CEHD New or Modified Course Proposal Submission Checklist

First, check the COURSE SYLLABUS since it contains much of the information you will need to include in your CIM proposal.

- ☐ Is it formatted using the most up-to-date standard or online [CEHD syllabus template](#)?
- ☐ Is it a generic syllabus—no specific instructor information or specific dates included?
- ☐ Are the identified prerequisites/corequisites accurate?
- ☐ Is the course catalog description written in active voice with each sentence beginning with an active verb (e.g., introduces, explores, examines)?
- ☐ Are the learner outcomes/objectives written in third person using clear, measurable verbs? Do those verbs reflect the complexity of the thinking/course work described throughout the syllabus? Are they appropriate for the course's placement within the degree program?
- ☐ If the course is designed to address specific professional standards, are the standards and the professional/accrediting organization identified?
- ☐ Are the learner outcomes/objectives, professional standards (if applicable), course assignments, and course schedule well-aligned?
- ☐ Are required texts/readings identified and do citations follow the most current formatting relevant to the course and/or program (e.g., APA, MLA, Chicago)?
- ☐ Are the point values or percentages for assignments noted throughout the syllabus accurate and consistent? Do they add up correctly to match the grading scale used in the course?
- ☐ Are any performance-based or key assessments clearly identified within the syllabus? If so, are rubrics included for these assessments?
- ☐ Does the grading scale match either the undergraduate or graduate requirements?
- ☐ Have you proofread the syllabus carefully to ensure it is error free?

Then, check your PROPOSAL in CIM.

- ☐ Is the effective term accurate? Registration must not have started for the term listed.
- ☐ Does all the information in CIM match the information in the syllabus (course title, schedule type, grade mode, pre-/co-requisites, course catalog description, and learning outcomes)?
- ☐ Is the justification for the need for the new or modified course clear and informative?
  - o For new course proposals, is there scholarly support included in the justification? Is the context in which the course will be taught and how the course fits into a degree program explained? Is information provided about the needs met by the course along with its intended audience, frequency of offering, and anticipated enrollment? Do not assume the curriculum committee knows the context or value of your proposal.
- ☐ If the course covers material which might impact other programs (especially within the college), have those programs been consulted? Has evidence of their support been attached with the proposal in the CIM system?
- ☐ Is the most current course syllabus (in PDF format) attached to the proposal containing all necessary language and sections from the most recent CEHD syllabus template?

Need more information? See the *Submitting a Proposal for a New Course in CEHD* form or *Submitting a Proposal to Modify or Inactivate an Existing Course in CEHD* form at https://cehd.gmu.edu/saa/academic-affairs/curriculum-development.