

MINUTES
Faculty of Graduate and Postdoctoral Studies
Graduate New Programs and Curriculum Committee Meeting
Friday, December 13, 2013; 9:00 – 11:00am
Venue: Room 203, Graduate Student Centre, 6371 Crescent Road

Present: Tony Bi, John Church, Jessica Iverson (Minutes), Lindsey Kovacevic, Bill Ramey, Max Read, Clive Roberts (Chair)

Guests: Rebecca Bateman, Penny Gurstein, Michael Leaf

Regrets: Susie Stephenson

1. Adoption of Agenda

- Held over proposals moved to follow new submissions; discussion will begin at 10am when guests arrive
- Adopted

2. Minutes of Friday, November 29, 2013 Meeting

- Approved

3. Business Arising

-Further to the November 29, 2013 NPCC meeting, Arts has submitted a revised syllabus for SOCI 515 (3) for review by the Committee Chair; the Chair is satisfied with the resubmission; the new course proposal will be put forward at the next meeting of the Senate Curriculum Committee

4. Held Over Proposals

Faculty of Applied Science Submitted by Rebecca Bateman	
<p><u>General comments:</u></p> <ul style="list-style-type: none"> -with regards to the forthcoming Planning Studies programs (MA/MSc), the Committee suggests modifying the language in the MCRP proposal to say less about plans for the future proposal <ul style="list-style-type: none"> -use words like “review” and “restructure” when referencing the existing programs (MA/MSc) as it is a stronger argument to modify what is currently in place than to close the programs and create brand new ones -still, the Committee found the analysis on page 4 very helpful -remove MA/MSc in Planning Studies column from page 178 and consider adding a column that details the existing programs WITHOUT the non-thesis option -with regards to accreditation, add more details throughout the proposal where appropriate (i.e., core courses required for accreditation); ensure rationales for accreditation are academically based -in terms of making the point for your proposal, ensure it is clear that <i>all</i> proposed 	

courses are required to complete the MCRP; add asterisks for areas where there are choices (electives, concentration) and provide additional details below the table (see page 24)

- expand on SCARP's existing specializations (Indigenous Community Planning, Urban Design) early in the proposal

- where appropriate, remove CfIS references in faculty profiles and ensure entries are current (i.e., remove reference to 2007 for Jon O'Riordan)

- to avoid confusion, in the Executive Summary clarify which master's programs the document is referring to

 - use "current" or "existing" for programs already in place

- give exact number of MITACS recipients (page 7)

- provide more details on international studies and partnerships

 - for the international courses, how are students selected/funded?

MCRP courses:

- for all proposed courses, what do students have to do to earn a specific grade, and how are numeric grades determined?

 - ensure assessment criteria are consistent

 - the Committee suggests using the same rubrics

- ensure rationale statements for each course speak to the program-level objectives (i.e., how each course aligns with the goals of the MCRP)

 - the Senate Curriculum Committee has already formed a taskforce to look at mapping course objectives onto those of programs, so it is proactive to provide such information before it is formally requested

- for some courses, learning outcomes are separated from course operations, while others are not (PLAN 528, for example); keep these components of the syllabus distinct

- course learning outcomes should be linked to the assessment strategies

 - with regards to PLAN 528, for example, are the Project Supervisor Selection Form and project proposal graded (page 131-132)?

 - how is a student's progression to the milestone assessed?

<p>-for PLAN 527, the internship course, how is the quality of the internship experience controlled?</p> <p>Master of Community and Regional Planning degree program Action: HOLD</p> <p>PLAN 508 (3) Action: HOLD</p> <p>PLAN 509 (2) Action: HOLD</p> <p>PLAN 510 (2) Action: HOLD</p> <p>PLAN 520 (1) Action: HOLD</p> <p>PLAN 521 (2) Action: HOLD</p> <p>PLAN 522 (2) Action: HOLD</p> <p>PLAN 523 (2) Action: HOLD</p> <p>PLAN 524 (2) Action: HOLD</p> <p>PLAN 525 (2) Action: HOLD</p> <p>PLAN 526 (6) Action: HOLD</p> <p>PLAN 527 (3) Action: HOLD</p> <p>PLAN 528 (3/6) D Action: HOLD</p>	
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5. New Proposals

Faculty of Pharmaceutical Sciences Submitted by Ginette Vallée	
PHAR 518 (4) -the rationale statement says student feedback indicated a strong interest in the addition of a lab component, however the lab plays no role in assessment and is not reflected in learning outcomes; provide more	

<p>details in the syllabus on how it is integrated into the course</p> <ul style="list-style-type: none"> -how long are the labs? -how are they assessed? -how do they relate to learning outcomes? -how does Learning Outcome #4 apply to the course? -how many students will be enrolled in the course? -how is the short presentation assessed? <ul style="list-style-type: none"> -how does assessment convert to a numeric grade? -add details to syllabus -provide curriculum consultations from Cell and Development Biology, Biomedical Engineering and Zoology -with regards to additional reading materials, ensure practices are in line with the University's and instructors' obligations under copyright law and amend language on syllabus accordingly <p>Action: HOLD</p>	
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<p style="text-align: center;">Faculty of Land and Food Systems Submitted by Melanie Train</p>	
<p>Master of Land and Water Systems Program Requirements Action: APPROVED</p> <p>SOIL 510 (2)</p> <ul style="list-style-type: none"> -the Committee suggests invited lecturers are provided with background information on the intention and structure of the course so that their presentations align with the course's learning outcomes -with regards to attendance and participation, is it possible for a student to receive a 0 mark? <ul style="list-style-type: none"> -add relevant details to syllabus -40% is an unusually high mark for attendance and participation and the subjective nature of the assessment does not clearly translate to a quantitative mark <ul style="list-style-type: none"> -not clear what students need to do to be successful (i.e., how to earn a 5) -how do the marks convert to a numeric grade? -what happens if students miss a week of class (for illness, for example)? -clarify in the syllabus -with regards to handouts, ensure practices are in line with the University's and instructors' obligations under copyright law 	<p>AANB 504 (3) Action: APPROVED</p> <p>AGSC 500 (3) Action: APPROVED</p> <p>FOOD 515 (3)</p> <ul style="list-style-type: none"> -how is the course operated? <ul style="list-style-type: none"> -do FNH 415, FOOD 515 and FRE 515 students sit together? -are there separate assessment criteria and expectations for undergraduate and graduate students? -explain in the rationale section -resubmit amended proposal form for review by the Chair Action: HOLD <p>FRE 515 (3)</p> <ul style="list-style-type: none"> -how is the course operated? <ul style="list-style-type: none"> -do FNH 415, FOOD 515 and FRE 515 students sit together? -are there separate assessment criteria and expectations for undergraduate and graduate students? -explain in the rationale section -resubmit amended proposal form for review by the Chair

<p>and amend language on syllabus accordingly Action: HOLD</p> <p>SOIL 550 (3) -the Committee found the course schedule light; expand to include more details -what is the nature of the assignment? -provide details in the syllabus, including assessment criteria (see below) -clarify how assessment of the term paper converts to a quantitative grade -provide details in the syllabus, including assessment criteria (see below) -overall, provide greater detail for each component under Assessment of Required Components; include assessment criteria -what are students required to complete? -how are they assessed? Action: HOLD</p>	<p>Action: HOLD</p>
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<p align="center">Faculty of Applied Science Submitted by Deb Feduik</p>	
	<p>CIVL 526 (3) Action: HELD OVER</p> <p>CIVL 540 (3) Action: HELD OVER</p> <p>CIVL 572 (3) Action: HELD OVER</p> <p>EECE 592 (3) Action: HELD OVER</p> <p>Chemical and Biological Engineering Graduate Programs TOEFL Requirement Action: HELD OVER</p> <p>Mechanical Engineering MASc Program Requirements Action: HELD OVER</p>

6. Adjournment of Meeting

7. Next meeting: 9:00 AM, Friday, January 10, 2014, Room 203 of the Graduate Student Centre

*proposal for Senate Curriculum Sub-Committee of Graduate Programs