TOP 5 REASONS COURSE PROPOSALS ARE RETURNED BY CCPS:

Insufficient Evidence of Unit Approval

All course-level proposals contain a field where proponents are asked to indicate –

1. the names of up to three individuals who are responsible for curriculum development,
2. the affiliation of these individuals with the unit, and
3. the date of the unit-level curriculum approval.

Two of these three designates must be the unit Chair, the Chair of the unit-level curriculum committee, and/or the UPD. The date entered should be the date the proposal was reviewed and approved at a unit-level curriculum committee or departmental/school meeting.

Proposals that are missing these names or contain only the name of the proponent are assumed not to have received unit-level review and approval; these proposals will be returned by CCPS to the proponent.

Lack of Pre-requisites and/or Course Credit Exclusions

If you are proposing a 3000- or 4000- level course that is open to all students in and outside of the major, please consider indicating the number of university credits students must have completed prior to enrolling in the course. If first-year students may enrol with the permission of the instructor, please indicate that as well. CCPS wants to allow flexibility in course selection while also ensuring that students enroled in upper-level courses are adequately prepared to contribute to and succeed in these courses.

Please do a keyword search for courses of similar content to ensure that your proposal adequately indicates course credit exclusions (CCEs). Note that collegial consultation may be required in the case of potential curricular overlap (see next section). If you are proposing an alternative version of an existing course with a different credit weighting, please list the existing version of the course as a CCE.

Missing Library and/or Consultation Statements

All new course proposals must be accompanied by a library statement from your subject librarian indicating that the libraries can support the content of the new course. Library

statements need to be current and not merely indicate support for existing or retired courses with overlapping content.

New Course Proposals (NCPs) must include evidence of consultation with departments within the Faculty that may offer similar courses. Please do a keyword search for courses of similar content and use the results to guide your collegial consultations. Your New Course Proposal submission must include a completed consultation form from each department where curricular overlap is an issue. The consultation form template is available on the Curriculum Toolkit website.

For courses that are cross-listed, Changes to Existing Courses (CECs) must also include evidence of consultation with departments within the Faculty that may be affected by the course change.

Lack of Appropriate Curriculum Mapping (via Course and Program Learning Outcomes)

The New Course Proposal form asks proponents to—

1. articulate course-specific learning outcomes, and
2. explain how these course learning outcomes contribute to the *program*-level learning outcomes. (Note that program learning outcomes for LA&PS units are available on the curriculum toolkit.)

To complete this section of the form accurately, ask yourself:

upon successful completion of this course, what skills and knowledge have students acquired that help prepare them to graduate from the program overall?

For instance, a proposal for a new 1000-level offering in Human Rights & Equity Studies may list "understanding the impact of the UN Convention on the Rights of Persons with Disabilities" as one of its course learning outcomes. This aligns with the more overarching *program* learning outcome for students to be able to "articulate the relevance of international human rights protocols seeking to promote human rights"

If the proposed course is not part of a program, please indicate how the course learning outcomes contribute to some of the University Undergraduate Degree Level Expectations (UUDLES) overall.

Because learning is an endeavour that is always partial and incomplete, your course is not expected to address *all* program learning outcomes. Your course either sets the foundation for or builds on the curriculum of other courses; the committee is interested in understanding what role the proposed course plays in student learning and development through the program.

Please do not copy and paste entire lists of UUDLES or program learning outcomes into the form. This part of the proposal need only articulate *which* of the program learning outcomes your course connects to.

If you require support with writing or mapping the outcomes, please contact the Faculty Curriculum Manager, Kathryn Doyle (doyleka@yorku.ca)

Lack of Clarity in Scope and/or Credit Weighting

If the proposed course has a large scope (e.g. covers thousands of years of history, approaches a problem from several disciplinary perspectives, or introduces the study of multiple cultures), please ensure you clearly express how you will address this expanse, especially in relation to 3.00 credit courses.

In some cases, it may be helpful to supply a breakdown of the weekly lecture schedule by topic; this is helpful for the committee to understand how you are framing the course and whether the scope is appropriate to the amount of credit students will earn.