Schulich School of Business
Guidelines for Course Changes and Proposals

This document lists the typical things that raise questions when course changes and proposals come before a program committee. Many of these items are guidelines *rather than strictures, and can be violated where there are* good pedagogical reasons *for doing so (e.g., if a course heavily employs eLearning or Experiential Education). However, experience shows that non-conforming documents will have to be defended by the originator, and if lacking in rationale, may be delayed or even rejected by the program committee, Executive Committee, or Faculty Council. PhD courses should roughly follow this guideline   as well.*

Cameron Graham, April 2010
rev. Steve Weiss, April 2013
rev. Master Programs Ctee, October 2016

General

- Course changes and proposals must come from an area chair, specialization director or program director. They require the signatures of the area/specialization and program and are submitted to the committee by the relevant program director. Proposals cannot come directly from an instructor. It is recommended that the proponent consult with the chair or director early on. This assures there has been a review of the change or proposed course in the context of other offerings in the discipline and the program.
- There should be at least six signatures from tenure-stream colleagues in support of a new course. Most course proposals have more. While support from within an area is obviously necessary, course proposals are also expected to be endorsed by other colleagues with intersecting interests or expertise. Note: Endorsements via email (with copy to the program director and committee secretary) are perfectly acceptable.
- Course proposals should specify the maximum class size rather than the expected enrolment. The usual maximum class size for MBA courses is 55 for core courses and 45 for electives. A lower than normal maximum class size will require an endorsement from the program committee and Faculty Council, as well as permission from the Associate Dean, Academic. For both paths, a very strong argument is needed.

Course Descriptions for the Calendar
- Course descriptions for the calendar must be no more than 60 words, including any pre- or co-requisites. It is helpful to think of this description as an abstract or an executive summary of the longer course description (see below).
- Pre- and co-requisites can be:
    - Specific course numbers
    - The phrase "All 5100-level core courses"
    - The phrase "All 5000-level core courses"
    - Phrases such as "All Term 1" courses

To not unnecessarily inhibit students' progression through the program when failing a course, it is strongly advised to specify pre-requisites and co-requisites sparingly, rather than using all-encompassing phrases.

Course Outlines
- The course outline needs to be based on the standard Schulich template (available on the ADA website).

Descriptions and Other Text
- There should be a general description of the purpose of the course, its general themes and topics, its overall aims, and so forth. This should be longer and more informative than the description in the calendar.
- Clear learning outcomes should be specified. Those course-level learning outcomes need to relate back to or include program-level learning outcomes and go beyond the level of knowledge. Please request the program-level learning outcomes from the program director or the Office of the ADA.
- There should be the standard text about academic honesty, as will be provided in the Schulich course outline template. If you use additional measures (e.g., Turnitin), they should be included on the outline. The course outline template includes other standard policy items, none of which should be changed.
- If the course has students meeting with people outside the school to collect information to be used in course assignments, you should refer to the steps necessary to comply with York regulations on human participants in research. Such activity needs to be reviewed and approved prior to the term in which the work will be assigned. Contact the AD Research for more information.

Grade Components & Evaluating Student Work
- There should be a clear articulation of how the course grade will be determined. The methods used must conform to the Schulich grading guidelines.
- There should be a table showing all the grading components and the percentage assigned to each component, adding up to 100%.
- There should be a clear description of each grade component. The student should know what is expected for each assignment, including expected word counts or page lengths for essays, the format of each deliverable, and so on. For elaborate assignments, you may wish to provide a separate, detailed handout in addition to the basic description in the course outline.
- Course originators are encouraged to use a variety of evaluation methods. These modes should be appropriate for assessing the learning outcomes along all dimensions (content, application, communication, etc.). Some examples of evaluation methods include: group work and individual work; take-home assignments, in-class quizzes, tests, and exams; presentations and essays; experiential and non-experiential learning; class participation. Please feel free to consult with the Academic Affairs Officer for advice on learning outcomes and assessments.
- A policy should be specified for dealing with late deliverables and class attendance.
- Group work must not exceed 50% of the course mark.
- Class participation need not be evaluated, but if it is, the norm is 10% and there must be a clear description of how it will be evaluated in your course outline. Class participation must not exceed 20% of the course mark. Regardless of the

criteria you use, you must keep session by session records of contribution so that students can know how they are doing during the term, and so that potential grade appeals can be defended.

- Final exams, if used, should be worth between 20% and 50% of the course mark.
- Final exams must be held during the MBA final examination period. Note: no in-class test or quiz worth 20% or more of the course mark can be conducted during the last two weeks of classes. Please refer to the relevant policy at http://ada.schulich.yorku.ca.
- No more than six hours of class time in a 12-week course (three in a 6-week course) should be devoted to student presentations.

Interim Feedback to Students
- There should normally be an opportunity for students to get adequate feedback on the quality of their work before the drop date. This may mean that a substantive assignment (15% to 20% of the course grade) is due, marked, and handed back before the midpoint of the course.
- On extensive assignments, some kind of interim deliverable and feedback is desirable, even if no formal mark is given.

Course Schedule
- There should be a weekly schedule of topics.
- Readings should be specified for each week. The readings should include academic and practical sources, with both classic and current readings. If a textbook is also used, chapters should be assigned whenever appropriate.
- Due dates for deliverables and exams should be shown.
- Any break in the regular schedule, such as Reading Week or a statutory holiday, should be shown.