

UCC CIM Form Style Guide

This guide is intended to inform revisions to CIM forms before proposals reach the Undergraduate Curriculum Committee (UCC). The goal is to pre-emptively address minor issues of wording and style, especially for internal-facing sections of the CIM form, so that UCC discussions can focus on more substantive questions.

- I. **Justification for Proposal**
 - a. Provide a clear and concise rationale for the current CIM form proposal.
 - b. Should be understandable to a general audience (non-disciplinary experts).
- II. **Course Description**
 - a. Description should be written in the present tense (e.g., “In this course, students explore...” rather than “students will explore”).
 - b. Should be one paragraph (brief synopsis).
 - c. Keep in mind that students are the audience for this.
 - d. Avoid using other course numbers in the description (these may change).
- III. **Modality Explanation**
 - a. This question is asking about the **primary** modality only – multiple modalities do not need to be listed or explained if they are occasional variations.
 - b. Listing one primary modality does not preclude you from offering the course in other modalities in the future.
- IV. **Course Consultation**
 - a. Please respond to all questions.
 - i. Course is compatible with departmental assessment plan: *Select yes, no, or N/A.*
 - ii. Consultation with library about required resources: *Select yes, no, or N/A.*
 - iii. Consultation with information technology: *Select yes, no, or N/A.*
 - iv. Have you consulted with all the academic departments/programs that use this course in one of their programs? If no, please notify those programs of your proposed changes before going further.
 1. *If no other departments or programs use this course, select **yes**.*
 - v. Please list any other departments/programs/offices have you consulted with besides those using this course in their program.
 1. *We especially encourage consultation with other programs and departments for new course proposals.*
- V. **Advisement Report Data**
 - a. Please make sure to respond to all of the questions about whether the class is required, an elective, etc.
- VI. **SLOs**
 - a. Outcomes should be measurable / assessable. The most common edit that we suggest is changing SLOs that begin with “Understand...” to “Demonstrate understanding of...”
 - b. Follow guidelines distributed to department chairs and described here: [Handout Writing SLOs.pdf](#). CIM forms that do not follow guidelines will be sent back for revision and a second reading.

- c. Keep in mind that students are the audience for SLOs. Would each SLO make sense to students?
- d. Course SLOs should be distinct from (more specific than) program SLOs.
- e. Each SLO should be a stand-alone statement (not referencing other SLOs).
- f. If SLOs are required for accreditation, please indicate that along with the accrediting body in the additional information section.
- g. SLOs should start with an action verb (e.g., “Problem-solve...” rather than “Creatively problem-solve...”).
- h. Consult with CATL if you would like additional support.
- i. Spell out acronyms.

VII. Course Content Outline

- a. Outline should be general by topic rather than week-by-week so that the outline will be applicable across terms of different durations (4-week, 8-week, 15-week) and across various instructors.
- b. Preference is to list general topics / types of artifacts rather than listing specific texts, films, or artifacts (thinking about flexibility in addressing topics over time).
- c. This section should be populated – don’t just refer to an attachment.

VIII. Instructional Methods/Evaluation Procedures/ Principal Activities

- a. Level of detail up to department. Consider what information would be helpful to someone who is new to teaching the course, while still general enough for multiple instructors.

IX. Additional Resources

- a. <https://www.uwlax.edu/records/faculty-staff-resources/curriculum-change-process-policies/>
- b. [course-form-faqs---spring-2021.pdf](#)
- c. [ucc-gcc-guidelines-for-faculty--depts.pdf](#)
- d. [Handout Writing SLOs](#)