



THE CURRICULUM APPROVAL PROCESS

Office of the Vice-Provost, Teaching and Learning

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THE CURRICULUM APPROVAL PROCESS

This document provides a view of the curriculum approval process steps and some recommendations to think about as departments are preparing to make changes to or create new programs.

Things to think about before beginning to make changes or create new programs

Departments should first consider the type of changes that they are proposing. If the proposal involves making changes to an existing program that are small or significant but do not require external approval, or more significant changes that do require external approval, or the creation of a new program, it will have an impact on the type of dossier that would need to be presented through the curriculum process.

Regular updating or housekeeping changes are submitted through the internal process. If there are significant changes that affect a large portion of an existing program, it may require submission to the Bureau de coopération interuniversitaire (BCI) through its Commission d'évaluation des projets de programmes (CEP) for a modulated process of approval, while all new programs leading to a bachelor's degree, master's degree or doctorate, for example, are subject to a full evaluation of the CEP. Those proposals requiring external approval must be created following the requirements of the CEP. All Teacher Education programs require submission for approval following the process of the Comité d'agrément des programmes de formation à l'enseignement (CAPFE).

Additionally, any department considering making changes to its graduate programs should contact the School of Graduate Studies prior to beginning the process in order to discuss the best action plan for the various graduate programs. This preliminary consideration will significantly help departments in creating solid proposals that will be able to move quickly through the process. This is especially important in the case of new program proposals.

Departments may be interested in exploring the following topics as they research and create their new programs:

- Use of blended learning (blended learning combines in-class instruction with a variety of eLearning components) or online instruction.
- Creative and efficient ways to engage students in the process of acquiring knowledge (team teaching, interdisciplinary exchanges, international components, synchronous or asynchronous online delivery, etc.).
- Links with the community.
- Possibility of collaborating with another department or Faculty.
- Possibility of offering graduating students the option of a capstone project, such as a research project, thesis, or community engagement.

- Possibility of offering experiential learning opportunities (internships, teaching assistantships, etc.), either remunerated or not.
- Ways to develop undergraduate research initiatives.

The various tracks to follow

The curriculum approval process comprises three different tracks (See Appendix 2 for details of responsibility.).

TRACK A: EDITORIAL CHANGES FOR EXISTING PROGRAMS

TRACK B: CURRICULUM CHANGES FOR EXISTING PROGRAMS

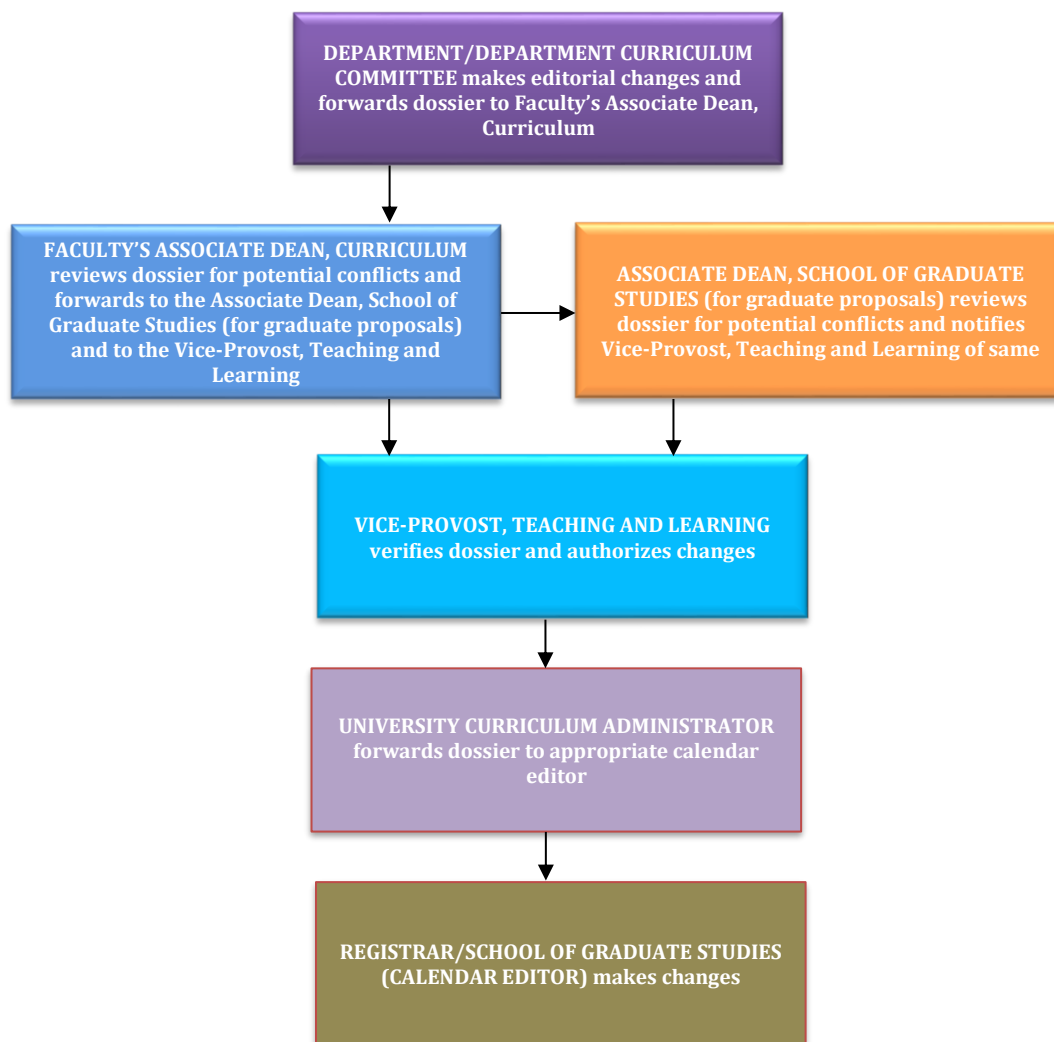
TRACK C: NEW PROGRAM CREATION

CAVEATS

- 1) In view of the coordinating function of the Academic Programs Committee, it is the responsibility of Faculties to bring to the attention of APC all those changes which can reasonably be seen as overlapping the curriculum or programs of another Faculty, and in those cases to indicate the nature of consultations undertaken.
- 2) All submissions from the Faculties and the School of Graduate Studies must identify the resource implications for all curriculum changes.
- 3) All curriculum changes which are not considered as editorial changes are to be presented by way of the regular curriculum approval process.

TRACK A: EDITORIAL CHANGES FOR EXISTING PROGRAMS

Editorial changes constitute spelling and grammatical errors and reformatting text layout (no content changes). In the case where a department/unit is making editorial changes to its curriculum as well as some major changes, the two should be included in one document and should follow Track B.



A STEP-BY-STEP GUIDE FOR SUBMITTING EDITORIAL CHANGES FOR EXISTING PROGRAMS

Step 1 The department prepares a Provotrack dossier identifying the editorial changes and a covering memo addressed to the Associate Dean, Curriculum of the appropriate Faculty.

Step 2 The Associate Dean, Curriculum of the Faculty, reviews the proposed changes:

- If he/she deems the changes not to be editorial, the dossier is returned to the department to be submitted following the Track B process.
- If he/she is in agreement that the changes are editorial, he/she approves the changes, attaches a memo stating approval:
 - In the case of undergraduate proposals, the memo is addressed to the Vice-Provost, Teaching and Learning.
 - In the case, of graduate proposals, the memo is addressed to both the Associate Dean, Curriculum, School of Graduate Studies, and to the Vice-Provost, Teaching and Learning.

The proposal is committed through Provotrack, to the University Curriculum Administrator and the School of Graduate Studies, as appropriate.

Step 3 In the case of graduate proposals, the Associate Dean, Curriculum in the School of Graduate Studies reviews the proposed changes and decides whether he/she agrees that they are editorial:

- If not in agreement with the changes as proposed, the proposal is returned to the Associate Dean, Curriculum in the Faculty either for revision or in order to follow the Track B process, with a copy to the University Curriculum Administrator through Provotrack.
- If in agreement with the changes proposed, the proposal is addressed and submitted to the Vice-Provost, Teaching and Learning, through Provotrack to the University Curriculum Administrator, with a copy to the Associate Dean, Curriculum in the Faculty.

Step 4 The Vice-Provost, Teaching and Learning reviews the proposed changes and decides whether he/she agrees that they are editorial:

- If not in agreement with the changes as proposed:
 - in the case of undergraduate proposals, the proposal is returned to the Associate Dean, Curriculum in the Faculty either for revision or in order to follow the Track B process.
 - In the case of graduate proposals, the proposal is returned to the Associate Dean, Curriculum, School of Graduate Studies, who returns the dossier to the Associate Dean, Curriculum in the Faculty either for revision or in order to follow the Track B process.

- If in agreement with the changes proposed, the University Curriculum Administrator submits the changes to the appropriate calendar editor for inclusion in the calendar according to the identified calendar year.

TRACK B: CURRICULUM CHANGES FOR EXISTING PROGRAMS

Program changes constitute degree program and non-degree program changes involving a broad spectrum of changes. These may include anything from changes to entry requirements, course numbers, or deletion of courses. The full list of potential changes is detailed below.

Curriculum changes constitute, but are not limited to the following:

Graduate Program Changes

The following types of changes are tracked through the School of Graduate Studies only.

- Degree program entry requirements
 - Graduate programs, diplomas, and qualifying year programs
 - Previous degree and equivalencies required
 - Performance standards
 - Other (e.g., Concordia University courses as entry prerequisites)
 - Changes in university-wide or Faculty-wide, graduate degree requirements, entry or graduation requirements

Undergraduate Program Changes

- Undergraduate degree programs and certificates (entry requirements)
 - CEGEP DEC profiles
 - Performance requirements
 - Other (e.g., Concordia University courses as entry prerequisites)
- Undergraduate degree (concentrations, plus certificates, diplomas) requirements
 - total number of credits
 - structure and content of program requirements
 - performance requirements
 - residence requirements
 - graduation requirements
- Minors and lesser (non-degree programs or clusters)

Program Changes (Graduate and/or Undergraduate)

- Degree program requirements
 - splitting credits in a course; e.g., changing a 6-credit course into two 3-credit courses
 - addition, deletion, substitution of a course in a series of course options; e.g., “6 credits chosen from...”
- Addition or deletion of required courses

Non-program Changes (Undergraduate)

- Changes in university-wide or Faculty-wide, degree requirements, entry or graduation requirements

Non-program Changes (Graduate and/or Undergraduate)

- Changes in academic regulations (University-wide and Faculty-specific)
- Changes in “blanket” prerequisites which control access to whole categories of courses
- Addition of new elective or “service” courses
- Deletion of elective courses
 - (Deletion of courses with a designated “service” function vis-à-vis students in other programs or Faculties requires consultation with affected units.)
- Changes to existing courses
 - numbers
 - titles
 - prerequisites
 - credit values (only where no net change is involved; e.g., splitting a 6-credit course into 3-credit courses)
 - descriptions
 - notes

Deletion (Closing) of Existing Programs (Graduate and/or Undergraduate)

This refers to the deletion from the Calendar (i.e., a permanent closure) as opposed to the suspension of admission to a program (which might be foreseen as temporary).

REQUIREMENTS

- 1) Provide an executive summary indicating whether the recommendations identified in the previous appraisal process of 2011-17 were implemented, where available.
- 2) Define (or address any changes to) the foundational abilities that the program expects of entering and graduating students, which must be clearly communicated to students and included on the departmental website.
- 3) Include revised curriculum maps¹.
- 4) Include a current Library Resource Implications Report, if substantive changes to the curriculum affect the library holdings.

¹ Curriculum mapping involves articulating the targeted learning outcomes that students achieve by virtue of completing an academic program, and tracing the curricular mechanisms that are put in place to achieve these outcomes. Curriculum mapping guidelines may be found at <http://www.concordia.ca/about/administration-governance/office-provost-vp-academic-affairs/teaching-learning/curriculum.html>

A STEP-BY-STEP GUIDE FOR SUBMITTING CURRICULUM CHANGES FOR EXISTING PROGRAM PROPOSALS

Note: For major revisions to graduate programs, it is recommended that departments or programs consult with the Faculty and School of Graduate Studies' Associate Deans, Curriculum, prior to the finalization of the proposal.

Step 1 In accordance with the approved Faculty's Strategic Academic Plans, the department prepares a proposal. The department's covering letter should address the following, specifically:

- The changes that are being proposed.
- The reason for each change.
- Resource implications, if any, positive or negative.

In the case of **a major reorganization of a program**, the proposal should also provide an executive summary of **the most recent department appraisal report** (with the implementation schedule and a plan to address the program's current strengths and weaknesses). Along with the proposal, the department should submit:

1. The program's new or revised learning objectives (if applicable).
2. The program's new curriculum mapping (if applicable). (See *Curriculum Mapping* document.)
3. Evidence of at least one of the following components: Experiential learning opportunities (internship), capstone project, eLearning module, community engagement, interdisciplinarity, French language competency, as applicable.
4. For joint and/or interdisciplinary programs: Evidence of consultation and collaboration between and among external universities, or internal units (if the proposal is an interdisciplinary program with another unit).
5. For all programs: Evidence of consultation, as required (if the change will have an impact on a program in another unit).

NOTE: The implementation dates of all curriculum proposals are effective on the dates that have been approved by Senate, for practical purposes, for undergraduate curriculum, May 1, September 1 or January 1; for graduate curriculum, Summer [20XX], Fall 20XX or Winter [20XX].

Step 2 The proposal is submitted to the Department General Assembly (if applicable), or Department Curriculum Committee (DCC) for review and approval. If the proposal is not approved, it is sent back to the department for further consideration/revision. If approved, the proposal is forwarded to the Faculty Curriculum Committee (FCC), as well as the University Curriculum Administrator.

Step 3 The FCC studies the proposal. If the proposal is not approved, it is sent back to the department for revision before being resubmitted to the FCC. If approved, the submission is sent to Faculty Council (FC) for discussion and approval, as well as to the University Curriculum Administrator.

Step 4 The FC studies and discusses the proposal. If the proposal is not approved, it is sent back to the department for revision.

- In the case of undergraduate curriculum, if approved, the proposal is sent to the University Curriculum Administrator, addressed to the Chair of the Academic Programs Committee (APC), with a **letter of support** from the Dean, which includes an executive summary and the date the program was approved by FC.
- In the case of graduate curriculum, if approved, the submission is sent to the Chair of Graduate Curriculum Committee (GCC), as well as to the University Curriculum Administrator, with a **letter of support** from the Dean, which includes an executive summary and the date the proposal was approved by FC.

Step 5 The University Curriculum Administrator reviews the proposal and submits recommended modifications to be made to the relevant Associate Dean, Curriculum (graduate and/or undergraduate).

Step 6 In the case of graduate curriculum:

- a) The GCC holds a meeting to review the proposal and recommends any revisions to the Faculty's Associate Dean, Curriculum (who attends the meeting)
- b) The Faculty requests the department to make changes and provide the Faculty with a revised proposal. The Faculty submits a revised proposal to the Chair of the GCC, as well as to the University Curriculum Administrator. The GCC Chair reviews the proposal and prepares a written report/memo which may outline any additional changes and/or recommendations. The GCC Chair submits the report to the University Curriculum Administrator as well as to the Secretary of the Council of the School of Graduate Studies (CSGS).
- c) The CSGS studies and discusses the proposal. If the proposal is not approved, it is sent back to GCC Chair/department for further deliberation/recommendations, and the proposal is reconsidered by the FC/GCC/CSGS before moving forward. If approved, the proposal is sent to the University Curriculum Administrator with a letter from the Secretary of the CSGS indicating the CSGS approval (with or without changes being required). If changes are required, the department prepares a revised proposal.

Step 7 The Vice-Provost, Teaching and Learning sends a memo with the proposal to the Senate Finance Committee (SFC) whose role it is to examine new "degree" programs or major curriculum changes that have resource implications.

Step 8 The SFC reviews and informs the Faculty's Associate Dean, Curriculum and the Vice-Provost, Teaching and Learning, with a copy to the University Curriculum Administrator, of its recommendations. The SFC forwards its report to the Senate Steering Committee for Senate's consideration.

Step 9 APC studies the proposal and makes recommendations it deems necessary for the ultimate consideration of Senate. If the proposal is not approved, it is sent back to the Faculty for revision. The Faculty Associate Dean, Curriculum, follows up with the department if any changes are required, and a revised proposal is submitted to the University Curriculum Administrator. If the changes required are major, the dossier may

be reconsidered by APC. The APC Chair and the University Curriculum Administrator review the final version of the document and request modifications if necessary. A copy is submitted to the Senate Steering Committee for Senate's consideration.

Step 10 The Senate Steering Committee reviews documentation recommended by APC and decides whether to place it on the Senate agenda, or on the consent agenda.

Step 11 Senate reviews the proposal.

- If the proposal is removed from the consent agenda, Senate discusses the proposal. If the proposal is approved with changes being required, the Secretary of Senate informs the University Curriculum Administrator. The Faculty provides the required changes to the University Curriculum Administrator, who in turn, provides a final proposal to the Secretary of Senate and to the appropriate Calendar Editor, and in the case of graduate curriculum, to the Secretary of the CSGS.
- If the proposal is approved by Senate outright, the Secretary of Senate sends a resolution to the appropriate bodies (i.e. various people in the Faculty concerned; in the case of graduate curriculum, to the Dean of SGS; the Provost; the Vice-Provost, Teaching and Learning (Chair of APC); the University Curriculum Administrator; the appropriate Calendar Editor; and the University Registrar).

Exception:

***All Teacher Education program curriculum changes** must be submitted to the Concordia Teacher Education Council (CTEC) and CAPFE (Comité d'agrément des programmes de formation à l'enseignement). For Teacher Training Programs, see **Flowchart for internal process**.

Universities are asked to advise CAPFE whenever they wish to introduce a new program leading to teacher certification. CAPFE can provide advice from the outset and inform the university of any specific guidelines that should be followed.

BCI has the authority to approve new university programs. Should a new program lead to teacher certification, the recognition by CAPFE that it meets its criteria is also necessary. While a university may offer any new program it wishes, it cannot state that it leads to teacher certification unless it has also been accredited by CAPFE.

TRACK C: NEW PROGRAM CREATION

All new programs requiring submission to the Bureau de coopération interuniversitaire (BCI) and the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MEESR) for approval, must follow Track C. Minors, certificates and diplomas do not require BCI or MEESR approval.

“Every new program should respond to a ‘cultural, socioeconomic, systemic and institutional relevance.’”

--MELS Criteria: Procedures for the assessment of proposed degree program (2005).

A STEP-BY-STEP GUIDE FOR SUBMITTING NEW PROGRAM CREATION PROPOSALS

Note: For the creation of new graduate programs, it is recommended that departments or programs consult with the Faculty and School of Graduate Studies' Associate Deans, Curriculum, prior to the finalization of the proposal.

Step 1 In accordance with the approved Faculty's Strategic Academic Plans and the University's Strategic Research Plan, the department prepares a **Letter of Intent (3-4 pages maximum)**. The purpose of the Letter of Intent is to ensure that the new program supports the priorities of the Faculty and the University, to flag any potential barriers and to gain preliminary approval from the Dean of the Faculty and the Provost.

The Letter of Intent should address the following questions:

- What is the general description of this program? What is the underlying pedagogical goal of this program?
- Who is the target audience of the program? How many students do you envision admitting over five years?
- What benefit(s) will this program bring to the University? How is the proposed program aligned with the University's Strategic Plan?
- What are the needs of this program? **Include the Letter of Intent budget template which can be found at <http://www.concordia.ca/about/administration-governance/office-provost-vp-academic-affairs/teaching-learning/curriculum.html#internal>**

In the case of new joint programs with other Québec, Canadian or external universities, the Letter of Intent (once it is made available) must also append:

- Details of the status of students at Concordia and at the partner institution(s); the admission and graduation requirements; and how students will be monitored and supervised.

Step 2 The Letter of Intent (and associated materials) is sent to the Department General Assembly (if applicable) or Department Curriculum Committee (DCC) for approval of the general concept.

Step 3 Once approved by the departmental committee, the Letter of Intent (and associated materials) is sent to the Dean of the Faculty. The Dean must evaluate the Letter of Intent and prepare a written recommendation indicating whether or not the Letter of Intent should proceed to the full proposal stage. The Dean's recommendation should flag any concerns that will need to be addressed in the full program proposal. It should also be clearly indicated if the Dean does not support the proposal in its current form. The Dean's recommendation should be made in no more than one month.

A copy of the Letter of Intent (and associated materials), along with the Dean's written recommendations, are forwarded to the following for information:

- Dean of the School of Graduate Studies (SGS) (in the case of graduate programs)
- Provost and Vice-President, Academic Affairs (Provost)
- Vice-Provost, Teaching and Learning (Chair of the Academic Programs Committee (APC))
- Director, Finance and Budgets, Office of the Provost and Vice-President, Academic Affairs
- University Curriculum Administrator

Step 4 The Dean schedules a meeting with the Provost for a discussion on the proposal. Depending on the discussion outcome, the Dean gives approval or rejects the proposal and notifies the appropriate bodies (noted above). The Dean or delegate informs the Department Chair of the outcome.

Step 5 Once the Letter of Intent is approved by both the Provost and the Dean of the Faculty, the department then works on the new program proposal.

In the case of graduate curriculum, the department consults with the Associate Dean of Curriculum in the School of Graduate Studies before it begins to work on the new program proposal. Please also refer to the School of Graduate Studies, *Guidelines for developing new Master's/Magisteriate and Ph.D. Programs* document.

The new program proposal consists of:

1. A detailed proposal based on BCI and the Ministère's criteria.
2. A detailed financial statement.
3. Specific knowledge, expertise, and/or skills which students will acquire.
4. A curriculum mapping for the proposed program (if applicable). (See *Curriculum Mapping* document.)

5. Evidence of at least one of the following components: Experiential learning opportunities (internship), capstone project, eLearning module, community engagement, interdisciplinarity, French language competency, as applicable.
6. Evidence of collaboration between units (if the proposed program is similar in nature to one that already exists).
7. A survey of students' interest conducted by Concordia's Institutional Planning Office. In the case of new joint programs with other Québec, Canadian or external universities, the detailed admission and graduation plan that was appended to the Letter of Intent.

NOTE: The implementation dates of all curriculum proposals are effective on the dates that have been approved by Senate, for practical purposes, for undergraduate curriculum, May 1, September 1 or January 1; for graduate curriculum, Summer [20XX], Fall 20XX or Winter [20XX].

Step 6 Once the new program proposal is completed, it is submitted to the Department General Assembly (if applicable) or Department Curriculum Committee (DCC) for approval. If the proposal is not approved, it is sent back to the department for further consideration/revision. If approved, the proposal is forwarded to the Faculty Curriculum Committee (FCC), as well as to the University Curriculum Administrator.

Step 7 The FCC studies the proposal. If the proposal is not approved, it is sent back to the department for revision before being resubmitted to the FCC. If approved, the submission is sent to Faculty Council (FC) for discussion and approval, as well as to the University Curriculum Administrator.

Step 8 The FC studies and discusses the proposal. If the proposal is not approved, it is sent back to the department for revision.

- In the case of undergraduate curriculum, if approved by the FC, the proposal is sent to the University Curriculum Administrator, addressed to the Chair of the Academic Programs Committee (APC), with a letter of support from the Dean, which includes an executive summary and the date the program was approved by FC.
- In the case of graduate curriculum, if approved by the FC, the submission is sent to the Chair of Graduate Curriculum Committee (GCC), as well as to the University Curriculum Administrator, with a letter of support from the Dean, which includes an executive summary and the date the program was approved by FC.

Step 9 The University Curriculum Administrator reviews the proposal and submits recommended modifications to be made to the relevant Associate Dean, Curriculum (graduate and/or undergraduate).

Step 10 In the case of graduate curriculum:

- a) The GCC holds a meeting to review the proposal and recommends any revisions to the Faculty's Associate Dean, Curriculum (who attends the meeting).
- b) The Faculty requests the department to make changes and provide the Faculty with a revised proposal. The Faculty submits a revised proposal to the Chair of the GCC, as

well as to the University Curriculum Administrator. The GCC Chair reviews the proposal and prepares a written report/memo which may outline any additional changes and/or recommendations. The GCC Chair submits the report to the University Curriculum Administrator as well as to the Secretary of the Council of the School of Graduate Studies (CSGS).

- c) The CSGS studies and discusses the proposal. If the proposal is not approved, it is sent back to GCC Chair/department for further deliberation/recommendations, and the proposal is reconsidered by the FC/GCC/CSGS before moving forward. If approved, the proposal is sent to the University Curriculum Administrator with a letter from the Secretary of the CSGS indicating the CSGS approval (with or without changes being required). If changes are required, the department prepares a revised proposal.

Step 11 The Vice-Provost, Teaching and Learning sends a memo with the proposal to the Senate Finance Committee (SFC) whose role it is to examine new “degree” programs or major curriculum changes that have resource implications.

Step 12 The SFC reviews and informs the Faculty’s Associate Dean, Curriculum and the Vice-Provost, Teaching and Learning, with a copy to the University Curriculum Administrator, of its recommendations. The SFC forwards its report to the Senate Steering Committee for Senate’s consideration.

Step 13 APC studies the proposal and makes recommendations it deems necessary for the ultimate consideration of Senate. If the proposal is not approved, it is sent back to the Faculty for revision. The Faculty Associate Dean, Curriculum, follows up with the department if any changes are required, and a revised proposal is submitted to the University Curriculum Administrator. If the changes required are major, the dossier may be reconsidered by APC. The APC Chair and the University Curriculum Administrator review the final version of the document and request modifications if necessary. A copy is submitted to the Senate Steering Committee for Senate’s consideration.

Step 14 The Senate Steering Committee reviews documentation recommended by APC and decides whether to place it on the Senate agenda.

Step 15 Senate discusses the proposal.

- If the proposal is approved with changes being required, the Secretary of Senate informs the University Curriculum Administrator. The Faculty provides the required changes to the University Curriculum Administrator, who in turn, provides a final proposal to the Secretary of Senate and to the appropriate Calendar Editor, and in the case of graduate curriculum, to the Secretary of the CSGS.
- If the proposal is approved by Senate outright, the Secretary of Senate sends a resolution to the appropriate bodies (i.e. various people in the Faculty concerned; in the case of graduate curriculum, the Dean of SGS; the Provost; the Vice-Provost, Teaching and Learning (Chair of APC); the University Curriculum Administrator; the appropriate Calendar Editor; and the University Registrar).

Step 16 Once the proposal has received Senate approval:

- a) In the case of undergraduate curriculum, the Office of the Provost and Vice-President, Academic Affairs in conjunction with the appropriate Faculty prepares the formal

dossier for submission to the Bureau de coopération interuniversitaire (BCI) - Commission d'évaluation des projets de programmes (Commission), in both English and French.

- b) In the case of graduate curriculum, the School of Graduate Studies, in conjunction with the Office of the Vice-President, Research and Graduate Studies and the appropriate Faculty, prepares the formal dossier for submission to the Bureau de coopération interuniversitaire (BCI) - Commission d'évaluation des projets de programmes (Commission), in both English and French.
- c) The type of dossier presented to the Commission is dependent on the category of program being proposed and according to the specific evaluation process required by BCI, i.e. a Full Evaluation Procedure or a Modulated Evaluation Procedure.
- d) For undergraduate curriculum, the Office of the Provost and Vice-President, Academic Affairs forwards the proposal to the Commission.
- e) For graduate curriculum, the Office of the Vice-President, Research and Graduate Studies that forwards the proposal to the Commission, with a letter of support for the new program in the requisite number of copies.

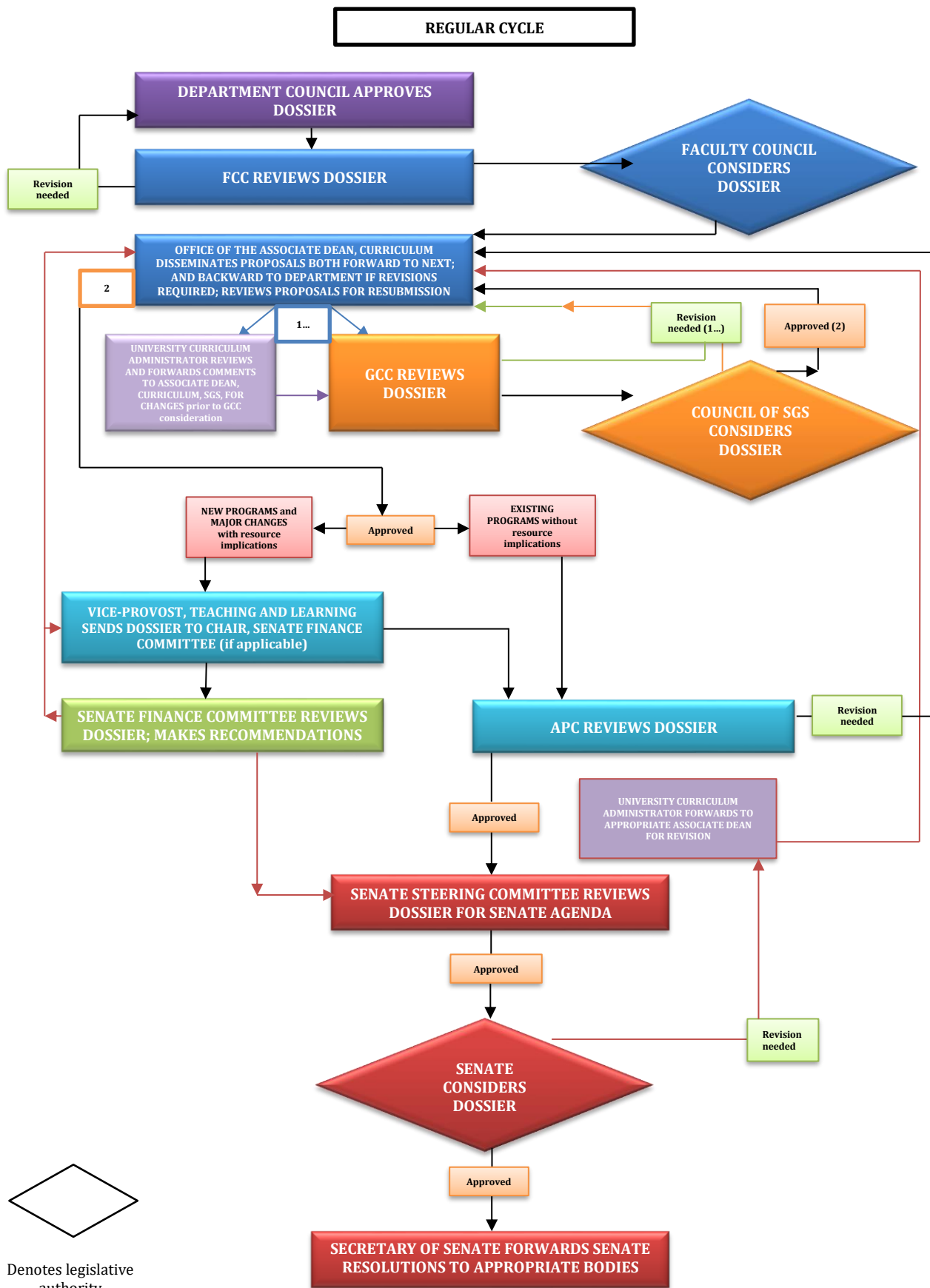
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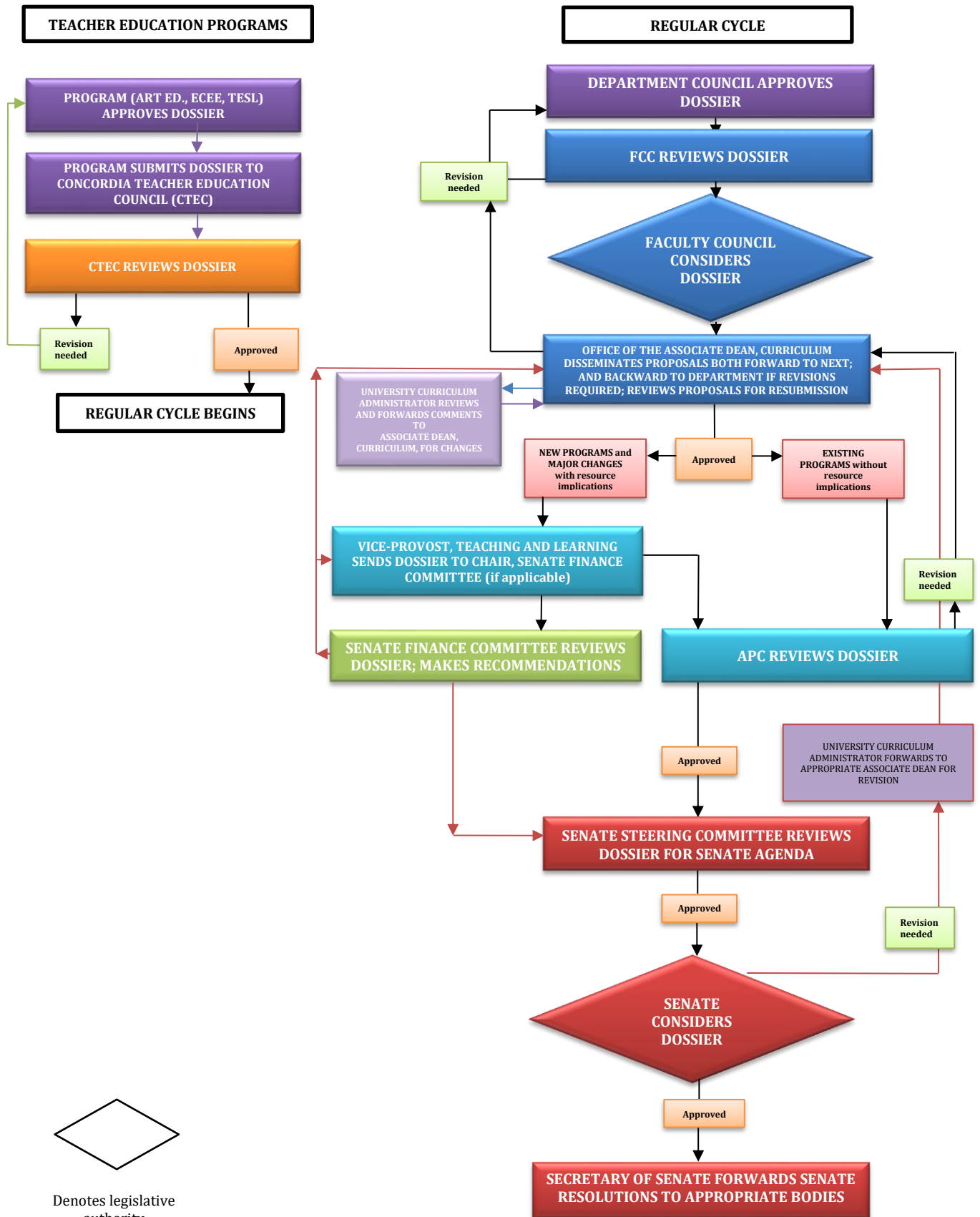
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CURRICULUM PROCESS FLOWCHART FOR GRADUATE PROGRAMS (INTERNAL APPROVALS)



CURRICULUM PROCESS FLOWCHART FOR UNDERGRADUATE PROGRAMS (INTERNAL APPROVALS)



FOLLOW UP

Every new program should provide a short follow-up report to the Faculty Dean and the Provost and Vice-President, Academic Affairs a minimum of three years following the entry of the initial cohort, depending upon the individual program length. The follow up addresses the following points: quality of training, skills acquired by students, student satisfaction, faculty satisfaction, program growth, and financial status of the program (please refer to original letter of intent budget chart).

SOME FINAL TIPS FOR THE SUBMISSION OF DOSSIERS

Before submitting dossiers, they should be reviewed for the following:

- ☐ Are the covering memos addressed from the appropriate authorities (Faculty Associate Dean/Department Chair/Unit Director, Dean of the Faculty/of School of Graduate Studies as appropriate?
- ☐ Are the memos self-explanatory as to the curriculum change(s) being proposed? Do they indicate:
 - a) from which specific department/unit the changes originate?
 - b) the full program names being addressed?
 - c) for which academic calendar and implementation date the changes pertain?
 - d) how any resource implications will be addressed?
 - e) the approval dates of the legislative meeting?
- ☐ Does the dossier contain an EXECUTIVE SUMMARY describing the changes being made?
- ☐ Does the dossier contain an INDEX or TABLE identifying the specific changes?
- ☐ Do all the PROGRAM and COURSE CHANGE FORMS indicate the correct ACADEMIC CALENDAR YEAR in which the changes will appear?
- ☐ Do each of the PROGRAM and COURSE CHANGES indicate the correct TYPE OF CHANGE being proposed?
- ☐ Is the most up-to-date CALENDAR TEXT being used and identified on the PROGRAM and COURSE CHANGE FORMS in the Present Text (from 20_/20_ Calendar) box?
- ☐ Are the courses formatted appropriately for the calendar to which it pertains, i.e. COURSE NUMBERS, NAMES, CROSS-LISTING AND CREDIT VALUES, bolding, italics where appropriate?
- ☐ Is the PRESENT TEXT being deleted identified by ~~Strikethrough~~ text (It should not be deleted from the present text.)?
Exception: Course deletions on the individual Course Change Forms do not need to be struck out.
- ☐ Is the PROPOSED TEXT that is being added identified by Underlined text?
Exception: New courses on the individual Course Change Forms do not need to be underlined.
- ☐ Does the RATIONALE box on each PROGRAM and COURSE CHANGE FORM identify the reason for the specific changes being made?

- ☐ Are there any RESOURCE IMPLICATIONS as a result of the changes being presented? If so, they should be identified in this box. If there are none, indicate “None.”
- ☐ Are the courses being modified included in any other programs in another department and/or Faculty? If so, those individual programs should be indicated in the OTHER PROGRAMS WITHIN WHICH COURSE IS LISTED box on the COURSE CHANGE FORMS. As well, consultation **must** take place prior to making a change that affects another area.
- ☐ DOSSIER PRESENTATION: Have the PROGRAM CHANGE FORMS been listed in the order of how they should appear in the dossier, i.e. the highest-level degree should be listed first and the lowest, last.
- ☐ TYPOGRAPHICAL ERRORS AND MISSPELLED WORDS: Has the proposal been checked thoroughly. Always use the **Canadian spelling** of the word. The **CANADIAN OXFORD DICTIONARY** is the reference used by the University Communications Services. As well, the **Undergraduate Calendar Style Guide** provides guidelines for calendar text. A link to the online Canadian Oxford Dictionary and the Undergraduate Calendar Style Guide is available on the Provost’s Curriculum website at <http://www.concordia.ca/about/administration-governance/office-provost-vp-academic-affairs/teaching-learning/curriculum.html#internal>
- ☐ In the case of NEW PROGRAMS, MAJOR CURRICULUM CHANGES and/or SPECIALIZED COURSES, has the LIBRARY been consulted relative to its holdings in support of this new initiative?
- ☐ Have all the changes requested by APC, the Faculty/School Council (and Council of the School of Graduate Studies in the case of graduate programs) been incorporated into the documents?

APPENDICES

- APPENDIX 1:** Conférence des recteurs et des principaux des universités du Québec (CREPUQ)* *Commission d'évaluation des projets de programmes (CEP)*
- a) *Program Proposal Evaluation, Process and Procedures*
 - b) *Mécanisme et procédures d'évaluation des projets de programmes*
- (These documents are separate from this document, but also available at <http://www.crepuq.qc.ca/spip.php?rubrique79>)
- APPENDIX 2:** Curriculum Approval Process: Tracks, Flow and Responsibility
- APPENDIX 3:** Examples of Curriculum Changes

CURRICULUM APPROVAL PROCESS: TRACKS, FLOW AND RESPONSIBILITY

DCC: Department Curriculum Committee

FCC: Faculty Curriculum Committee

GCC: Graduate Curriculum Committee

APC: Academic Programs Committee

BCI: Bureau de coopération interuniversitaire (formerly CREPUQ)

MEESR: Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche

FC: Faculty Council

CSGS: Council of the School of Graduate Studies

VPTL: Vice-Provost, Teaching and Learning

Curriculum Flow/Responsibility	Track A Existing Programs Editorial Changes	Track B Existing Programs Curriculum Changes	Track C New Programs
Department/DCC		Note: For major revisions to graduate programs, it is recommended that departments or programs consult with the Faculty and School of Graduate Studies' Associate Deans, Curriculum, prior to the finalization of the proposal.	The Department/Department Curriculum Committee creates an idea for a new program. Note: For new graduate programs, it is recommended that departments or programs consult with the Faculty and School of Graduate Studies' Associate Deans, Curriculum, prior to the finalization of the proposal.
Department/DCC			The Department Curriculum Committee forwards its new idea to Department Council for approval.
Department/DCC			The Department Chair notifies the Associate Dean, Curriculum, of the intention to create a new program.
Associate Dean, Curriculum			The Associate Dean, Curriculum contacts experts for an exploratory meeting with the Department and to assist in formulating the Letter of Intent, if needed.
Department/DCC			The Department drafts the Letter of Intent. The Letter of Intent is sent to the Faculty Dean.

Curriculum Flow/Responsibility	Track A Existing Programs Editorial Changes	Track B Existing Programs Curriculum Changes	Track C New Programs
Faculty Dean			The Faculty Dean schedules a meeting with the Provost. The Provost and the Dean discuss the Letter of Intent and the budget chart. Depending on the discussion outcome, the Dean gives approval or rejects the proposal. In the case of a positive outcome, the Dean sends send copies of the Letter of Intent and his/her approval to the appropriate bodies.
Department/DCC			The Department/Department Curriculum Committee drafts the new program proposal in accordance with the BCI requirements, with the help of the Associate Dean, Curriculum, and the curriculum experts, if needed.
			The new program follows the curriculum flow chart for new programs.
REGULAR PROCESS BEGINS			
Department/DCC	Editorial changes; rationale; detailed examination of proposal	Content; editorial changes; curriculum mapping; rationale; resource implications; detailed examination of proposal	Content as required by the University, BCI and MEESR rationales; editorial changes; curriculum mapping; rationale; detailed examination of proposal
Associate Dean/Associate Dean, School of Graduate Studies (for graduate proposals)	Review and potential conflicts		
VPTL/University Curriculum Administrator	Verification and submission to calendar editors		
FCC		In-depth review; potential conflicts	Curriculum mapping; rationale; in-depth review; potential conflicts; resource implications

Curriculum Flow/Responsibility	Track A Existing Programs Editorial Changes	Track B Existing Programs Curriculum Changes	Track C New Programs
GCC (for graduate proposals)		In-depth review; potential conflicts	Curriculum mapping; rationale; in-depth review; potential conflicts
Simultaneous: FC and CSGS (for graduate proposals)		Broad overview; potential conflicts	
FC			Broad overview; potential conflicts
CSGS (for graduate proposals)			Broad overview; potential conflicts
Simultaneous: APC and Senate Finance Committee (with involvement of the VPTL and University Curriculum Administrator)		<p>APC: University Strategic Framework and Academic Plan; potential conflicts; verification and submission of proposal to Senate on behalf of APC.</p> <p>Senate Finance Committee: Resource implications only. (Presented to Senate Finance Committee only in the case of major resource implications.) It should be noted that only curriculum proposals having resource implications are submitted to the Senate Finance Committee for an evaluation of those implications to the Faculty and the University.</p>	<p>APC: University Strategic Framework and Academic Plan; potential conflicts; verification and submission of proposal to Senate on behalf of APC.</p> <p>Senate Finance Committee: Resource implications only. It should be noted that only curriculum proposals having resource implications are submitted to the Senate Finance Committee for an evaluation of those implications to the Faculty and the University.</p>

Curriculum Flow/Responsibility	Track A Existing Programs Editorial Changes	Track B Existing Programs Curriculum Changes	Track C New Programs
Senate		Approval	Approval
Registrar / School of Graduate Studies (Calendar)	Calendar modification/updating	Calendar modification/updating	Calendar modification/updating
Translation of Document		X*	X
BCI (formerly CREPUQ)		X*	X
MEESR		X*	X

*In the instance where an existing program has been modified in a major way, it may require external approval.

Curriculum Approval Process: Examples of Curriculum Changes

Appendix 3

DEGREE CREDITS are all the credits taken by a student to fulfil the requirements of a degree; for example, all the credits in a 90-, 108-, or 120-credit undergraduate degree; a 45-credit master's degree; or a 90-credit doctoral degree.

PROGRAM CREDITS are the credits taken by a student to fulfil the program requirements within a degree. These credits can contain a combination of core credits, program required credits, and program elective credits.

CORE CREDITS are the required academic credits taken by all students in a department or all students in a specified program within a degree. Not all programs have a core component.

PROGRAM REQUIRED CREDITS are academic credits taken by all students in a program or a specified option within a program in a degree.

PROGRAM ELECTIVE CREDITS constitute academic courses taken by a student from a set of options as part of a program.

DEGREE ELECTIVE CREDITS are academic credits taken by a student that are outside the specific program requirements but that make up the balance of courses required in order to complete a degree.

Not all programs have this type of format, but this example shows the specified requirements needed to fulfil the program and degree requirements.

In the 90-credit degree, the 66-credit BSc Specialization in Physics, Option A, contains a 42-credit core; and 18 credits of program required credits; 6 credits of program elective credits, and 24 credits of degree elective credits.

The Department of Physics' program changes used in this example were approved at Senate for implementation in the 2013-14 Undergraduate Calendar.

42 Core Program

6 MAST 218³, 219³
 33 PHYS 232³, 236³, 245³, 252³, 253³, 334³, 335³, 354³, 367³, 377³, 435³
 3 PHYS 291¹, 293¹, 297¹

69 BSc Honours in Physics**42 Core Program**

6 PHYS 496⁶

Concentration in Physics

15 PHYS 345³, 355³, 358³, 468³, 478³
 3 Chosen from PHYS 436³, 458³
 3 Chosen from PHYS 290², 370³, 394¹, 440³, 498³

Concentration in Biophysics

12 BIOL 266³; PHYS 260³, 360³, 461³
 9 Chosen from BIOL 261³, 340³, 341³, 367³, 371³; CHEM 235³, 271³, 431³; PHYS 345³, 358³, 370³, 440³, 462³, 463³

66 BSc Specialization in Physics*Option A: Physics***42 Core Program**

18 PHYS 345³, 355³, 358³, 468³, 478³, 497³
 3 Chosen from PHYS 436³, 458³
 3 Chosen from PHYS 290², 370³, 394¹, 440³, 498³

66 BSc Specialization in Physics*Option B: Biophysics***42 Core Program**

15 BIOL 266³; CHEM 271³; PHYS 260³, 360³, 461³, 497³
 9 Chosen from BIOL 261³, 340³, 341³, 367³, 371³; CHEM 235³, 431³; PHYS 345³, 358³, 370³, 440³, 461³, 462³, 463³, 468³

45 BSc Major in Physics**42 Core Program**

3 Chosen from any PHYS course in consultation with an advisor

Academic Regulations	Description	Examples (strikeout = deletion; underline = addition)
Faculty-wide	Add, delete or modify academic regulations at the Faculty level	All students admitted to the Faculty of Engineering and Computer Science as of September 2001 must meet the writing skills requirement. To do this, students can write the Engineering Writing Test, or take ENCS 272 and earn a grade of C- or better.
University-wide	Add, delete or modify academic regulations	An honours student must maintain a grade point average (GPA) of 3.00 in all honours courses; the minimum acceptable grade in any honours course is "C."
Course Changes: Courses	Description	Examples (strikeout = deletion; underline = addition)
Addition	<p>Add a new course to program requirements (part of the core or required courses)</p> <p>Add new course when not part of the core or required courses (Includes program and degree electives, as well as "service" courses)</p>	<p>CHANGE FROM: 9 BIOL 261³; CHEM 271^{3*}; PHYS 497³ TO: <u>15</u> BIOL <u>266</u>³; CHEM 271³; PHYS <u>260</u>³, <u>360</u>³, <u>461</u>³, 497³</p> <p>New courses do not need to be underlined on the course change forms' proposed text. However, if they are included on a program change form on a list as shown above, they need to be underlined.</p>
Code (Identified as a course number change)	Change course code	MATH 201 to <u>MACF</u> 201
Credit Value	<p>Splitting a 6-credit course into two 3-credit courses (only where no net change is involved)</p> <p>Changing the credit value of a course</p>	<p>INMS 460⁶ split to become MUSI 361³ and MUSI 362³</p> <p>From 1 to 2 credits; from 3.50 to 4.00 credits</p>
Cross-listing	Add or delete cross-listing to a course	CLAS 341 and HIST 323 (Students registered in either course are in the same classroom.)

Course Changes: Courses (continued)	Description	Examples (strikeout = deletion; underline = addition)
Deletion	<p>Delete a course from the program requirements (part of the core or required courses)</p> <p>Delete existing course (permanent) (Includes program and degree electives, as well as "service" courses)</p>	<p>CHANGE FROM: 60 BA Honours in Theological Studies 3 THEO 293³ 21 THEO 201³, 202³, 203³, 204³, 205³, 206³, 301³</p> <p>TO: 60 BA Honours in Theological Studies 3 THEO <u>393</u>³ <u>18</u> THEO 201³, 202³, 203³, 204³, 205³, 206³</p> <p>Course deletions do not need to be struck out on the course change forms. However, if they are included on a program change form in a list, they need to be struck out.</p>
Description	Modify/update course description content (body of text)	<p>CHANGE FROM: URBS 360 Quantitative and Qualitative Research Methods (3 credits) Prerequisite: URBS 230, 240. This course introduces students to the most commonly employed methods for undertaking social science research. Students are taught the philosophical considerations underlying particular research traditions and the merits and limitations of distinct types of research methods</p> <p>TO: URBS 360 Quantitative Research Methods (3 credits) Prerequisite: <u>URBS 260</u>. This course <u>covers</u> the most commonly employed methods for <u>quantitative</u> social science research. <u>Students are taught the basics of introductory classical statistics (both descriptive and inferential) and gain experience applying these methods with commonly used software tools. Lecture and laboratory.</u></p>

Course Changes: Courses (continued)	Description	Examples (strikeout = deletion; underline = addition)
Grading Scheme	Add/delete statement about grading scheme	This course is graded on a pass/fail basis.
Level (Identified as a course number change)	Change course level	e.g. 200 to 300 level; THEO 327 to THEO <u>228</u>
Number	Renumber an existing course	CLAS 211 → CLAS 241
Title	Modify course title (partial or complete)	Digital Communications → Introduction to Digital Communications
Course Changes: Prerequisites	Description	Examples (strikeout = deletion; underline = addition)
Addition	Add new course(s) to existing prerequisite statement	CHANGE FROM: Prerequisite: ELEC 370 or MECH 370 or SOEN 385. TO: Prerequisite: <u>COMP 233 or ENGR 371</u> , ELEC 370 or MECH 370 or SOEN 385.
Deletion	Delete course(s) from existing prerequisite statement	CHANGE FROM: Prerequisite: ELEC 372 or ENGR 372 or MECH 371. TO: Prerequisite: ELEC 372 or MECH 371.
Minimum Grade	Modify course prerequisite: minimum grade in prerequisite courses	TESL 351 (TESL 221, 231 <u>with a grade of C+ or better</u> , or permission of the Department)
Modification	Modify course: add, change or delete prerequisite	ADD A NEW PREREQUISITE: Permission of Department. See N.B. number (2). Successful completion of Stages I and II. CHANGE FROM: Prerequisite: PHIL 265 , or permission of the Department. TO: Prerequisite: <u>three credits in Philosophy</u> , or permission of the Department. CHANGE FROM: Préalable : FRAA 400 ou 401. TO: Préalable : <u>FRAN 321</u> ; Trois crédits <u>parmi</u> FRAA 400, 401, 403, 404 ou l'équivalent.

Course Changes: Prerequisites (continued)	Description	Examples (strikeout = deletion; underline = addition)
Prerequisites (Group)	Add, delete or modify "blanket" prerequisites (applies to prerequisite(s) which control access to whole categories of courses)	CHANGE FROM: ENGL 212 <i>English Composition — Stage I</i> (3 credits) Prerequisite: ENGL 207 or placement test. TO: ENGL 212 <i>English Composition — Stage I</i> (3 credits) Prerequisite: ENGL <u>210</u> or placement test. (The prerequisite change of ENGL 207 to ENGL 210 changes the sequence of language proficiency which is not limited to English program students.)
Year Standing	Modify course prerequisite: year standing	ARTH 401 (Third-year* standing in the Major in Art History, and written permission of the Department of Art History. * <u>Fewer than 33 credits remaining in degree program.</u>)
Degree Requirements	Description	Examples (strikeout = deletion; underline = addition)
Credits	Add, delete or modify the total number of credits for a degree	Change from a 90- to a 120-credit program
Entry – Graduate	Add, delete or modify entry requirements	Includes previous degree and equivalencies required, performance standards, Concordia courses as entry prerequisites
Entry – Undergraduate	Add, delete or modify entry requirements	Includes CEGEP DEC profiles, performance, Concordia courses as entry prerequisites, etc.
Nominal Change	Nominal change to degree program requirements	Result of splitting one 6-credit course into two 3-credit courses
Modification	Add, delete or substitute a course in a series of program electives	Change in lists such as "6 credits chosen from..."

Degree Requirements (continued)	Description	Examples (strikeout = deletion; underline = addition)
Performance	Add, delete or modify performance requirements	<p>For example, if a change were to be made to the following: GPA Requirement. The academic progress of students is monitored on a periodic basis. To be permitted to continue in the program, students must obtain a cumulative grade point average (GPA) of <u>3.00</u> based on a minimum of 12 credits. Students whose GPA falls below <u>3.00</u> are considered to be on academic probation during the following review period. Students whose GPA falls below <u>3.00</u> for two consecutive review periods are withdrawn from the program.</p> <p>-----</p> <p>CHANGE FROM: Minor in Diversity and the Contemporary World Performance Requirement Students must obtain a minimum grade of "<u>B-</u>" in all LOYC courses in order to continue in the College.</p> <p>TO: Performance Requirement Students must obtain a minimum grade of "<u>B</u>" in all LOYC courses in order to continue in the College.</p>

Degree Requirements (continued)	Description	Examples (strikeout = deletion; underline = addition)
Residence	Add, delete or modify residence requirements	<p>For example, if a change were to be made to either of the following (highlighted text):</p> <p>Undergraduate: 16.1.3 Residence Requirements Residence requirements define the number of credits which students working towards a Concordia University degree must take at the University itself.</p> <ol style="list-style-type: none"> 1. Of the total number of credits required for an undergraduate degree, students must take a minimum of 45 credits, normally the last 45, at Concordia University. The BEng, the BA (Early Childhood and Elementary Education), the BEd (TESL), and the BFA (Art Education) require 60 credits, normally the last 60, at Concordia. <p>-----</p> <p>Graduate: Minimum Residence for Master's Degrees. The minimum residence requirement for the master's degree is 3 terms (one year) of full-time study, or the equivalent in part-time study. This requirement must be met regardless of the amount of graduate work previously completed in any other program or at any other university. Certain master's programs require longer periods of minimum residence.</p>
Structure and Content	Add, delete or modify the structure and content of degree requirements	<p>MBA Option for Graduate Certificate in Management Accounting Students (Removal of the accelerated MBA Option)</p> <p>-----</p> <p>Master's Programs in the Department of Religion Elimination of the comprehensive examination requirements; replacing it with one additional 3-credit program elective; and the creation of a 3-credit master's thesis proposal; and increasing the credit value of the thesis from 18 to 21 credits.</p>

Editorial Changes	Description	Examples (strikeout = deletion; underline = addition)
Editorial	Correct punctuation, spelling, etc.	Honors to Honours; modeling to modell <u>ing</u>
Non-Degree Requirements	Description	Examples (strikeout = deletion; underline = addition)
Modification to Minors or Elective Groups	Modify existing Minors or elective groups	CHANGE FROM: 30 Minor in Human Relations 12 AHSC 220 ³ , 230 ³ , 232 ³ , 260 ³ 6 AHSC 330 ⁶ 12 Elective credits chosen from AHSC 225 ³ , 241³ , 270 ³ , 311 ³ , 312 ³ , 313 ³ , 314 ³ , 315 ³ , 316 ³ , 319 ³ , 323³ , 333³ , 335 ³ , 351 ⁶ , 360³ , 371³ , 375 ³ , 402 ³ , 422³ , 444³ , 460 ⁶ , 470 ³ TO: 30 Minor in Human Relations 12 AHSC 220 ³ , 230 ³ , 232 ³ , 260 ³ 6 AHSC 330 ⁶ 12 Elective credits chosen from AHSC 225 ³ , 270 ³ , 311 ³ , 312 ³ , 313 ³ , 314 ³ , 315 ³ , 316 ³ , 319 ³ , 335 ³ , 351 ⁶ , 375 ³ , 402 ³ , 460 ⁶ , 470 ³
Program	Description	Examples (strikeout = deletion; underline = addition)
Concentration	Add or delete a concentration	Master of/Magisteriate in Science (Administration) Finance Candidates are required to take the following: 1. 9 credits: MSCA 601: Financial Economics MSCA 602: Applied Linear Statistical Models MSCA 611: Research Methodology — Finance 2. ... 3. ...

Program (continued)	Description	Examples (strikeout = deletion; underline = addition)
Department (Name)	Modify the name of a department	These changes must first be submitted to Senate and the Board of Governors. Upon approval, calendar changes are proposed through the regular curriculum process.
Modification (Name)	Change of existing program name; includes all degree and non-degree programs	<p>CHANGE THE NAME FROM: Minor in Modern Chinese Language (Mandarin) and Culture</p> <p>TO: Minor in Modern Chinese Language and Culture</p> <p>-----</p> <p>CHANGE THE NAME FROM: BFA Major in Fibres</p> <p>TO: BFA Major in Fibres <u>and Material Practices</u></p>
New	Create a new program	<p><u>BSc Honours in Physics</u> (reinstatement of a deleted program)</p> <p><u>Complementary University Credit Certificate in Entrepreneurship</u> (New Certificate)</p> <p><u>Industrial Experience Option in the Course-based Master's Programs</u> (New Option)</p>
Permanent Deletion	Permanently delete a program	<p>Master of/Magisteriate in Engineering (Composites Option)</p> <p>Graduate Diploma in Administration (DIA)</p>

Program Requirements	Description	Examples (strikeout = deletion; underline = addition)
Co-op Option	Add, delete or modify a co-op option in a program	Accountancy Co-op
Credits	Add, delete or modify the number of credits for a program (includes concentrations, certificates and diplomas)	<p>CHANGE THE MAJOR FROM: 48-BSc Major in Physics TO: <u>45</u> BSc Major in Physics</p> <p>CHANGE THE DIPLOMA FROM: Diploma in Computer Science CHANGE FROM: 1. Credits. A fully-qualified candidate is required to complete a minimum of 32 credits. TO: 1. Credits. A fully-qualified candidate is required to complete a minimum of <u>31</u> credits.</p>

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