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**Education Council Checklist**

\*Ensure that you complete this document and attach it to your proposal.

It is the expectation of Education Council that the appropriate Dean or Assoc. Dean will review this checklist before signing off on the proposal.

**Pre-Development Work:**

I have discussed the proposed changes with my Dean.

I have discussed the proposed changes with the Centre for Teaching and Learning.

I have contacted Financial Aid to discuss potential impact on student loans with my program changes.

I have discussed possible transfer opportunities with the Articulation Officer.

My proposal has been proofread for spelling, grammatical, punctuation, and inclusive language.

Our program is articulated or accredited through an outside organization, I have ensured the proposal ensures this articulation/accreditation is intact.

The proposal reflects the principles of [indigenization](https://cnc.bc.ca/services/centre-for-teaching-and-learning/curriculum-classes/indigenization) (principles can be found in the linked content or contact the CTL) in the following ways:

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The proposal reflects the principles of [internationalization](https://www.universityaffairs.ca/career-advice/global-campus/defining-internationalization/) (principles can be found in the linked content or contact the CTL) in the following ways:

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The proposal reflects the principles of [universal design and accessibility](https://cnc.bc.ca/services/centre-for-teaching-and-learning/curriculum-classes/universal-design-for-learning) (principles can be found in the linked content or contact the CTL) in the following ways:

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I have reviewed the proposal for any accessibility challenges or perceived barriers (including text, location, physicality, etc.), and provided alternatives wherever possible.

The proposal changes are consistent with provincial frameworks and requirements of governing bodies.

There are no third body credentials embedded in the course or program (ex. Food Safe or First Aid).

I have listed all course and program titles exactly as they appear on the official course outlines and program profile.

I have listed all subject codes and course numbers in the proper format (ex. CHEM 045 rather than Chem 45).

I have reviewed the proposal for opportunities to use plain language.

The formatting of my proposal uses a consistent format including the font type.

**Proposal Summary:**

I have included all my contact information.

I have chosen the correct implementation date based upon the [EdCo deadlines](https://cnc.bc.ca/about/governance/edco).

I have chosen the appropriate Scope of Proposal, including but not limited to New Program, Revised Program, New Course, Revised Course, etc.

If I have requested a Fast Track Minor change, I have fully explained the reason for this request.

I have also checked appropriate scope boxes that correspond to my requested changes.

My rationale explains the reason for the changes I am making.

I have consulted with the appropriate internal and external interested parties (including other faculty, students, potential employers, etc.).

I have included a transition plan and ensured that current students will be able to graduate under the existing changes.

The appropriate Dean has approved this proposal.

The Change Summary is fully completed and includes:

any courses that are new, modified, deleted, or added.

the appropriate pre- and co-requisites.

if the program changed the description, admissions requirements, or graduation requirements.

**Program Profile:**

I am making changes to the program profile and have completed the following checklist.

I have chosen the correct implementation date based upon the [EdCo deadlines](https://cnc.bc.ca/about/governance/edco).

I understand the implications of the chosen Admission type (limited, selective, and open).

If I have chosen the Selective admission type, I have clearly laid out the criteria in the Selection Process.

I have included a complete program description:

it is written in complete sentences.

it is written in a way to maximize the appeal of the course to prospective students.

it accurately conveys the depth, breadth, rigor, and quality of the program content.

If included, my program objectives follow the sentence stem, “By the end of this program, graduates will be able to …”

The admission requirements have been discussed with the Admissions Officer(s) in the Office of the Registrar.

Any program specific requirements have been discussed with the Admissions Officer(s) in the Office of the Registrar.

I have listed any Academic Upgrading (ACDU) equivalents that are applicable.

For credential completion:

I have included a statement that outlines the minimum grade for courses or the minimum GPA to obtain the credential.

I have listed all courses in either alphabetical order or by semester along with the credit hours.

I have included any notes necessary for credential completion.

I have ensured that if my credential ladders I have followed the [College Credential Policy E-1.10](http://tools.cnc.bc.ca/CNCPolicies/policyFiles.ashx?polId=190).

I have calculated the total number of credits.

I have listed the credential the way I would like it to appear on the certificate.

I have considered the timeline for program completion and made any adjustments to the default ten-year timeline.

**Course Outline:**

I have completed a course outline(s) as part of my EdCo proposal, and have completed the following checklist.

I have chosen the correct implementation date based upon the EdCo deadlines.

* **New Course:**

I have consulted with the Curriculum Officer in the Office of the Registrar regarding a course number and abbreviation.

The course level corresponds to the learning expectations of a 010, 100, 200, etc. course.

* **Updated Course:**

I have included a course title (Course Long Title – 60 characters max, including spaces).

I have included a short course title if the Long Title is more than 30 characters including spaces).

This course is replacing an existing course with a different subject code.

This can be used as an equivalent to the course it is replacing.

I have considered PLAR for this course.

“Recommended prior to taking” should be only be used if it would dramatically increase student success. Only one course can be in this slot.

I have calculated the correct number of credits according to the [Credit Calculator](http://tools.cnc.bc.ca/CNCPolicies/PolicyFiles.ashx?attId=109).

I have verified the total course hours and assigned them to direct instruction, supervised practice, and practice education as per the [Alignment of Credit to Courses (E-1.42)](http://tools.cnc.bc.ca/CNCPolicies/policyFiles.ashx?polId=131) policy.

I have considered and listed the appropriate prerequisites, co-requisites, and pre- or co-requisites.

I have worded the pre- and/or co-requisites consistent with the wording found on the equivalency page.

I have ensured the pre- and/or co-requisites are aligned with the program admissions requirements.

The pre- and/or co-requisites are based on student success and skill laddering (scaffolding) rather than scheduling.

The pre- and co-requisites are not contradictory.

I have listed any Academic Upgrading (ACDU) equivalents that are applicable.

This course cannot also hold credit for Click or tap here to enter text. (includes similar course content)

This course is cross listed with Click or tap here to enter text. (includes the same course content)

I have reviewed current transfer agreements and understand changes to this course may impact them.

I have consulted with other programs that use this course and have made them aware of the proposed changes.

The calendar description is:

different from those of all other CNC courses.

is written in complete sentences.

is accurate with respect to the course topics.

accurately conveys the depth, breadth, rigor, and quality of the course content.

is written in a way to maximize the appeal for prospective students.

is consistent with the learning objectives.

is within the 80-word limit.

needs more space than 80 words to provide a full course description so I have used the Course Description section.

I have ensured that the learning objectives:

are consistent with the course description and course topics.

reflect the depth, breadth, rigor, and quality of the course content.

would align with necessary accreditation or articulation needs.

are easy to understand and would appeal to prospective students.

use a measurable taxonomy.

are aligned to the evaluation.

include all significant learning objectives.

use plain bullet points rather than numbered unless they need to be taught in a specific order.

I have attached the appropriate grading scale for my program (unless necessary, the College prefers the CNC Standard Grading scale).

The evaluation methods:

align with the learning objectives, course topics, and course description.

meets the CNC Policy requirements [Grading and Evaluation of Student Performance](https://tools.cnc.bc.ca/CNCPolicies/policyFiles.ashx?polId=76) (E-1.22).

this section is sufficiently clear to reduce the frequency of grade appeals.

The evaluation scheme:

would be well received by an external body such as an articulation committee.

is appropriately rigorous.

is consistent with similar courses.

components equal 100.

I have listed course materials using an acceptable citation style for my discipline.

I have investigated the use of open educational resources.

I have listed all significant course topics:

they are aligned with the general course description and learning objectives.

they are clear and would appeal to prospective students.

they would meet the needs of applicable external organizations such as articulation or accreditation.

they follow a standard format that aligns with the other courses in this program.