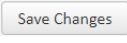# Submitting a Proposal to Change or Modify an Existing Course in CEHD

All proposals for changes to existing courses are submitted using the [Curriculum Management (CIM)](#) system. Though help is available within CIM (just click on the 🛈symbol inside the form), it can be helpful to have additional information about selected fields. This document is designed to help you navigate CIM and understand the fields and their requirements so that you can avoid the most common causes for rolling back a proposal for revisions.

Every proposal submitted in CIM should be accompanied by the most current syllabus for the course that is formatted using the most up-to-date standard or online [CEHD syllabus template](#). Be sure to update the course (and syllabus) as needed to ensure it meets the guidelines explained at the end of this document. Pay particular attention to the course description, learning objectives, and syllabus content as these are the most common causes for revision. Using the CEHD New or Modified Course Proposal Submission Checklist (see https://cehd.gmu.edu/saa/academic-affairs/curriculum-development)can also help you avoid revisions.

To start your curriculum proposal, log into [CIM Courses](#) using your Mason credentials. Remember, proposals must reach the appropriate school curriculum committee by the 1st of each month to be reviewed at that month's meeting. It can take several days for a proposal to reach this level of approval in CIM, so start early. Proposals for new doctoral-level courses are reviewed by the PhD Committee before the school curriculum committee and therefore require additional time to complete the approval process.

To Propose a Course Inactivation
1. Type the course code and number into the search box.

2. When the desired course appears, click on **Deactivate** .

3. Select the effective term, the first term with the course will no longer be offered.

4. Provide a justification for inactivating the course.

5. If you would like to work on the proposal over several sessions, be sure to select **Save Changes** each time you close the proposal. Once all sections of the proposal are completed, click on **Start Workflow** to move the proposal to its first approver.

To Propose a Course Modification
1. Type the course code and number into the search box.

2. When the desired course appears, click on **Edit Course** .
    *   To see the path the proposal will take for approval, click on the preview workflow option before selecting Edit Course.

3. Select the modification type.

- **Simple** – changes made only to the schedule type, repeatability, course description, or course restrictions. At a minimum, simple modifications require approval from the program, division, school, college, and Registrar.
- **Substantial** – changes made to anything other than the schedule type, repeatability, course description, or course restrictions. At a minimum, substantial modifications require approval from the program, division, school, college, undergraduate/graduate council, and Registrar.
- **Specialized Course Designation –** requesting a course be designated as a Mason Core, Writing Intensive, Research and Scholarship, or Green Leaf course.

    NOTE: When seeking a *Specialized Course Designation*, no other changes can be made to a course. If there are additional changes needed to the course, those changes must first go through the curriculum approval process and be approved without the specialized designation. Then, a second course modification proposal can be submitted to add the specialized course designation. Each of these designations have specific proposal requirements that can be viewed within the course proposal form.

4. Complete all applicable fields within the course proposal form using the information below to inform your submission. Note, depending on the type of modification you select, some fields will be locked and unable to be changed.

    ### Explanations of Selected Fields within CIM Course Proposals

    Effective Term – This is the semester in which you would like for the change to become official. (To be included in the next University catalog, the proposal must be fully approved by the end of April. Proposals approved after the publication deadline will be rolled to update a future edition of the catalog.) If registration has begun for a semester at the time of final approval, changes will not become effective until the following semester.

    Course Number –If you wish to change the course number (or prefix) for an existing course, this can only be done by creating a new course with the desired course number—you cannot simply change the course number for an existing course.

    Schedule Type – Be sure the type you select is the best match for the course. Below is a copy of applicable schedule type descriptions from the University Catalog.

Activity-Based (ACT)	Students receive instruction in a physical-discipline and then practice that discipline under instructor supervision. May include sports or drill formation exercises.
Dissertation (DIS)	Student is enrolled in a course working toward a doctoral dissertation supervised by a faculty member. Course must be numbered 998 or 999.
Fieldwork (FLW)	Coursework primarily consists of specialized fieldwork experiences, which may include professional licensure (in social work, nursing, legal, counseling, business) volunteering, service learning, science fieldwork, etc.).
Independent Study (IND)	Refers to those situations where students work primarily on their own initiative on a project through reading and writing. Contact with an instructor may be one-on-one or in small groups and is generally only on a few arranged occasions throughout the semester to receive assignments, have progress checked, etc. Examples include directed reading, problems, and special projects.
Internship (INT)	Refers to those situations where the student applies previously-acquired knowledge and skills in a supervised situation which approximates the conditions under which those knowledge/skills will ultimately be used, usually off campus. Examples: practicums, on-

	the-job training, work experience programs, cooperative education programs, apprenticeships, externships, preceptorships, etc. Excludes Student Teaching PreK-12.
Laboratory (LAB)	Instructional activities in settings providing specialized facilities or equipment for students to master the subject matter either by performing experiments or practicing the skills being learned. The instructor generally supervises, assists, answers questions, etc., rather than making presentations.
Lecture (LEC)	Primary organization of class instruction. Instructors mainly present material by talking to the class about the subject matter.
Recitation (RCT)	Refers to a secondary organization of class instruction, typically smaller groups reviewing or discussing material previously presented in a lecture section.
Research (RSC)	Individualized research, creative, or scholarly projects that are not for graduate thesis or dissertation.
Seminar (SEM)	Course material is primarily delivered via small group discussion led by a faculty member.
Student Teaching (STC)	Practicum placement in schools PreK-12.
Thesis (THS)	Student is enrolled in a course working toward a master's thesis supervised by a faculty member. Course must be numbered 798 or 799.

Repeatable – When choosing the repeat status for a course, consider the descriptions below from the University Catalog.

Not Repeatable for Credit (for graduate courses only)	student may attempt the course unlimited times during academic career but will receive credit towards the degree only once
Repeatable within Term for Credit	student may register and receive credit for more than one section of the course within the same academic term
Repeatable within Degree for Credit	student may register and receive credit for more than one section of the course during academic career
Limited to 2 Attempts	similar to 'Not Repeatable' but student may only attempt the course twice during academic career
Limited to 3 Attempts (preferred option for UG courses)	similar to 'Not Repeatable' but student may only attempt the course three times during academic career

Default Grade Mode – Your choices will be limited to those associated with either undergraduate or graduate level courses based on the course number. Below are descriptions of applicable grade modes (see additional information from the University Registrar and the University Catalog). Instructors may determine cutoff points for A, B, C, etc. The use of plus and minus grades for A, B, C is also at the instructor's discretion. Be sure the grading information included in the syllabus matches this choice. Also, try to keep grading scales consistent across courses within your program.

Course Level	Description	Allowable Grades
Undergraduate	Undergraduate Regular	A+, A, A-, B+, B, B-, C+, C, C-, D, F, IN, AB
	Undergraduate Special	A+, A, A-, B+, B, B-, C+, C, C-, D, F, AB, IN, IP
Graduate	Graduate Regular	A+, A, A-, B+, B, B-, C, F, IN, AB
	Graduate Special	A+, A, A-, B+, B, B-, C, F, IN, AB, S, NC, IP
Any	Satisfactory/No Credit	S, NC, AB, IN, IP

IN = incomplete, IP = in progress, NC = no credit, S = satisfactory, AB = absent with permission

Prerequisites/Corequisites – Be sure to consider whether you wish to include prerequisites/corequisites as recommended or required.

- Listing information in the recommended pre-/corequisites section lets students know there are suggested courses that should be taken prior to this course. However, it will not prevent students from enrolling in the course even if the pre-/corequisites have not been met. Recommended pre-/corequisites are included in the University Catalog using the exact text you include in the proposal. This is also the place to include any pre/corequisites that go beyond the completion of other courses (e.g., testing requirements, application requirements).
- Required pre-/corequisites will lead to [hard-coding](#) in Banner and will block registration for students not meeting the listed requirement(s). Any existing hard-coded pre-/corequisites will be listed in CIM along with the minimum grade allowed. Any changes should be listed in the "Updates only" section. Only courses can be listed in this section—any other information should be included in the recommended pre/-corequisites section. Be sure to include the subject/course number for any pre-/corequisites along with the minimum required grade for each prerequisite course. If you do not include a minimum grade, the default minimum grade of C for undergraduate and B- for graduate courses will be included.

Registration Restrictions – Any existing registration restrictions will be listed in CIM, including those required by the university (see the [University Registrar)](#). To remove existing restrictions or add additional restrictions based on field of study (any combination of concentration, major, and/or minor), degree, or college, note changes in this section. You have the option to either INCLUDE or EXCLUDE selected students within a category. Avoid overloading your course with too many restrictions as this often leads to unintended registration issues for students.

Catalog Description – The course description should be written in active voice and succinctly summarize the topics to be taught in the course. Each sentence should begin with an active verb (e.g., introduces, explores, examines). If applicable, you can include additional information at the end of the description using the "Note(s):" format. Do not include pre-/corequisite information or registration restrictions in the course description. If the existing catalog description does not follow this format, it should be revised.
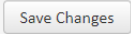
Justification – When proposing modifications to an existing course, be sure to include a clear explanation of the need for the requested changes to the course.

Does This Course Cover Material Which Crosses Into Another Department? If your course proposal in any way impacts a department/program *outside of CEHD*, select "Yes" and then select the specific department(s) using the drop-down menu. This will add the program(s) to the workflow within CIM and allow for the program(s) to review the proposal and offer support or concerns before it moves to the Curriculum Committee. Course proposals which impact other departments/programs will not be considered by the Curriculum Committee without input from those programs. If the course includes content which is taught in other programs or may otherwise impact a department/program *inside of CEHD*, you should reach out to the APC for the program and obtain support for your proposal. You should attach documentation of their approval in the "additional attachments" section.

Learning Outcomes/Objectives – Include the course learning objectives listed in the syllabus. Learning outcomes/objectives (which are also included in the course syllabus) should be written in third person (i.e., This course is designed to enable students to do the following…). They should include clear, measurable verbs reflective of the depth of knowledge expected for the level of the course. (Tip: Avoid using the verb understand. Instead, name what students will be able to do that demonstrates they understand.) Consider using the Revised Bloom's Taxonomy to guide outcome/objective development or revision.

5. Attach the course syllabus.
   - Be sure to attach a current copy of the course syllabus following the most current CEHD syllabus template (either standard or online depending on the format of the course).
   - Be sure to update the syllabus to reflect any proposed changes in CIM.
   - The syllabus must be attached as a PDF. If an older version of the syllabus is already present in CIM, remove it and upload the new file. (If you are submitting a proposal for a simple modification and cannot add the syllabus in the Attach Syllabus section in CIM, add it in the Additional Attachments section instead.)
   - Within the syllabus, be sure the identified learning outcomes/objectives, professional standards (if applicable), course assignments, and course schedule are well-aligned.
   - The syllabus should be generic with no specific instructor information or dates.
   - All readings should follow the most current formatting relevant to the course and/or program (e.g., APA, MLA, Chicago).
   - If the course includes a performance-based or key assessment, a clear assignment description and corresponding rubrics should also be included.

6. If you would like to work on the proposal over several sessions, be sure to select Save Changes each time you close the proposal. Once all sections of the proposal are completed, click on Start Workflow to move the proposal to its first approver.