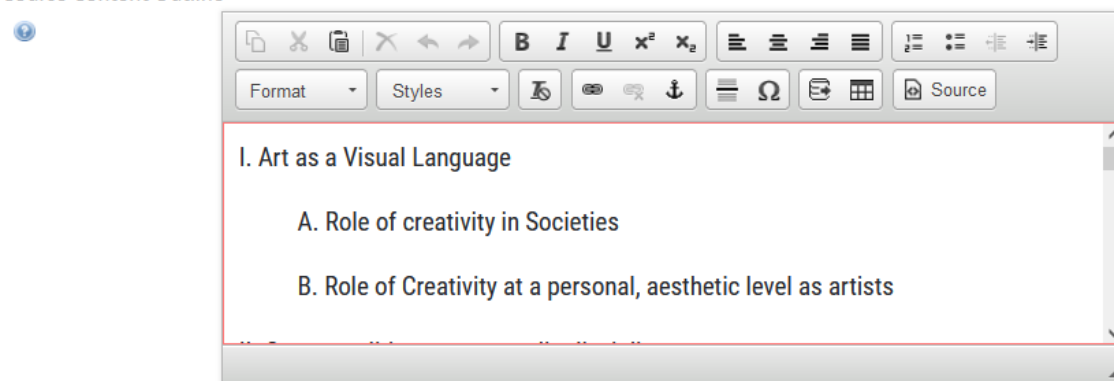
Student Learning Outcomes



At the end of this course, students will be able to:		
1	Develop and defend coherent interpretations, or summarize main ideas, of texts, performances, or works of art.	
2	Evaluate works of art through formal analysis pertaining to visual elements and principles of design	
3	Evaluate visual art in a variety of contexts as commentary on society and the human experience	
4	Identify diverse elements within visual art that forge relationships between art and other aspect of human endeavor and existence	
5	Justify the meaning of various creative processes and demonstrate an understanding of the physical properties of visual art media	

- 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



I. Art as a Visual Language

A. Role of creativity in Societies

B. Role of Creativity at a personal, aesthetic level as artists

- 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, discussion, and guided research are the predominant instructional methods for this course. Evaluation to involve peer reviews of writing, self-assessment, instructor-

Evaluation procedures usually employed



Critical analysis of work, quizzes/tests, sketchbook, and participation

Principal activities usually required for all students



Guided research involving principal texts and supplemental sources. Discussion in seminar format pertaining to course content.

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



12. ADDITIONAL INFORMATION & ATTACHMENTS

- 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 on your changes –after completing the form, select one of the following:

Cancel

Save as Draft

Start Workflow

- 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.
- Start Workflow** - to save and submit all changes for approval. All required fields must be filled out 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.
- 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.
- 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.

In Workflow

1. PHYDEPT Chair
2. CSH Academic Services Director
3. CSH Dean or Associate Dean
4. Registrar
5. Prep UCC
6. UCC Chair
7. Records Office
8. Prerequisite Review
9. Advisement Report Review
10. PeopleSoft

Approval Path

Edit Course

[Preview Workflow](#)

History

1. Oct 14, 2016 by
Robert Dixon
(rdixon)
2. Apr 6, 2021 by
Kathleen Hawkes
(khawkes)
3. Oct 30, 2021 by
Marie Moeller
(mmoeller)

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.