Learning, Curriculum & Students (LCS) Toolkit

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Accreditation & Academic Curriculum Coordinator/ Course Repository Officer

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LEARNING CURRICULUM & STUDENTS

Full Terms of Reference

1. MANDATE

On behalf of Faculty Council, and in alignment with Senate, the LCS Committee shall be responsible for the development and oversight of curriculum, academic standards and pedagogy for the degrees and non-degree programming across the School, including supporting the delivery of curriculum and service courses for programs across the university in areas where Lassonde has disciplinary expertise.

2. TERMS OF REFERENCE

The Committee is responsible for formulating policy and making recommendations to Council on matters concerning the planning, implementation, and evolution of the academic standards, regulations, curriculum and programs of departments, including research-informed pedagogy, including taking into account the impact of the student experience and soliciting student input.

The committee will undertake these responsibilities within the context of the Faculty and University's missions and planning objectives.

The committee is responsible for the implementation and oversight of academic items governing:

Curricular Strategic Priorities; Program Evaluation & Compliance; and Innovation in Program Delivery.

2.1. CURRICULAR STRATEGIC PRIORITIES AND MANAGEMENT PROCESS

2.1.1. Bring forward recommendations and motions for approval to Faculty Council on curriculum, regulations, teaching and learning (including modes, times and location of program delivery).

2.1.2. Review proposals for new, or changes to, program requirements, certificates or micro-credentials, and make recommendations to Council for approval.

2.1.3. Approve proposals for new courses or changes to existing courses, forwarding to Council to appear under consent agenda.

2.1.4. Review and approve proposals for non-degree activities. Coordinate approval with the Dean

2.1.5. Promote the development of interdisciplinary and inter-Faculty programs

2.1.6. Formulate and make recommendations to Council on the establishment, disestablishment and modification of programs, diplomas and certificates; in concurrence with the Planning, Academic Resources & Research Committee (PARR).

2.1.7. Oversee Curriculum Committees' master accreditation unit (AU) map and accreditation unit management monitoring graduate attribute (GA) performance and identify opportunities for continual improvement. Reporting upcoming curricular changes to their respective Departments.

2.1.8. Ensure department representatives are leading timely consultations with stakeholders (including Graduate and Undergraduate Program Curriculum Committees, Industry Advisory Boards, External Program Undergraduate Program Directors and Graduate Program Directors, etc.)

2.2.   PROGRAM EVALUATION & COMPLIANCE

2.2.1.   Oversee academic processes related to Quality Assurance Process and Continual Program Improvement including the implementation of existing Senate and Faculty policies (i.e., Undergraduate Program Reviews, Graduate Program Appraisals and Accreditation, and others)

2.2.2.   Review and make recommendations to Faculty Council on process and policy improvements with respect to formal and informal evaluation exercises.

2.2.3.   Formulate new policies as deemed necessary in concurrence with PARR (e.g. PARR's Terms of reference states it will receive reports from LCS on such items)

2.3.   INNOVATION IN PROGRAM DELIVERY

2.3.1.   Oversee, make recommendations and advance the School's innovation in program delivery with respect to: E-learning, experiential education, active learning, and technology in the classroom and in support of academic programs and initiatives.

2.3.2.   Receive requests for input and make informed recommendations on policy matters concerning ancillary curriculum that may have academic implications. (e.g., associated course fees, etc.);

2.3.3.   Initiate advances in teaching and learning, by identifying relevant best-practices and innovative approaches & technologies (at York and globally) that are likely to enhance student learning in line with Lassonde's academic priorities.

2.4.   COORDINATION AND CONSULTATION

2.4.1.   Coordinate, design and implement with Faculty Council, Council Committees & Senate Committees on major academic program, principles and policy developments or changes, and issues of joint concern to create strategies, plans, processes and forms for assessing Continuous Program Improvement (CPI) frameworks, degree expectations, graduate attributes and program learning outcomes.

2.4.2.   Invite academic subject matter experts to inform committee discussions including, but not limited to, the Undergraduate and Graduate Program Directors, the Director of Common Engineering, the Chairs of Departmental Curriculum Committees, the Graduate Attribute Leads, the Assistant Dean of Students, and the Manager of Graduate Studies.

2.4.3. Constitute Sub-Committees, cyclical committees and working groups as deemed necessary to deal with emerging priorities in relation to curriculum, curricular policy, innovation in program delivery and standards. Such as:

- Academic Honesty, Standards, Petitions & Appeals Sub-Committee
- LEEF Adjudication Cyclical Committee
- AIF Adjudication Cyclical Committee

3. EQUITY, DIVERSITY & INCLUSIVITY

The Lassonde School of Engineering is committed to create a community where students, faculty and staff feel welcome and valued, and a place and space for people to thrive in their various endeavors. This means creating policies, procedures, programs, events, and other interventions that work to eliminate barriers, and to establish and sustain the conditions that enable everyone to fully participate in our community. To reach this goal, the committee will support Lassonde's learning journey to:

• Create a diverse, inclusive integrated teaching, learning and research environment.

• Empower diverse internal and external communities to organically grow by optimizing existing spaces and creating new ones with a culturally inclusive lens.

• Prioritize equitable outcomes by adopting a values-driven integrated approach to research, teaching & learning and operations.

• Cultivate an inclusive interdisciplinary community that brings the diverse perspectives required to envision and devise engineering and science solutions that address environmental, economic and social problems.

Governance Structure:

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                            ┌──────────────┐
                            │   Senate     │
                            └──────┬───────┘
                                   │
                        ┌──────────┴───────┐
                        │ Faculty Council  │────┐
                        └──────────┬───────┘    │
                                   │       ┌────┴──────┐
                                   │       │ Executive │
                                   │       │ Committee │
                                   │       └───────────┘
        ┌──────────────┬───────────┼───────────────┬──────────────┐
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| Learning, Curriculum & Students (LCS) Committee | Awards Committee | Tenure(T&P) Committee & Promotion | Planning, Academic Resources & Research (PARR) Committee |

Committee Evaluation & Academic Standards (CEAS) and Petition & Appeals and Panels
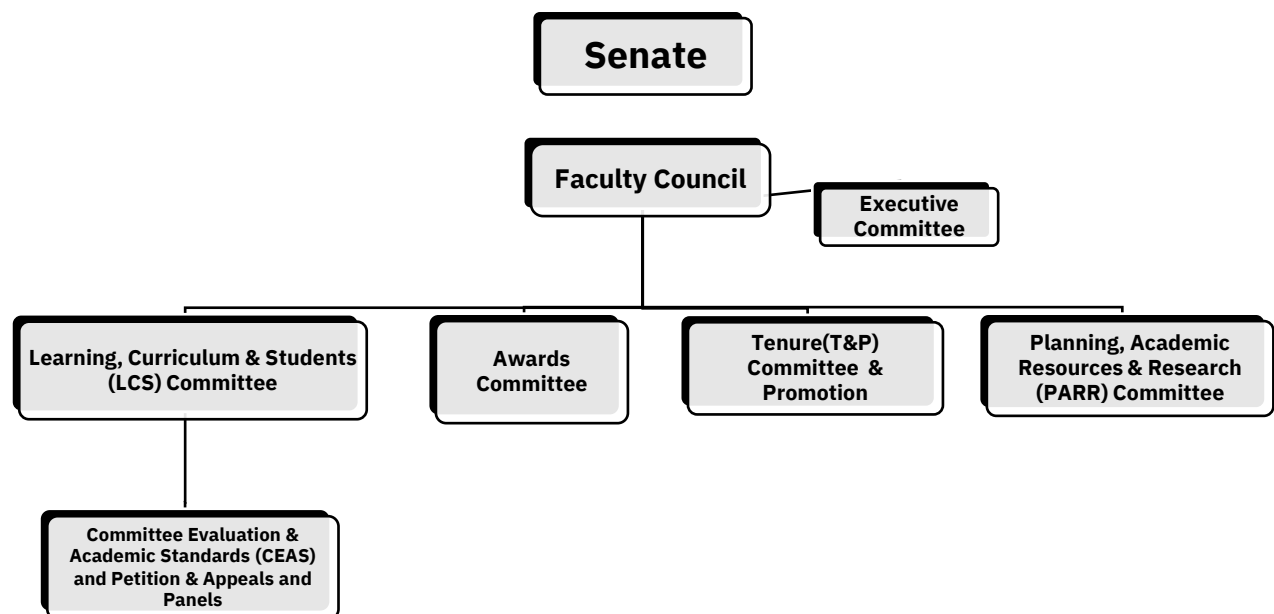
4. COMMITTEE MEMBERSHIP

4.1.   The LCS Membership

Title	# of Members	# of Votes
Ex Officio Membership		
Associate Dean, Academic & Students	1	1
Assistant Dean Students	1	1
Manager, Graduate Studies	1	1
Chair of Council (non-voting)	1	0
Librarian	1	1
Membership		
4 Faculty Members (1/dept)	4	4
2 Faculty Members at Large	2	2
3 Students (2 Undergraduate, 1 Graduate)	3	3
Secretary to Committee (non-voting)	1	0
TOTAL	15	13

4.2.   Period of Appointments

Ex-Officio Members:

- Ex-officio members shall hold their position for the duration of their appointment in that role.

Students:

- The undergraduate and graduate students elected and/or appointed as members will serve for one-year, renewable.

Staggered Committee Membership Terms:

- To avoid complete turnover of the committee membership at one time, and to maintain continuity in the running of the committee, the committee will aim for a staggered-term membership whereby only 50% of the committee membership is to be turned over each year, preventing more than one-half of the terms from expiring at the same time.

4.3.   Elections/Nominations

Faculty Council engages in an annual call to for elections and call for nominations to fill positions on Council & its Committees, through its various constituents:

Full-time Faculty positions:

Chair:

- The Chair of the Committee is selected by the voting members of the LCS Committee for a one-year term with the understanding that the Vice-Chair will succeed the Chair

Vice-Chair:

- The Vice-Chair of the Committee is selected by the voting members of the Committee for a one-year term, with the understanding that they will transition to Chair of the Committee.
- The Vice-Chair will be appointed in September with the transition between the Chair and Vice-Chair to occur from May to September.

Student positions:

- Student vacancies are filled via a centralized process which will be managed by the Executive Committee. The election process is conducted by the respective student bodies of the Lassonde undergraduate student government and Lassonde graduate student associations.

EDI Champion Role:

- The committee shall select a member, other than the Chair, to take on the additional role of being the committee's EDI Champion, beyond their normal membership tasks (see EDI Champion Role document)

Alternates:

An alternate should be identified for each committee member to attend committee meetings in cases when a member cannot. Ideally, the alternate shall succeed the member in the following membership term.

4.4.   Resignation/Dismissal of Members

- Should an elected member resign from the committee, the Chair will endeavor to find a replacement. In the event a replacement cannot be found, a call will go out from the Executive Committee to solicit a replacement from Faculty Council.
- Any member may be dismissed for any of the following reasons: 1) missing three (3) consecutive meetings (except in cases of illness or other weighty grounds); and/or 2) for other cause for which the committee finds to be just.

5. MEETINGS & PROTOCOLS

5.1.   Meetings and Protocols

- Normally, committee meetings will be held completely virtually via videoconference or in a hybrid/Hyflex (in-person + simultaneous videoconference) format.
- All Committee meeting agendas should be made available to the Lassonde community at least one week in advance of a committee meeting.
- Meeting minutes should be shared to the extent possible without breaching confidentiality.
- Meetings of LCS are open to members of the Lassonde community, subject to the availability of space
- When LCS considers matters relating to specific individuals or to other matters where confidentiality must be observed, the committee may, in the notice for a meeting, declare part of a meeting to be closed or in camera.
- When LCS meets in camera, only LCS members may be present.
- LCS has adopted "York University Rules of Senate" to guide and inform its governance structure and operations.
- This committee shall make its decisions based on a simple majority of those members present and voting at a duly constituted meeting
- Committee members will notify the Chair/Secretary if they will be absent from a meeting.

5.2. Chair & Vice-Chair

- The Chair of LCS is responsible for providing leadership to the committee in pursuit of its mandate. The Chair presides at all committee meetings, acts as the official spokesperson for the committee, and ensures that the committee operates in conformity with the rules enacted by Faculty Council and Senate.

- In the case of the absence or illness of the Chair and the Vice-Chair, the committee may appoint one of the members of the committee to act as Chair pro tempore and for such period the member so appointed shall act as, and have all the powers of, the Chair.

5.3. Quorum

- Per Senate rules, the quorum shall consist of a majority of voting members.

5.4. Timing and Frequency of Meetings

- LCS meetings take place on Wednesdays from 9.30 – 11.00 am, typically on the third Wednesday of the month. It is typical that additional meetings are scheduled during the period of October to January.
- The committee may conduct additional meetings as warranted by committee business.

5.5. Standing Orders

- The conduct of the business of the meeting shall be subject to the "York University Rules of Senate"

5.6. Agenda, Administration, and Minutes

- LCS shall be supported by the Secretary to the Committee.

- All records of the meetings, including the minutes, shall be retained in accordance with the Common Records Schedule (CRS) for Faculty Councils (ADG15) and Faculty Council Committees (ADG17) under York University's Information, Privacy and Copyright Office.
- The Committee Secretary shall be responsible for ensuring correspondence and decisions made by the Committee are available to relevant people or bodies, including the membership of sub-committees and secretaries of relevant Faculty Councils, including departmental curriculum committees and Chairs of departments as appropriate.

5.7. Voting

- All members of the committee are voting members unless specifically indicated otherwise, with the exception of discipline specific curricular items as defined by the membership votes in section 4. Ex officio and elected/appointed members have the same voting rights.
  Pursuant to the discretion of the Chair, members may be permitted to vote by means of an electronic communication (e-vote) which enables the votes to be gathered in a manner that permits their subsequent verification.

6. Reporting

- Reports and receives guidance from Senate's Committee on Academic Standards, Curriculum & Pedagogy (ASCP);
- Reports to Executive (to Council);
- Reports items requiring concurrence between LCS & PARR;
- Academic Standards (concurrence);
- Annual Report in Spring to the Faculty Council;
- Receives annual and term reports/updates from all sub-committees and/or Working Groups.

7. Curriculum Workflow

LCS GUIDELINE AND CURRICULUM PROCESS

New Programs & Certificates (Including changes to existing)

September
- Proposals considered for approval at Departmental Curriculum Committee

Notification of Intent for New Programs, Major Modifications of an Existing Program/Closure of Programs

October
- Departmental Approval
- Notification of Intent - New Programs, Major Modifications, Closure of Programs (Please submit to Frances Valerio)

New Program Proposals, Changes to Existing Programs/Certificates, New Course Proposals, Changes to Existing courses

November
- DEADLINE for Proposals forwarded to LCS Committee Approval

December
- Proposals are sent to the Council Executive Committee
- Proposals forwarded to Faculty Council for Approval

January
- Program Proposals forwarded to Senate - ASCP and APPRC for Approval

February
- Proposals forwarded to Senate for Approval
- Undergraduate & Graduate Calendars Updated

March
- Course Offering System Updated

April
- Program Checklists Updated

May
- Student Enrolment Begins for Fall/Winter

June
- Program Notifications (New, Major & Minor Modifications) Reported to Quality Council and/or Ministry Training, Colleges & Universities (MTCU)

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8.CURRICULUM MANGEMENT PROCESS

Curriculum Management Process

Proponent (Steps 1-2)

Proponent Writes Proposal
- Notice of Intent
- New Course Proposals
- New Programs
- Changes to Degree Requirement
- Changes to Major/Minor Modifications
- Changes to an Existing Course
- Changes to Existing Programs/Certificates

Consultation & Editing

Include any related Faculties/Affiliated Departments in planning

Department (Step 3-4)

Program Curriculum Committee

Department

LCS (Step 5)

Secretary Initial Review; Ensures package is complete (including Library Statement) before LCS Meeting

LCS Reviews
- Relation to other courses
- Student Impact
- Academic Standards (verifies course level, prerequisites, course description, & course title)
- Compliance with Senate and Faculty regulations and policies including process related to QA & CPI.

Coordinate Significant Changes

PARR

Refer Back for further questions/feedback

Council Executive (Step 6)

Refer Back for further questions/feedback

Confirms readiness for Council Approval

Course Changes

Faculty Council (Step 7)

Faculty Council Approval

Course changes are communicated as Consent agenda item

Senate

Changes to Degree Requirements, New Programs, Closures

Senate Approve

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9. Resources

9.1. Notice of Intent (NOI) Due annually on October 1st

- The NOIs can be submitted to the Dean's office for review anytime and to assist with securing the letter of support from the Dean.
- NOIs do not need to go to LCS for review and approval.

Who	What	How
Proponent/ Program Curriculum Committee Chair/ Undergraduate/ Graduate Program Director/ Chair	**New Programs**	https://www.yorku.ca/unit/yuqap/new-programs/
	Program Modifications	https://www.yorku.ca/unit/yuqap/program-modifications/ Please refer to the three types: • Major Modification • Detailed Minor Modification • Standard Minor Modification
	Closure of Programs	https://www.yorku.ca/unit/yuqap/program-closure/

9.2. New Programs Adopted from York University Quality Assurance (YUQAP) Protocol

The Protocol for New Degree Program Approval applies to new undergraduate degrees, undergraduate honours specializations and majors (for which a similar specialization/major is not already approved), graduate degrees, joint degrees and intra/inter-institutional degree programs (dual credential, collaborative and combined degrees) when a new parent program at the University is being proposed in conjunction with the intra/inter-institutional degree). The Quality Assurance Framework defines a new program as brand new – that is, the program has substantially different program requirements and substantially different learning outcomes from those of any existing approved programs offered by the institution. New degree programs are externally reviewed as part of the process leading to institutional approval. Once approved by the institutional governance process, new programs are then

reviewed by the Appraisal Committee of the Quality Council. The Council has the authority to approve or decline new program proposals.

The Protocol for New Programs with Expedited Approvals applies to new graduate diplomas, new fields to existing graduate degrees, and joint degrees and intra/inter-institutional degree programs (dual credential, collaborative and combined degrees) when a parent program already exists at York. These programs do not require external appraisal. Once approved by the institutional governance process, new programs are then reviewed by the Appraisal Committee of the Quality Council. The Council has the authority to approve or decline these proposals.

9.3.   <u>Program Modification</u>

In an effort to restructure a program, keep a program current, or add a program offering, a program may want to propose a program modification. There are three types of program modifications ranging from a major modification to a minor modification, each with its own template and proposal procedure.

As outlined in the YUQAP, before drafting a major modification proposal, a Notice of Intention or NOI must be submitted to the Vice-Provost Academic who will determine whether the change falls under the protocol for a major modification or, potentially, a new program. Authorization to proceed with a proposal does not constitute formal support.

The templates for the NOI and modifications are provided below.

<u>*Major Modifications*</u>
A major modification is a significant change to a degree program or Type 2 or Type 3 Graduate Diploma, which may include significant changes to the program requirements, intended learning outcomes, mode of delivery, and/or human and other resources associated with the program.

<u>*Detailed Minor Modifications*</u>

A detailed minor modification is a modification to a program or degree option that does not rise to the level of a major modification but the modification may have a broad impact, require consultation across units/groups, and/or include substantial changes to an existing program option established through a major modification (e.g., minor, graduate specialization, option, certificate, or WIL option).

Standard Minor Modification

A standard minor modification is a modification to a program or degree option that does not rise to the level of a major modification or a detailed minor modification.

Please refer to https://www.yorku.ca/unit/yuqap/program-modifications/ for more information.

9.4.   Program Closure

The protocol for a program closure includes the closure of degrees and degree programs including credit diplomas and certificates. There are several reasons for closing a program including; low enrolment, changes in academic programs, and poor quality whether articulated in cyclical reviews or determined solely by the institution.

Closure Protocol

Notice of Intent to Close a Program Proposal Template

Closure of an Undergraduate or Graduate Program Template

9.5.   New Program, Changes to an Existing Program/Certificate

- **Due annually on November 1st**

Who	What	How
Proponent/ Program Curriculum Committee Chair/ Undergraduate/ Graduate Program Director/ Chair	**New Programs Proposal (see Sec 8.3)**	1. LCS & PARR New Program Checklist 2. New Program Brief/Proposal 3. Curriculum Map 4. Accreditation Unit Table (Engineering Programs only) 5. Evidence of consultation, implementation plan and approval.
	Changes to an Existing Program/ Certificate (see Sec 8.4)	1. LCS & PARR Changes to Certificate/Major Modification Checklist 2. Complete the Major Modification or Detailed-Minor-Modification or Standard Minor Modifications to Existing Program proposal with the changes in the degree requirements form (see Section 9.3) 3. Updated Curriculum Map (highlight changes) 4. Accreditation Unit table (Engineering programs only) 5. Evidence of consultation, implementation plan and approval.

9.6.   New Program Proposal

9.6.1.   New Program Checklist

<table>
<tr><td colspan="4">LCS & PARR Review of New Programs/Certificates/Major Modifications Proposals</td></tr>
<tr><td colspan="2">Proponent Name:</td><td colspan="2">Date:</td></tr>
<tr><td colspan="2">Department:</td><td colspan="2">Effective Term/Calendar Year:</td></tr>
<tr><td colspan="4">Proposal:</td></tr>
<tr><td colspan="4">Type of Form (Select one)</td></tr>
<tr><td colspan="2">☐ Submit Curriculum Map (highlight changes):</td><td colspan="2">Date of Program Approval:</td></tr>
<tr><td colspan="2">☐ Submit Accreditation Unit Table (highlight changes)[1]:</td><td colspan="2">Date of Program Approval:</td></tr>
<tr><td colspan="4">Note:
- Teaching and Learning support for course and program level proposals is available through Lassonde Education Innovation Studio (LEIS) and the Teaching Commons.
- Defining Consultation in Curriculum Development Process</td></tr>
<tr><td>Who</td><td>Curriculum Review Stages</td><td>Date Submitted</td><td>Date Approved</td></tr>
<tr><td>Proponent</td><td>☐ Step 1: Proponent submits Notice of Intent (NOI) to the Dean.

A supporting statement is required from the Dean confirming adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the proposal, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the new</td><td></td><td></td></tr>
</table>

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[1] Required for Engineering Programs only.

		program/undergraduate certificate/major modifications.		
Dean's Office (Manager, Quality Assurance & Accreditation)	☐	Step 2: The Dean's Office liaises with the VPA&P's Office to secure the VPA's authorization to proceed with the development. A supporting statement from the VPA&P should speak to the adequacy of the planned resources necessary to implement and/or sustain the new program/undergraduate certificate/major modifications.		
Proponent	☐	Step 3: Program Brief to Dean of Librarian. A supporting statement from the University Librarian is required to confirm the adequacy of library holdings and support.		
Proponent	☐	Step 4: Program Brief to Student Advising Centre. A supporting statement is required to confirm consultation, implementation schedule (i.e., Calendar copy) and any administrative arrangements on/support for the proposed new program/undergraduate certificate/major modifications, as appropriate.		
Proponent	☐	Step 5: Program Brief to relevant Faculties/units/programs. A supporting statement is required to confirm consultation on/support for the proposed new program/undergraduate		

Who		Program Brief Stages	Date	Date
		certificate/major modifications, as appropriate.		
Proponent	☐	Step 6: Program brief to professional associations, government agencies or policy bodies. A supporting statement is required to confirm the need/demand for the proposed undergraduate certificate, as appropriate.		
Proponent	☐	Step 7: Program brief to Program Curriculum Committee(s)		
Proponent	☐	Step 8: Program brief to Department Curriculum Committee		

Who	Curriculum Review Stages		Date Submitted	Date Approved
LCS Secretary	☐	Step 9a: Concurrent review: Learning, Curriculum & Students (LCS)		
LCS Secretary	☐	Step 9b: Concurrent review: Program Brief to Office of University Registrar (OUR) to confirm Implementation. A supporting statement is required confirming the implementation schedule and any administrative arrangements (ie, Calendar Copy).		

Guide for LCS Committee Review	
☐	Is the program brief (new program brief, new undergraduate certificate, or major modification brief) complete?

☐	Who is the main Academic Lead/Coordinator to ensure delivery and implementation of the proposed program?
☐	Is there evidence of effective pedagogical approaches in the curriculum designed with effective pedagogical approaches?
☐	Are there 8-12 program level outcomes (PLOs) that are actionable and measurable?
☐	Is there clear alignment between the PLOs and Undergraduate Degree Level Expectations (UDLES)?
☐	Does the proposed program structure promote student success from application to graduation?

Who	Curriculum Review Stages		Date Submitted	Date Approved
PARR Secretary	☐	Step 9b: Concurrent review: Planning, Academic Resources & Planning (PARR)		

Guide for PARR Committee Review	
☐	Is the program brief (new program brief, new undergraduate certificate, or major modification brief) complete?
☐	Are there adequate resources planned to support the delivery of the program?
☐	Is the planned faculty complement adequate to deliver the proposed curriculum?
☐	Are there adequate physical spaces and technologies for an effective delivery of the program?
☐	Is the program sustainable (e.g., does it include steady-state enrolment projections)?
☐	Is the program aligned with strategic priorities (i.e., SAP, UAP, SMA3)?

LCS/PARR Secretary	☐	Step 10: Council Executive		
Secretary of Council	☐	Step 11: Faculty Council		
Secretary of Council	☐	Step 12: Academic Standards Curriculum & Pedagogy (ASCP)		
Secretary of ASCP	☐	Step 13: Senate		

9.6.2. New Program Brief Template

- Refer to the York University Quality Assurance website for more information. https://yuqap.info.yorku.ca/home/procedures/protocols/new-degree-program-approvals/
- See guide to Program Learning Outcomes - https://oucqa.ca/guide/program-objectives-and-program-level-learning-outcomes/

9.6.3. Curriculum Map

- The Undergraduate Program Directors (UPDs) are the custodians of the Curriculum Maps and Accreditation Unit Tables for their programs

9.6.4. Accreditation Unit Tables

- The Graduate Attribute Leads (GA Leads) will work closely with the UPDs

9.6.5. Evidence of Consultation and Approval

- Include additional information, such as a description of the consultation process undertaken and/or an analysis of demand for the program. Additionally, you may identify courses, programs where a similar major exists. Proponents are encouraged to reach out to Program Curriculum Committee Chairs, Undergraduate Program Directors and Department Chairs to provide evidence of consultation and approval.
- Proponents are encouraged to reach out to the Manager of Quality Assurance & Accreditation to discuss specific details in the process.
- Refer to the Defining Consultation in Curriculum Development Process document

9.7.   Changes to an Existing Program/Certificate

9.7.1.   LCS & PARR Review of Changes to Certificate/Major Modification Checklist

LCS & PARR Review of Changes to Certificate/Major Modification Checklist			
Proponent Name:		**Date:**	
Department:		**Effective Term/Calendar Year**:	
Related Program(s) [2]:			
Responsible Unit[3]:			
☐ **Submit Curriculum Map (Highlight changes):**		**Date of Program Approval:**	
☐ **Submit Accreditation Unit Table (Highlight Changes)[4]:**		**Date of Program Approval:**	
☐ Submit **Evidence of Consultation & Approval Email[5]:**			
Notes: - **Teaching and Learning support for course and program level proposals is available through Lassonde Education Innovation Studio (LEIS) and the Teaching Commons.** - Defining Consultation in Curriculum Development Process			

Who	Curriculum Review Stages	Date Submitted	Date Approved
Proponent	☐ Step 1: Proponent submits Notice of Intent (NOI) with Dean's Statement of Support to VPA to authorize development of brief		

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[2] Programs identified in this field determine which curriculum committees are involved in the proposal. All LE programs where this is a compulsory course must be listed.

[3] Unit responsible for the course within the Faculty.

[4] Required for Engineering Programs only.

[5] Evidence of consultation between Department Chair/s & Program Coordinator/s of other program University wide noting the relationship of the proposed course to other existing offerings, particularly in terms of overlap in objectives and/or content across Programs. If inter-Faculty overlap exists, some indication of consultation with the Faculty affected should be given. Consult with Student Services on implementation issues. Required for Engineering Programs only.

Proponent	☐ Step 2: Program brief to Program Curriculum Committee(s)			
Proponent	☐ Step 3: Program brief to Department Curriculum Committee			
LCS Secretary	☐ Step 4a: Concurrent review: Learning, Curriculum & Students (LCS)			

Checklist for LCS Committee Review
☐ Is the program brief (major modification brief) complete?
☐ Who is the main Academic Lead/Coordinator to ensure delivery and implementation of the proposed program changes?
☐ Is there evidence of effective pedagogical approaches in the curriculum designed with effective pedagogical approaches?
☐ Are there 8-12 program level outcomes (PLOs) that are actionable and measurable?
☐ Is there clear alignment between the PLOs and Undergraduate Degree Level Expectations (UDLES)?
☐ Does the proposed program structure promote student success from application to graduation?

PARR Secretary	☐ Step 4b: Concurrent review: Planning, Academic Resources & Planning (PARR)			

Checklist for PARR Committee Review
☐ Is the program brief (major modification brief) complete?
☐ Are there adequate resources planned to support the delivery of the program?

☐	Is the planned faculty complement adequate to deliver the proposed curriculum?
☐	Are there adequate physical spaces and technologies for an effective delivery of the program?
☐	Is the program sustainable (e.g., does it include steady-state enrolment projections)?
☐	Is the program aligned with strategic priorities (i.e., SAP, UAP, SMA3)?

LCS/PARR Secretary	☐	Step 5: Council Executive		
Secretary of Council	☐	Step 6: Faculty Council		

IMPLEMENTATION (Course Repository Officer (CRO) Use only)				
CRO	☐	Step 7: Confirm & Approve Submission to the Vice-Provost Academic		
CRO	☐	Step 8: Confirmation Email and Finalized Document/s to Departments		
CRO	☐	Step 9: Update Undergraduate Calendar		

9.7.2.   Curriculum Map

- The Undergraduate Program Directors (UPDs) are the custodians of the Curriculum Maps and Accreditation Unit Tables for their programs

9.7.3.   Accreditation Unit Tables

- The Graduate Attribute Leads (GA Leads) will work closely with the UPDs

9.7.4.   Evidence of Consultation and Approval

- Include additional information, such as a description of the consultation process undertaken and/or an analysis of demand for the program. Additionally, you may identify courses, programs where a similar major exists. Proponents are encouraged to reach out to Program Curriculum Committee Chairs, Undergraduate Program Directors and Department Chairs to provide evidence of consultation and approval.
- Proponents are encouraged to reach out to the Manager of Quality Assurance & Accreditation to discuss specific details in the process.
- Refer to the Defining Consultation in Curriculum Development Process document

9.8. New Course Proposal

- **Due Annually November 1st**

Who	What	How
Proponent/ Program Curriculum Committee Chair/ Undergraduate/ Graduate Program Director/ Chair	**New Course Proposal**	1. Submit request via Curriculum Management System (CMS) - http://cms.info.yorku.ca/ 2. Request a Library Statement – Contact John Dupuis – jdupuis@yorku.ca and attach in the New Course form in the CMS. 3. Request an updated Curriculum Map from the GAL & UPD. 4. Request an updated Accreditation Unit Table (Engineering Programs only) 5. Evidence of consultation from the Student Advising Centre 6. Complete the Major Modification or Detailed-Minor-Modification or Standard Minor Modifications to Existing Program proposal with the changes in the degree requirements form (see Section 9.3) * (if applicable) 7. Complete the LCS Checklist - paper form* - Send this along with an email to the Curriculum Committee Chair and LCS Secretary (Frances.Valerio@lassonde.yorku.ca) to confirm submission of proposal.

9.8.1.   Curriculum Management System (CMS)
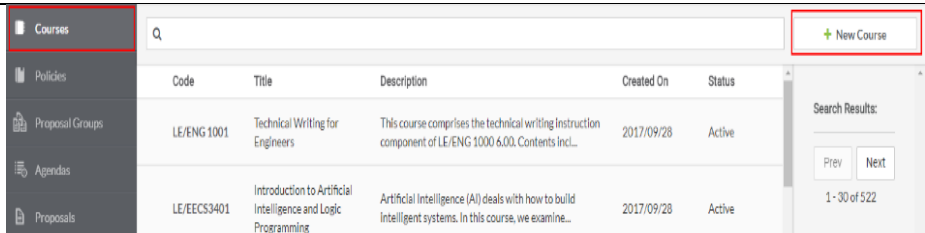
- The Curriculum Management System is the course repository for York and is built to house all degree requirements. This is also a web-based tool intended to manage the workflow of proposals for new courses and changes to existing courses.
- Users of CMS include faculty and staff.
- The CMS is only able to accommodate a @yorku.ca domain name. Email addresses that have the faculty name in the domain @lassonde.yorku.ca and @eecs.yorku.ca, cannot be accepted by the CMS. Only Personal Passport York Accounts should be used.
- Recognizing that students play a vital part in curriculum development and are often invited to participate on curriculum committees, please ensure these students have access to a staff Passport York account. Work-study students who have an administrative role must use their employee Passport York account.

How to Self-Register

- Access to the Curriculum Management System (CMS) is through staff Passport York.
  1. If you do not already have one, visit the Passport York & Manage My Services page on the York University computing site: http://staff.computing.yorku.ca/faculty-staff/passwords-passportyork-access/
  2. Self- register by simply logging into the CMS site with your Passport York account. Go to https://cms.info.yorku.ca/
     Click on the 'CMS Login' button and enter your Passport York credentials
  3. When you self-register using the CMS website, the system will pre-populate your Last Name and Email Address but the First Name field will be blank.
     - To fill that in, on the top right-hand side of the webpage beside Action List, click on your name
     - Click on User Settings

- Enter your First Name and click Save
4. To navigate back to your Dashboard, on the left-hand side of the webpage, click on the Switch Apps button. Click on the Curriculum Tab

Steps to Propose a New Course

1. Go to the Curriculum Management System	2. https://cms.info.yorku.ca/	
3. Login in using your Passport York		
4. In the 'Courses' section, select the '+ New Course' button located in the upper right corner. This will bring you to a course proposal form, initially in 'Edit Mode'.		
5. Complete all Fields	5. Complete all Fields: 5.1. **Effective term** 5.2. **Rationale for the proposal** 5.3. **Course Type** 5.4. **Faculty** 5.5. **Subject Code** 5.6. **Number** 5.7. **Course Credits** 5.8. **Language of Instruction** 5.9. **Lassonde/Science Related Field** this field informs workflow. Selecting from the list determines which curriculum committee receives the proposal in the workflow. 5.10. **Responsible Unit** the department/program the course belongs to. Selecting this unit will route the proposal to the appropriate workflow for that unit.	

5.11. **Other Responsible Unit** required to approve a course – another field that informs workflow. Completing this field will inform joint approval of a course.

5.12. **Course Credit Exclusions (if applicable)**

5.13. **Course Title**

5.14. **Short Title**

5.15. **Brief Course Description**- please include in present tense. With a 2000 character limit, this description will appear as the official course description in the academic calendar. A character counter is located at the bottom of the field. Be sure to include pre-requisites here – this field pushes to COS to inform both the offering and the academic calendar.

5.16. **Long Course Description** – include any additional information that could not fit in the brief description. This field can be used to distinguish differences between cross listed courses. This is not accessible by students.

5.17. **Expanded Course Description** – can be used to provide a detailed, week to week course description including topics and theories as they may appear in the course outline, if available. Please include the ***Course Learning Outcomes*** in this section.

5.18. **Accreditation -** complete Accreditation section by including unit breakdown.

5.19. **Requisites – Pre-requisites** – Use the gadget to enter all pre-requisites required for this course. Be sure to use the drop downs to include the minimum grade achievement (earned) or pass/fail. Click 'Add Rules' to start.

5.20. **Designated Original or Cross-listed courses**

5.21. **Curriculum Map** – attach the highlighted Curriculum Map

5.22. **Course Learning Outcomes** – Map the specific Graduate Attribute Indicator and Graduate Attribute Map Level

5.23. **Mode of Delivery**

5.24. **Evaluation**

5.25. **Instruction**

5.26. **Bibliography –** Attach the Library Support Statement

5.27. **Any other applicable fields**

| Once all the fields have been filled in, click Leave Edit Mode, and click Submit for Approval. | ➔ Submit For Approval | |

9.8.2.   Library Statement

- Request a Library Statement – Contact John Dupuis – jdupuis@yorku.ca and attach in the New Course form in the CMS.

9.8.3.   Curriculum Map

9.8.4.   Accreditation Unit Tables

- The Graduate Attribute Leads (GA Leads) will work closely with the UPDs
- Evidence of Consultation and Approval
- Include additional information, such as a description of the consultation process undertaken and/or an analysis of demand for the program. Additionally, you may identify courses, programs where a similar major exists. Proponents are encouraged to reach out to Program Curriculum Committee Chairs, Undergraduate Program Directors and Department Chairs to provide evidence of consultation and approval.
- Proponents are encouraged to reach out to the Manager of Quality Assurance & Accreditation to discuss specific details in the process.
- The Undergraduate Program Directors (UPDs) are the custodians of the Curriculum Maps and Accreditation Unit Tables for their programs

9.8.5. Complete the Program Modification form and Changes to Existing Program - paper form* (if applicable)

- New Courses that will impact changes to the Degree requirements must include a Complete the Major Modification or Detailed-Minor-Modification or Standard Minor Modifications to Existing Program proposal with the changes in the degree requirements form (see Section 9.3) to change the degree requirements of the program.
- Program Changes fall under Section 5 of the York University Quality Assurance Procedures (YUQAP).
- Full YUQAP can be found here: https://www.yorku.ca/unit/yuqap/

9.8.5.1. Major Modification to an Existing Program

Major modifications typically include one or more of the following features:

- Substantive changes to learning outcomes and/or approved requirements that comprise up to approximately one-third of the program
- Major changes to courses comprising a significant proportion of the program and making an important contribution to meeting program learning outcomes (approximately one-third of courses)
- The addition of a new major (undergraduate) where a similar major exists
- Change in program name and/or degree nomenclature when this results in a change in learning outcomes. (Note: New degree types require a separate Motion to Senate)
- Addition or deletion of streams
- Establishment of undergraduate certificates
- The merger of two or more programs
- The creation of combined degrees (existing programs), either undergraduate, graduate, or undergraduate/graduate
- Establishment of a dual credential arrangement (degree/degree or degree/diploma).
- Establishment of a minor program or option.

- The addition of new options or significant changes to a program's delivery, including to the program's faculty and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery (e.g., different campus, part-time to full-time (or vice-versa) and/or online/hybrid delivery)
- At the master's level, the introduction or deletion of a major research paper or thesis, or a course-only, co-op, placement, internship, or practicum option
- In a graduate program, addition or deletion of an allowable dissertation / thesis format.
- The introduction or deletion of a required co-op, course-based placement, practicum, internship, or other work-integrated learning option
- A new specialization at the graduate level
- The introduction or deletion of a field in a graduate program
- The creation of a collaborative specialization at the graduate level
- The creation of a new Type 1 graduate diploma
- Significant change to graduate degree requirements, including comprehensive exams and thesis requirements, that result in a significant change to the learning outcomes (see first point above).
- Note that there are separate templates for certain types of Major Modifications, such as the proposal for a new undergraduate certificates or a new graduate field. There is also a separate template for Program Closures. See the YUQAP website for more details, resources, and templates.

Major Modifications Proposal Template

Faculty:

Department:

Program:

Degree Designation:

Type of Modification:

(Examples include deletion of or change to a field; changes to program requirements/content that affects the learning outcomes.)

Location *(current campus and, if applicable, proposed)*:

Effective Date:

Approval Date at Faculty Council:

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1. Overview

1.1. Provide a brief summary of the proposed changes to the program.

1.2. Provide the rationale for the proposed changes.

1.3. Comment on the alignment of the program changes with Faculty and/or University academic plans.[6]

1.4. Provide a detailed outline of the changes to the program.

Also include an [appendix](#) of the side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Academic Calendar. Indicate deletions with strikethrough text and additions with underline in a contrasting colour.

1.5. Describe how students currently enrolled in the program will be accommodated.

2. Learning Outcomes and Program Requirements

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[6] This can include the 2020-2025 University Academic Plan, the 2023-2028 Strategic Research Plan, the UN Sustainable Development Goals (SDGs), A Framework and Action Plan on Black Inclusion, the Indigenous Framework for York University, and other Faculty plans and frameworks.

2.1. List the current and/or updated Program Learning Outcomes for the proposed modified program.[7] If applicable, describe and/or map how your Program Learning Outcomes map onto Ontario's Degree Level Expectations.
A suggested template for mapping can be found as an attached appendix.

2.2. If applicable, describe and/or map how courses map onto to the Program Learning Outcomes. *A suggested template for curriculum mapping can be found as an attached appendix.*

2.3. If applicable, describe how the proposed modifications will support the achievement of Program Learning Outcomes.

2.4. If applicable, describe how the achievement of the Program Learning Outcomes will be assessed and how that assessment of the Program Learning Outcomes will be documented.

2.5. If applicable, describe changes to any admission requirements and the appropriateness of the revised requirements for the achievement of the Program Learning Outcomes.

3. **Teaching and Learning**

3.1. If the proposed changes include a revision to mode(s) of delivery, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the Program Learning Outcomes.
Note that when changing the mode of delivery for a program or a significant portion of a program from in person to online, the proposal should demonstrate the consideration of the program objectives[8] and Program Learning Outcomes, as well as the adequacy of the technological platform and tools, sufficiency of the support services and training for teaching staff, sufficiency and type of support for students in the new learning environment, and access for students in the successful completion of their degree.

3.2. If applicable, describe changes to program level assessment and the appropriateness of the revised forms of assessment as related to the Program Learning Outcomes.

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[7] Ideally, a program would have 8-12 Program Learning Outcomes (PLOs) that reflect the program and demonstrate how the program meets Ontario's Degree Level Expectations. Support for visioning, defining, and mapping your PLOs can be found in the Office of the Vice Provost Academic.

[8] See Quality Council's definition of "objectives" on their website.

4. Resources

    4.1. Describe any resource implications the proposed change may have and how they will be addressed. Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources will be required. If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

5. Consultation

    5.1. Summarize consultation undertaken with relevant academic units. Include in this summary a commentary on how the proposed changes could impact other programs. Provide individual statements from the relevant program(s) confirming consultation and support as appendices.

    5.2. Summarize the consultation of the proposed modifications undertaken with current students and/or recent graduates.

    5.3. Summarize any other internal and/or external consultation that demonstrate alignment of proposed program modifications with best practices and current needs (e.g. consultation with the Office of Institutional Planning and Analysis (OIPA), Office of the Vice Provost Teaching and Learning, industry groups, accrediting bodies, etc.). Include as appendices statements/letters of support from the relevant units/groups confirming consultation and support.

APPENDICES [9]

Appendix: Side-by-Side Academic Calendar Copy Comparison (1.4)

Ensure that deletions are indicated with strikethrough text and additions are made in a contrasting colour.

Appendix: PLOs to Ontario's Degree Level Expectations (2.2)

Map of PLOs to Ontario's Degree Level Expectations						
	Depth and breadth of knowledge	Knowledge of methodologies	Application of knowledge	Communication skills	Awareness of limits of knowledge	Autonomy and professional capacity
PLO 1						
PLO 2						
PLO 3						
PLO 4						
PLO 5						
PLO 6						
PLO 7						
PLO 8						
PLO 9						
PLO 10						

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[9] Add more appendices as required. Curriculum mapping may be presented in a different way than demonstrated here; however, content still need to be covered.

Note that there are details and descriptions for each expectation on the OUCQA website.

https://oucqa.ca/framework/appendix-2/

Additional details on mapping can be found on York's Curriculum Support website.

Appendix: PLOs to Program Courses – Curriculum Map (2.3)

Map of PLOs and Program Curriculum										
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
Core/ Required Courses										
Course Code										
Course Code										
Course Code										
Course Code										
Course Code										
Course Code										
*Add more as needed										

Electives/ Optional Courses										
Course Code										
Course Code										
Course Code										
Course Code										
Course Code										
*Add more as needed										

Appendix: Consultation and Support Letters (5.1)

9.8.5.2.   **Detailed-Minor-Modification**

Detailed Minor modifications usually include one or more of the following features:

- Addition of part-time/full-time program options, or a change from option to the other, where no significant change in resources is required
- Addition of an optional, standalone work-integrated learning element, e.g., an internship course or similar non-credit element.
- Substantive changes in admission requirements
- Substantive changes in progression requirements
- Substantial changes to required/core courses for a major/graduate degree that do not rise to the level of a major modification
- Substantial changes to an existing program option that was previously established through a major modification (i.e., substantial change to a minor, option, certificate, work-integrated learning option, or graduate specialization.)

Other Standard minor modifications can be undertaken through your faculty. These usually include one or more of the following features:

- Calendar copy corrections
- Revisions and/or updates to Program Learning Outcomes (PLOs) that do not change the substance of the PLOs
- Changes program name or nomenclature where there are no changes to PLOs
- Course changes – revisions, additions, deletions, repositioning, resequencing, etc. – where there are no changes to PLOs
- Changes in program requirements or sequencing where less than 1/3 of the program courses are affected
- Minor changes (changes to less than 1/3 of the program) to an existing minor, specialization, option, certificate, or WIL option (i.e., minor change to anything established through a major modification)
- Closure of any degree option, e.g. honours specialization

See the YUQAP website for further details, resources, and templates.

Detailed Minor Modification Proposal Template:

Faculty:

Department:

Program:

Degree Designation:

Type of Modification:

Location *(current campus and, if applicable, proposed)*:

Effective Date:

Approval Date at Faculty Council:

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1. Describe the proposed modifications to the program.

2. Include as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Academic Calendar. Please indicate deletions as strikethrough text and additions as underlined text in a contrasting colour.

3.1 List the current and/or updated Program Learning Outcomes for the proposed modified program.[10]

3.2 Provide a rationale for the proposed changes as articulated through the Program Learning Outcomes.

3.3 How will the proposed modification support the achievement of Program Learning Outcomes?

4. Describe how students currently enrolled in the program will be accommodated. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

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[10] Ideally, a program would have 8-12 Program Learning Outcomes (PLOs) that reflect the program and demonstrate how the program meets Ontario's Degree Level Expectations. Support for visioning, defining, and mapping your PLOs can be found in the Office of the Vice Provost Academic.

5. If relevant, summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.

6. For optional work-integrated learning elements (e.g., an optional internship course), please describe the consultation to ensure these elements are in line with best practice for experiential education and York's established other practices in this area. The [Office of the Vice Provost, Teaching and Learning](#) can provide further guidance.

Appendix: Side-by-Side Academic Calendar Copy Comparison

Ensure that deletions are indicated with strikethrough text and additions are made in a contrasting colour.

Appendix: Consultation and Support Letters

9.8.5.3. Standard Minor Modifications to Existing Program

Standard Minor modifications usually include one or more of the following features:

- Minor changes to degree or admission requirements
- The laddering or stacking of credentials or similar options
- Changes to the delivery mode in courses
- Substitutions or edits to course lists or requirements
- Minor changes to program titles
- Changes to existing emphasis, option or minor program
- Calendar copy corrections that are not editorial in nature, e.g., typos
- Revisions and/or updates to Program Learning Outcomes (PLOs) that do not change the substance of the PLOs
- Changes program name or nomenclature where there are no changes to PLOs
- Course changes – revisions, additions, deletions, repositioning, resequencing, etc. – where there are no changes to PLOs
- Changes in program requirements or sequencing where less than 1/3 of the program courses are affected
- Minor changes (changes to less than 1/3 of the program) to an existing minor, specialization, option, certificate, or WIL option (i.e., minor change to anything established through a major modification)
- Closure of any degree option, e.g. honours specialization

See the YUQAP website for further details, resources, and templates.

Minor Modification Proposal Template

Faculty:

Department:

Program:

Degree Designation:

Type of Modification:

Location *(current campus and, if applicable, proposed)*:

Effective Date:

Approval Date at Faculty Council:

---

3.   Describe the proposed modifications to the program.

4.   Provide a rationale for the proposed modifications.

5.   How will the proposed modification support the achievement of Program Learning Outcomes?

7.   Describe how students currently enrolled in the program will be accommodated.

8.   Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

9.   If relevant, summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.

Attach a Side-by-Side Academic Calendar Copy Comparison
Ensure that deletions are indicated with strikethrough (e.g., ~~strikethrough~~) text and additions are made in a contrasting colour (e.g., KINE 1000)

Changes to Degree Programs

Department:		Date of Submission:	

Course Number:		Effective Session:	

Program Name

Type of Change:

☐ in degree requirements		☐ in cross-listing	
☐ in course number/level		☐ in degree credit exclusion(s)	
☐ in credit value		☐ regularize course (from Special Topics)	
☐ in title (max. 40 characters for short title)		☐ in course format/mode of delivery *	
☐ in Calendar description (max. 40 words or 200		☐ retire/expire course	
☐ in pre/co-requisite(s)		☐ other (please specify):	

Curriculum Changes.

Current Calendar Copy	New Calendar Copy
(~~Strikethrough~~ items to be removed)	(<u>Underline</u> items to be added in revisions to existing programs)

Existing Calendar Copy

1. Go to
   https://calendars.students.yorku.ca/
2. Select Undergraduate or Graduate
3. Search for the Program by Faculty
4. Select Degree Program Requirements
5. Paste the specific degree program requirements in the "Change From:" side of the form.
6. Make the necessary corrections to the existing calendar copy by striking through the text.

e.g.

Example of ~~**existing**~~ text.

Proposed Calendar Copy

7. Paste the Program requirements in the Proposed Calendar Copy section and remove the corrections/ strikethrough.
8. All proposed additions/changes to the calendar copy should be identified in **<u>bold/blue/underlined</u>** print.
9. Ensure you include the Grand total Credit count at the bottom of the proposal.

e.g.

Example of **<u>proposed</u>** text.

Current Calendar Copy (~~Strikethrough~~ items to be removed)	New Calendar Copy (<u>Underline</u> items to be added in revisions to existing programs)
Admission Requirements – Required Credits: <mark>__</mark>	**Admission Requirements** – Required Credits: <mark>__</mark>
Continuing Requirements • *GPA requirements*	**Continuing Requirements**
Graduation Requirements	**Graduation Requirements**
General Education – Required Credits: <mark>__</mark>	**General Education** – Required Credits: <mark>__</mark>

Major Requirements – Required Credits: <mark>__</mark>
   •   *Core Courses*
   •   *Major Requirements (<u>e.g.</u> mandatory courses, and credits to be selected from list)*
	Major Requirements – Required Credits: <mark>__</mark>

Streams – Required Credits: <mark>__</mark>	**Streams** – Required Credits: <mark>__</mark>
Science Breadth – Required Credits: <mark>__</mark>	**Science Breadth** – Required Credits: <mark>__</mark>

Major Minor Requirements – Required Credits: ▮	**Major Minor Requirements** – Required Credits: ▮
Minor Requirements – Required Credits: ▮	**Minor Requirements** – Required Credits: ▮
Bilingual Requirement	**Bilingual Requirement**
Upper-Level Requirement	**Upper-Level Requirement**
Additional Comments/Notes • *Minimum GPA requirements* • *Other special notes*	**Additional Comments/Notes**
Grand Total Credit Count -	**Grand Total Credit Count -**

Note: For course proposals involving cross-listings, integrations and degree credit exclusions, approval from all of the relevant Faculties/department/divisions is required.

Note: Since one change (such as a change in year level or credit value) may result in several other changes (e.g., to the course description, evaluation, instruction, bibliography, etc.), please submit as many details as possible. If there are several changes, please feel free to use a New Course Proposal Form (Form 1) in order to ensure that all the required information is included.

* Note: If there is a technology component to the course, a statement is required from ATSG indicating whether resources are adequate to support the course

9.8.6.   Complete the LCS Checklist - paper form*

- Click here to access the template and submit via email to Frances.Valerio@lassonde.yorku.ca

Curriculum Checklist	
Proponent Name:	**Date:**
Department:	**Effective Term/Calendar Year:**
Course Number and Title[11]:	
Related Program(s) [12]:	
Responsible Unit[13]:	
Affiliated Department(s) [14]:	
Will this course be offered as an Integrated Course? YES ☐ NO ☐ **Integrated to:**	
Type of Form (Select one) **Curriculum Management System (CMS/Kuali) link:**	
☐ **Library Statement[15]:**	
☐**Submit Curriculum Map (Highlight Changes)[16]:**	**Date of Program Approval:**
☐**Submit Accreditation Unit Table (Highlight Changes)[17]:**	**Date of Program Approval:**
Notes: • **Teaching and Learning support for course and program level proposals is available through Lassonde Education Innovation Studio (LEIS) and the Teaching Commons.** • **Common Engineering Course proposals must be reviewed by all programs.** • Defining Consultation in Curriculum Development Process	

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[12] Programs identified in this field determine which curriculum committees are involved in the proposal. All LE programs where this is a compulsory course must be listed.

[13] Unit responsible for the course within the Faculty

[14] Department Committee(s) related to the course outside the Faculty

[15] Required for New Course Proposals

[16] Required for Undergraduate Engineering Programs

[17] Required for Undergraduate Engineering Programs

Who	Curriculum Review Stages:	Date Submitted:	Date Approved:
Proponent	☐ Step 1: Proponent completes forms		
Proponent	☐ Step 2: Proposal to Student Advising Centre, Program Directors/Coordinators of other programs. If inter-Faculty overlap exists, a supporting statement is required to confirm consultation, implementation schedule and any administrative arrangements on/support for the proposal, as appropriate.		
Proponent	☐ Step 3: Affiliated Department(s):		
Proponent	☐ Step 4: Science / Engineering Program Curriculum Committee ***Common Engineering Course proposals must be reviewed by all programs:**		
Proponent	☐ Step 5: Department		
LCS Secretary	☐ Step 6: Learning, Curriculum & Students (LCS)		
LCS Secretary	☐ Step 7: Council Executive		
Secretary of Council	☐ Step 8: Faculty Council		

Secretary of ASCP	☐	Step 9: Academic Standards Curriculum & Pedagogy[18]		
Secretary of ASCP	☐	Step 10: Senate[19]		

9.9. Changes to an Existing Course

- **Due Annually on November 1ˢᵗ**

Who	What	How
Proponent/ Program Curriculum Committee Chair/ Undergraduate/ Graduate Program Director/ Chair	**Changes to an Existing Course**	1. Submit request via Curriculum Management System (CMS) - http://cms.info.yorku.ca/ 2. Request an updated Curriculum Map from the GAL & UPD 3. Request an updated Accreditation Unit Table (Engineering Programs only) 4. Provide evidence of consultation 5. Complete the Major Modification or Detailed-Minor-Modification or Standard Minor Modifications to Existing Program proposal with the changes in the degree requirements form (see Section 9.3) * (if applicable) 6. Complete the LCS Checklist - paper form* - Send this along with an email to the Curriculum Committee Chair and LCS Secretary

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[18] Required for Changes in Degree Requirements.
[19] Required for Changes in Degree Requirements.

		(Frances.Valerio@lassonde.yorku.ca) to confirm submission of proposal.

9.9.1.   Curriculum Management System (CMS)

- The [Curriculum Management System (CMS)](#) is the course repository for York and is built to house all degree requirements. This is also a web-based tool intended to manage the workflow of proposals for new courses and changes to existing courses.
- Users of CMS include faculty and staff.
- The CMS is only able to accommodate an @yorku.ca domain name. Email addresses that have the faculty name in the domain @lassonde.yorku.ca and @eecs.yorku.ca, cannot be accepted by the CMS. Only Personal Passport York Accounts should be used.
- Recognizing that students play a vital part in curriculum development, and are often invited to participate on curriculum committees, please ensure these students have access to a staff Passport York account. If a student is an employee of the University (e.g. work-study) they will already have one. Work study students who have an administrative role must use their employee Passport York account.

How to Self-Register

- Access to the Curriculum Management System (CMS) is through staff Passport York.
  1. If you do not already have one, visit the Passport York & Manage My Services page on the York University computing site: http://staff.computing.yorku.ca/faculty-staff/passwords-passportyork-access/
  2. Self-register by simply logging into the CMS site with your Passport York account. Go to https://cms.info.yorku.ca/

Click on the 'CMS Login' button and enter your Passport York credentials.

3. When you self-register using the CMS website, the system will pre-populate your Last Name and Email Address but the First Name field will be blank.

- To fill that in, on the top right-hand side of the webpage beside Action List, click on your name
- Click on User Settings
- Enter your First Name and click Save

4. To navigate back to your Dashboard, on the left-hand side of the webpage, click on the Switch Apps button. Click on the Curriculum Tab

Steps to Propose Changes to an Existing Course

1.	Go to the Curriculum Management System	https://cms.info.yorku.ca/
2.	Login in using your Passport York	
3.	Click "Courses' and search for the course you would like to propose changes to.	
4.	This will bring you to a course. Click "Propose Changes"	
5.	Complete all field that you would like	5. Please note the following:

to propose changes to.	5.1. **Lassonde/Science Related Field** this field informs workflow. Selecting from the list determines which curriculum committee receives the proposal in the workflow.
	5.2. **Responsible Unit** the department/program the course belongs to. Selecting this unit will route the proposal to the appropriate workflow for that unit.
	5.3. **Other Responsible Unit** required to approve a course – another field that informs workflow. Completing this field will inform joint approval of a course.
	5.4. **Course Credit Exclusions –** Select the course credit exclusion, if applicable
	5.5. **Brief Course Description**- please include in present tense. With a 2000-character limit, this description will appear as the official course description in the academic calendar. A character counter is located at the bottom of the field. Be sure to include pre-requisites here – this field pushes COS to inform both the offering and the academic calendar.
	5.6. **Long Course Description** – include any additional information that could not fit in the brief description. This field can be used to distinguish differences between cross-listed courses. This is not accessible by students.
	5.7. **Expanded Course Description** – can be used to provide a detailed, week to week course description including topics and theories as they may appear in the course outline, if available. Please include the *Course Learning Outcomes* in this section.
	5.8. **Accreditation -** complete Accreditation section by including the unit breakdown.
	5.9. **Requisites – Pre-requisites** – Use the gadget to enter all pre-requisites required for this course. Be sure to use the drop downs to include the minimum grade achievement (earned) or pass/fail. Click 'Add Rules' to start.
	5.10. **Designated Original or Cross-listed courses**
	5.11. **Curriculum Map** – attach the revised Curriculum Map and highlight changes to the course (if applicable)
	5.12. **Course Learning Outcomes** – include the revised Course Learning Outcomes and new mapping to Graduate Attribute Indicators and Graduate Attribute Levels (if applicable)

	5.13. **Bibliography –** attach the new Library Support Statement, if applicable. 5.14. **Any other applicable fields**
Once all the fields have been filled in, click Leave Edit Mode, and click Submit for Approval.	↪ Submit For Approval

9.9.2. Curriculum Map

- Request an updated Curriculum Map from the Undergraduate Program Directors (UPDs) and the Graduate Attribute Leads. The UPDs are the custodians of the Curriculum Maps and Accreditation Unit Tables for their programs.

9.9.3. Accreditation Unit Tables

- The Graduate Attribute Leads (GA Leads) will work closely with the UPDs to update the Accreditation Unit Tables for all Engineering programs. Ensure all changes are highlighted.

9.9.4. Evidence of Consultation and Approval

- Include additional information, such as a description of the consultation process undertaken and/or an analysis of demand for the program. Additionally, you may identify courses, programs where a similar major exists. Proponents are encouraged to reach out to Program Curriculum Committee Chairs, Undergraduate/Graduate Program Directors and Department Chairs to provide evidence of consultation and approval.
- Proponents are encouraged to reach out to the Manager of Quality Assurance & Accreditation to discuss specific details in the process.
- Refer to Defining Consultation in Curriculum Development Process

9.9.5. Complete the Changes to Existing Program - paper form* (if applicable)

- New Courses that will impact changes to the Degree requirements must include one of the Program Modifications form a Major Modification or Detailed Minor Modification or Standard Minor Modifications to Existing Program proposal to change the degree requirements of the program.
- Modifications to Existing Programs fall under Section 5 of the York University Quality Assurance Procedures (YUQAP).
- Full YUQAP can be found here: https://www.yorku.ca/unit/yuqap/

Standard Minor modifications usually include one or more of the following features:

- Minor changes to degree or admission requirements
- The laddering or stacking of credentials or similar options
- Changes to the delivery mode in courses
- Substitutions or edits to course lists or requirements
- Minor changes to program titles
- Changes to existing emphasis, option or minor program
- Calendar copy corrections that are not editorial in nature, e.g., typos
- Revisions and/or updates to Program Learning Outcomes (PLOs) that do not change the substance of the PLOs
- Changes program name or nomenclature where there are no changes to PLOs
- Course changes – revisions, additions, deletions, repositioning, resequencing, etc. – where there are no changes to PLOs
- Changes in program requirements or sequencing where less than 1/3 of the program courses are affected
- Minor changes (changes to less than 1/3 of the program) to an existing minor, specialization, option, certificate, or WIL option (i.e., minor change to anything established through a major modification)
- Closure of any degree option, e.g. honours specialization

See the YUQAP website for further details, resources, and templates.

Faculty:

Department:

Program:

Degree Designation:

Type of Modification:

Location *(current campus and, if applicable, proposed)*:

Effective Date:

Approval Date at Faculty Council:

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6. Describe the proposed modifications to the program.

7. Provide a rationale for the proposed modifications.

8. How will the proposed modification support the achievement of Program Learning Outcomes?

10. Describe how students currently enrolled in the program will be accommodated.

11. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

12. If relevant, summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.

Attach a Side-by-Side Academic Calendar Copy Comparison

Ensure that deletions are indicated with strikethrough (e.g., ~~strikethrough~~) text and additions are made in a contrasting colour (e.g., KINE 1000)

-

Current Calendar Copy	New Calendar Copy
(~~Strikethrough~~ items to be removed)	(Underline items to be added in revisions to existing programs)

Existing Calendar Copy	Proposed Calendar Copy
1. Go to https://calendars.students.yorku.ca/ 2. Select Undergraduate or Graduate 3. Search for the Program by Faculty 4. Select Degree Program Requirements 5. Paste the specific degree program requirements in the "Change From:" side of the form. 6. Make the necessary corrections to the existing calendar copy by striking through the text. e.g. Example of ~~existing~~ text.	7. Paste the Program requirements in the Proposed Calendar Copy section and remove the corrections/ strikethrough. 8. All proposed additions/changes to the calendar copy should be identified in **bold/blue/underlined** print. 9. Ensure you include the Grand total Credit count at the bottom of the proposal. e.g. Example of **proposed** text.

Current Calendar Copy (~~Strikethrough~~ items to be removed)	New Calendar Copy (<u>Underline</u> items to be added in revisions to existing programs)
Admission Requirements – Required Credits: 🟨	**Admission Requirements** – Required Credits: 🟨
Continuing Requirements • *GPA requirements*	**Continuing Requirements**
Graduation Requirements	**Graduation Requirements**
General Education – Required Credits: 🟨	**General Education** – Required Credits: 🟨

Major Requirements – Required Credits: 🟨
   • *Core Courses*
   • *Major Requirements (<u>e.g.</u> mandatory courses, and credits to be selected from list)*
	Major Requirements – Required Credits: 🟨

Streams – Required Credits: 🟨	**Streams** – Required Credits: 🟨
Science Breadth – Required Credits: 🟨	**Science Breadth** – Required Credits: 🟨

Major Minor Requirements – Required Credits: ▢	Major Minor Requirements – Required Credits: ▢
Minor Requirements – Required Credits: ▢	Minor Requirements – Required Credits: ▢
Bilingual Requirement	Bilingual Requirement
Upper-Level Requirement	Upper-Level Requirement
Additional Comments/Notes • *Minimum GPA requirements* • *Other special notes*	Additional Comments/Notes
Grand Total Credit Count -	Grand Total Credit Count -

Note: For course proposals involving cross-listings, integrations and degree credit exclusions, approval from all of the relevant Faculties/department/divisions is required.

Note: Since one change (such as a change in year level or credit value) may result in several other changes (e.g., to the course description, evaluation, instruction, bibliography, etc.), please submit as many details as possible. If there are several changes, please feel free to use a New Course Proposal Form (Form 1) in order to ensure that all the required information is included.

* Note: If there is a technology component to the course, a statement is required from ATSG indicating whether resources are adequate to support the course

9.9.6. Complete the LCS Checklist - paper form*

Click here to access the template and submit via email to Frances.Valerio@lassonde.yorku.ca

Curriculum Checklist	
Proponent Name:	**Date:**
Department:	**Effective Term/Calendar Year**:
Course Number and Title[20]:	
Related Program(s) [21]:	
Responsible Unit[22]:	
Affiliated Department(s)[23]:	
Will this course be offered as an Integrated Course? YES ☐ NO ☐ **Integrated to:**	
Type of Form (Select one) **Curriculum Management System (CMS/Kuali) link:**	
☐ **Library Statement**[24]:	
☐**Submit Curriculum Map (Highlight Changes)**[25]:	**Date of Program Approval:**
☐**Submit Accreditation Unit Table (Highlight Changes)**[26]:	**Date of Program Approval:**
Notes: • **Teaching and Learning support for course and program level proposals is available through Lassonde Education Innovation Studio (LEIS) and the Teaching Commons.** • **Common Engineering Course proposals must be reviewed by all programs.** • Defining Consultation in Curriculum Development Process	

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[21] Programs identified in this field determine which curriculum committees are involved in the proposal. All LE programs where this is a compulsory course must be listed.
[22] Unit responsible for the course within the Faculty
[23] Department Committee(s) related to the course outside the Faculty
[24] Required for New Course Proposals
[25] Required for Undergraduate Engineering Programs
[26] Required for Undergraduate Engineering Programs

Who	Curriculum Review Stages:	Date Submitted:	Date Approved:
Proponent	☐ Step 1: Proponent completes forms		
Proponent	☐ Step 2: Proposal to Student Advising Centre, Program Directors/Coordinators of other programs. If inter-Faculty overlap exists, a supporting statement is required to confirm consultation, implementation schedule and any administrative arrangements on/support for the proposal, as appropriate.		
Proponent	☐ Step 3: Affiliated Department(s):		
Proponent	☐ Step 4: Science / Engineering Program Curriculum Committee ***Common Engineering Course proposals must be reviewed by all programs:**		
Proponent	☐ Step 5: Department		
LCS Secretary	☐ Step 6: Learning, Curriculum & Students (LCS)		
LCS Secretary	☐ Step 7: Council Executive		
Secretary of Council	☐ Step 8: Faculty Council		

Secretary of ASCP	☐	Step 9: Academic Standards Curriculum & Pedagogy[27]		
Secretary of ASCP	☐	Step 10: Senate[28]		

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[27] Required for Changes in Degree Requirements.
[28] Required for Changes in Degree Requirements.

10. LCS Practices and Procedures:

- LCS Committee members and Department Curriculum Committee members must thoughtfully consider tying changes to the engineering curriculum with the goal of enhancing the **Continuous Program Improvement (CPI) process**. All course and degree change requirement proposals should clearly articulate specific justifications in the rationale section to provide evidence on how changes contribute to the improvement of the programs through CPI.

- **Evidence of Consultation** and discussion with other departments specific to the design of the proposed course changes must be appended to the proposals to provide details about preliminary consultations undertaken. Please refer to the Conducting Consultation in Curriculum Development Processes.

- **Course Learning Outcomes** must be included in the expanded course description section in the CMS form for all new courses proposals or changes to existing courses to determine what students will achieve in the course.

- Proponents must solicit feedback and recommendation from the Director of Common Engineering when considering changes to the following:

    - Courses that might be considered for future course changes.
    - Course changes are specific to Course Learning Outcomes, Course Learning Objectives, AUs, GAIs, and GA mapping.
    - Changes in the Degree Requirements that may affect the common courses
    - Changes in the Mode of Delivery.

- Common Engineering Courses proposals must be consulted and reviewed by all programs. Approval is done by LCS Committee after consultation.

- Proposals submitted after the November 1st deadline may not be guaranteed a review in time for offering in the next academic session. The LCS Committee prioritizes curriculum review in the Fall term, according to submission date.

- **The following items are due at LCS annually - September 1st:**

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- **Program Curriculum Committee Mandate**

- **The most up-to-date Curriculum Map & AU Tables –** UPDs are the custodians of the Curriculum Maps and AU Tables for their programs. They need to ensure that they are updated and ready for use for the upcoming cycle. This will help programs navigate and anticipate changes they need to make for the upcoming year. This will also helps highlight the changes that were approved at LCS. The GA Leads work with course directors when changing the Graduate Attribute Indicators (GAIs) and Accreditation Units (AUs). The GA Leads will work with UPDs to identify these changes in their programs.

11. Curriculum Management System (CMS) Swim Lane

KUALI – Lassonde Faculty Curriculum Process Owner (Pam Edgecombe & Salvatore Paneduro)

Proponent — Proponent (Faculty Member) — Ability to Submit and see status of all items in the Faculty workflow

- Writes the Proposal
- Consultation & Editing
- Include any related Faculties (access by CRO) on proposal basis
- Has Related Program
- No Related Program

Refer Back
Move Forward

UPD / S / C — Program Curriculum Committee

- Program 1
- Program 2
- Program 3
- Program 4
- Program 5
- Program 6
- Program 7
- Program 8
- Program 9
- Program 10
- Program 11

Approve

UPD / S / C — Unit Curriculum Committee (Ex. Dept.)

- Unit 1
- Unit 2
- Unit 3
- Unit 4
- Unit 5
- Unit 1/2/3/4/5: Review Submission; Compliance; Ensures package is complete (including Library Statement)
- Unit 1/2/3/4/5: Consult with Unit Committee Write / Review / Provide feedback all aspects of proposal
- Unit 1/2/3/4/5: Unit Meeting
- Approve — FYI
- FYI to Cross Listed Depts.
- FYI to Affiliated Depts.

D1: Mechanical Eng.
D2: Civil Eng.
D3: Electrical Eng. & Cop Sci.
D4: Earth & Space Sci. Eng.
U5: Engineering

Secretary or Chair (S / C)

Submissions by Secretary or Chair: Requires approval from one or the other. Ability to see status of all items in the Faculty workflow. Ability to review, comment, edit, and submit

Curriculum Committee of Faculty Council

LE: Dean's Office — Learning Curriculum and Students (LCS)

- Secretary Initial Review; Ensures package is complete (including Library Statement) before Faculty level review
- Faculty Members Review Compliance; Ensures package is complete.
- Consult with LCS Committee Write / Review / Provide feedback all aspects of proposal
- Meeting for LCS Approve

Not Approve — Approve with Revisions — Approve

Chair (of LCS)

- Communicates with UPD (Chair of Dept. Committee)
- Communicates with UPD (Chair of Dept. Committee)
- Review until Approve
- Save Approve
- Package to Executive

Council Executive

- Review
- Approve

Faculty Council

- Faculty Council Approve

CRO — Course Repository Officer — Ability to view status of all items in the Faculty workflow

- Parked Proposal (Rare, but can happen at any stage)
- Able to assign users to Committees at any stage in the workflow
- FYI to OUR
- Approved! Update Calendars & Course Offering System (COS)

12. LCS Important Dates for submitting Agenda Items 2024-25

All dates subject to change

Deadline of Materials	Package of Materials Shared to Committee (1 Week before the meeting)	LCS Meeting Dates Meetings typically take place on the third Wednesday of the month with exceptions *noted below	Business Items
September 4, 2024	September 11, 2024	September 18, 2024	• Undergraduate & Graduate Curriculum Proposals • Select Chair & Vice-Chair, DEDI Champion
October 2, 2024	October 9, 2024	October 16, 2024	• Undergraduate & Graduate Curriculum Proposals • Review & Discuss LCS Annual Priorities 2024-25
October 16, 2024	October 23, 2024	October 30, 2024*	• Undergraduate & Graduate Curriculum Proposals
October 30, 2024	November 6, 2024	November 13, 2024*	• Undergraduate & Graduate Curriculum Proposals
November 13, 2024	November 20, 2024	November 27, 2024*	• Undergraduate & Graduate Curriculum Proposals
November 27, 2024	December 4, 2024	December 11, 2024*	• Undergraduate & Graduate Curriculum Proposals
December 18, 2025	January 8, 2025	January 15, 2025	*Last meeting to review & approve Curriculum Proposals
February 5, 2025	February 12, 2025	February 19, 2025	• ENG Common Core Working Group Reporting

March 5, 2025	March 12, 2025	March 19, 2025	• UG & Graduate CPI Update • LCS Annual Reporting
April 9, 2025	April 16, 2025	April 23, 2025	• DEDI Champion reporting
May 7, 2025	May 14, 2025	May 21, 2025	• Student Workload Working Group Reporting • Reporting of UG and Grad Student Advisory Groups
June 4, 2025	June 11, 2025	June 18, 2025	• ONCE Working Group Reporting

13. Accreditation Units and Graduate Attributes

13.9. Accreditation Units

AUs are defined on an hourly basis for an activity which is granted academic credit and for which the associated number of hours corresponds to the actual contact time between the student and the faculty members, or designated alternates, responsible for delivering the program:

1 AU = One hour of lecture (corresponding to 50 minutes of activity)
0.5 AU = One hour of laboratory or scheduled tutorial

Engineering design integrates mathematics, basic sciences, engineering sciences and complementary studies in developing elements, systems and processes to meet specific needs. It is a creative, iterative, and often open-ended process subject to constraints which may be governed by standards or legislation to varying degrees depending upon the discipline. These constraints may relate to economic, health, safety, environmental, social or other pertinent interdisciplinary factors.

[The primary feature distinguishing engineering science from engineering design is the open-ended nature of the problems. A design question runs along the lines of "design a system that meets the following specifications" whereas an engineering science question is "for the following example, calculate X, Y, and Z"]

Engineering science subjects normally have their roots in mathematics and basic sciences but carry knowledge further toward creative applications. They may involve the development of mathematical or numerical techniques, modelling, simulation, and experimental procedures. Application to the identification and solution of practical engineering problems is stressed. Such subjects include the applied aspects of strength of materials, fluid mechanics, thermodynamics, electrical and electronic circuits, soil mechanics, automatic control, aerodynamics, transport phenomena and elements of materials science, geoscience, computer science, environmental studies and other subjects pertinent to the discipline. In addition, the curriculum should include engineering science content which imparts an appreciation of important elements of other engineering disciplines.

[i.e. the subject may be science, but the aim is towards practical applications, with practical examples.]

The basic (natural) sciences component of the curriculum must include elements of physics and chemistry; elements of life sciences and earth sciences may also be included in this category. These subjects are intended to impart an understanding of natural phenomena and relationships through the use of analytical and/or experimental techniques.

Mathematics includes appropriate elements of linear algebra, differential and integral calculus, differential equations, probability, statistics, numerical analysis and discrete mathematics.

Complementary studies in humanities, social sciences, arts, management, engineering economics and communication that complement the technical content of the curriculum.

[If a course is to include a complementary studies component, a portion of the grading must be allocated accordingly, e.g. part of the grade is for the grammar of a report.]
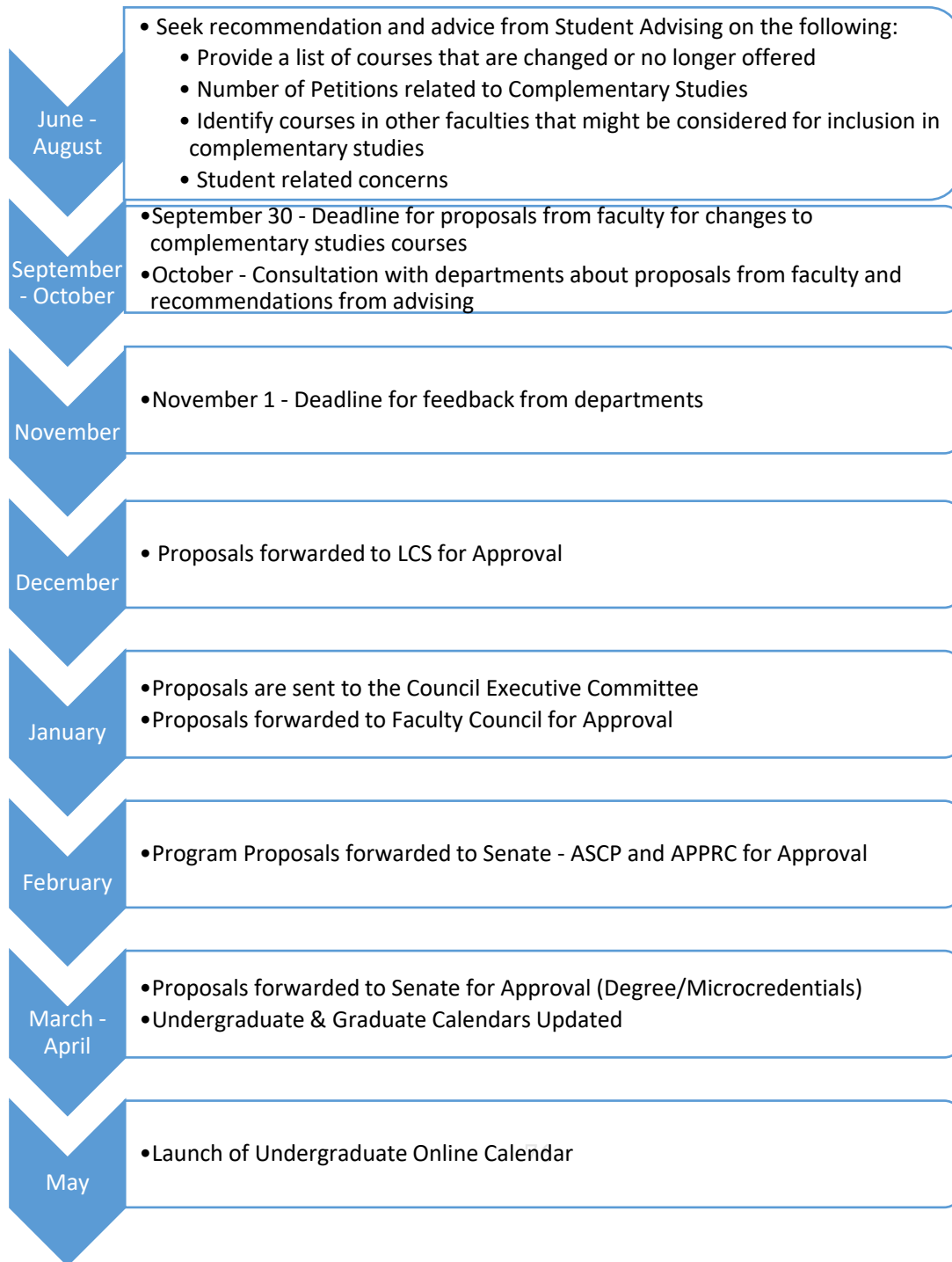
13.10. Graduate Attributes

Section	Graduate Attribute	Description
3.1.1	Knowledge base for Engineering	Demonstrated competence in university level mathematics, natural sciences, engineering fundamentals, and specialized engineering knowledge appropriate to the program.
3.1.2	Problem Analysis	An ability to use appropriate knowledge and skills to identify, formulate, analyze, and solve complex engineering problems in order to reach substantiated conclusions.
3.1.3	Investigation	An ability to conduct investigations of complex problems by methods that include appropriate experiments, analysis and interpretation of data, and synthesis of information in order to reach valid conclusions.
3.1.4	Design	An ability to design solutions for complex, open-ended engineering problems and to design systems, components or processes that meet specified needs with appropriate attention to health and safety risks, applicable standards, and economic, environmental, cultural and societal considerations.
3.1.5	Use of Engineering Tools	An ability to create, select, apply, adapt, and extend appropriate techniques, resources, and modern engineering tools to a range of engineering activities, from simple to complex, with an understanding of the associated limitations.
3.1.6	Individual and Team Work	An ability to work effectively as a member and leader in teams, preferably in a multi-disciplinary setting.
3.1.7	Communication Skills	An ability to communicate complex engineering concepts within the profession and with society at large. Such ability includes reading, writing, speaking and listening, and the ability to comprehend and write effective reports and design documentation, and to give and effectively respond to clear instructions.

3.1.8	Professionalism	An understanding of the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest.
3.1.9	Impact of Engineering on Society and the Environment	An ability to analyze social and environmental aspects of engineering activities. Such ability includes an understanding of the interactions that engineering has with the economic, social, health, safety, legal, and cultural aspects of society, the uncertainties in the prediction of such interactions; and the concepts of sustainable design and development and environmental stewardship.
3.1.10	Ethics and Equity	An ability to apply professional ethics, accountability, and equity.
3.1.11	Economics and Project Management	An ability to appropriately incorporate economics and business practices including project, risk, and change management into engineering practice and to understand their limitations.
3.1.12	Life-Long Learning	An ability to identify and to address their own educational needs in a changing world in ways sufficient to maintain their competence and to allow them to contribute to the advancement of knowledge.

14. Process Review of Complementary Studies

The Director of Common Engineering will initiate the process with support from the Student Advising Centre to review the BEng Complementary Studies requirements at an annual basis. Below outlines the timeline of this exercise.

June - August
- Seek recommendation and advice from Student Advising on the following:
  - Provide a list of courses that are changed or no longer offered
  - Number of Petitions related to Complementary Studies
  - Identify courses in other faculties that might be considered for inclusion in complementary studies
  - Student related concerns

September - October
- September 30 - Deadline for proposals from faculty for changes to complementary studies courses
- October - Consultation with departments about proposals from faculty and recommendations from advising

November
- November 1 - Deadline for feedback from departments

December
- Proposals forwarded to LCS for Approval

January
- Proposals are sent to the Council Executive Committee
- Proposals forwarded to Faculty Council for Approval

February
- Program Proposals forwarded to Senate - ASCP and APPRC for Approval

March - April
- Proposals forwarded to Senate for Approval (Degree/Microcredentials)
- Undergraduate & Graduate Calendars Updated

May
- Launch of Undergraduate Online Calendar

15.   Other Resources for Curriculum Development
15.9.   Lassonde Innovation Education Studio (LEIS)

- *LEIS brings together and unifies the Lassonde Innovation Studio into a group of services focused on Educational Innovation in Lassonde across the areas of undergraduate, graduate, and professional education.*

  The LEIS will be a cross-functional group from across the School, and aims to deliver an integrated model supporting the Lassonde community with educational innovation across a key theme of transformation. It will create a safe space for all those involved in the eco-system of learning in engineering and science to engage around the complexities of learning.

  The Studio will:
    - *Support high-impact, evidence-based innovations and strategic program enhancement initiatives, including course or program redesign, curriculum alignment and new program development.*
    - *Develop a full-service model including advising and consulting on instructional design, program redesign, educational technology, and program development services.*
    - *Provide a seamless interface with educational technology to support technology-enhanced learning.*
    - *Develop a team approach to service delivery and serve as the teaching and learning nexus for Lassonde that integrates T&L innovations and projects fit for common purposes.*
    - *Make the assessment of student learning and the holistic student experience part of the core operation across all functional areas of the School.*
    - *Bring together local faculty with international experts around educational innovation, in order to test and pilot new approaches and develop the means to integrate findings into departmental and programmatic curricula.*
    - *Establish collaboration, the sharing resources and the development of system-wide best practices to support teachers and staff offering experiential learning opportunities with administration support and management.*

- *Email leis@lasonde.yorku.ca for more information.*

15.10. What are Course Learning Outcomes vs Course Learning Objectives?

- Please contact the Contact the Teaching Commons Liaison for more information.
  - Lianne Fisher - fisherl@yorku.ca

15.11. Teaching Commons Curriculum Development

- Guiding Principles for Choosing Courses that Could be Taught Online Post-Pandemic
- Contact the Teaching Commons Liaison for more information.
  - Lianne Fisher - fisherl@yorku.ca

15.12. York University Quality Assurance Protocol (YUQAP)

- YUQAP – August 2023

15.13. Ontario Universities Council on Quality Assurance

- Quality Assurance Framework
- Undergraduate & Graduate Degree Level of Expectations (UDLEs & GDLEs)

15.14. Conducting Consultation in Curriculum Development Processes

1. **Purpose:**

The following document is designed to present protocols for consultation in the curriculum development process, allow for increased communication/collaboration among peers, and build consistency in curriculum across the School and collaboration across the institution. Information obtained through consultation is used to make informed decisions about curriculum content, instructional methods, assessment strategies, and other relevant aspects.

This collaborative process helps ensure that the curriculum aligns with the needs, goals, and values of the community it serves. Additionally, consultation fosters a sense of ownership and commitment among stakeholders, leading to increased support for the curriculum and its successful implementation.

As a faculty with a vision of being recognized as a leading interdisciplinary engineering school, it is imperative to acknowledge the inevitable overlap and intersection of knowledge domains across our academic units. In this light, consultation emerges as a vital mechanism to harness the collective expertise inherent within our academic community and stakeholder network. It stands not as a means for any singular academic unit to monopolize knowledge domains, but rather as a collaborative tool to foster synergy and innovation across diverse disciplines.

The role of consultation in proposing new and revised programming, and the expectations for its documentation, will oversee, create strategies, plans and ensure common Continuous Program Improvement framework across all Lassonde programs meet compliance in governing legislation for curriculum approval requirements set out in the York University Quality Assurance Procedures (YUQAP).

2. **Definitions:**
   - **Consultation:** Consultation in the context of curriculum development refers to the process of seeking input, feedback, and guidance from various stakeholders to inform the design, implementation, and evaluation of an educational curriculum. This collaborative approach involves engaging with individuals or groups who have a vested interest in the curriculum to gather diverse perspectives, insights, and expertise to create well-rounded and effective educational programs.
   - **Proponents:** A curriculum proponent refers to the individual or entity that actively supports or advocates for a particular educational curriculum and brings forward the proposal (e.g. proposal for a new course, changes to existing courses, changes to degree requirements, etc.) for community consultation and approval.
   - **Stakeholders:** Stakeholders in curriculum development refer to individuals, groups, or entities that have a vested interest in the planning, design, implementation, and evaluation of the School's educational programs. These stakeholders play crucial roles in shaping the content, structure, and delivery of curricula in post-secondary educational settings.

3. **Consultation Protocols:**
   3.1. **Identifying Stakeholders**
   Proponents have the responsibility of identifying the various stakeholders who will be required for consultation on curriculum items. Stakeholders may include:

   - **Faculty and Instructors:** Academic professionals who are directly involved in teaching and research and contribute their expertise to shaping the curriculum.
   - **Students:** As the primary beneficiaries of the education provided, students are important stakeholders. Their needs, interests, and feedback help shape the curriculum to be engaging, relevant, and responsive to the evolving demands of the job market.
   - **Administrators:** Academics leads, including the Dean, department Chairs, and academic affairs personnel, play a key role in curriculum development.
   - **Accreditation Bodies:** External organizations responsible for accrediting educational institutions often have specific criteria that curricula must meet.
   - **Industry and Employers:** Post-secondary institutions collaborate with industries and employers to ensure that the curriculum aligns with the skills and knowledge needed in the workforce. Input from professionals in the field helps create programs that prepare students for real-world challenges.
   - **York Governing Bodies: The Board of Governors and the Senate** may set regulations, standards, and funding policies that impact post-secondary curriculum development. Compliance with these regulations is a significant consideration.
   - **Alumni:** Graduates of post-secondary programs can provide valuable insights into the effectiveness of the curriculum in preparing them for their careers. Their feedback can inform ongoing curriculum improvements.
   - **York Community:** Organizations within the local community may have an interest in the curriculum, particularly if the post-secondary institution has a community engagement or service-oriented mission. Collaboration with these organizations can enhance the relevance of the curriculum.
   - **Technology Providers:** As technology continues to play a significant role in education, stakeholders may include technology companies providing educational tools, software, and resources.
   - **Advisory Boards:** Some institutions establish advisory boards composed of professionals from relevant industries. These boards provide advice and feedback on the curriculum to ensure it remains current and aligned with industry trends.
   - **Educational Researchers and Specialists:** Researchers in education, curriculum development, and pedagogy (including professional societies) may contribute valuable insights and evidence-based practices to enhance the quality of post-secondary curricula.
   - **International Partners**: In an increasingly globalized world, institutions may collaborate with international partners to ensure their curricula are globally competitive and culturally relevant.
   - **Staff**: Staff possess valuable insights and perspectives, identify challenges and opportunities, and can actively participate in collaborating and implementing decisions. Staff in student-facing roles can often provide deep insight into the student experience.

The collaboration and input of these stakeholders help ensure that post-secondary curricula are comprehensive, relevant, and meet the diverse needs of students, industries, and society.

3.2. Consultation Process

The goal of seeking consultation is to solicit feedback to the Undergraduate or Graduate Program Director who will share the communication to the curriculum committee Chair and any other subject expert/s. The consultation process must take place to ensure that those who have expertise in the specific area can solicit feedback to look more broadly at impact or crossovers. It is also important that the information is sent back to the proponent in a written form and this statement gets appended to the proposal.

Since the goal of consultation is to seek input, feedback and guidance, stakeholder groups are not expected to approve or veto proposals.

- The proponent(s) shall:
  - Facilitate consultations among interested parties at the earliest opportunity.
    - Consultations requests must be made via email to the Undergraduate or Graduate Program Director, who will share the communication to the Chair of Curriculum Committee and relevant stakeholders.
  - Clearly articulate the objectives and purpose of the consultation, outlining what is being proposed and why.
  - Create and maintain open channels for communication, allowing stakeholders to ask questions or seek clarification.
  - Provide reasonable timelines for feedback and consultation with the relevant stakeholder groups, identified clearly in the Consultation Request Letter.
  - Make reasonable efforts to confirm receipt of input/statements of support from stakeholders.
  - Once the deadline for consultation has passed, append a checklist identifying which stakeholders were requested to be consulted with, and whether feedback was received by the deadline identified.
  - Append a summary of the responses that were received, or confirmation that no response was received. The summary may include PDFs of email responses received from stakeholders.
    - Documenting the consultation efforts taken allows the university governing bodies (Faculty Council, ASCP, APPRC and Senate) to be satisfied that the consultation process was followed, and that other parties have no concerns or questions about the proposal to be addressed.
  - Provide an overview of the consultation undertaken with relevant academic units and an assessment of other programs.
- The stakeholder(s) shall:
  - Actively participate in the consultation process by responding to requests for feedback and engaging in discussions
  - Represent the interests, needs, and concerns of the stakeholder group they represent.
  - Share specialized knowledge or expertise related to the subject under consideration.
  - Express opinions, concerns, feedback and solutions transparently and constructively.
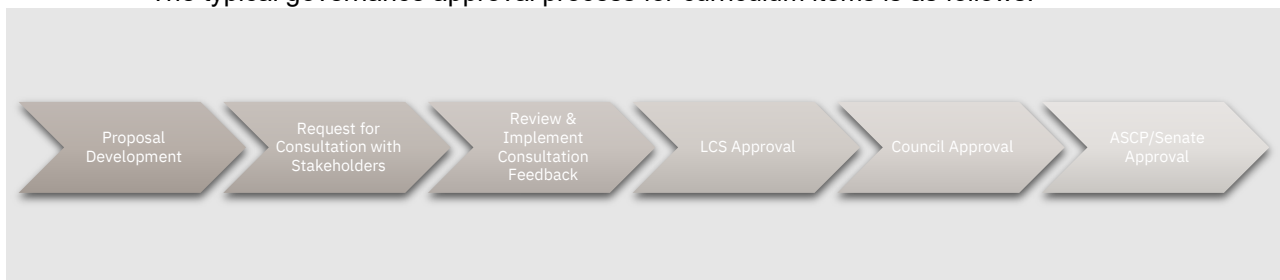 - Respond within the specified timeframe to requests for input or feedback.

The proponents and department curriculum committees should commit to Continuous Program Improvement by regularly seeking ways to enhance the consultation process.

3.3. Guide to Consultation in Curriculum Development Process:

- Consider if the proposal will influence change/s that may impact other courses.
- Consider if the course overlaps and have similar course description, learning outcomes, and learning objectives taught by another unit.
- Is there evidence of effective pedagogical approaches in the curriculum design such as the revised Curriculum Map/Accreditation Unit tables/Program learning outcomes?
- Consider opportunities that will allow proponents to present items at the respective curriculum committee meetings.
- Does the proponent's department have enough resources (particularly instructors) to consistently teach the course, or do you require resources from other departments?
- Consider the current student demand of the proposed course and any other units that may benefit from the course.
- Have you considered cross-listing courses?

3.4. Timelines & Approval Processes:

- Stakeholders shall be provided a **minimum of 3 weeks** deadline to provide feedback and consultation on curriculum proposals.
  - Following the consultation process, proponents are responsible for reviewing the concerns, suggestions, and feedback from stakeholders, and be willing to modify the proposal based on valid and constructive feedback received during the consultation.
  - If the proponent does not receive feedback by the date outlined in the consultation request letter, after reasonable efforts have been made to confirm that no input/statements of support have been or are expected to be received, the proponent may proceed with bringing the item forward to the next steps in the approval process.
- The typical governance approval process for curriculum items is as follows:

Proposal Development → Request for Consultation with Stakeholders → Review & Implement Consultation Feedback → LCS Approval → Council Approval → ASCP/Senate Approval

4. Supporting Documentation:

- Consultation Request Letter
- Consultation Response Letter
- Proof of Consultation Attachments

5. Resources and References
- York University Quality Assurance Procedures (YUQAP)

15.15.   Guide for New Course/Course Changes Proposals

The Learning Curriculum Committee is responsible for development and oversight of curriculum, academic standards and pedagogy for the degrees and non-degree programming across the School. The committee reviews a high number of proposals from October – January to ensure all courses are effective in the next school year. To facilitate this work, the following guide was created to help in the course design, redesign, and revisions. The requests for revisions and/or decisions of the LCS committee is not limited to the questions below.

The course proposals will be reviewed and approved by the LCS Committee during the next regular meeting following receipt of the proposal. The New Courses and Changes to an Existing Course must be submitted as a complete package. See Section 8.5 and 8.6 for more information. Examples of past proposal reviews and revisions are available on request.

Guide for New Course/ Course Change Proposals		
Questions	**Yes**	**No**
Is the new course/course change proposal complete?	☐	☐
Is there evidence of effective pedagogical approaches in the curriculum design such as the revised Curriculum Map/Accreditation Unit tables/Program learning outcomes?	☐	☐
Are the course learning outcomes and course learning objectives actionable and measurable?	☐	☐
Does the proposal require consultation with another course instructors/faculty/unit/Student Advising? If so, was the proof of consultation attached in the proposal? (Refer to Sec. 15.6)	☐	☐
Changes to the course number or credit require a *Change in Degree Requirement form*. Were these attached to the proposal?	☐	☐

Does the proposal influence change/s that may impact other courses? If yes, have you requested a Student Implementation plan from Student Advising?	☐	☐
Is evidence from the continual program improvement process provided to support the proposed changes? If not, why not?	☐	☐
Does the proposed course fit in the program structure to promote student success?	☐	☐

16. Questions and comments, please contact:

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- Accreditation and Academic Curriculum Coordinator
- Course Repository Officer for the Lassonde School of Engineering
- Assistant Secretary to Learning, Curriculum & Students (LCS) Committee