Faculty submitting a new course proposal or a course modification in CIM should attach a Course Proposal (using the approved [template](https://www.towson.edu/provost/academicresources/proposals/courses.html)), which serves as the “Course Proposal of Record” in CIM, following the guidance outlined in this document.

**Course Proposal: Required Elements**

All **Bolded** items in this section are required elements for inclusion in the Course Proposal; *italicized items* are elements that should be included in the proposal only if they are applicable**.**

**Course Details**

* **Course Subject and Number**
* **Course Title**
* **Department**
* **Catalog Course Description**
* *Course Description (if different from catalog course description)*
* **Number of Units/Credits**
* **Prerequisites/Co-requisites**
* **Repeatable for Additional Credit** *(add detailed restrictions only if applicable)*

**Course Content**

* **Course Learning Outcomes** (CLOs)[[1]](#footnote-1)

Every course should have course-specific learning outcomes (typically 3-6) that meet guidelines established by UCC/GSC [or appropriate subcommittee]. CLOs should be student-focused, specific, and measurable (see [*Guidelines for writing effective student learning outcomes*](https://tu.sharepoint.com/%3Ab%3A/r/sites/tuassessmentinfo/Program%20Assessment%20Documents/Learning%20Outcomes%20and%20Curriculum%20Mapping_UTC_adsit-ford-ellls-2014.pdf?csf=1&web=1&e=jCrX9h)*; slides 12-20*). In addition to detailing the course-specific CLOs, the following should also be specified if they are applicable to the course.

* + [*Core Area Student Learning Outcomes (Core SLOs)*](https://tu.sharepoint.com/%3Aw%3A/s/tuassessmentinfo/EfWHswi0VpxLi12nTw0WqvcB4JXL_R-XDBtue04aMF_a8w?e=CFHdCN) *for proposed core course.*
	+ *Professional Standards.*
	+ *Graduate CLOs for co-listed undergraduate courses.*
* **Course Assessments and Requirements**[[2]](#footnote-2)

List of all course requirements and measures of assessment (e.g., exams, papers, projects, participation, etc.), including assignment weighting and grade distribution, and indicate alignment of these assessments to CLOs.

* + *Also indicate alignment of assessments to Core SLOs (if applicable).*
	+ *Also indicate alignment of assessments to Professional Standards (if applicable).*
* **Course Grading Scheme/Policy**

Indicate how the final grade will be determined.

* + Explain how participation is graded (if applicable); if 10% or more of final grade is awarded for participation, criteria must be clearly explained to students.
	+ Range of values (points or %) corresponding to each final letter grade must be included.
		- TU Undergraduate final grades are A, A-, B+, B, B-, C+, C, D+, D, F, or S, U. No A+, C- or D- grade should be included on the grading scale.
		- TU graduate final grades are A, A-, B+, B, C, F, S, or U.
* **Course Outline**

Include a sample schedule of topics, requirements, and assignments, providing information about what will be taught at each class meeting or each week and assigned readings for each class meeting (if applicable). Fall and spring semesters last 14 weeks plus a week for final exams. In the spring semester, spring break does not count as a week of the term. In the Course Proposal, do not include holidays or breaks in the sample schedule.

* **Required Course Materials**

List of all required materials, including textbooks, technology, and other resources students will need to access during the course.

* **Bibliography** *(required for Upper-Level [300-level and above] and Graduate Courses)*

Additional educational resources may include additional books, articles, and online resources to supplement the required resources for the course. Use the citation style (e.g., APA, MLA, etc.) that is standard for the discipline in which the course is offered.

**Course Proposal: Supplementary Elements**

The following, distinct from the university-wide policies/procedures/resources, should be included in the course proposal only if applicable.

**Course-Specific Policies[[3]](#footnote-3)**

* Additional Student Academic Integrity Policy
* Course Repeat Policy Exceptions
* Late Work Policy
* Low Attendance Grade Impact

**College/Department/Program-Specific Policies**

If a college/department/program has articulated any policies that apply to all courses, or a subset of courses (e.g., for one or more specific programs) within the college or department, these should be detailed.

**College/Department/Program-Specific Resources**

* College/department/program academic support or tutoring resources
* Other college/department/program support services or resources

**Elements Not Required for a Course Proposal**

The following elements should not be included in the Course Proposal as they are not pertinent for the course proposal of record in CIM. However, these are elements that should be included in the syllabus provided to students each time a course is offered.

**Basic Course Offering Details**

* Instructor
* Term/Semester
* Year
* Course Meeting Days/Times
* Course Location or Modality
* Office Hours
* Instructor E-Mail/Telephone

**Required University Policies**

All course syllabi must include university-wide policies. A link to the relevant policies can be found here: <https://www.towson.edu/provost/academicresources/required-policies-syllabi.html>.

**Required Student Resources**

All course syllabi must include information about university-wide resources for student support. A link to the relevant resources, services and offices for student support can be found here: <https://www.towson.edu/provost/academicresources/support.html>.

1. Note the [Office of Assessment](https://www.towson.edu/assessmentoffice/) or [FACET](https://www.towson.edu/provost/initiatives/faculty-center/) can assist faculty in developing CLOs. [↑](#footnote-ref-1)
2. Note the [Office of Assessment](https://www.towson.edu/assessmentoffice/) or [FACET](https://www.towson.edu/provost/initiatives/faculty-center/) can assist faculty in developing and mapping assessments to learning outcomes. [↑](#footnote-ref-2)
3. Note that the policies listed are examples of possible course-specific policies. All course-specific policies (i.e., policies that will apply to every course section when a course is offered, irrespective of instructor) should be listed in the Course Proposal. Instructor-specific policies (i.e., a policy that an individual instructor employs when teaching a course, but which other instructors teaching other sections of the same course are not obligated to use) should not be detailed in the Course Proposal. Such instructor-specific policies, if applicable, should be detailed in the individual syllabi created by instructors each time a course section is taught and should be reviewed on a regular basis to ensure continued alignment with department/college/university policies. [↑](#footnote-ref-3)