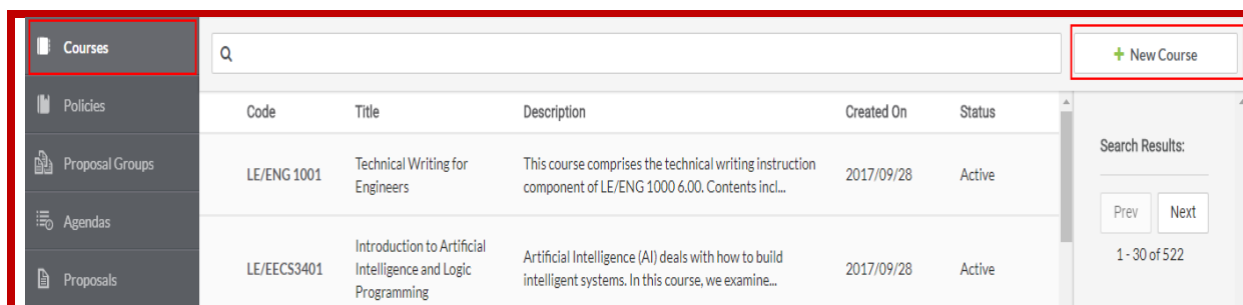


How to Submit a New Course Proposal in CMS (Step-by-Step)

Propose a New Course

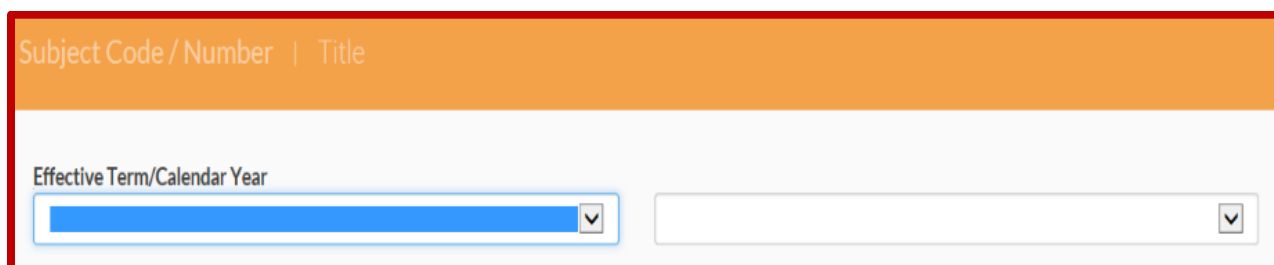
1. Log into [CMS](#) and click on “courses” in the left side of the menu bar in your dashboard.



| Code | Title | Description | Created On | Status |
|-------------|---|---|------------|--------|
| LE/ENG 1001 | Technical Writing for Engineers | This course comprises the technical writing instruction component of LE/ENG 1000 6.00. Contents incl... | 2017/09/28 | Active |
| LE/EECS3401 | Introduction to Artificial Intelligence and Logic Programming | Artificial Intelligence (AI) deals with how to build intelligent systems. In this course, we examine... | 2017/09/28 | Active |

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.’

2. Effective term and calendar year:



Subject Code / Number | Title

Effective Term/Calendar Year

[Dropdown Menu] [Dropdown Menu]

Effective Term: The session when the courses will be offered. It is recommended that you submit a proposal by the June deadline every year in order for them to be offered for the next academic year (e.g., June 2023 for Summer/Fall 2024 session). Please note that if you are submitting a proposal in November 2023 and the effective session you are requesting for Summer or Fall 2024, the proposal might not be able to get through the governance process in time.

Please note that if a course proposal is approved after March 15 of any year, the academic scheduling team cannot mount that course for the next term since it is connected to the enrollment, academic scheduling, and other technical issues. Please contact the academic scheduling team acadschd@yorku.ca if you have any questions regarding scheduling.

3. Rationale

That rationale should address the general reasons why the new course should be created, and the need it addresses.

Rationale for this proposal

Please address the following questions for a new course proposal in the given box.

- I. How do the course learning outcomes (CLOs) contribute to the program learning outcomes (PLOs)? (e.g., CLO #1 contributes to PLOs x, y, z)
- II. Please indicate the relationship of this course to existing offerings, particularly in terms of overlap in outcomes and content.
- III. Please indicate the mode/s of delivery (e.g., lecture, blended, hyflex, online learning) for the course. Include all proposed mode/s of delivery for the course and provide a rationale for each of the proposed modes (i.e., a brief explanation of how the course will be taught in each of the modes, and how learning outcomes and academic integrity will be maintained in the mode/alternate modes).
- IV. You can also add any other details such as course learning outcomes or any other clarification note in this box.

Note: The CMS form is a centralized course form in York, which is applicable to all the Faculties. The LA&PS Faculty Curriculum and CMS team are working towards the process of customizing course forms for LA&PS, which requires governance approval by the working group and steering group.

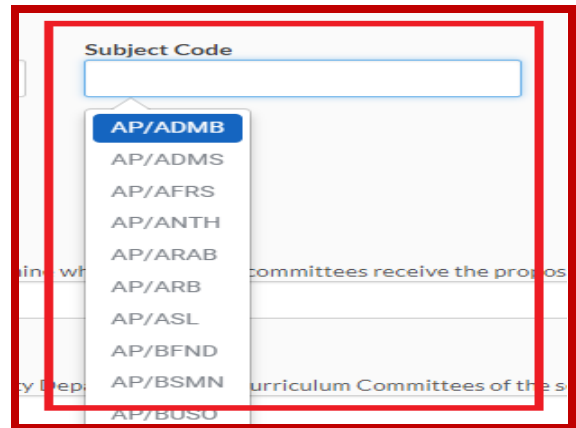
4. **Complete Faculty:**
Click in the field to access the list of Faculties.

The screenshot shows a web form with a 'Faculty*' dropdown menu. The menu is open, displaying a list of faculties. 'AP Faculty of Liberal Arts and Professional Studies' is highlighted in blue. Other visible options include ED Faculty of Education, ES Faculty of Environmental Studies, FA School of the Arts, Media, Performance and Design, GL Collège universitaire Glendon, GS Faculty of Graduate Studies, HH Faculty of Health, LE Lassonde School of Engineering, LW Osgoode Hall Law School, SB Schulich School of Business, and SC Faculty of Science. Below the dropdown is a field for 'Affiliated Department(s)' with a question mark icon. At the bottom, there is a label for 'Program Committee(s) and Department Committee(s) of the selected'.

5. **Complete Subject Code.**

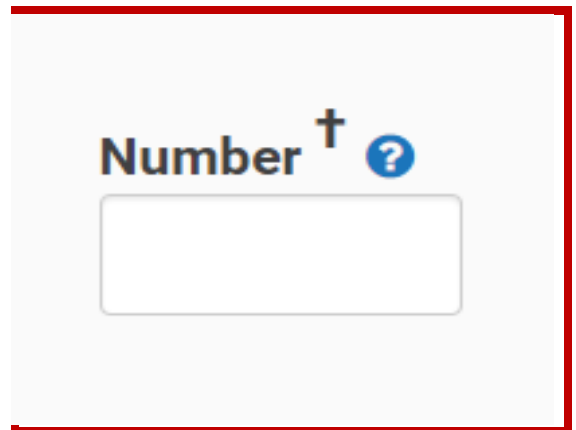
Click in the field to view a list of subject codes.

Begin your search by entering the Faculty ID from the previous field. The subject code must be a combination of the Faculty ID (e.g., AP for LA&PS) and the course code (e.g., ADMS for Administrative Studies).

A screenshot of a web form with a red border. It shows a 'Subject Code' label above a text input field. A dropdown menu is open, displaying a list of subject codes: AP/ADMB, AP/ADMS, AP/AFRS, AP/ANTH, AP/ARAB, AP/ARB, AP/ASL, AP/BFND, AP/BSMN, and AP/BUSO. The first option, AP/ADMB, is highlighted in blue. In the background, parts of other form fields and text are visible, including 'in wh', 'committees receive the propos', 'y Dep', and 'Curriculum Committees of the s'.

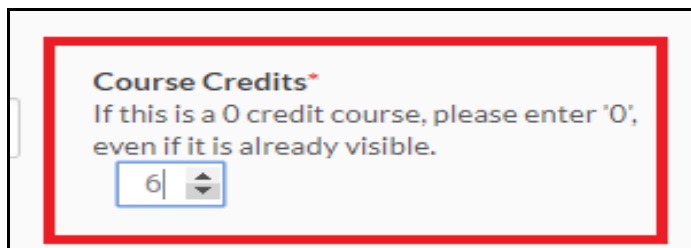
6. Course Number

Please make sure that the number you are proposing is not already taken. You can check this through the [course search option](#) in CMS. Also, consider the year level of the course while choosing the number (1000 level for 1st year, 2000 level for second year, etc.).

A screenshot of a web form with a red border. It features the label 'Number' followed by a superscripted '†' and a blue circular icon containing a white question mark. Below the label is a large, empty rectangular text input field.

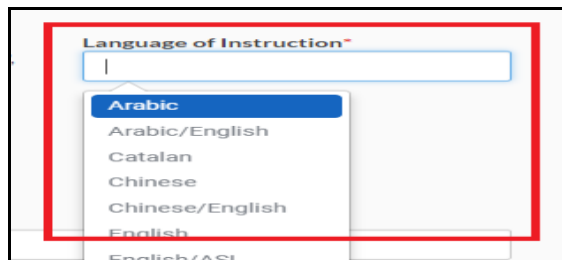
7. Complete Course Credit

Credits should be entered as three characters (e.g., 3.00), use the arrows to select the appropriate credit amount. Please put .00 after the credit value otherwise the course will not be automatically linked to other course repository system such as COS. **Once approved, course credits cannot be edited.**

A screenshot of a web form with a red border. It shows the label 'Course Credits*' in bold. Below it is a text instruction: 'If this is a 0 credit course, please enter '0', even if it is already visible.' Underneath the instruction is a text input field containing the number '6', followed by a small upward and downward arrow icon for selection.

8. Select Language of Instruction:

Click in the field and select the appropriate language from the list that appears.



9. Dependencies – auto populated.

This field works together with the pre-requisites/co-requisites section of the form. If the current course has dependencies listed (see example), this means each of those courses depends on the current course as a pre-requisite/co-requisite. Those depending on the course should be informed of changes.



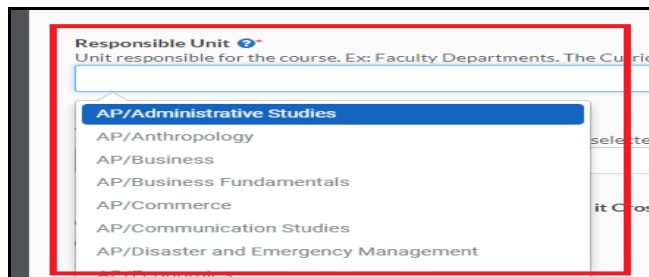
10. Lassonde/Science Related Field

Not Applicable for LA&PS



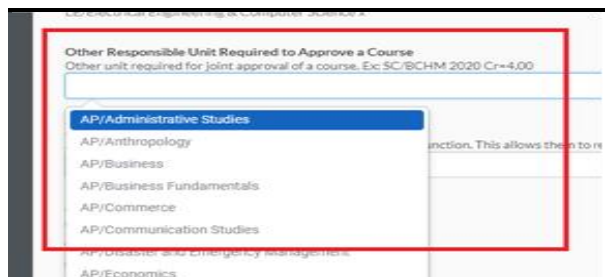
11. Responsible Unit –

The department/program the course belongs to. Selecting this unit will route the proposal to the appropriate workflow for that unit. Click in the field to access the list of responsible units.



12. Other Responsible Unit required to approve a course

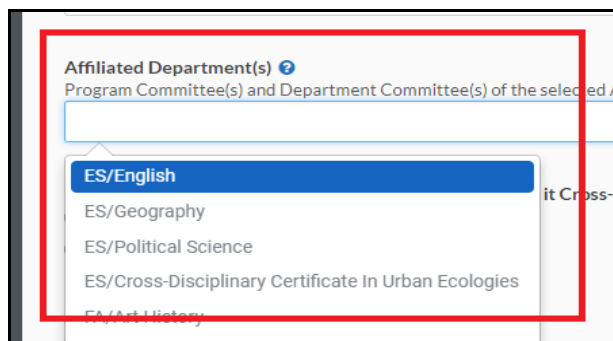
Another field that informs workflow.
Selection here will inform joint approval of
a course.



A screenshot of a web form showing a dropdown menu titled "Other Responsible Unit Required to Approve a Course". The subtitle reads "Other unit required for joint approval of a course. Ex: SC/BCHM 2020 Cr=4.00". The dropdown is open, displaying a list of units: AP/Administrative Studies (highlighted in blue), AP/Anthropology, AP/Business, AP/Business Fundamentals, AP/Commerce, AP/Communication Studies, AP/Disaster and Emergency Management, and AP/Economics. A red rectangular box highlights the entire dropdown menu area.

13. Affiliated Departments –

Complete with all departments who are
required to comment on the proposal.



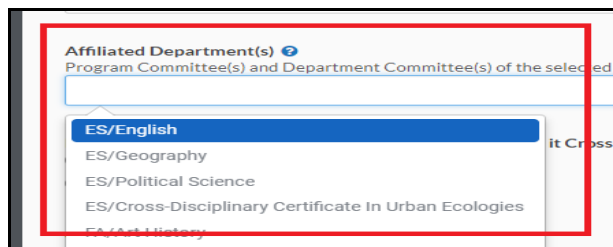
A screenshot of a web form showing a dropdown menu titled "Affiliated Department(s)". The subtitle reads "Program Committee(s) and Department Committee(s) of the selected A". The dropdown is open, displaying a list of departments: ES/English (highlighted in blue), ES/Geography, ES/Political Science, ES/Cross-Disciplinary Certificate In Urban Ecologies, and EA/Art History. A red rectangular box highlights the entire dropdown menu area.

14. Addendum

A more efficient way to obtain feedback without slowing down the proposal would be to
use the Addendum feature. This allows proponents to obtain feedback on a proposal from
a York staff or faculty member that is outside the workflow. Click [here](#) to view [Obtaining
Feedback on a Proposal from a CMS User Outside of Workflow.](#)

15. Complete Course Type

This defines the course as a graduate,
undergraduate or non-degree.

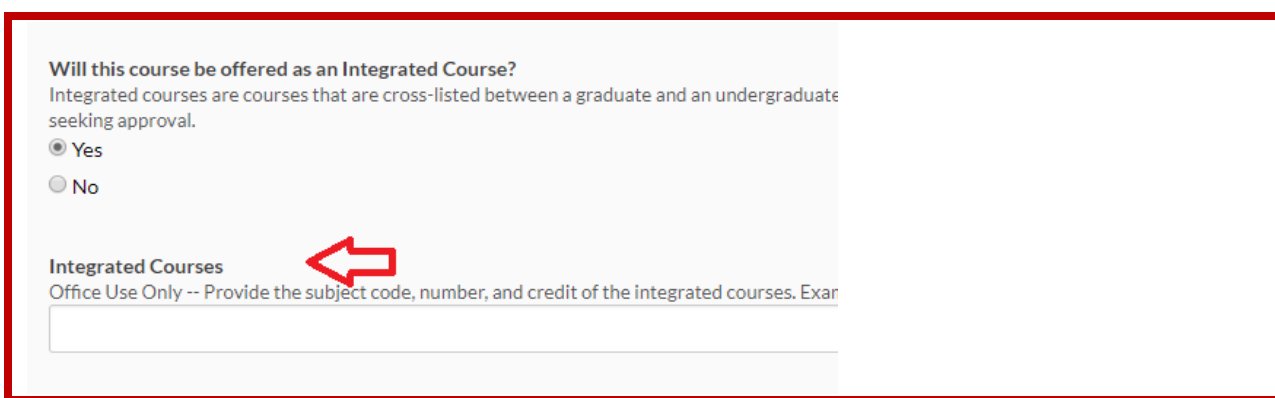


A screenshot of a web form showing a dropdown menu titled "Affiliated Department(s)". The subtitle reads "Program Committee(s) and Department Committee(s) of the selected A". The dropdown is open, displaying a list of departments: ES/English (highlighted in blue), ES/Geography, ES/Political Science, ES/Cross-Disciplinary Certificate In Urban Ecologies, and EA/Art History. A red rectangular box highlights the entire dropdown menu area.

16. Integrated Course – complete if applicable.

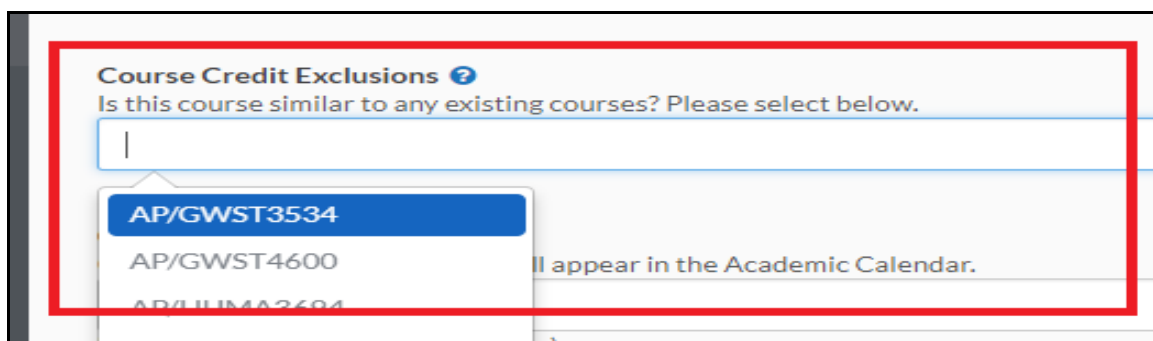
Note that if ‘yes’ is selected, additional fields will be required to complete (shown below).

Complete this section if the course will be integrated with any graduate programs. Only undergraduate courses at the 4000-level can be integrated with the graduate level courses, where it is understood that 4000-level indicates an advanced level. Graduate students will be expected to do work at a higher level than undergraduates. If the proposed course is to be integrated, please provide a grading scheme that clearly differentiates between the work that undergraduate and graduate students perform, including a description of how the work performed by undergraduate/graduate students in that level. As well, please indicate the course information for the undergraduate/graduate course (i.e., Faculty/unit/course number/credit value) and include a statement from the relevant chair or director indicating agreement to the integration.



17. Course Credit Exclusions

Click in the field to access a list of courses from CMS. Select all CCEs – where courses listed have significant overlap in content and students cannot receive credit for both. If the course number appears twice, this could mean instances where a retired version exists. Please **add every instance** of the CCE course number, ensuring you have selected only **active** courses. Recent inactive courses may be applicable as a CCE as well.



Please provide evidence of consultation in the historical documentation section if you are completing this section.

Why Course Credit Exclusion:

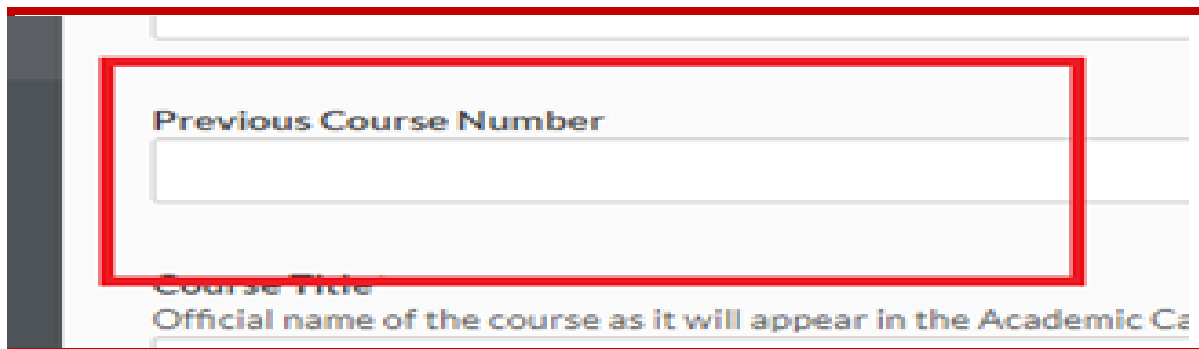
To prevent students from counting credit twice for courses with similar content. Strengthen course and degree integrity.

When to consider:

- If consultee requests;
- When you propose a new version of an existing or retired course (e.g., 3.00 to 6.00 credits);
- If you are duplicating a similar offering in exercising your right to academic freedom;
- If you answer yes to the question: Is there potential for a student to earn twice the credit for repeated exposure to overlapping content?

18. Previous Course Number

If you are aware a different course number was used in the past, please provide in this field.



Previous Course Number

Course Title

Official name of the course as it will appear in the Academic Catalog

19. Course Title and Short Title

The short title should not have more than 40 characters (including punctuation and space)

The long title should not have more than 100 characters (including space and punctuation)

Course Title*
Official name of the course as it will appear in the Academic Calendar.

Max 200 characters (200 remaining)

Short Title*
Appears on transcripts and lecture schedule.

Max 40 characters (40 remaining)

20. **Brief Course Description** (60 words limit including punctuation and spaces)

Please write a brief course description for the course, maintaining the word limit. Please note that the brief course description will be online, which helps students to know about the course. A well written brief description often leads to an increased enrolment rate. Please add enrolment note or pre-requisite/co-requisite information at the end if there is any for the course. This field pushes to COS to inform both the offering and the academic calendar.

Brief Course Description ?
The course description should be carefully written to convey what the course is about. It should use of the Calendars, verbs should be in the present tense. (i.e., "This course analyzes the nat

Max 2000 characters (2000 remaining)

21. **Long Course Description** (250 words)

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.

Long Course Description
This field contains any additional information not included in the calendar description and is available to students.

Max 2000 characters (2000 remaining)

Please write a long course description that must begin with the brief course description verbatim and add more details about the course. The ideal details would be to include topics and theories that will be covered in the course. Please do not add the whole course outline here.

22. Expanded Course Description

This section 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.

Expanded Course Description
Provide a detailed course description, including topics and theories (week-by-week) as it may appear in the syllabus.

Edit ▾ Insert ▾ Format ▾

B *I* ~~S~~ U Normal ▾ ↶ ↷

|

Please note that this is not a mandatory field for LA&PS. This box can be used to provide a detailed information about the course, especially the course learning outcomes and their alignment with PLOs. Also, proponents often need to provide contexts or background information while proposing a new course, which can be added here. Please note that adding course outline is not required for curriculum approval in LA&PS. However, any detailed information about the course that will clarify the rationale and course objectives helps providing better contexts in the review process.

23. General Education: Identify if the course is considered a general education course.

Is this a General Education Course?

☐ Yes

☒ No

If it is a general education course, please check the box and provide necessary information for Gen Ed courses.

Please explain how the design of the course satisfies the general education criteria (breadth, interdisciplinarity and critical skills)

Please consider the Gen Ed Criteria while framing the learning outcomes, evaluation strategies, reading list, and other pedagogical aspects for the course and explain how the design of the course satisfies the new general education criteria (communication skills, critical skills, and technological and data literacy) and the breadth and interdisciplinarity. Please note that a course does not have to address all the skills. The course needs to speak to the one or more criteria mentioned above. Please refer to the [Gen Ed Criteria](#) document in [curriculum toolkit](#) website for detailed information.


24. **Cross-Listing:** Complete cross listing information, **if applicable.**

The fields required in this section will change depending on if the course is an **original** or a **cross listing** course. In that case, you also need to provide the proof of consultation. Please find our [consultation form](#) in the [curriculum toolkit](#) website. Please note that the cross-listed course needs to be updated as well, which the Faculty CRO will complete after the approval of the proposal. For detailed instructions on creating a cross listing, please see [Creating a Course Cross Listing](#).

[Note: When should I consider cross-listing?](#)

When a course may be used to fulfill credit in another program or for students outside your program, when another program may want to reserve seats for their students.

In large units, for courses that play role in more than one program or when a new, program specific rubric is created to help students find relevant courses.

Is this course designated as the 'Original' / 'Primary', or is it Cross-listed with an Original course? 

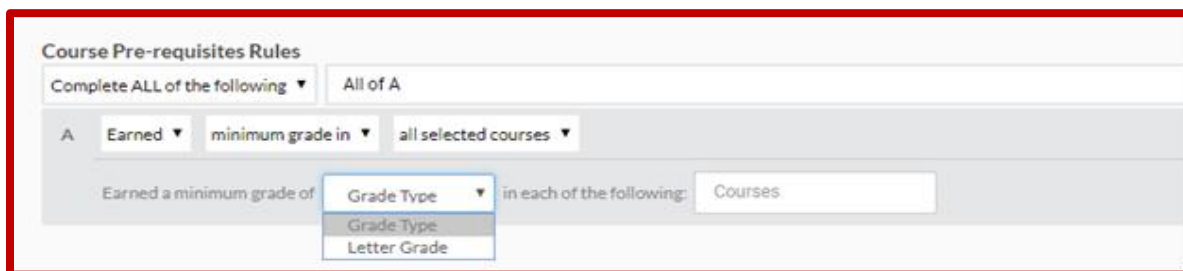
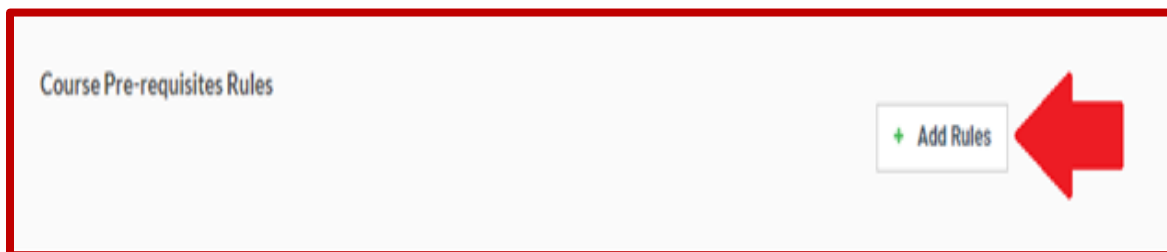
☐ Cross-listed

☒ Original

25. 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.

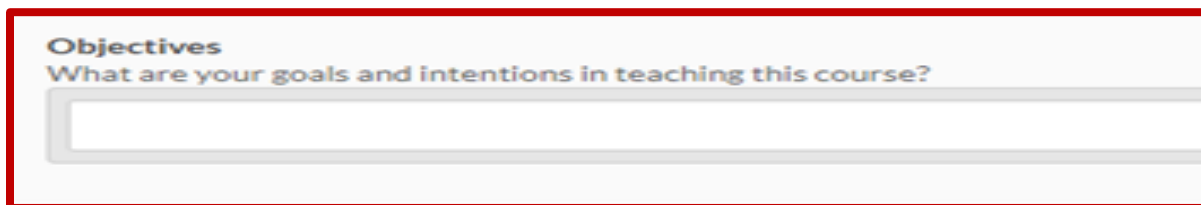


Please find the detailed instruction in [Adding Pre-Requisites using the Requisites Gadget](#) in CMS Proponent manual on page 37.

26. Course Objectives

Provide a general overview of what the objectives are in delivering this course. Not the same as learning outcomes. Click Add New to start.

Please note that providing course objectives is not mandatory at LA&PS. Providing course learning outcomes are mandatory.



27. Course Learning Outcomes

Complete the gadget for each separate learning outcome. Use the ‘+’ sign in the upper right of the gadget to add different course outcomes. Be sure to include Undergraduate Degree Level Expectation (UDDLE) and Undergraduate Degree Map Level.

Please note that mapping the CLOs with UDDLE is only required at LA&PS for a General Education course. For other new course proposals, mapping the CLOs with the PLOs is required. Please provide the mapping of CLOs with PLOs either in the rationale or in expanded course description box. You can also add them as an attachment.



- Please write 4/5 course learning outcomes that students will achieve by the end of the courses. Learning outcomes should be written from students’ perspectives. It is recommended that action verbs (such as analyze, describe, evaluate, identify, explain, etc.) that are measurable and assessable should be used. Verbs such as “understand” and “feel” should be avoided. Please use advanced level of measurable verbs for upper-level courses. Also, make sure the CLOs speak to the Program Learning Outcomes for the program. The curriculum team can support the proponents to frame the learning outcomes if needed. Please explore the [How to Write Effective CLOs](#) in [curriculum toolkit](#) or [Curriculum Innovation](#) website for some resources on LOs.
- If the proposal includes [EE \(Experiential Education\)](#) or study abroad components, please make sure that the learning outcomes reflect those components. The EE letter will be provided based on how you articulate CLOs.
- Also, please make sure the evaluation methods are aligned with the learning outcomes. For example, if one of the learning outcomes is to “develop oral communication skills...” and the evaluation method does not include any method that will assess students’ oral communication skills, then the committee might return the proposal asking for an alignment or further clarification. The same is applicable for the EE components’ alignment with other components of the course.
- If you are proposing two credit versions of the proposals, please specify whether the two versions will have any differences in learning outcomes.
- **Note:** When a curriculum developer vets any proposals, they might recommend or suggest some action or more appropriate verbs to articulate the measurable and assessable aspects of the learning outcomes better. However, the final decision on CLOs is always the proponents’ decision.

28. **Course Design** – complete.

Speak to how design of course will support achievement of learning outcomes.

Course Design
Indicate how the course design will support students in achieving the learning outcomes. Please detail a experiential education components. Example: In the absence of scheduled contact hours, what role does

Edit ▾ Insert ▾ Format ▾

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Please include your course design, pedagogical plan, and other relevant information.

For Proposing Two Credit Versions of a Course: If you are proposing two different credit versions (3.00 and 6.00 credit) of a course or proposing a distinct credit version of an existing course (3.00 credit version for a 6.00 credit course), then please clearly explain how the pedagogical plan will be adjusted for both versions.

For Integrated Course: If the proposed course will be integrated with any graduate course, please articulate how the pedagogical plan will be different for graduate students.

29. **Experiential Education** – complete if applicable.

Select all that apply. For more information on Experiential Education visit link in guiding text to AVP Teaching & Learning site.

Experiential Education Strategies
An approach to learning that bridges theory and practice by providing students with concrete applied pr
more information and definitions, please visit: <http://avptl.info.yorku.ca/experiential-education/>

☐ Classroom Focused

☐ Community Focused

☐ Work Focused - Co-op Education

☐ Work Focused - Course Based Placements

☐ Work Focused - Internships

☐ Work Focused - Program Based Placements

Mode of Delivery

- If the course has experiential education components, please make sure the course learning outcomes, course design, and evaluation methods reflect that. If you want to consult the EE components and require an EE letter, please email eelaps@yorku.ca. Also, please explore [Checklist for Experiential Education Proposals](#).

30. **Mode of Delivery:**

It is mandatory that every new course proposal includes the mode of delivery information. You can propose multiple modes of delivery. In that case, please articulate the course learning outcomes and other pedagogical aspects (evaluation criteria, academic integrity, and course design) accordingly to ensure that the pedagogical plan, academic integrity, and learning

outcomes will be maintained in all alternate modes. Please provide the details in the academic rationale box.

Mode of Delivery
Select all that apply.

- ☐ Blended Online and Classroom
- ☐ Clinical
- ☐ Directed Reading
- ☐ Dissertation
- ☐ Field Experience
- ☐ Field Trip
- ☐ Fully Online
- ☐ Independent Study
- ☐ Individual Directed Study
- ☐ Intensive Program-Clinical
- ☐ Internship
- ☐ Laboratory
- ☐ Language Classes
- ☐ Lecture
- ☐ Performance
- ☐ Practicum
- ☐ Research Evaluation
- ☐ Research Paper
- ☐ Review Paper
- ☐ Seminar
- ☐ Studio
- ☐ Thesis
- ☐ Tutorial
- ☐ Workshop

31. **Expected enrolment** – complete.

Provide the expected number of students per academic year/session in the course.

Expected Enrolment
Indicate the number of expected student enrolment per academic year in the course.

32. **Enrolment notes** – complete.

Provide details on restricted enrolment, or pertinent information a student should know prior to enrolling.

Enrolment Notes
 Is the course limited to a specific group of students; closed to a specific group of students; and/or if the

Please clarify if you want to reserve seats for a particular group of students. For example, if the course is a CORE course for a particular program, the unit might want to reserve some seats for the students in that program. Please specify the information in the note box.

33. Evaluation

Use the drop-down menu in each cell of the table and select the evaluation method. Enter the associated percentage that aligns to the evaluation method. Add rows as required.

Evaluation
 Provide a detailed description of the basis of evaluation, including the type and percentage value of each assignment / examination (out of 100%). If course is amenable to technologically mediated forms of delivery, please identify the integrity of learning evaluation will be maintained. (e.g. will 'on-site' examinations be required, etc.)

| Evaluation Method | Percentage |
|-------------------|------------|
| | |
| | |

+ Add Row

If Participation is one of the methods of evaluation:

- It is recommended to include alternative methods for class participation, not attendance and avoid allocating 50% or more weightage for any evaluation strategy, especially for the term end exam or assignment. This will ensure maintaining the academic integrity issues, as well as students' well-being factors.
- Please make sure that the total score is 100 not less or more.
- Please make sure that the mentioned evaluation methods are aligned with the proposed mode of delivery as well as the course learning outcomes.
- **For Proposing Two Credit Versions of a Course:** If you are proposing two different credit versions (3.00 and 6.00 credit) of a course or proposing a distinct credit version of the existing course (3.00 credit version for a 6.00 credit course), then please articulate the evaluation strategies accordingly. Please make sure the load of evaluation strategies is aligned with the credit level of the course.
- If it is an integrated course with any Graduate program, please articulate the difference in the evaluation strategies.
- If you want to add any information that you could not add to the previous list, please write that down in the participation box below.

34. Participation

Provide a brief description of how participation will be evaluated if it is an evaluation method. Although the box refers only to ‘participation,’ the proponent can include any extra information about the evaluation methods that they could not indicate in the previous section.

If Participation is one of the methods of evaluation:

Please attach a brief description of how it will be evaluated. (e.g. participation in tutorial discussions; submission of response papers; leading a tutorial discussion; etc.)

Add File

35. **Integrated course**

Attach additional evaluation requirements for graduate students if this is a graduate AND integrated course.

If the course is integrated (Graduate / Undergraduate):

Please attach the additional evaluation requirements for graduate students.

Add File

36. **Instruction** – complete.

Planned Frequency of Offering should include how many times per academic year the course will be offered. Detail the anticipated number of sections below. Provide the number of instructors qualified to teach the proposed course, along with the names of the instructors (first+last) who are likely to teach. (**This option is not mandatory for LA&PS proposals**)

Planned Frequency of Offering

Describe frequency of offering.

Number of Sections Anticipated

Number of Instructors currently qualified to teach the course

Instructor(s) likely to teach the course are:

37. Contact hours- complete.

Select the semester type from the drop down, and detail below how many hours per week students will participate in labs, lectures and tutorials.

The total number of Contact Hours must be \geq Course Credits * 12. EX: A 3.0 credit course requires a minimum of 36 Contact Hours.

Semester Type

Standard Term (12 weeks)

Full Year (24 weeks)

| Activity Type | Hours/Week | Contact Hours |
|---------------|----------------------|---------------|
| Lecture | <input type="text"/> | 0 |
| Lab | <input type="text"/> | 0 |
| Tutorial | <input type="text"/> | 0 |
| | 0 | 0 |

38. Other resources

Provide details on physical resources required to mount the course. If other resources are required, include them here. (Complete if relevant)

Other Resources

A statement regarding the adequacy of physical resources (equipment, space, etc.) must be appended. If other

39. Bibliography

Add all required and recommended texts/journals/written resources for this course. Use the Add Row button as appropriate. You can also copy and paste the reading list in expanded course description.

Bibliography

Identify full name of author, title, year of publication, etc.

| Bibliography | Recommended/Required |
|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |

+ Add Row

- It is recommended that the alphabetical order is maintained. Please make sure that the reading list reflects the course content, objectives, and learning outcomes. For example, if the proposal is for an interdisciplinary course, please make sure that the reading list reflects interdisciplinarity.

- **For Proposing Two Credit Versions of a Course:** Please show how the reading materials are different/adjusted in two distinct credit versions of the course.

40. Course Relevance:

Please note that the same course might have distinct relevance for distance programs. Please find the definition below:

CORE: Course counts towards the program's core average requirement.

Declared Subject: Course counts towards the program's major credits.

Elective: Course is outside the program's major credits

Non-Major: Courses does not count towards the program's major credits (select for Gen Ed courses)

Course Relevance

| Relevance | Programs |
|----------------------|----------|
| <div>+ ADD ROW</div> | |

41. Library Support Statement

Attach the statement of support from the library, illustrating sufficient resources are available to mount course.

Library Support Statement

A statement is required from the Bibliographer responsible for the discipline to indicate whether resources are adequate to support the course.

Add File

For proposing a new course proposal, a library statement is mandatory. If you are proposing a new credit version, then the library statement for the previous version should work. Please visit [Requests for Library Statements and Reports.](#)

42. Historical Documentation

Attach Historical Documents

Add File

- Upload any paper proposals you would like retained in this version of the course.
- For LA&PS, consultation letter, any support letters, Indigenous Consultation Letter or any MCP, please attached them here in the Historical Documentation section.
- If the course is cross-listed with another course, has course credit exclusion, or has any impact on other programs, please consult with the respective unit and attach the consultation form [Curriculum Consultation - Undergraduate](#);
- If the course includes Indigenous topic or engages Indigenous communities, please email lapsindigenous@yorku.ca for consultation. Please attach the letter.
- **Study Abroad:** If the course is a study abroad course, please attach required documents here. For consultation, please email katiegr@yorku.ca.

43. Once your changes are made, **'leave edit mode'** to save your work (top right corner of course form).

Edit Mode

➡ LEAVE EDIT MODE

44. At this point, you can share the proposal with colleagues or York staffs for their feedback by using the “**sharing**” option. Please see the instructions in detail in CMS-Proponent Manual on page number 34 and 36. The “sharing” option is for joined authority and responsibility of a proposal.

45. **Click Submit for Approval** to send your proposed changes to the next stage of your department’s curriculum approval workflow.

➡ Submit For Approval
✓ Admin Approve

Before the proposal is submitted for CCPS (Curriculum, Curricular Policy & Standard), it needs to be reviewed and approved by the departmental curriculum committee first.

Please feel free to reach out to us if you need any support and clarification apccps@yorku.ca

Please explore the [curriculum toolkit](#) website for more resources and information.