
Course Proposal User Guide



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1 – LINK TO COURSE MANAGEMENT SYSTEM

Link to course forms:

<https://nextcatalog.coloradomesa.edu/courseadmin/>

Do not use Microsoft Edge or Internet Explorer browsers when using these forms! Chrome is recommended.

*This link is also available on the curriculum committees' [Manuals, Forms, and Instructions page](#), where you can also find additional support documents and committee contact information.

Please visit the [Manuals, Forms, and Instructions page](#) for additional details and required supplemental items to attach to proposals.

2 – IMPORTANT NOTES

The following sections cover areas that need additional explanation. Please read these before proceeding with the proposal process.

If, during the course proposal process, you find other aspects of the process that could use additional instruction, please notify the CIM administrator at cim_admin@coloradomesa.edu.

CHECKING THE PROPOSAL'S PROGRESS



- After you submit a proposal, you should monitor its progress through workflow.
- To do so, search for the course. Once the course is selected and the information shows below, you will be able to see the workflow progress to the right.
- Orange indicates the current step. Green indicates completed steps. Grey indicates remaining steps.
- If you find that a proposal has stayed in a step for too long, contact that user to kindly encourage movement and see if you can answer any questions.
 - The CIM administrator can always provide contact information for users if needed.
- A proposal will not go on an agenda until it reaches the curriculum committee (not executive committee) step.

In Workflow

1. **BUSI**
Undergraduate
Committee
Representative
2. **BUSI Head**
3. Substantive
Reviewer
4. Undergraduate
Executive
Curriculum
Committee Chair
5. Undergraduate
Curriculum
Committee Chair
6. Final Approvals
7. Course Scheduler
8. Banner

It is your
responsibility
to track a
proposal's
progress and
keep it
moving!!!

PRINTING OR SAVING A RECORD BEFORE SAVING OR SUBMITTING

- It may be helpful to print or save a copy of the proposal before saving or submitting. This gives you a record if any errors occur.
- To do so:
 - Type Ctrl P to open the print options
 - Either:
 - Print a hard copy to a chosen printer or
 - Print to PDF to save a copy to your computer
 - Once printed or saved, elect either  or  .

IF PROPOSALS ARE RETURNED FOR CHANGES

- Proposal can be rolled back at any point with requests for corrections.
- If a proposal is rolled back, you will receive an email requesting changes.
- This email (sample to the right) includes:
 1. Subject line indicating the program or course proposal being returned (title also in body).
 2. The name of who rolled it back.
 3. Comments about the required changes.
 4. A link to the site where you must go to make edits (USE THIS LINK – DO NOT GO TO MAIN SITE)

To [CIM Courses] Changes Returned: #title# |

(All highlighted items will be replaced with the indicated information.)

#fname#: (Your name will go here.) |

The changes that you submitted for #title# have been returned to you by #author#: 2

#comment# 3

You may make further edits to the course by visiting:
#approveurl# 4

For questions or additional information regarding this email, please reply to this email or contact the CIM administrator at cim_admin@coloradomesa.edu or 970.248.1463.

Thank you.

-- Curriculum Administrator

COURSE TITLES WITH GT (GTPATHWAYS) CODES

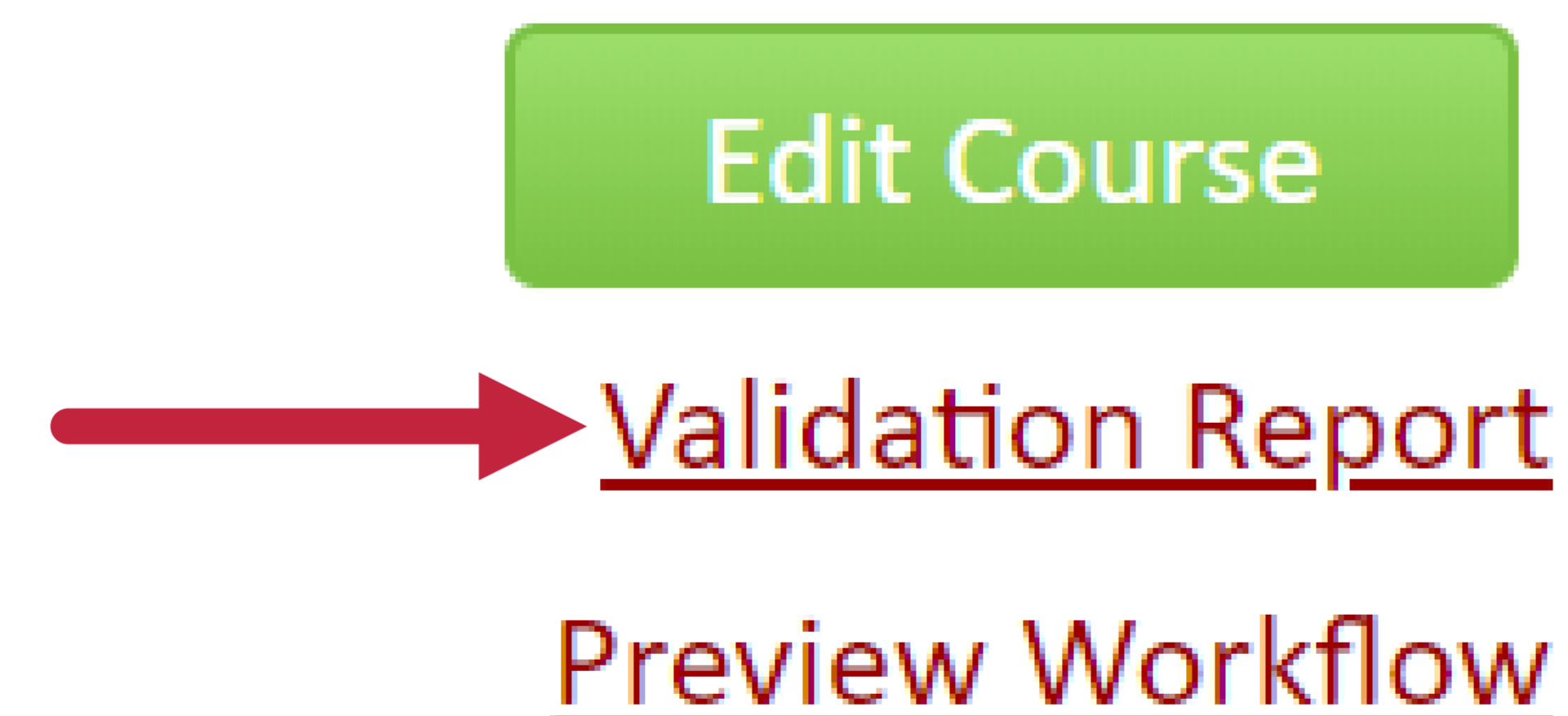
- Courses that have been approved for [Colorado's gtPathways program](#) will have a GT code at the end of the course title and abbreviated title.
 - Example: ENGL 112 - English Composition II-GTCO2
- **If the title of the course you are editing has a GT code, DO NOT DELETE OR EDIT IT!** It must be presented here because this is the official title that feeds into the catalog, and gtPathways courses are required to have this code by the state.
- If you are proposing a course that will be proposed for gtPathways, a GT code will be added by the Registrar's Office after approval.
 - Keep in mind that the code will occupy six to seven of the available characters in the field.

ENTERING COURSES WITH IRREGULAR CREDIT HOURS

- Irregular credit hours allow courses to be scheduled within a range of hours or for one or another credit hour.
- Range credit hours (e.g., 1-3 credit hours):
 - Should be entered using a dash (e.g., 1-3)
 - DO NOT USE “TO” WHEN ENTERING RANGES – USE THE DASH
 - Contact hours, engagement minutes, and preparation minutes should also be entered as coordinating range using a dash
- “Or” credit hours (e.g, 2,3 credit hours)
 - Should be entered using a comma (e.g., 2,3)
 - DO NOT USE “OR” FOR THESE – USE A COMMA
 - Contact hours, engagement minutes, and preparation minutes should also be entered as coordinating options using a comma

VALIDATING CONTACT HOURS, ENGAGEMENT MINUTES, AND PREPARATION MINUTES

- Contact hours, engagement minutes, and preparation minutes can be checked for accuracy for most course proposals.
- To check the accuracy for these fields:
 - Prepare and save the proposal.
 - Once saved, a Validation Report link will be available under the Edit Course button (for new course/course addition proposals, the Edit Course button shows once the course proposal has been started and saved).



- The validation report shows how many contact hours, engagement minutes, and preparation minutes entered on the form and how many should be entered at a minimum.
- SEE NEXT PAGE FOR EXCEPTIONS TO THIS PROCEDURE!!! Some course scenarios do not work with the validation tool. ||

MANUALLY VALIDATING CONTACT HOURS, ENGAGEMENT MINUTES, AND PREPARATION MINUTES

- Courses that use a range of hours (entered #-# **not** # to #) or options of hours (entered #,# **not** # or #) require manual validation.
 - NOTE: For courses with a range or option of credit hours, the contact hours, preparation minutes, and engagement minutes must also be entered in a range or option format.
- Additionally, some instruction types require manual validation:
 - Independent Study (includes Directed Readings and Directed Research)
 - Internship/Practicum
 - Professional Immersion
 - Student Teaching
 - Thesis/Dissertation
 - Mixed Instruction Method
- For the above scenarios, either because of irregular course hours or the course type, use table II-2 in section III.E. of the [Curriculum Policies and Procedures Manual](#). The Hours and Minutes Calculator tool on the [Curriculum Resources page](#) also provides guidance.

EQUIVALENT VS. DUAL-LISTED COURSES

Equivalent Courses

- Equivalent courses cover the exact same course content but are listed under different subject codes (prefixes). These:
 - may or may not have the same course number
 - must be offered at the same enrollment (undergraduate or graduate) and division (lower, 100-200, or upper, 300-400) level.
 - have the same course details (credit hours, prerequisites, co-requisites, repeat limits, etc.)
- **Entering a course in the equivalent field on the form is the same as proposing a new course. Existing course cannot be entered as equivalent courses, and attempts to do so will result in an error.**

Dual-Listed Courses

- Dual-listed courses are paired courses that are taught simultaneously at both the undergraduate and graduate level. They are offered with the same meeting time, location, and instructor or paired instructors; however, additional requirements are established for completion of the course by graduate enrollees. Dual-listed courses can be listed under more than one subject code.
- **Only currently existing courses can be entered for the dual-listed section of the form. These courses are separate records, so a proposal must be submitted for each course listing the other course as a dual-level option.**

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For more details on equivalent and dual-listed courses, see section III.N. of the [Curriculum Policies and Procedures Manual](#).

USING LIST CREATOR TOOLS

- List tools allow users to easily make lists for the required content. For these, only one component of the list may be entered per line.
- Areas where list tools are utilized for courses:
 - Dual Level
 - Select all existing programs of study for which this course will be a requirement or listed choice
 - New programs for which this course will be a requirement or listed choice
 - Student learning outcomes
- (Instructions for using list tools begin on the next page.)

USING LIST CREATOR TOOLS (CONT'D)

- 1) Enter content for the first item in the list in the available field.
- 2) To add a new line (or if no line is yet available, as with Dual Level), select the green plus sign to add a row.
- 3) If a line needs to be deleted, select the red x for that line.

The screenshot shows a list creator interface with a header row and three data rows. The header row contains the text "Upon completion of this course, a student should be able to:" and a green plus sign icon. The three data rows contain the following text: "Efficiently proofread large volumes of text.", "Edit written copy for content, tone, and space.", and "Efficiently employ proofreading marks.". Each data row has a red 'x' icon in the right-hand column. Red lines with numbers 1, 2, and 3 point to the first text field, the green plus sign, and a red 'x' icon, respectively.

| Upon completion of this course, a student should be able to: | |
|--|---|
| Efficiently proofread large volumes of text. | ✖ |
| Edit written copy for content, tone, and space. | ✖ |
| Efficiently employ proofreading marks. | ✖ |

TOPICAL COURSE OUTLINES

- Topical Course Outlines do not need to be numbered or bulleted; however, do use a new line for each topic. Using semicolons or commas to separate topics can make the list difficult to review.
- Example:

Topical Course
Outline:

A screenshot of a scrollable list of real estate topics. The list is contained within a rectangular box with a dotted border and a vertical scrollbar on the right side. The topics listed are: Real Estate Professions and Professional Organizations, Types of Ownership in Real Estate, Rights and Interest in Real Estate, Encumbrances, Liens and Encroachments, Transferring Real Estate, Methods of Legal Description, Land-Use Planning and Development, Marketplace Economics and Market Value, and Real Estate Finance.

Real Estate Professions and Professional Organizations
Types of Ownership in Real Estate
Rights and Interest in Real Estate
Encumbrances, Liens and Encroachments
Transferring Real Estate
Methods of Legal Description
Land-Use Planning and Development
Marketplace Economics and Market Value
Real Estate Finance

NOTE: When editing an existing course for the first time in CIM, the Topical Course Outline will need to be entered into the system.

NOTES ABOUT COURSE STUDENT LEARNING OUTCOMES (ALSO REFERRED TO AS COURSE OBJECTIVES)

- Student Learning Outcomes (SLOs)
 - Enter 4-6 primary measurable skills, competencies, etc. that are expected of a student completing the course.
 - Keep in mind how these course SLOs align with program SLOs.
 - If this is the first time a modification has been made to an existing course in the CIM system, the current SLOs will not be listed. These will need entered.
 - The topical course outline will also not be populated if an existing course has not been edited in the CIM system before and will need entered.
 - The AVPAA for Assessment and Accreditation must approve the SLOs for the proposal to proceed.

ENTERING STUDENT LEARNING OUTCOMES

The screenshot shows a web interface for entering Student Learning Outcomes (SLOs). On the left, the text "Student learning outcomes" is displayed. To its right is a large text input area. Above this input area is a grey header bar containing the text "Upon completion of this course, a student should be able to:". To the right of the header bar is a green plus sign (+) and below it is a red X (-). Red arrows point to these elements: arrow 1 points to the text input area, arrow 2 points to the green plus sign, and arrow 3 points to the red X.

- 1) Enter the first SLO in the available text box.
- 2) Use the green plus sign for additional SLO lines.
- 3) Use the red X to delete SLOs.
- 4) Only enter one SLO per line.

NOTE: When editing an existing course for the first time in CIM, the SLOs will need to be entered into the system.

3 – PROPOSING A COURSE MODIFICATION

- 1) Search for and select the course.
 - a. Helpful tips for searching for a course are provided above on the search tool.
- 2) Once the course has been selected and the information appears below, click on the Edit Course button.
- 3) Locate the course details you want to edit and enter the changes. Once all changes are entered, select Start Workflow.

1) Archive History - OR -

| Course Code | Title | Workflow | Status |
|-------------|---------------------------------|----------|--------|
| ARTH 196 | Topics: | | |
| ARTH 220 | History of Modern Art | | |
| ARTH 296 | Topics: | | |
| ARTH 315 | Nineteenth-Century Art | | |
| ARTH 316 | 20th Century Art to 1950 | | |
| ARTH 317 | American Art History | | |
| ARTH 318 | Development of Contemporary Art | | |

2)

3)




INFORMATION REQUIRED THE FIRST TIME A COURSE IS MODIFIED

- The first time a course is modified, there is some information that will need to be entered. This includes:
 - Academic Engagement Minutes
 - Student Preparation Minutes
 - Term typically offered (very few course will have this information populated on the form)
 - Topical Course Outline
 - Student Learning Outcomes
- After this information is entered once, it will remain in the system for subsequent edits.
- As courses are modified, this will help develop a database of this information.

4 – PROPOSING A NEW COURSE OR REACTIVATING A COURSE

Note: Because course prefix/number combinations are not reused, courses are only inactivated as opposed to deleted. Inactive courses are eligible for reactivation and are searchable in this system.

- 1) Select the Propose New Course button.
 - a. Hint: If you are proposing a course that is very similar to an existing course, the Propose New from existing Course option will minimize what you have to fill out.
- 2) Enter all information for the new course. Once all information is entered, select Start Workflow to submit the proposal.

- 1) 
 - a. 
- 2) 

5 – PROPOSING A COURSE DELETION

- 1) Search for and select the course.
 - a. Helpful tips for searching for a course are provided above on the search tool.
- 2) Once the course has been selected and the information appears below, click on the Inactivate button. Courses can only be inactivated, not deleted.
- 3) Answer all questions and select Start Workflow to submit.

1) Archive History - OR -

| Course Code | Title | Workflow | Status |
|-------------|--|----------|--------|
| MOAP 110 | Medical Office Administration | | |
| MOAP 111 | Introduction to Medical Assisting | | |
| MOAP 130 | Medical Office Administration Insurance Billing and Coding | | |
| MOAP 133 | Basic Medical Sciences I | | |
| MOAP 135 | Basic Medical Sciences II | | |
| MOAP 136 | Introduction to Clinical Skills | | |
| MOAP 138 | Medical Assisting Laboratory Skills | | |

2)


3)

6 – HELP RESOURCES

Resources:

- 1) The Help button in the top corner of the Course Management page
- 2) Your committee representative
- 3) CIM Administrator

How to access:

- 1) Click on either the word “Help” or the question mark icon. [Help](#)  This is a great resource with step-by-step instructions and videos.
- 2) Find your committee representative on the [Faculty Senate website](#). Your representative should be able to help you through the process.
- 3) If your representative is unsure about a detail of the proposal, you may contact the CIM Administrator at cim_admin@coloradomesa.edu or 970.248.1463.