

## GUIDELINES FOR THE PREPARATION OF COURSE OUTLINES

(Revised May 2021)

These guidelines are meant to assist instructors in the preparation of course outlines and are available in PDF format on the ASCP webpage

(<https://secretariat.info.yorku.ca/senate/academic-standards-curriculum-and-pedagogy-committee/>).

Below is a summary of the core information that ASCP deems to be necessary information for all course outlines. In addition, these guidelines include two appendices: Appendix A offers a “Basic Course Outline Model,” which is also available in Word format on the ASCP webpage, and Appendix B details “Important Course Information for Students” that ASCP strongly recommends be appended to all course outlines.

### **Core information that all course outlines are expected to provide:**

- Course Number, Credit Value and Course Title
- Term and session
- Prerequisite/Co-requisite
- Course Instructor(s) and contact information
- Time and Location of lectures, tutorials, labs, online meetings, etc.
- Expanded Course Description, including information on the format of the course
- Course Learning Objectives
- Course Readings or Texts
- Course Evaluation, including a description of all assignments and their weighting
- Information on Grading, Assignment Submission, Lateness Penalties & Missed Tests
- Course Calendar outlining schedule of course topics and readings
- Important Course Information for Students – Instructors are expected to append this course information for students, as outlined below, to their course outlines.

**Course instructors are reminded that many students with disabilities require course readings in alternate formats. Timely preparation of course outlines and selection of course readings will ensure accessibility for all.**

It should be noted that instructors are not limited to providing only this core information, nor are they expected to conform to the use of only one, mandated format for course outlines. ASCP provides a model of the basic course outline to serve as an example of how key information may be organized, recognizing that additional information or alternative formats for course outlines may be recommended or required by Faculties or individual teaching units or preferred by individual course instructors.

Instructors are encouraged to access further resources on course outline preparation through their respective academic units and the Teaching Commons ([www.yorku.ca/teachingcommons/](http://www.yorku.ca/teachingcommons/)).

## Appendix A BASIC COURSE OUTLINE MODEL

General instructions and examples noted in blue should be either replaced or removed. All statements or headings to be included in course outlines are provided in black.

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### Faculty Name Unit Name

**Course:** Include course code, credit weight and title, e.g. AP/HIST xxxx. 3.0, Course Title

**Term:** e.g. Fall Term 2011

**Prerequisite / Co-requisite:** e.g. AP/HIST xxxx 3.0A - Course Title

#### **Course Instructor(s):**

List all course instructors and their preferred contact information, including office hours. Include listing of teaching assistants, when information is available. If full teaching complement not identified prior to start of term, provide an updated list as in-class handout and/or on course website.

Example: Jane Doe  
(416) 927-1111  
Lumbers 723  
[jdoe@yorku.ca](mailto:jdoe@yorku.ca)  
Office hours: Monday, 10-12 am

**Time and Location:** Include all face-to-face and online synchronous meetings.

|          |                |         |              |
|----------|----------------|---------|--------------|
| Example: | Lectures       | TR 1:30 | CLH – B      |
|          | Tutorial Group | M 3:30  | eClass       |
|          | Lab Group 8    | M 3:30  | Founders 108 |

#### **Expanded Course Description:**

An expanded course description builds on the short calendar descriptions to offer students more information about:

- the themes and approach of the course, and
- the organization and format of the course (i.e. structure of course, requirements for face-to-face vs online and asynchronous vs synchronous instruction and interaction, etc.).

#### **Course Learning Objectives:**

Provide a brief list of specific learning outcomes of the course, bearing in mind:

- the disciplinary components of knowledge (how the course contributes to the depth and/or breadth in a specific discipline),
- the skills component (how the course contributes to the skills to be developed within the degree program), and

- the links between course-specific and broader program learning outcomes, as is articulated in program curriculum maps.

Example: The specific outcomes of the course are that students will be able to:

- critically examine the imperatives of resource development,
- identify and describe current approaches to environmental impact measurement,
- apply theory to critically evaluate case studies, and
- discuss and analyse current resource development issues in written form.

### **Course Text / Readings:**

Please note: Additional readings may be assigned or recommended during the course.

Provide a bibliography of all books, articles and other resources to be used during the course.

### **Course Evaluation:**

Provide a detailed statement describing each assignment (including requirements, length, due date, submission guidelines, etc.), any tests and examinations, and the grading system. Include a summary of the weighting if each course requirement:

|          |                      |          |
|----------|----------------------|----------|
| Example: | Assignment #1:       | 15%      |
|          | Assignment #2:       | 15%      |
|          | Assignment #3:       | 20%      |
|          | Midterm Examination: | 20% * ** |
|          | Final Examination:   | 30%      |

\* If a Midterm Test will be held outside of regularly scheduled class time, include announcement of day, date and time here (e.g., Saturday, October 28, 2006, 10 am to 11:30, room TBA).

\*\* An exam or term test worth more than 20% of the final grade **may not** be given during the final two weeks of classes.

Please note: the **Senate Grading Scheme and Feedback Policy** (<http://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/>) stipulates that:

- (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that,
- (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with a few exceptions.

If final grades will be subject to grades distribution adjustment, it should be specifically noted in this section by including the following statement:

"Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles."

### **Grading, Assignment Submission, Lateness Penalties and Missed Tests:**

**Grading:** The grading scheme for the course conforms to the 9-point grading system used in

undergraduate programs at York\*\* (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\*\*\* will be evaluated using either a letter grade designation or a corresponding numerical value (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.). Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For more information, please see the Senate policy on Pass/Fail Grades (<https://secretariat-policies.info.yorku.ca/policies/pass-fail-grades-policy/>).

\*\*For more information, please see the Senate Policy on *Common Grading Scheme for Undergraduate Faculties* (<https://secretariat-policies.info.yorku.ca/policies/common-grading-scheme-for-undergraduate-faculties/>). If preparing a graduate course outline, the letter grade system is the fundamental system of assessment of course performance in graduate programs, and can be found on the FGS website (<https://gradstudies.yorku.ca/current-students/regulations/courses-grading/#grading>).

\*\*\*If an alternative number grade/percentage system is used for assignments or tests, it must be fully described in the course outline.

**Assignment Submission:** Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment.

Specify how, where and when assignments are to be handed in if this information was not provided in the description of assignments above.

**Lateness Penalty:** Assignments received later than the due date will be penalized. (State penalty: e.g., one-half letter grade (1 grade point) per day that assignment is late). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but may require supporting documentation (e.g., a doctor's letter).

**Missed Tests:** Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor. For more information on rescheduling an exam for students currently registered with Student Accessibility Services or as a Religious Accommodation please visit: <https://altexams.students.yorku.ca/reschedule-your-exam>. Please note that permission to reschedule is at the discretion of the course instructor and is not guaranteed.

#### **Course Calendar:**

Provide a schedule of course meetings, weeks, or other course units, depending on the organization of the course, including topics and required readings/resources for each section.

#### **IMPORTANT COURSE INFORMATION FOR STUDENTS**

A copy of the "Important Course Information for Students" included in the *Guidelines for the Preparation of Course Outlines* should be appended to the course outline (see Appendix B).

## Appendix B IMPORTANT COURSE INFORMATION FOR STUDENTS

York University seeks to provide for equal rights and opportunities without discrimination for all students. The overall aim is a climate of understanding and mutual respect for the dignity and worth of each community member so that each person feels a part of York University and is able to fully participate in university life.

The following information describes some of your important rights and responsibilities as students, along with the supports, accommodations and services made available to you by York.

**Academic Honesty and Integrity.** York students are required to maintain the highest standards of academic honesty and they are subject to the *Senate Policy on Academic Honesty* ([secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/](https://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/)). The Policy affirms the responsibility of faculty members to foster acceptable standards of academic conduct and of the student to abide by such standards. Comprehensive information about academic honesty, along with information about how to find resources at York to help improve your research and writing skills and cope with University life, can be found at: [www.yorku.ca/academicintegrity/](http://www.yorku.ca/academicintegrity/)

**Conduct in Academic Situations.** Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect. It is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom and other academic settings, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class in keeping with the *Senate Policy and Procedures on Disruptive and/or Harassing Behaviour in Academic Situations* ([secretariat-policies.info.yorku.ca/policies/disruptive-andor-harassing-behaviour-in-academic-situations-senate-policy/](https://secretariat-policies.info.yorku.ca/policies/disruptive-andor-harassing-behaviour-in-academic-situations-senate-policy/)).

**Ethics Review Process.** York students are subject to the York University *Policy for the Ethics Review Process for Research Involving Human Participants* ([secretariat-policies.info.yorku.ca/policies/ethics-review-process-for-research-involving-human-participants-policy/](https://secretariat-policies.info.yorku.ca/policies/ethics-review-process-for-research-involving-human-participants-policy/)). Ethics approval must be obtained prior to the starting any research activities involving human participants, including research conducted by students in a graduate or undergraduate course, for an undergraduate thesis or project, or for a Major Research Paper, Thesis or Dissertation. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately. More information can be found at: [www.yorku.ca/research/human-participants/](http://www.yorku.ca/research/human-participants/)

**Religious Accommodation.** York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in your course syllabus pose such a conflict for you, contact the Course Director within 14 days of the date for which

accommodation is sought. Other procedures are outlined in the York University policy, guidelines and procedures on *Academic Accommodation for Students' Religious Observances* ([secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-religious-observances-policy-guidelines-and-procedures/](https://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-religious-observances-policy-guidelines-and-procedures/)). Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Religious Accommodation Agreement, which can be found at: [registrar.yorku.ca/pdf/exam-accommodation.pdf](https://registrar.yorku.ca/pdf/exam-accommodation.pdf)

**Accessibility Services.** Student Accessibility Services ([accessibility.students.yorku.ca/](https://accessibility.students.yorku.ca/)) provides academic accommodations and supports for students with temporary and permanent disability including physical, sensory, medial, learning, and mental health disabilities. Students who had an Individualized Education Plan (IEP) in high school are eligible for support. Please note that registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs.

**Academic Skills Support.** York University Libraries ([www.library.yorku.ca](https://www.library.yorku.ca)) and the Learning Commons ([learningcommons.yorku.ca/](https://learningcommons.yorku.ca/)) provide students with academic support for their course assignments and research requirements. The Libraries offer an array of supports, services, workshops, resources and people available to help ensure continued success during a student's academic career.

**Centre for Human Rights, Equity, and Inclusion.** The Centre for Human Rights, Equity and Inclusion ([rights.info.yorku.ca/](https://rights.info.yorku.ca/)) facilitates confidential processes to discuss allegations of discrimination and harassment by York Community members. There are also robust training opportunities and workshops available to the community year round.

**Counselling, Health and Well Being.** Student Counselling, Health & Well Being ([counselling.students.yorku.ca](https://counselling.students.yorku.ca)) supports students in realizing and developing their personal potential in order to maximally benefit from their university experience and manage the challenges of university life. Services include: peer-led workshops, certificate training programs, support groups, same-day and appointment-based counselling, short-term therapy, and more.

**Sexual Violence Response and Support.** The Centre for Sexual Violence Response, Support and Education ([thecentre.yorku.ca](https://thecentre.yorku.ca)) facilitates support, services and accommodations for those who have experienced sexual violence. The support offered is based on the needs and wishes of the person disclosing/reporting.

**Student Community Relations.** The Office of Student Community Relations ([oscr.students.yorku.ca/](https://oscr.students.yorku.ca/)) supports students impacted by critical incidents, facing personal crises or multiple complex issues, such as, but not limited to, critical illness or injury of a student, student death, attempted suicide and sexual assault. OSCR provides advice, referrals, alternate dispute resolution methods and judicial processes (local adjudication, tribunals).