

**MINUTES**  
**Faculty of Graduate and Postdoctoral Studies**  
**Graduate New Programs and Curriculum Committee Meeting**  
**Friday, March 7, 2014; 9:00 – 11:00am**  
**Venue: Room 203, Graduate Student Centre, 6371 Crescent Road**

**Present:** John Church, Jessica Iverson (Minutes), Lena Patsa, Bill Ramey, Max Read, Clive Roberts (Chair), Susie Stephenson

**Regrets:** Tony Bi, Lindsey Kovacevic

**1. Adoption of Agenda**

-Adopted

**2. Minutes of Friday, February 21, 2014 Meeting**

-Approved

**3. Business Arising**

-the Committee was advised that the Master of Community and Regional Planning new program proposal was approved by the Senate Curriculum Committee and will soon be presented to Senate

**4. Held Over Proposals**

<b>Faculty of Education</b> Submitted by Kim Zebehazi	
Special Education Master of Arts and Master of Education Program Requirements <b>Action: APPROVED</b>  EPSE 536 (3) -before circulating the syllabus to students, the Committee suggests: -replacing “on-line” with “online” throughout the document -ensuring the points earned for the course requirements clearly translate to numeric grades <b>Action: APPROVED</b>	

<b>Faculty of Medicine</b> Submitted by Aleya Abdulla	
PATH 501 (2) -the Committee shortened the course description in line with typical Calendar language; it now reads, “Microscopic anatomy of human tissues and organs in health and disease. Principles of histological analysis and applications in pathology.” -throughout the syllabus, ensure the course name is Foundations of Human Histopathology (i.e., in the heading) -students are expected to attend class (see the <a href="#">Calendar</a> ); must students only attend to earn 10% for attendance, or does that mark	

<p>include participation as well?          -clarify in the syllabus          -resubmit amended syllabus  <b>Action: HOLD</b></p> <p>PATH 502 (2)          -for all assessment strategies (Oral Presentations, Faculty Evaluations, Class Discussion/Participation), how are the stated criteria converted to numeric grades?          -the Committee suggests breaking the three components into smaller sub-units (i.e., Class Discussion/Participation → discussion, participation, attendance) so that students can predict how well they are doing in the course          -resubmit amended syllabus  <b>Action: HOLD</b></p>	
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<b>Faculty of Applied Science</b> Submitted by Gail Schmidt	
	Master of Software Systems Calendar entry -the Admission Requirements section will be forwarded to the Senate Admissions Committee for review and approval <b>Action: APPROVED</b>

## 5. New Proposals

<b>Faculty of Applied Science</b> Submitted by Deb Feduik	
Master of Engineering in Naval Architecture and Marine Engineering degree program* -refer to the annotated proposal for suggested editorial changes <b>Action: APPROVED</b>	

<b>Faculty of Arts</b> Submitted by Stacy Campbell	
FN5P 501 (3/6) d -the Committee is glad to see the First Nations Studies Program offer a graduate course and supports the proposal in principle, however more detail needs to be added to the syllabus before the proposal can proceed to the next stage of approval (please note, the Committee understands the syllabus is a sample; still, refer to <a href="#">Senate's Curriculum Guide</a> for an example of a complete syllabus) -check syllabus for grammatical errors and typos (i.e., <i>Fist</i> Nations Studies at the bottom of the first page) -change Learning Objectives to Learning	CCST 501 (3/6) d <b>Action: HELD OVER</b>  CCST 503 (6) <b>Action: HELD OVER</b>  CCST 504 (3) <b>Action: HELD OVER</b>  Art History MA, Critical and Curatorial Studies Program Requirements <b>Action: HELD OVER</b>  Ancient Culture, Religion, and Ethnicity MA Program Requirements

Outcomes, as the list should detail the skills or knowledge students will acquire (often phrased as bullet points following the statement, "By the end of the course, students will be able to..."); see the Guide for further information or contact Dr. Lisa Nathan, Coordinator, First Nations Curriculum Concentration, School of Library, Archival & Information Studies for assistance

- how many presentations must students complete? one or multiple?
- students are expected to attend class (see the [Calendar](#)); must students only attend to earn attendance marks?
- with regards to the Course Schedule, it is not clear what students are expected to do each week (i.e., is the bold text the weekly theme? will the noted readings be discussed? what is the format of the classes (lecture, for example)? what will the instructor do? when do students present?)

-please resubmit amended syllabus in MS Word format

**Action: HOLD**

FNSP 533 (3/6) c

-as with FNSP 501, the Committee is glad to see the First Nations Studies Program offer a graduate course and supports the proposal in principle, however more detail needs to be added to the syllabus before the proposal can proceed to the next stage of approval (please note, the Committee understands the syllabus is a sample; still, refer to [Senate's Curriculum Guide](#) for an example of a complete syllabus)

- check syllabus for grammatical errors and typos (see above comment)
- change Learning Objectives to Learning Outcomes (see above comment)
- with regards to Course Structure and Outline, clarify the mechanics of how the course will be run (i.e., would students be required to complete work related to all five parts or selected parts? how much time would be devoted to each part? how do the parts relate to the assignments?); a general statement of how the course is expected to run would be helpful

-please resubmit amended syllabus in MS Word format

-the Committee is concerned with removing explicit language requirements from the Program Requirements section and instead directing students to the program's website

-the Calendar acts as a contract between the student and the University with regards to what a student must do to successfully complete a program; a program's website is not binding in the same way (and can change at any time)

-without clear and explicit expectations for language competencies, it is both difficult for the University to enforce the requirements and for students to understand them

-the Committee suggests either specifying a minimum amount of detail in the Calendar or retaining the text that is to be deleted (perhaps a shortened version)

-if the choice is still to delete the language requirements altogether then the rationale section of the proposal form needs to be amended to explain the reason for doing so

**Action: HOLD**

Classics MA Program Requirements

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**Action: HOLD**

Religious Studies PhD Admission Requirements and MA Program

<p><b>Action: HOLD</b></p> <p>Classical and Near Eastern Archaeology MA program name change and Program Requirements</p> <p>-the Committee is concerned with removing explicit language requirements from the Program Requirements section and instead directing students to the program’s website</p> <p>-the Calendar acts as a contract between the student and the University with regards to what a student must do to successfully complete a program; a program’s website is not binding in the same way (and can change at any time)</p> <p>-without clear and explicit expectations for language competencies, it is both difficult for the University to enforce the requirements and for students to understand them</p> <p>-the Committee suggests either specifying a minimum amount of detail in the Calendar or retaining the text that is to be deleted (perhaps a shortened version)</p> <p>-if the choice is still to delete the language requirements altogether then the rationale section of the proposal form needs to be amended to explain the reason for doing so</p> <p><b>Action: HOLD</b></p>	<p>Requirements</p> <p>-the Committee is concerned with removing explicit language requirements from the Program Requirements section and instead directing students to the program’s website</p> <p>-the Calendar acts as a contract between the student and the University with regards to what a student must do to successfully complete a program; a program’s website is not binding in the same way (and can change at any time)</p> <p>-without clear and explicit expectations for language competencies, it is both difficult for the University to enforce the requirements and for students to understand them</p> <p>-the Committee suggests either specifying a minimum amount of detail in the Calendar or retaining the text that is to be deleted (perhaps a shortened version)</p> <p>-if the choice is still to delete the language requirements altogether then the rationale section of the proposal form needs to be amended to explain the reason for doing so</p> <p><b>Action: HOLD</b></p>
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<p><b>Faculty of Education</b> Submitted by Christine Wallsworth</p>	
	<p>Graduate Certificate in Orientation and Mobility (O&amp;M) – Admission</p> <p><b>Action: APPROVED</b></p>

**6. Adjournment of Meeting**

**7. Next meeting: 9:00 AM, Friday, March 21, 2014, Room 203 of the Graduate Student Centre**

\*proposal for Senate Curriculum Sub-Committee of Graduate Programs