Senate Committee on Academic Standards, Curriculum & Pedagogy

COURSE OUTLINE GUIDELINES

Core information that all course outlines are expected to provide:

- Course Number, Credit Value and Title
- Term and session
- Prerequisite/Co-requisite
- Course Instructor(s)
- Time and Location of lectures, tutorials, labs, etc.
- Additional information regarding special field trips, labs, tutorials or assignments
- Course Description, including the Course Learning Objectives
  (This is the expanded course description, which would be expected to include information regarding the organization of the course, etc.)
- Course Readings or Texts
- Course Evaluation
- Grading, Assignment Submission, Lateness Penalties & Missed Tests
- Important Course Information for Students (*Academic Honesty/Integrity, Ethics Review Process, Access/Disability, Student Conduct, Religious Observance Accommodation*). A periodically updated sheet summarizing this information is available on the ASCP webpage (see Related Resources): http://secretariat.info.yorku.ca/senate/academic-standards-curriculum-and-pedagogy-committee/
  Instructors are expected to append a current copy of this information sheet to all paper copies of course outlines or provide a web-link to this information in their online 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 readings will ensure accessibility for all.

Please refer to the Senate ASCP recommended basic course outline posted on the ASCP webpage, which provides general instructions and a few illustrative examples of the information to be provided under the heading for each of these core elements of course outlines.

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. Senate ASCP provides a model of the basic course outline to serve as an example of how key information all courses are expected to provide 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.

June 2012