ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation	☒
Decision	☒
Discussion/Direction	☐
Information	☐

DATE: 26 October 2021

FROM: Graduate Studies Committee

SUBJECT: New Program Proposal – Master of Arts in Social Practice and Innovation

COMMITTEE MANDATE:
In accordance with Section c) of the Graduate Studies Committee (GSC) Terms of Reference, GSC has the responsibility "Examine proposals for new graduate degree and diploma programs" and "to recommend their approval, as appropriate, to Academic Council".

And,

In accordance with Article 1.4 of By-Law Number 2 of the University of Ontario Institute of Technology "Academic Council will make recommendations to the Board on matters including: a. the establishment or termination of degree programs".

MOTION FOR CONSIDERATION:
That, pursuant to the recommendation of the Graduate Studies Committee, Academic Council hereby approves the Master of Arts in Social Practice and Innovation and recommends approval of the program to the Board of Governors.

BACKGROUND/CONTEXT & RATIONALE:
The proposed Masters in Social Practice and Innovation (MSPI) is an interdisciplinary program at the intersections of law, communication and digital media, and political science. Each discipline approaches the roles of power and information differently, and when combined provide a holistic perspective on everyday social practice in its many changing forms.

The MSPI program envisages graduates who will have developed their capacity to intelligently and publicly comment on pressing social, legal and political issues, employ newly-adopted, emerging and disruptive technologies, and then communicate the impact of these issues and technologies on individuals and communities. Students may focus on any substantive combination of Communication and Digital Media Studies, Legal Studies, or Political Science (at

least two), and will be expected to identify common themes in all three disciplines through their integrating courses.

The Master's program is committed to a thoroughly interdisciplinary curriculum across the participating fields. The program will focus on reflexive approaches to problem-solving and ethical decision-making, aiming to shape the direction of public policy, particularly related to new technological fields and evolving social, legal and political institutions. As a program that foregrounds innovation and community engagement, its delivery will be flexible, adapting to the evolving needs, capabilities, and affordances of both in-person and technologically mediated learning and interaction. Students may be able to complete the coursework for the degree fully online, although some forms of in-person exchange will remain important features for most students' Major Research Projects, and so in-person consultation and supervision may be required. The program culminates in this outward facing Major Research Project, and students must design and execute their project in a form that is suited to the community that it intends to engage: online projects are possible in some circumstances, but not in others. The Project is aimed at public and community engagement, through which MSPI graduates will be trained to formulate, develop and deploy effective solutions to challenging and often systemic social and political issues in ways that can support social progress.

The overarching goals of the proposed MSPI are to engage students in critical and ethical approaches to social innovation and practices that will prepare graduates who (1) are grounded in core theoretical and applied knowledge of communication, political science, and legal studies; (2) are able to integrate theories and methods from these interdisciplinary fields to address community, social and political problems and needs; and, (3) are able to deploy their interdisciplinary training in their chosen combination of fields (communication, law, public policy, and politics).

RESOURCES REQUIRED:
The primary cost associated with implementing the MSPI program comes from faculty time to teach the courses. The Faculty currently has the faculty resources to be able to offer this program. Should the program grow larger than anticipated the need to hire additional faculty will be examined. Impact on existing programs is moderate. A new MSPI program would require tenured, tenure-track and teaching faculty who are currently teaching undergraduates or teaching in other graduate programs to teach in the new program, and so would require additional sessional instructors to cover those undergraduate courses. No sessional instructors will teach in the MSPI program.

Some courses in the program map are to be cross-listed with existing 4000 level undergraduate courses, although such a cross-listed course would at most comprise one three credit course in the entire 30 credit degree program. These courses would be offered on a multi-year rotating basis, so as to reduce the likelihood of an Ontario Tech bachelor's degree graduate who enrolls in MSPI to have already taken an offered course. The cross-listing will lighten the burden of hiring sessionals for undergraduate courses, since these classes do not take permanent faculty out of their usual undergraduate teaching workload.

The FSSH has a graduate program assistant liaising with the School of Graduate and Postgraduate Studies (SGPS). The Director, Planning and Operations, the Academic Planning Specialist and an office assistant will support graduate students in their various roles. A graduate program director (who is also a faculty member) will be assigned to MSPI. There are two practicum coordinators in FSSH who will provide opportunities for building community connections in developing outward facing projects.

MSPI students will be eligible for the same grant per FTE allocation as other FSSH MA students. MA students in this program will contribute to the TA pool. Allocations on a year by year basis will be determined based on need. This has been accounted for in the overall program budget.

CONSULTATION AND APPROVAL:
Graduate Studies Committee for recommendation: September 2021
Final Faculty Council Approval: June 2021
Academic Resource Committee: March 2021

NEXT STEPS:
- Pending the approval and recommendation of Academic Council the proposal will be presented to the Board of Governors for final approval
- The proposal must also proceed through the following approval steps:
    - Ontario Universities Council on Quality Assurance
    - Ministry of Colleges and Universities
- The proposed date of implementation is the fall semester of 2022 if possible

SUPPORTING REFERENCE MATERIALS:
- New Program Proposal with Appendices (Bookmarked PDF File)

- Reports from External Review

New Graduate Program Proposal

Name of proposed program:	Social Practice and Innovation
Degree Designation/Credential:	Master of Arts (MA)
Faculty (where the program will be housed):	Social Science and Humanities
Collaborating Faculty (if applicable):	N/A
Program Delivery Location:	Ontario Tech University, Downtown Oshawa
Collaborating Institution(s) (if applicable):	N/A
Proposed Program Start Date:	September 2022
Proposal Contact:	Andrea Slane
Submission Date:	June 18, 2021 (with revisions); January 11, 2021 (original submission)
Approved by Dean: (signature and date)	Sept. 15, 2021

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1   Introduction

a. Program Abstract

The Masters in Social Practice and Innovation (MSPI) is an interdisciplinary program at the intersections of law, communication and digital media, and political science. Each discipline approaches the roles of power and information differently, and when combined provide a holistic perspective on everyday social practice in its many changing forms. Social practice entails problem solving and collaborating with diverse communities and developing heightened awareness of societal, cultural and political issues of concern to these communities. Social innovation refers to the creation, development, adoption, and integration of new and renewed concepts, systems, and practices. The MSPI program culminates in a Major Research Project aimed at public and community engagement, through which MSPI graduates will be trained to formulate, develop and deploy effective solutions to challenging and often systemic social and political issues in ways that can support social progress.

b. Background and Rationale

The proposed Master of Arts in Social Practice and Innovation (MSPI) is an interdisciplinary program at the intersections of the disciplines of law, communication and digital media, and political science. Each discipline has different conceptions of the roles of power and information that, in combination, give a holistic perspective of everyday social and political practice in its many changing forms. Social practice involves social problem solving while collaborating with diverse communities and developing a heightened awareness of societal, cultural and political issues of concern to various communities; social innovation refers to the creation, development, adoption, and integration of new and renewed concepts, systems, and practices. Therefore, social practice and innovation can work together as a process of developing and deploying effective solutions to challenging and often systemic social and political issues in ways that can support equity and social progress.

The MSPI program envisages graduates who will have developed their capacity to intelligently and publicly comment on pressing social, legal and political issues, employ newly-adopted, emerging and disruptive technologies, and then communicate the impact of these issues and technologies on individuals and communities. Students may focus on any substantive combination of Communication and Digital Media Studies, Legal Studies, or Political Science (at least two), and will be expected to identify common themes in all three disciplines through their integrating courses. The proposed program will cultivate innovative thinkers with the capacity to identify and link lines of power, persuasion and

principle in local, regional and global challenges and opportunities, and analyze the social and political presuppositions of emerging technologies and their economic contexts. MSPI graduates will be more socially aware and engaged, and will hone their ability to design and implement practices that can be expressive, innovative, or geared toward problem-solving. This interdisciplinary program will combine the research and teaching strengths of faculty members in all three disciplines in a unique and forward-looking way.

The Master's program is committed to a thoroughly interdisciplinary curriculum across the participating fields that:
- trains graduates in advanced social science and humanities research methods,
- sharpens critical capacities to assess social challenges,
- builds planning skills that will allow students to explore ways to ameliorate these social challenges;
- enhances awareness of and ability to employ means to engage with diverse communities in these explorations; and
- develops strategies for adapting knowledge and delivering it to a variety of social and institutional actors and diverse communities.

The program will focus on reflexive approaches to problem-solving and ethical decision-making, aiming to shape the direction of public policy, particularly related to new technological fields and evolving social, legal and political institutions.   As a program that foregrounds innovation and community engagement, its delivery will be flexible, adapting to the evolving needs, capabilities, and affordances of both in-person and technologically mediated learning and interaction. Students may be able to complete the coursework for the degree fully online, although some forms of in-person exchange will remain important features for most students' Major Research Projects, and so in-person consultation and supervision may be required. The program culminates in this outward facing Major Research Project, and students must design and execute their project in a form that is suited to the community that it intends to engage: online projects are possible in some circumstances, but not in others.

The overarching goals of the proposed MSPI are to engage students in critical and ethical approaches to social innovation and practices that will prepare graduates who (1) are grounded in core theoretical and applied knowledge of communication, political science, and legal studies; (2) are able to integrate theories and methods from these interdisciplinary fields to address community, social and political problems and needs; and, (3) are able to deploy their interdisciplinary training in their chosen combination of fields (communication, law, public policy, and politics).

The Faculty of Social Science and Humanities at Ontario Tech University is home to successful graduate programs in Criminology and Social Justice, and in Forensic Psychology (Masters and PhD programs in both). The MSPI program will draw its strength from the expertise of the remaining FSSH faculty in the three programs

that anchor this proposal. Increasingly complex societies and social structures require nimble thinkers and creative problem solvers, for which interdisciplinary approaches will be key. Each of the disciplines involved contributes particular strengths to our graduates' capabilities:

- an understanding of law and legal process allows students to both question and design solutions, while remaining cognizant of the limits and subversions of legal systems, the strength of legal advocacy and human rights, and the tensions between law and technological change;
- an understanding of politics allows students to engage with democratic norms, power, and governance through mobilization and interactions with social change, policy, and practice;
- an understanding of communication and technological innovations brings to the fore a range of engagement mechanisms, their various trajectories, and their pertinence to social practice, community collaboration, mobilization and advocacy.

Social practice and innovation are strategies that equip students with a range of conceptual and practical tools to engage with critical challenges in a meaningful and impactful way.

c. Mission, Vision, Strategic Plan, and Strategic Mandate Agreement (QAF 2.1.1a)

The MSPI program aligns with Ontario Tech University's overall vision to advance discovery and application of knowledge in social innovation, and to engage and inspire graduates to make an impact on the world. The MSPI promotes Ontario Tech's mission to cultivate a dynamic learning environment that promotes social engagement, fosters critical thinking and integrates learning and knowledge production with public and community interaction, both inside and outside the classroom. The proposed interdisciplinary MA responds to the need for students to understand the complex interplay of communication, media, law and politics in an ever-changing social and technological landscape. Students will graduate with the capacity to critically and actively engage in interventions in public and professional discourse, skills that are increasingly needed in an environment where the value and veracity of information is continually questioned and manipulated, but where the public is in need of trustworthy information sources that can convey complex ideas and work toward social problem solving.

The interdisciplinary approach of the MSPI builds on the value FSSH places on collaboration across programs. The TeachingCity Hub, for instance, is anchored in the downtown campus near the main FSSH building. A partnership between The City of Oshawa and its education and research partners—Canadian Urban Institute, Ontario Tech University, Durham College, Trent University Durham Greater Toronto Area, and the University of Toronto's Faculty of Applied Science

& Engineering, the Hub shows both interdisciplinarity and practical engagement with social problems and issues, across wide-ranging partnerships. The Hub contains the City Idea Lab which hosts specially designed FSSH courses that have City staff working with students to craft solutions to current policy problems.

FSSH is home to several interdisciplinary research entities, including the Centre on Hate, Bias and Extremism (established in 2018), the Decimal Lab (established 2011), and the Digital Life Institute (established 2020). Interdisciplinary research groups are well-established within FSSH and include the Digital Life Research Group (established 2009-2010) and the Negotiating Justice Research Group (established 2014). FSSH regularly hosts interdisciplinary conferences: for instance, "Technologies of Justice" in conjunction with the Canadian Law and Society Association in January 2018, the International Network of Hate Studies Conference in May 2018, and the "Wear Me: Art / Technology / Body Symposium" in Fall 2015. The MSPI also fits within the overall development of graduate programs within FSSH over the last 10 years, to the point where FSSH now has Masters and PhD programs in both Criminology and Forensic Psychology. The MSPI would be led by faculty from the remaining three FSSH programs (Legal Studies, Communication and Digital Media Studies, and Political Science), and once established, would seek to include any appropriate associated faculty from cognate disciplines.

The MSPI aligns with the vision of Ontario Tech's current Strategic Mandate Agreement (SMA) with respect to the emphasis on social innovation and the critical capability of graduates to reflect on and influence the pathways of social, institutional and technological development. With an outward looking orientation, this new program considers understanding the implications of innovation and making an impact to be central to its purpose. The MSPI embraces Ontario Tech's aspiration to provide "… an intellectual space to reflect on the social, cultural, ethical, environmental and other implications of the knowledge economy" (SMA p. 4).

The MSPI further reflects the Mission of the University by: providing superior graduate programs that are technology-enriched and responsive to the needs of students and the evolving workplace; conducting research and training students to conduct research that creates knowledge, solves problems, results in social innovation and engages students; developing academic and research collaborations with industry and community that stimulate and enhance the region and university; and cultivating a dynamic learning environment for students by promoting social engagement, fostering critical thinking, and integrating applied experiences inside and outside the classroom.

d. Student Demand

The social context in which our graduates work, and indeed in which we all live, is increasingly driven by advances in communication technology, media and information processing and management. Legal and political institutions have both been called upon to respond to these changes (especially concerning privacy, human rights, and access to both information and services) and to employ them to engage with the public and create innovative approaches to social problems.

Four prominent trends inform student demand and the correlated societal need for MSPI graduates, who will be uniquely equipped with a critical understanding of the combination of the three main fields (Communication, Legal Studies, and Political Science) and the ways in which they intersect:

- *Enduring Institutional Uncertainty:* Institutions that have long been thought to secure stability and rights have been destabilized in a time of dramatic fluctuations in political ideologies, debates on freedom of speech, the nature of democracy and political participation, and the spectre of assaults on truth. Challenged to engage, the program will empower students to build an alternative to despair or complacency, and to instead create new maps with which to navigate through uncertainty.

- *Changing Workplace and Compulsory Communication*: The changing workplace, precarious labour, immaterial production, a need for flexible skills, emphasis on creation of equitable workplaces, and life-long learning across career pathways are persistent and growing trends that require employees and social entrepreneurs with strong communication skills.

- *Emerging Media, Algorithmic Cultures, and Artificial Intelligence*: Digital information and communication technologies are constantly evolving, and so influence and enable new or modified small and large scale social interactions, including through the development of various forms of artificial intelligence, which will require well-informed oversight and accountability. No existing programs combine the study of new or emerging media with critical Communication Studies, Legal Studies and Political Science.

- *Transdisciplinary Studies:* From simple models of multi-disciplinary cooperation to the complexities of interdisciplinary collaboration across existing boundaries, there is a need at the graduate level to address the creation of new methods of inquiry that transcend existing disciplinary norms. Life-long learning and flexible career paths are becoming the norm, with people from a broad range of educational backgrounds needing to be able to address changing technological, social, legal and political landscapes, wrought from the rapid evolution of communication tools, practices, and social and political change.

By being able to both understand and engage with these trends, MSPI graduates will bring a unique skill set to their evolving career prospects and will be poised to become the new generation of thought leaders, policy makers, ethicists, negotiators, community activists, and overall social change-makers .

e. Enrolment Information

The projected enrolment by year of operation is listed in the table below. However, as a 4-term consecutive program, numbers will fluctuate throughout the academic year as students will be expected to graduate at the end of their second Fall term.

Table 1: Projected Enrollment by Academic and Program Year

Level of Study	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Master's year 1	6-8	6-8	6-8	6-8	6-8
Master's year 2		6-8	6-8	6-8	6-8
Total Enrolment	6-8	12-16*	12-16	12-16	12-16

*Year 2 is only Fall Semester, so total enrollment returns to 6-8 in Winter each year.

f. Societal Need

A Master of Arts in Social Practice and Innovation fills a palpable need for community and policy leaders, and professionals with interdisciplinary skill-sets required to understand shifting political and legal landscapes spurred on by ubiquitous information and communication technologies (ICTs). Most social challenges are multi-faceted and require innovative solutions that draw upon intersections of politics, law, and information and communication technologies (ICTs).

The proposed program trains graduates to make informed decisions regarding the use of ICTs to access community resources and services, foster greater economic and social participation, and improve neighbourhoods. For instance, how could "smart cities" be designed to reduce social inequalities and build trust in city governance?[1] How might community participation in such design be enhanced? Additionally, with the spread of "fake news" subverting, and undermining public trust in democratic institutions, there is a strong social need for graduates of an advanced interdisciplinary program with the skills to identify misinformation and counteract it. Information technology developments, such as artificial intelligence and big data tools and analytics, have also been hailed as helping alleviate social and economic problems and empowering community and industry organizations alike, but require sensitivity to legal and ethical

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[1] City of Oshawa, Smart Cities Challenge Application (submitted to Infrastructure Canada April, 2018), https://www.oshawa.ca/business-and-investment/resources/Smart-Cities-Submission---City-of-Oshawa.pdf.

concerns. The proposed Masters degree will provide future leaders with critical skills to utilize these new tools while being cognizant of pressing social concerns such as privacy, mass surveillance, transparency in decision-making, and equality.

In this time of flux, it is difficult to predict what careers will be most in demand in the coming years. However, the following are careers that currently show above average projections for Ontario that would benefit from a MSPI degree: legal and policy researchers; college professors; communication, advertising, marketing and public relations managers; human resources professionals; and, information systems analysts and consultants.[2] Graduates interested in careers in the public service would also benefit from a MSPI degree. Indeed, innovative leadership geared toward positive social change is not only tied to career prospects, but also to citizenship and strengthening democratic participation to bring about positive social change. Our graduates will be poised to become social entrepreneurs and change-makers in their communities, agile and well-trained in a fast changing job market, while maintaining important community values.

g. Duplication

The proposed program is unique in Ontario and Canada. The MA in Social Practice and Innovation combines Ontario Tech University's program strengths in Communication and Digital Media, Political Science, and Legal Studies, within a fully interdisciplinary social science and humanities faculty.

Table 2: List of Similar Programs in Ontario

Institution Name	Credential Level and Program Name
York University	• MA and PhD in Socio-Legal Studies; • MA and PhD (with Ryerson University) Communication and Culture.

Link to Program Web Page: http://slst.gradstudies.yorku.ca/ and http://cmct.gradstudies.yorku.ca/

Brief Program Descriptions:
MA and PhD in Socio-Legal Studies: Interdisciplinary program in Socio-Legal Studies. The one-year MA program offers students courses in socio-legal theory and methods as well as a required Major Research Paper.
MA and PHD (with Ryerson University) Communication and Culture: The joint program allows students to conduct research that addresses problems in theoretical inquiry, empirical studies, and professional practices. The program allows students to report research in the form of a major

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[2] Government of Ontario, "Ontario's labour market", https://www.ontario.ca/page/labour-market.

research paper, thesis, or project (for the MA degree), and includes research creation as an option for the PhD dissertation.

What differentiates the new program from this existing program:
There does not appear to be any crossover between these two graduate programs (nor with their political science graduate programs).

Institution Name	Credential Level and Program Name
University of Windsor	- MA in Political Science; - MA in Communication and Social Justice; - LLM in Faculty of Law.

Link to Program Web Page: http://www.uwindsor.ca/graduate-studies/350/graduate-programs

Brief Program Descriptions:
MA in Political Science: The MA degree in political science can be pursued with specializations in international relations and global politics, or Canadian government and politics. Research supervision is also available in comparative politics, political philosophy, public policy, development and municipal politics.
MA in Communication and Social Justice: The MA program enables students to pursue media studies in an environment conducive to addressing social justice issues, through two main approaches: Political Economy and Critical Cultural Studies.
LLM - Master of Laws: The LLM at Windsor Law emphasizes access to justice, community service and transnational law, providing students with an appreciation of law as a vehicle for legal and social change.

What differentiates the new program from this existing program:
There does not appear to be any crossover between these three graduate programs.

Institution Name	Credential Level and Program Name
University of Ottawa	- LLM with Concentration in Law and Technology, Faculty of Law; - MA in Communication; - MA in Political Science; - MA in Social Innovation.

Links to Program Web Pages: https://techlaw.uottawa.ca/; https://issp.uottawa.ca/en/education/master; https://catalogue.uottawa.ca/en/graduate/master-arts-political-science/; https://ustpaul.ca/program-new/social-innovation-476.htm.

Brief Program Descriptions:
LLM with Concentration in Law and Technology: The LLM program provides graduate students with an opportunity to take specialized courses, obtain practical experience, and conduct original research on law and technology with a focus on Canadian law, comparative law, or international law.
MA in Communication, specialization in Science, Society and Policy: The MA in Communication focuses on two fields of research: media studies and organizational communication. The MA

program participates in the collaborative MA in Science, Society and Policy, through which students can complete a specialization.

MA in Political Science: The MA participates in the collaborative programs in Feminist and Gender Studies (at the MA level), in Environmental Sustainability (at the MA level) and in Canadian Studies (at the PhD level).

MA in Social Innovation: As noted above, this is the only MA program we have found that uses the term "social innovation" in its label, and it is a degree conferred jointly by Saint Paul University and the University of Ottawa. The program aims to provide students with "a space for research and reflection to understand the dynamics and multiple impacts of social innovations, in order to assess and structure them more efficiently." It is especially geared toward people already working in community-oriented organizations, or those that wish to do so.

What differentiates the new program from this existing program:
While the technology aspect of the LLM may include digital and communication technologies, these are not in combination with Political Science nor with the broader field of Communication. The MA Communication specialization is expressly interdisciplinary, but mostly with science and engineering disciplines. As a new program it is unclear how much interdisciplinarity will feature in the MA in Social Innovation, but it appears to feature a crossover of social science and management.

Institution Name	Credential Level and Program Name
Queen's University	• MA in Political and Legal Thought; • MA in Cultural Studies.

Link to Program Web Page: https://www.queensu.ca/politics/graduate/ma-programs

Brief Program Descriptions:
MA in Political and Legal Thought: The MA is a twelve-month collaborative graduate program that allows students to specialize in social, political, and legal theory by taking designated courses from Political Studies, Philosophy, and the Faculty of Law.

MA in Cultural Studies: The MA is a self-governing, interdisciplinary graduate program geared toward facilitating students' developing the tools to critically understand the world, and change it, stating that "The complexity of contemporary culture means that more than ever before society needs people trained in multiple disciplines, theories and practices. We work with communities throughout and beyond the university to create new forms and methods of research that could not be done in traditional departments." Students engage in community-based research, and/or research creation via artistic practices.

What differentiates the new program from this existing program:
The MA in Legal and Political Thought does not include a communication or digital media approach. The MA in Cultural Studies, while broadly interdisciplinary draws on a different scholarly tradition than the proposed program, and has no specific references to law.

In short, the MSPI does not duplicate any other graduate program in Ontario, or the rest of Canada

The proposal uniquely includes Legal Studies as an interdisciplinary contribution to an MA degree outside of a Faculty of Law. While there are offerings of an MA in Socio-Legal

Studies (York University) and an MA in Legal Studies (Carleton University), neither requires integration with Politics, Media or Communication. The MA Sociology and Legal Studies at Waterloo centralizes a sociological disciplinary perspective, rather than the interdisciplinary approach proposed here.

Some new post-undergraduate programs use the term "Social Innovation" but these do not combine all three disciplines that anchor this proposal. Only one of these is a Masters program:

- Saint-Paul University, School of Social Innovation - MA in Social Innovation, combines social science and management;
- Simon Fraser University (BC), Continuing Studies - Social Innovation Certificate;
- Mount Royal University (Calgary), School of Continuing Education - Social Innovation Extension Certificate;
- University of Waterloo, School of Environment, Enterprise and Development, Graduate Diploma in Social Innovation - offered from 2011-2014 as part of a foundation-funded project.

Some graduate degrees use the term "Social Practice", but more commonly it is a term that appears in various disciplinary contexts as a methodological orientation:

- University of Guelph, College of Social and Applied Human Sciences, PhD in Social Practice and Transformational Change. This program is interdisciplinary and shares some of the aims of MSPI, but does not expressly include the intersection of the three disciplines in this proposal.
- "Social practice art" is a term that is sometimes mentioned in relation to Masters of Fine Arts programs, though we are not aware of any specific degree programs using the term in Canada[3];
- Some Masters of Social Work programs require coursework in "Social Practice" but no specific specialization uses this term.

Most MA offerings in Communication focus on communication and culture (York-Ryerson, Wilfrid Laurier, Concordia) and/or new media and professional communication (McMaster, Ottawa). Simon Fraser University offers a communications MA that focuses on social problem-solving, with no particular emphasis on politics/policy and law. Carleton University offers an MA in Communication that includes specializations in "communication, citizenship, and social relations" or "the political economy of communication."

Other than Queen's University's MA in Political and Legal Thought, MAs offered in Political Science in Ontario do not integrate legal studies perspectives, and do not include critical communication studies (York, Toronto). The University of Windsor offers an MA in "Communication and Social Justice" which "bridges two main approaches to

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[3] Daniel Grant, "Social Practice Degrees Take Art to a Communal Level" New York Times (February 5, 2016), https://www.nytimes.com/2016/02/07/education/edlife/social-practice-degrees-take-art-to-a-communal-level.html

the study of communications, media and culture—namely, Political Economy and Critical Cultural Studies." While both share a few specific aspects with the proposed program, neither includes an interdisciplinary legal studies approach, neither includes an experiential requirement to develop an outward-facing project, and neither are located in the GTA.

There are a variety of graduate programs that cover some part of this interdisciplinary scope (e.g. two of the three fields) at other Ontario universities, but no graduate program that we are aware of currently combines all three of these disciplines.

2 Program Requirements

a. Admission Requirements

Applicants with an undergraduate degree in Communication, Legal Studies, Political Science or related fields and minimum overall academic standing of a B (GPA: 3.0 on a 4.3 scale or 73 to 76 per cent), with a minimum B average in the last 60 credits of a 120 credit undergraduate program are eligible to apply. Prospective applicants will be asked to demonstrate engagement with social innovation in their applications (e.g., through previous academic work, volunteer work, or work experience).

We anticipate drawing students mostly from Social Science and Humanities fields, but remain open to applicants from other fields who are able to demonstrate an impressive level of social engagement (e.g., Health Science). We also consider this program to be suitable for applicants without undergraduate coursework in the Social Sciences and Humanities, but whose professional work experience as managers or policy analysts demonstrates aptitude for social policy-oriented work that would benefit from gaining a deeper understanding of the context in which they work; such applicants would be assessed on a case by case basis by the MSPI Graduate Program Committee, which will be making decisions regarding admissions. Non-traditional students with professional work experience or substantial service to community organizations will be considered for admission, upon submission of additional substantiation of these commitments and in some cases an interview.

The admission criteria proposed here are consistent with those of the other Master's degree programs at universities across Ontario (see Appendix A).

b. Program Learning Outcomes and Assessment of Student Knowledge (QAF 2.1.1b, 2.1.6)

Table 3: Program Learning Outcomes

Program Learning Outcomes	Degree Level Expectations	Relevant courses	Assessment of Learning Outcomes
Apply interdisciplinary knowledge from political science, legal studies, and communication and digital media studies to an outward facing project	Depth and Breadth of Knowledge; Research and Scholarship; Communication Skills	Major Research Project	Data collection; ethnographic research; outward facing public project; community presentation
Engage with diverse communities and institutions to promote dialogue and collaboration oriented to social innovation and change.	Depth and Breadth of Knowledge; Research and Scholarship; Application of Knowledge Professional Skills Communication Skills Awareness of Limits of Knowledge	Communicating Law and Politics in Everyday Life; Advocacy, Change and Social Practice	Oral presentations; ethnographic research project; policy analysis research paper Legal analysis research paper
Critically examine knowledge about new and emerging trends in social innovation and change, and connect this knowledge to efforts to solve community and social problems	Depth and Breadth of Knowledge Research and Scholarship Application of Knowledge Professional Skills Awareness of Limits of Knowledge	Foundations for Social Practice	Literature Review Research Paper
Identify and employ theories and methods that are appropriate and useful to building an action component into innovative knowledge creation and knowledge mobilization projects	Research and Scholarship Application of Knowledge Communication Skills Awareness of Limits of Knowledge	Major Research Project; Interdisciplinary Theory and Practice	Research presentation; literature review

Demonstrate the capacity to synthesize and apply knowledge in ways that address and engage community and social problems, with the goal of forging innovative solutions	Research and Scholarship Application of Knowledge Professional Skills Communication Skills	Major Research Project	Data collection; research presentation; community engagement exercises; case studies
Demonstrate awareness of the power dynamics and structural limits to disciplinary as well as interdisciplinary knowledge and methods	Depth and Breadth of Knowledge; Research and Scholarship; Awareness of Limits of Knowledge	Information, Power and Democracy: Constraints, Freedom, and Ethics; Major Research Project	Research paper; oral presentation; literature review

The MSPI culminates in each student developing and implementing an outward-facing major research project. The project will be developed over the course to the third (Spring/Summer) and fourth (second Fall) terms, in conjunction with the students' supervisor. The first phase of the process guides students through development of the theoretical and methodological contextualization of the planned project. Each student will describe the design of the project and situate it within the interdisciplinary framework the student wishes to pursue. Proposals will be assessed by the student's MRP Committee with faculty representation from at least two of the three core programs (supervisor plus a second reader). Each approved MRP will have a component of application to a defined challenge, normally located in the community or otherwise outside of the university. This outward-facing component may range from a highly conceptual proposal for change in the form of an academic article to an executed practical collaboration that shows an evident outcome in the form, for example, of a public education campaign, founding a community organization, or an exhibition. Engagement with expertise within the community will be an important component of most MRP projects.

Students will work with their faculty supervisor to implement the project, document it, and critically evaluate its efficacy at achieving its social innovation goals. Students will submit this critical evaluation and project documentation to their MRP Committee for final review, on a pass/fail basis. Students will be required to demonstrate how their project was mobilized and brought to fruition and its results at an annual MRP forum held at the end of the fourth term, with a particular focus on presenting the project to the community it addressed. At this forum, a commenter will be assigned to each MRP (as arranged by the student and their supervisor) to provide students with additional feedback. Commenters may be drawn from the program faculty, external faculty, or community experts.

Additional support for relevant projects would be provided through The Digital Life Institute, which serves as a research hub for faculty research. The Digital Life Institute is rooted in FSSH but encourages collaboration across Ontario Tech and with external academic partners, focused on the study of new and emerging digital technologies and how they affect social, personal, cultural and artistic practices

The combination of all of these elements reflect the program learning outcomes of the MSPI as a whole. The Program Learning Outcome Alignment Map to Degree Level Expectations is attached at Appendix B.

c. Program Structure and Content

The MSPI program is conceived as a full-time 16-month degree program, with each student beginning in a Fall term and running through Spring/Summer to the degree completion at the end of the following Fall. Coursework will be completed in the Fall and Winter terms of the first year, with Spring/Summer and the second Fall dedicated to the Major Research Project.

The proposed MSPI is a strongly interdisciplinary program. The coursework required in the Fall and Winter of the first year is designed to provide training in both interdisciplinary theory and methods, discipline-specific foundations, and cross-disciplinary inquiry. The program culminates in a Major Research Project, which must be operationalized as an outward facing project aimed at public/community engagement. The results of this engagement must be integrated into the student's final project before submission. These outward facing projects could include such endeavours as social media campaigns, organizing a public event, an art project, or designing public awareness materials, campaigns or creative interventions on a topic of current public concern.

The coursework is spread over the first 2 terms, Fall and Winter, with full-time students taking 9 credits each Semester (see Appendix C for Calendar copy and Appendix D for course outlines). The Spring/Summer Semester marks the passage to the Major Research Project phase 1, which is the theory and method developmental writing phase. The final and fourth Semester, Fall of the second year, is the Major Research Project 2 mobilization phase. Once this mobilization has been initiated and integrated into the Major Research Project via an approved form of documentary evidence (for instance, various forms of media), including a self-critical analysis of the results, the complete Major Research Project will be assessed by the student's Major Research Project committee. No oral defense is envisaged, but a public presentation is required, once the committee accepts the project.

A Major Research Project typically has two components: the first is the theoretical and methodological contextualization which provides the foundation for the second

part, the proposed plan for and execution of an outcome. Major Research Project proposals will have identified a faculty supervisor and will be approved by the supervisor and a second reader, who together comprise the student's MRP Committee. Each approved Major Research Project will have a component of application to a defined challenge, normally located in the community or otherwise outside of the university. The outward-facing component may range from a highly conceptual proposal for change in the form of an academic article to an executed practical collaboration that shows an evident outcome (e.g. an event, a public education campaign, founding a community organization). Students at the Major Research Project 2 phase will submit to their MRP Committee evidence from their project, and explain or display how it was mobilized and brought to fruition in an annual MRP forum, where they receive additional feedback from a commenter, which may include a community expert, where appropriate. An element of self-critique is expected in integrating the results into the final project documentation.

The MSPI program is initiating graduate students into collegial and collaborative learning and critical thinking by way of its foundational courses. As such the first semester of the program is intended to be taught in-person (face-to-face), although if the structural and technical classroom resources are available, it would be possible to allow students to choose whether to attend in person or remotely (i.e. classes would be offered face-to-face and synchronously online simultaneously). Students will be expected to move through the program as a group/cohort, regardless of whether they are completing the program face-to-face or online. The additional coursework may be delivered online, hybrid or face-to-face, again with the potential option for student choice if the facilities and technical support are available.

d. How the MSPI Program Aligns With the State of Interdisciplinarity

The MSPI's interdisciplinary curriculum draws from Legal Studies, Communication and Digital Media Studies, and Political Science, programs within the already interdisciplinary Faculty of Social Science and Humanities at Ontario Tech University. The MSPI's curricular embrace of interdisciplinarity reflects the current state of the faculty in which this proposed program is embedded, as well as the interdisciplinary nature of the social science and humanities more generally, in Canada and internationally.

Over the past decade, several social science and humanities faculties, departments, journals, conferences and granting agencies, as well as governmental policy-making institutions and their respective stakeholders, have emphasized the value of *interdisciplinary* research to social innovation and change. While the boundaries of every discipline may always already be somewhat porous, interdisciplinary research is undertaken by scholars who intentionally integrate and blend two or more disciplines into a new or innovative approach to understanding and trying to change

the world. Interdisciplinarity is beneficial to researchers, learners and the wider society of which they are a part for a number of reasons. For one, interdisciplinarity encourages researchers to develop a holistic and pluralistic as opposed to narrow and singular approach to conceptualizing and analyzing social problems that in themselves have multiple social causes and solutions. It also cultivates learners that are flexible and nimble thinkers who can swiftly "transcode" between different disciplinary paradigms when conducting research on social problems and engaging with relevant communities. It furthermore supports the production and distribution of research products (new or innovative knowledge applied to society) that are better positioned to address and engage multiple communities of interest (or audiences) than those stemming from just one discipline.

Recognizing that contemporary research oriented to social innovation and transformation are enhanced by theories, methods and insights from multiple disciplines, social science and humanities scholars are increasingly designing research projects relevant to their core concerns that build from a number of disciplines. For all of these reasons, the MSPI's curriculum embraces an interdisciplinary approach that enhances and augments the pursuit of high quality research, teaching and learning, and knowledge production and diffusion in society.

e. Experiential Learning

The Major Research Project is designed as experiential learning: the projects that MSPI students will design, implement and critically reflect upon mirrors the process they will encounter in the workplace or as community advocates after the degree is completed. A component of many Major Research Projects will be collaboration with a community organization, in order to best involve the intended beneficiaries of the project in providing feedback throughout the process.

f. Student Accessibility

We have considered the potential need for accessibility accommodations in the development of this program and will coordinate with Student Accessibility Services and the Teaching and Learning Centre to provide any necessary supports inside or outside of the classroom. The program will accommodate any accessibility need through the use of online or in person supports or the provision of alternative assignments for those with accessibility requirements for particular assignments i.e. alternative to oral presentations for those with limited mobility or hearing or visual impairments. We will work with Teaching and Learning and Accessibility Services to make sure course materials are accessible and currently

The Accessibility for Ontarians with Disabilities Act (AODA) standards has been considered in the development of the FSSH model course template and it adheres to the principles outlined in the University's Accessibility Policy. All accessibility requirements will be coordinated through the FSSH graduate program assistant.

g. Calendar Copy With Program Map

Please see Appendix C for proposed calendar copy for each of the new courses that will comprise the MSPI curriculum.

Program Map:

Year 1:
- Fall Semester:
    o Interdisciplinary Theory and Practice I (3 credits)
    o Foundations for Social Practice and Innovation (6 credits)

- Winter Semester:
    o Interdisciplinary Theory and Practice II (3 credits)
    o Two of:
        ▪ Advocacy, Change and Social Practices (3 credits)
        ▪ Communicating Law and Politics in Everyday Life (3 credits)
        ▪ Information, Power, and Democracy: Constraints, Freedoms, and Ethics (3 credits)
        ▪ Special Topics in Interdisciplinary Studies (3 credits)
        ▪ Directed Studies (3 credits)

- Spring/Summer:
    o Major Research Project I and II (6 credits)

Year 2:
- Fall Semester
    o Major Research Project III (6 credits)

3 Consultation

As a unique interdisciplinary program culminating in an outward facing Major Research Project instead of a traditional thesis, the MSPI does not overlap with existing graduate programs in FSSH or any other faculty at Ontario Tech.

Does this Program contain any Indigenous content?   X Yes   ☐ No   ☐ Unsure

Has the IEAC been contacted   X Yes ☐ No

If yes, when?

The program proposal and each new course proposal with any potential indigenous content was reviewed by the IEAC in multiple rounds of consultation. The IEAC met and reviewed these proposals June 1 and 3, July 9, September 24, December 8 and 10, 2020.

What was the advice you received from the IEAC, and how has it been included in your proposal?

As described in each relevant new course proposal in Appendix D, the IEAC provided both general advice as to course design and assessment methods, as well as advice on preferred wording and emphasis on indigenous content and pedagogical methods. All suggestions were incorporated into the course proposals.

Did the IEAC ask you to return the proposal to them for review?   X Yes   ☐ No

If yes, have they completed their review?   X Yes ☐ No ☐ N/A

4   Resource Requirements (QAF 2.1.7, 2.1.8, 2.1.10)

a. General Resource Considerations

The primary cost associated with implementing the MSPI program comes from faculty time to teach the courses. We currently have the faculty resources to be able to offer this program. Should the program grow larger than anticipated the need to hire additional faculty will be examined. There are no impacts on other institutions or external partners.

b. Faculty Members - Current and New Faculty Requirements

Impact on existing programs is moderate. A new MSPI program would require tenured, tenure-track and teaching faculty who are currently teaching undergraduates or teaching in other graduate programs to teach in the new

program, and so would require additional sessional instructors to cover those undergraduate courses. No sessional instructors will teach in the MSPI program.

Some courses in the program map are to be cross-listed with existing 4000 level undergraduate courses, although such a cross-listed course would at most comprise one three credit course in the entire 30 credit degree program. A proposed cross-listed course will be reviewed by the MSPI Graduate Program Committee (with one representative from each of the three contributing undergraduate programs). A cross-listed course would be offered on a multi-year rotating basis, so as to reduce the likelihood of an Ontario Tech bachelor's degree graduate who enrolls in MSPI to have already taken an offered course. The cross-listing will lighten the burden of hiring sessionals for undergraduate courses, since these classes do not take permanent faculty out of their usual undergraduate teaching workload. Further, exceptional undergraduate students enrolled in the fourth year of any of the three contributing programs can apply for permission to enroll in the MSPI transdisciplinary courses in the Winter term program map.

"The MSPI program will require additional service work from faculty, including a MSPI Graduate Program Committee and a MSPI Graduate Program Director. This committee must include two representatives from each of the three programs, and the GPD will serve a two-year term, as drawn on a rotating basis from the three programs. The responsibilities of the Graduate Program Committee and GPD are set out as follows:

- **Graduate Program Committee (GPC)**
  - *Responsibilities of the GPC include:*
    - Full committee (6 members): Admissions
    - Core committee (3 members): Course Teaching Assignments; Curriculum (which undergraduate 4000 level courses will be cross-listed for next year, if any; changes to MSPI courses); Establish and maintain MRP criteria and assessment guidelines; Provide input on annual MRP presentation forum (end of Fall II term); Discuss any issues that may arise re the program or its students.
  - *Membership of the GPC:*
    - The Core GPC will consist of one member from each program and will meet monthly during the academic year.
    - Three more (one additional from each program) will make up the Full GPC. Full committee members can also serve as alternate program representatives on the Core committee, as needed.
    - A MSPI graduate student representative will be elected by the students to serve on the GPC for the calendar year (January –December). The graduate student representative

> will not take part in the admissions process or any discussion of sensitive student matters.
> - o The GPC participates in all decisions related to the program. Decisions will be by consensus, but if no consensus can be achieved by the Core members, then the Full members will be called in for a vote. The Dean (or a delegated Associate Dean) will serve as tie-breaker, as needed.
>
> - **Graduate Program Director (GPD)**
>   - o Serves as general advisor to incoming students.
>   - o Chairs all meetings of the Graduate Program Committee (GPC)
>   - o Serves as program liaison to the Dean:
>   - ▪ Attends leadership team meetings with the Dean;
>   - ▪ Communicates GPC decisions and recommendations to the Dean;
>   - ▪ Submits any budget requests to the Dean.
>   - o Leads/organizes recruitment initiatives.
>   - o Organizes Fall I MRP supervisor matching and research opportunity event
>   - o Organizes annual MRP forum (end of Fall II term)
>   - o Prepares and submits any curriculum changes to FGPS
>   - o Ensures MSPI Graduate Student Handbook is up-to-date.
>
> Tenured and tenure-track faculty in each of the contributing undergraduate programs (Legal Studies, Political Science, Communication and Digital Media Studies) are eligible to apply for supervisory privileges. Teaching Faculty are eligible to co-supervise. All program faculty are eligible to be second readers on MRP Committees. A full detailed list of faculty to be involved in the MSPI can be found at Appendix E and short research biographies of each can be found in Appendix F.

c. Additional Academic and Non-academic Human Resources

> The FSSH has a graduate program assistant liaising with the School of Graduate and Postgraduate Studies (SGPS). The Director, Planning and Operations, the Academic Planning Specialist and an office assistant will support graduate students in their various roles. A graduate program director (who is also a faculty member) will be assigned to MSPI. There are two practicum coordinators in FSSH who will provide opportunities for building community connections in developing outward facing projects.
>
> SGPS provides support services for graduate students, including graduate professional development workshops, experiential learning and networking opportunities. Student Life offers services ranging from academic support,

accessibility, health and wellness, equity and inclusion, career readiness, to other forms of community engagement.

d. Existing Non-financial Student Supports

School of Graduate and Post-Doctoral Studies

Quality graduate and postdoctoral education combines teaching, research, professional development, disciplinary community involvement and personal growth. It is by nature a shared responsibility between students, faculty members, the programs and a large number of support units, with overarching administration being provided by the School of Graduate and Postdoctoral Studies.

The School of Graduate and Postdoctoral Studies (SGPS) furthers the scholarly mission of the university by providing academic and administrative support to the university's postgraduate educational, research, innovation and international activities. Our responsibilities include graduate program development, graduate enrolment management, oversight of academic and quality standards, and the implementation of policies and practices that enhance graduate/postdoctoral scholarly success, career readiness and personal growth. SGPS supports prospective, new and current graduate students through many administrative services including, but not limited to, recruitment, admission, registration, funding and scholarships, orientation, professional development workshops and events, and processing of final theses, projects and papers. SGPS is a single-point-of-contact, multifunctional administrative unit tailored to the complete "life-cycle" of graduate students, providing coordinated support to students and all other stakeholders.

Faculty-Specific Support

Academic Advising
There is no formal Faculty Academic Advising Office for graduate students in FSSH. Graduate students go to the Graduate Program Director, Graduate Program Assistant, or their research supervisor (faculty advisor) for academic advising support.

Student Life

All graduate students have access to an extensive support system that ensures a quality student experience. In addition to the outlined services below, students may also take advantage of the Campus Childcare Centre, Campus Bookstores, Housing and Living Resources, as well as the Student Union. Further information can be found at: http://studentlife.ontariotechu.ca/

Student Learning Centre
The Student Learning Centre fosters a high level of academic excellence in the Ontario Tech University community by working with all Ontario Tech University students, undergraduate and graduate, to achieve educational success. Foundational knowledge and prerequisite skills are essential to all university-level courses, and competency with these skills is vital for strong academic performance. Faculty specific academic

resources are available online and include tip sheets and videos. The subject specialists offer in-person support services in mathematics, writing, study skills, ESL and physics.

Student Accessibility Services

Student Accessibility Services (SAS) works collaboratively to ensure that students with disabilities have equal opportunities for academic success. SAS operates under the Ontario Human Rights Code (OHRC) and the Accessibility for Ontarians with Disabilities Act (AODA). Services are provided for undergraduate and graduate students with documented disabilities. Accommodation supports include but are not limited to:

- Adaptive technology training
- Alternate format course material
- Learning skills support
- Testing support
- Transition support for incoming students

SAS also provides inclusive peer spaces, support groups, and skills workshops for students.

Careers and Internships

The Career Centre offers comprehensive career service assistance, co-op and internship support and resources, and a variety of valuable resources to help students along their career paths, including:

- Assistance with creating effective job-search documents
- Career Counselling
- Co-op and internship job search advising
- Interview preparation
- Job market information
- Job search strategies

A variety of events are hosted on campus during the academic year including employer information and networking sessions, job fairs, and interviews conducted by leading employers.

Student Engagement and Equity

Student Engagement and Equity supports students' successful transition into the university and provides opportunities for them to develop leadership and professional skills throughout their university career. Services provided through Student Engagement and Equity include:

- Specialized programming for first-generation, graduate, Indigenous, international, mature, online, transfer, and diploma-to-degree pathways students
- Services and supports for international and exchange students

- Equity and inclusivity programming and support groups
- Assistance and advice for living off-campus

Student Mental Health Services
Student Mental Health Services helps students learn how to better manage the pressures of student life. Students can:

- Attend a drop-in session
- Participate in events and activities or support groups that promote positive health and well-being
- Access tools and resources online to learn about mental health and how to maintain good health and wellness
- Work with a mental health professional to address concerns
- Contact the Student Lifeline for immediate help and assistance
- Get answers to frequently asked questions about mental health

Student Mental Health Services offers short-term counselling and therapy services to students. Students in distress will also be provided with support and counselling as needed. There is no cost to students and services are confidential. For those who need long-term counselling support or specialized mental health services, Ontario Tech University will provide referrals to assist the student in accessing resources in the local community or in the student's home community.

Athletics and Recreation Facilities
Ontario Tech University offers a number of recreation facilities and fitness opportunities to meet all lifestyles and needs. On-campus facilities include the state-of-the-art FLEX Fitness Centre which overlooks Oshawa Creek, five gymnasiums, a 200-metre indoor track, two aerobic/dance studios, the Campus Ice Centre, Campus Fieldhouse, a soccer pitch, a fastball diamond, squash courts and an indoor golf training centre. Students are able to participate in varsity and intramural sports as well as group fitness classes and personal training sessions.

Campus Health Centre
The Campus Health Centre provides assistance in numerous confidential health-care options including:

- A medical clinic with daily access to physician and nursing staff
- Complementary Health Services featuring acupuncture, chiropractic, custom orthotics, massage therapy, nutritional counselling and physical therapy
- Treatment of disease, illness and injury
- Allergy injections, immunizations and influenza injections
- An on-site laboratory (blood work, STI testing, throat swabs, etc.)
- Gynaecological health-care and prescriptions

Student Awards and Financial Aid
Student Awards and Financial Aid (SAFA) is dedicated to helping students understand the variety of options available to finance their education. Budgeting and financial planning are essential to their success and Student Awards and Financial Aid is on hand to help create the right financial plan. Financial assistance can be in the form of bursaries, employment (both on-campus and off), parental resources, scholarships, student lines of credit and the Ontario Student Assistance Program (OSAP).

Information Technology Resources
IT Services strives to provide quality services to students at Ontario Tech. To support these objectives, the following components are included:

Wireless network
Wireless internet connection is available in public areas and open-air locations around the Ontario Tech campus where students congregate (North Oshawa and Downtown locations).

Wired network
To ensure the success of the technology-enriched learning environment, a comprehensive data network has been installed on campus. This includes a network drops in lecture halls and designated areas as well as network drops for each residence suite.

Ontario Tech students benefit from networked classrooms and learning spaces. Each ergonomically-designed space has data network connection access and electrical connections to ensure battery regeneration. In addition, classrooms include electronic projection equipment and full multimedia support.

IT Service Desk
The IT Service Desk is equipped with certified technicians and experienced IT professionals offering technical support services on a drop-in, call-in or email basis.

Software Support
Software Support specialists are available to students on-site and online to assist in downloading/installing University software and support any other software related issues.

Printing services
Printing services are available to students in the following areas: labs, classrooms, study common areas, the Learning Commons and the Library. All Ontario Tech University students receive print credits every year, more Printpacks can be purchased through the Campus Bookstore if students require additional printing services.

Teaching & Learning Centre
The mission of the Teaching and Learning Centre (TLC) at Ontario Tech is to empower faculty to reach their potential as educators and to create a culture where effective

teaching is valued. We champion the scholarship of teaching and implementation of pedagogy. We create valuable teaching and learning professional development experiences. We move Ontario Tech towards being a leader in teaching excellence, ultimately leading to greater student success.

The TLC provides faculty with a range of tools and facilities to assist them in providing a rich learning experience for students. Experts at the TLC provide support in various areas including curriculum development, multimedia design, learning technology and in the overall improvement of teaching practice.

In addition, the TLC funds teaching-related projects from the Teaching Innovation Fund (TIF) for proposals by faculty members aimed at developing new methods in teaching and learning. The TLC facilitates teaching awards at the University and supports faculty in their application for external awards and funding opportunities that focus on teaching and learning.

e. Graduate Student Financial Support

MSPI students would be eligible for Teaching Assistantships. The three undergraduate programs that comprise the root of the MSPI program (Legal Studies, Political Science, Communication and Digital Media Studies) have never had truly qualified graduate students to draw from for TA positions: MSPI graduate students would be a welcome change in these circumstances and would benefit these undergraduate programs.

MSPI students would have the opportunity to work with researchers on existing funded research projects, as Research Assistants, gaining exposure to how advanced interdisciplinary research is conducted.

f. Physical Resource Requirements

The Faculty has the space required to deliver this program. Plans are underway for looking at overall space requirements in the Faculty for 2023 when it is anticipated that this program will launch. The space needs to this program are being factored into those decisions being made to ensure adequate space.

Other physical resources required are the same as any other graduate program in FSSH and have been accounted for to deliver this program These include:
- Classroom space for in-person classes;
- Information Technology Services provided by Ontario Tech, including Wireless network, Wired network, IT Service Desk, General workstations, Printing services:

- o Wireless network connection is available in public areas and open-air locations around the Ontario Tech campus where students congregate (both North Oshawa and Downtown locations);
  - o Wired network, a comprehensive data network, has been installed on the Ontario Tech campus. This includes network drops in lecture halls and designated areas as well as network drops for each residence suite;
  - o The IT Service Desk is equipped with certified technicians and experienced IT professionals offering technical support services on a drop-in, call-in or email basis;
  - o Printing services are available to students in the following areas: labs, classrooms, study common areas, the Learning Commons and the Library. All Ontario Tech students receive print credits every year, and more Printpacks can be purchased through the Campus Bookstore if students require additional printing services.
- Learning technologies:
  - o In classrooms and other physical learning spaces: Ontario Tech has networked classrooms and learning spaces, with data network connection access and electrical connections to ensure battery regeneration. In addition, classrooms include electronic projection equipment and full multimedia support.
  - o Virtual classroom and learning software: Ontario Tech uses Canvas and Kaltura as its primary online learning platforms.
- Library Resources:
  - o All library resources currently available to Ontario Tech students include physical collections, online databases and e-resource access, and library staff supports;
  - o The full account of current library resources that would be available to MSPI students is set out in the library report at Appendix G.

g. Resource Summary

MSPI students will be expected to pay the flat-fee tuition that is currently the norm for Ontario Tech Master of Arts Programs. The University sector is undoubtedly experiencing a period of instability, due to the unprecedented and still uncertain impact of the global pandemic. Nonetheless, graduate enrollment at Ontario Tech's FSSH graduate programs has been holding steady, indicating that graduate education continues to be an attractive career building and up-skilling choice for prospective students.

MSPI students will be eligible for the same grant per FTE allocation as other FSSH MA students.

Human Resource Requirements

Are additional faculty required to be able to offer this program? ☐ Yes   ☒ No

If yes, what is the discipline that the faculty is currently missing to offer the program, what year will the Faculty hire be required and are there additional criteria associated with the hiring requirement (i.e. enrolment levels)?

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Are additional staff, TAs or other required to be able to offer this program? ☒ Yes ☐ No

If yes, please outline what year the staff hire will be required and any additional criteria associated with the hiring requirement:

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MA students in this program will contribute to the TA pool. Allocations on a year
by year basis will be determined based on need. This has been accounted for in
the overall program budget.


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Space Requirements

Are there additional space requirements specific to being able to successfully launch this program? ☐ Yes   ☒ No

If yes, please provide additional details:

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Technology Requirements

Are there additional technology requirements specific to being able to successfully launch this program? ☐ Yes   ☒ No

If yes, please provide additional details:

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Additional Resource Requirements

Are there additional resource requirements not specified above that are required to successfully launch this program? If so, please outline them below:

The resource requirements outlined above have been reviewed and approved by the Academic Resource Committee (ARC): __March 2021_____

(date of review)

5 Closing Statements Regarding Program Quality (QAF 2.1.10)

The collective faculty expertise mobilized by the MSPI is entirely appropriate to the proposed program, and it will contribute substantively and successfully to the delivery of a high-quality interdisciplinary graduate program (see Appendix E for a breakdown of faculty graduate supervision, publications, and research grants). Each of the MSPI's faculty members are already part of an interdisciplinary program that is embedded within a Faculty that is committed to interdisciplinary research, teaching, and knowledge production and mobilization oriented to social innovation and change. Relative to the size of the Faculty and Ontario Tech University as a whole, the MSPI faculty members' ever-growing track record of interdisciplinary research output within and across Legal Studies, Communication and Digital Media Studies and Political Science disciplines is outstanding. Guided by the Faculty's social justice mandate and the University's "tech with a conscience" vision, many of the faculty members conduct well-funded and widely recognized interdisciplinary research that is at the forefront of identifying and imagining solutions to social problems which are shaped by and shaping of disruptive information and communication technologies (ICTs). In sum, the faculty's interdisciplinary research expertise and accomplishment will support the MSPI's interdisciplinary curriculum and provide graduate students with an opportunity to collaborate with and learn from world class scholars committed to social innovation and change.

6 Appendices

Admissions Criteria at Comparable MA Programs – Appendix A
Program Learning Outcome Alignment Map to DLEs – Appendix B
Calendar Copy – Appendix C
New Courses – Descriptions and Proposals – Appendix D
Detailed Listing of Faculty Committed to the Program – Appendix E
Short Faculty Research Bios – Appendix F
Library Report – Appendix G

Appendix A: Admissions Criteria at Comparable MA programs

<u>**INTERNAL: Ontario Tech University**</u>

Master of Arts - Criminology (FSSH)

- Hold a four-year honours undergraduate degree in the social sciences from a Canadian university, or its equivalent from a recognized institution. Normally, applicants are expected to have graduated with a social science degree that has provided them with a sound understanding of social science methodologies and a basic understanding of criminological theories.
- Minimum overall academic standing of a B (GPA: 3.0 on a 4.3 scale or 73 to 76 per cent), with a minimum B average in the last two full-time years (four semesters) of undergraduate work or equivalent.

General Admissions Criteria for Masters Programs across Faculties -- School of Graduate and Postdoctoral Studies, Ontario Tech University

- Hold a four-year honours degree or its equivalent from a recognized institution in the same area of graduate study or a closely related subject.
- Overall academic standing of at least a B average (GPA: 3.0 on a 4.3 scale or 73 to 76 per cent), with a minimum B average in the last two full-time years (four semesters) of undergraduate work or equivalent.

<u>**EXTERNAL:**</u>

Master of Arts in Social Innovation, Saint Paul University and University of Ottawa

- Hold an honours degree (4 years) or its equivalent in Human or Social Sciences or Management, with a minimum average of B (70%)

Master of Arts in Socio-Legal Studies, York University

- To be considered for admission as a Master or Arts (MA) candidate in Socio–Legal Studies a student must have completed an honours degree program or equivalent from a recognized post secondary institution, with an academic average of no less than a B+ over the last two (2) years of academic work.

Master of Arts in Communication and Social Justice, University of Windsor

  *General to all Masters Program at University of Windsor:

- Graduates of recognized universities may be admitted to programs leading to the Master's degree. A student with a four-year degree or equivalent in the discipline to which s/he is seeking admission, and who has an academic standing equivalent

to 70% or better in the final two years of study (full time equivalent) may be admitted to a Master's program (M2).

- An applicant who holds a four-year degree in a related discipline, and who has an academic standing equivalent to a 70% or better overall and in the final year of study and the major subject, may also be admitted to a Master's program as a transitional student. Transitional students are normally required to complete a program of no more than five specified undergraduate courses in addition to the graduate courses required of regular students. Upon completion of these extra courses, with a minimum grade as specified by the program, the student may continue in the Master's program as a regular student (M2).

- An applicant who does not meet minimum departmental program admission requirements, but who can present evidence of leadership, and/or substantial related work experience, may be considered for probationary admission upon the recommendation of the program. Students who are accepted on probation will be required to satisfactorily complete two specified graduate courses in the first term of registration, in addition to any other admission requirements, before conditions are waived. Graduate credit will be given for the graduate courses after the conditions are waived. The final decision on probationary admission rests with the Faculty of Graduate Studies.

- An applicant who holds a three-year degree in the discipline to which s/he is applying, or a four-year degree in another discipline, and who has an academic standing equivalent to 70% or better overall and in both the final year of study and major subject may be admitted as a qualifying student, with a recommendation for advancement to M2 level contingent upon completion of a prescribed set of qualifying courses, with a minimum grade as specified by the program. Since qualifying students are not candidates for a degree, a qualifying student is not considered a graduate student (M1).

Appendix B: Program Learning Outcome Alignment Map to DLEs

	Apply interdisciplinary knowledge from	Engage with diverse communities	Critically examine knowledge about	employ theories and methods that	Demonstrate the capacity to synthesize and	Demonstrate awareness of the power
Depth and Breadth of Knowledge	X	X	X			X
Research and scholarship: A conceptual understanding and methodological competence that:	X	X	X	X	X	X
Level of Application of Knowledge		X	X	X	X	
Communication Skills	X	X	X	X	X	
Awareness of limits of knowledge		X	X	X		X
Autonomy/Professional capacity	X	X	X		X	

Appendix C: Calendar Copy

Program

Master of Arts in Social Practice and Innovation

Program information

The Masters in Social Practice and Innovation (MSPI) is an interdisciplinary program at the intersections of law, communication and digital media, and political science. Students will be trained to identify and employ theories and methods that are appropriate and useful to building an action component into innovative knowledge creation and knowledge mobilization projects. Students will learn to apply interdisciplinary knowledge from the three constituent fields to an outward facing Major Research Project of their own design. Each student's Major Research Project will aim to promote and facilitate public and community engagement, through which MSPI students will practice how to formulate, develop and deploy effective solutions to challenging and often systemic social and political issues in ways that can support social progress.

Admission requirements

In addition to the general admission requirements for graduate studies, MSPI applicants must meet the following program-specific requirements.

Applicants with an undergraduate degree in Communication, Legal Studies, Political Science or related fields and minimum overall academic standing of a B (GPA: 3.0 on a 4.3 scale or 73 to 76 per cent), with a minimum B average in the last 60 credits of a 120 credit undergraduate program are eligible to apply. Students with undergraduate degrees in other fields who are able to demonstrate an impressive level of commitment to social engagement in volunteer work or work experience are also eligible to apply.

All prospective applicants will be asked to demonstrate engagement with social innovation in a statement of purpose as part of their application package (e.g., through previous academic work, volunteer work, and/or work experience).

Part-time studies

The MSPI program is designed to be completed in 16 months (four semesters) of full-time study. In exceptional circumstances, students can complete the final 12 credits of the program part time.

Degree requirements

All MSPI students are required to complete 18 credits of coursework and 12 credits dedicated to the Major Research Project. All MSPI Students will take two courses in Interdisciplinary Theory and Practice (3 credits each), and one course in Foundations for Social Practice and Innovation (6 credits). The remaining two courses will vary year to

year from the list below. Students may choose to swap out one of these variable courses for Directed Studies of their own design, as approved by a faculty supervisor.

Course listing

Core courses:

MSPI 5010G Interdisciplinary Theory and Practice I (3 credits)
MSPI 5020G Interdisciplinary Theory and Practice II (3 credits)
MSPI 5030G Foundations for Social Practice and Innovation (6 credits)

Elective: two of the following

MSPI 5040G Advocacy, Change and Social Practices (3 credits)
MSPI 5050G Communicating Law and Politics in Everyday Life (3 credits)
MSPI 5060G Information, Power, and Democracy: Constraints, Freedoms, and Ethics (3 credits)
MSPI 5070G Special Topics in Interdisciplinary Studies (3 credits)
MSPI 5080G Directed Studies (3 credits)
Approved cross-listed 4000U level courses

Required Major Research Project

MSPI 5001G Major Research Project I and II (6 credits)
MSPI 5002G Major Research Project II (6 credits)

YEAR ONE: FALL/WINTER

- ***Interdisciplinary Theory and Practice I & II:* (6 credits over Fall/Winter, required)**

During the first term, a variety of methodological and theoretical approaches to interdisciplinarity are surveyed and critically evaluated along a continuum between the two poles of a grand theory and competing narratives. Case studies of successes and failures are canvassed and debates about the role of agreement across the disciplines as a menace or a comfort will be considered. The role of technology as an engine of interdependence will play a significant role in understanding the institutional and social contexts of knowledge integration and convergence. In the second term, models and methods of interdisciplinarity will be constructed within the relational fields of the program and new intersections mapped for the purpose of articulating and guiding creative and experimental social practices, looking towards the Major Research Project.

- ***Foundations for Social Practice* (6 credits, Fall Semester, required)**

This course provides students with the means to employ core concepts from the three disciplines that comprise the interdisciplinary program: communication, legal studies and politics. The course will consist of three blocks corresponding to these disciplines. **The communication component** examines foundational and current works in new media and communication studies. It focuses specifically on how current and emerging technologies may be designed and used by individual and collective actors for practices oriented to social innovation and transformation. Students will hone their knowledge of the relationship between the design, development, diffusion, uses and impacts of new media technologies, and the multi-faceted processes of social innovation and social transformation. **The legal studies component** engages legal concepts such as: the rule of law; human rights; constitutionalism and the Crown; sources of law including the common law, the civil code and Indigenous law; distinctions between criminal, administrative/public and private law; and relationships between domestic and international law. The course explores these concepts in the contexts of theoretical perspectives such as legal pluralism and multi-juridicality, critical legal theories, and structures of sovereignty and jurisdiction. Students will read court decisions and legislation, and engage with a range of legal materials. **The politics component** explores the realm of politics by focusing on the nature and role of the state, and different forms of understanding society and power. Students will examine various approaches to the state as embedded in social processes and structures, as historically-built legal and institutional arrangements and as condensations of relations of power and domination. Historical transformations in the role of the state in the context of globalization and their impacts on democracy, the economy and on the relations between politics, policy-making and society will also be considered.

INTERDISCIPLINARY COURSES (2 from this list required, Winter term, 3 Credits each):

- ***Information, Power, and Democracy: Constraints, Freedoms, and Ethics***

The means to amass and analyze data and the technologies of informational identity have been developing for more than a century, bringing us to the present moment where the internet,

social media platforms, networked devices and other means of dataveillance have become integral to how we as citizens are addressed, assessed and characterized by governments, political parties, corporations and individuals. The centrality of information gathering practices to governance, election campaigns, social movement activism and marketing requires understanding of the existing and yet-to-be-determined legal, political and ethical tools to constrain misuse of information and other data while also facilitating and protecting the flow of information to address misuse of power. This course probes how information technologies link with contemporary politics and governance, and engages topical and contentious ethical debates surrounding the historical transformation of democracy and consumer society in the digital age.

- ***Communicating Law and Politics in Everyday Life***

In this course, students will develop critical and analytical skills in order to evaluate the nature of political and legal communication in everyday life. Students will learn to employ analytical approaches such as framing theory and narrative analysis. As the digital age allows instantaneous and ongoing narrativizing and framing of events and phenomena in real-time to both worldwide and highly specialized audiences, an in-depth understanding of narratives and frames, and how to create and interpret compelling legal and political narratives and frames, is becoming increasingly relevant.

- ***Advocacy, Change and Social Practices***

This course asks how advocacy can be integrated into social action in order to prompt interpersonal, legal, political, and economic reform. Students will consider historical and contemporary examples of allyship enacted through discourse, community and grassroots organizing, lobbying, protests, and artistic works. They will learn key theories of solidarity and social change found in scholarly research and activist movements while investigating the impacts of collective action on law, policy, and personal and professional practice. Students will examine several specific areas of impact, such as sovereignty, healthcare service provision, homelessness and poverty reduction, consumer protection, labour, and minority rights advancement. This course will afford students opportunities to explore 1) how to strategically mobilize against unequal access to power and resources, 2) how to support the empowerment of populations vulnerable to material deprivation and violence, and 3) how to create transformative and restorative alternatives to unjust conditions.

- ***Special Topics In Interdisciplinary Studies***

Special topics will address recent conceptual and methodological advances or emerging issues and trends at the intersection of the disciplines participating in the program. Examples of possible special topics include: 1) existing graduate seminars such as *Global Artificial Intelligence Ethics;* and *Whistleblowing and Digital Disobedience*; and 2) cross-listed fourth year undergraduate seminars such as *Communication Law and Policy*, *Indigenous Law and Politics*; *Art and Law*; *Law and Environment*; *Media, War & Conflict*; or *Global Communication.*

- *Directed Studies* **(3 Credits)**

Faculty permission may be given for supervised research projects, individual study or directed readings in a specialized area not covered in the regular course offerings. Students wishing to pursue a course of directed studies must formulate a proposal accurately describing the course activities, readings, and schedule, in collaboration with a qualified faculty member who is willing to serve as supervisor. This course may be only taken once.

YEAR TWO: SPRING, SUMMER, FALL

MAJOR RESEARCH PROJECT I/III (12 credits, Spring/Summer (6) and Fall (6), required)

- **Major Research Project I/II**

This course provides a framework for the development ….and implementation of a research project. The first part develops the theoretical and methodological contextualization of the planned project, which provides the foundation for the second part, the execution of the project leading to an outcome. MRP proposals will have identified a faculty supervisor and will be approved by an MRP Assessment Committee with representation from at least two of the three core programs. Each approved MRP will have a component of application to a defined challenge, normally located in the community or otherwise outside of the university. This outward-facing component may range from a highly conceptual proposal for change in the form of an academic article to an executed practical collaboration that shows an evident outcome (e.g. a public education campaign, founding a community organization, an exhibition). Students at the MRP II phase will submit to their committee evidence from their project and explain or display how it was mobilized and brought to fruition. An element of self-critique is expected in integrating the results into the final project document.

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities

This new course is associated with: ☐Minor Program Adjustment   ☐ Major Program Modification **X** New Program   ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	☐Yes X No

If you answered yes to the above, please complete:
   A new core course for an existing program, specialization or minor*: Minor Program Adjustment*
   A new elective course for an existing program, specialization or minor, listed in the program map*: Course Sequencing or Course Placement*
   A new course (core or elective) related to a Major Program Modification*: Major Program Modification*

Note: If the new course is for a new program, you do not need to show course placement as it will be captured in the new program proposal.

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

New Program: Master of Arts in Social Practice and Innovation

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2021-2022

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2022

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: MSPI	**Course Number:** **5040G**
Full Course Title: **Advocacy, Change and Social Practices**	

Short-Form Course Title (max. 30 characters)**:** Advocacy, Change and Social Practices

Course Description

This course asks how advocacy can be integrated into social action in order to prompt interpersonal, legal, political, and economic reform. Students will consider historical and contemporary examples of allyship and inter-community relationship-building enacted through discourse, community and grassroots organizing, lobbying, protests, and artistic works. They will learn key theories of solidarity and social change found in scholarly research and activist movements while investigating the impacts of collective action on law, policy, and personal and professional practice. Students will examine several specific areas of impact, such as Indigenous sovereignty, healthcare service provision, homelessness and poverty reduction, consumer protection, labour, and rights advancement of women and sexual minorities, Indigenous and other racialized and equity seeking groups. This course will afford students opportunities to explore 1) how to strategically mobilize against unequal access to power and resources, 2) how to support the empowerment of populations vulnerable to material deprivation and violence, and 3) how to create transformative and restorative alternatives to unjust conditions.

Credit Hours: 3.0		
Contact Hours – please indicate total number of hours for each component		
Lecture: 3		**Lab:**
Tutorial:		**Other:**
Cross-listings		
Prerequisites for Calendar	**Enrolment in MSPI Program**	
Prerequisites for Banner		
Co-requisites		
Prerequisites with concurrency (pre or co-requisite)		
Credit restrictions	☐ Equivalency*	
Recommended Prerequisites		
Course Restrictions		
Course Type	☐Core　　　**X Elective**　　　☐Core or Elective	
Is the course: ☐Undergraduate　　X Graduate　　☐Professional (e.g. some Education courses)		
Grading scheme	**X N (normal alpha grade)**　　☐ P (pass/fail)	

***Equivalency:** If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	X	WEB Fully Online - Asynchronous)	
Not Applicable			

Teaching and assessment methods:

1. **Presentations: for assessment, presentations by students; for teaching, guest speaker presentations, including Indigenous guest speakers**
2. **Analytical Essays**
3. **Research Studies**
4. **Case Studies**
5. **Exam**
6. **Self-reflective exercises/assignments**

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@uoit.ca.)

On successful completion of this course, students will demonstrate:

1.   Depth of knowledge about current research on how advocacy can be integrated into social action in order to prompt interpersonal, legal, political, and economic reform.

2.   Breadth of knowledge about salient topics and issues in the study of issues such as Indigenous sovereignty, healthcare service provision, homelessness and poverty reduction, consumer protection, labour, and minority rights advancement,and equity and inclusion policy and practices, including reconciliation with Indigenous peoples.

3.   Ability to define and apply key concepts in the study of key theories of solidarity and social change in politics and democracy.

4.   Ability to apply relevant methods for conducting research and analysis on the impacts of collective action on law, policy, and self-reflective personal and professional practice.

5.   Ability to communicate in a variety of settings using oral , written, and digital tools, and with diverse communities and individuals, recognizing the importance of listening in community engagement.

7.   Critical thinking, making value-judgements about the quality of digital technologies, politics, law and democracy, collaborating with others to solve problems, and applying critical theory.

8.   Awareness of limits of knowledge about digital media technologies, politics, law and democracy in terms of addressing unequal access to power and resources. This will be done through questioning of the claims made by the professor, the assigned articles, and peers (and ideally, oneself), and reflecting on one's own social positionality in relation to disparate access to power and resources among social groups, communities, and individuals.

Does this course contain any experiential learning components? x Yes ☐ No

If yes:

Case Study	X	Simulated Workplace Project	
Consulting project/workplace project	X	Applied Research	X
Field Experiences	X		
Other Types of Experiences:			

We have consulted with all impacted areas: ☐Yes   x NA

Process of consultation, if applicable:

Does this course contain any Indigenous content?   x Yes -   ☐ No   ☐Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle.](#)

Has the IEAC been contacted?   X☐Yes   ☐ No

If yes, when?

> June 1 and 3, July 9, September 24, December 8 and 10, 2020

What was the advice you received from the IEAC, and how has it been included in your proposal?

The IEAC gave the following advice:
1) **To include Indigenous guest speakers in teaching methods;**
2) **To include in course and program learning outcomes:**
- **the ability to communicate with various communities**
- **the ability to reflect on one's own social positionality in relation to various communities in course work and community-engaged work**
3) **To consider and include further opportunities for experiential learning;**
4) **To review all courses through a lens of Indigenous inclusion (topics, perspectives, communities, people), to re-think course descriptions and specifically discuss Indigenous content to reflect such inclusivity.**

The advice has been included in this course as follows:
1) **Indigenous guest speakers are included in the range of teaching methods**
2) **the ability to communicate with various communities and the ability to reflect on one's own social positionality in relation to various communities, has been included in ways relevant to the focus on community advocacy and collective action in this course**
3) **consultations and workplace projects, as well as field experiences (such as attending/participating in collective/community action/advocacy for change) are included as experiential learning opportunities**
4) **the focus and range of Indigenous content of this course follows here: :**
   This course will address Indigenous struggles for sovereignty, and Indigenous social movements in the context of allyship, relationship-building, advocacy and collective struggles for change by various vulnerable communities and social groups. Professors are strongly recommended to bring in Indigenous and other vulnerable community guest speakers, in order to provide the positive impact on students of hearing directly from members of vulnerable communities, especially Indigenous speakers experienced in this work. To ensure that any guest speakers professors are planning to invite to Mississaugas of Scugog Island First Nation territory are in good standing with the community, professors will reach out to the Indigenous Cultural Advisor and/or the IEAC curriculum consultation sub-committee, before inviting a potential guest to speak on Indigenous perspectives and issues. Professors teaching the course recognize the significance of developing self-reflective skills, especially when such work is done with diverse communities and individuals. Professors teaching the course may choose to emphasize Indigenous case studies in addition to content expressed in the course description. Professors are strongly recommended to consult with and seek assistance from the IEAC during development of the course outline in order to strengthen opportunities for learning based in Indigenous content and perspectives.

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Did the IEAC ask you to return the proposal to them for review? X☐ Yes   ☐No

If yes, have they completed their review?   X☐ Yes ☐ No ☐N/A

Financial Implications

Inviting guest speakers may require the ability to provide honoraria and/or stipends.

FACULTY INTERNAL APPROVAL DATES

Faculty Council approval	
Curriculum Committee approval	
Internal Committee approvals	

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities

This new course is associated with: ☐Minor Program Adjustment   ☐ M a j o r Program M odification **X** New Program   ☐ N one

Will this course appear anywhere other than the course description section of the Calendar?	☐Yes X No

If you answered yes to the above, please complete:
   A new core course for an existing program, specialization or minor*: Minor Program Adjustment*
   A new elective course for an existing program, specialization or minor, listed in the program map*: Course Sequencing or Course Placement*
   A new course (core or elective) related to a Major Program Modification*: Major Program Modification*

Note: If the new course is for a new program, you do not need to show course placement as it will be captured in the new program proposal.

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

New Program: Master of Arts in Social Practice and Innovation

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2021-2022

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2022

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: MSPI	**Course Number:** 5050G
Full Course Title: **Communicating Law and Politics in Everyday Life**	
Short-Form Course Title: Communicating Law and Politics	

Course Description

In this course, students will develop critical and analytical skills in order to evaluate the nature of political and legal communication in everyday life. As the digital age allows instantaneous and ongoing narrativizing and framing of events and phenomena in real-time to both worldwide and highly specialized audiences, an in-depth understanding of narratives and frames, and how to create and interpret compelling legal and political narratives and frames, is becoming increasingly relevant. Students will learn to employ analytical approaches through framing theory and narrative analysis.

Credit Hours: 3.0	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3 HOURS	**Lab:**
Tutorial:	**Other:**

Cross-listings	
Prerequisites for Calendar	**Enrolled in MSPI Program**
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☐Core X Elective ☐Core or Elective
Is the course: ☐Undergraduate X Graduate ☐Professional (e.g. some Education courses)	
Grading scheme	X N (normal alpha grade) ☐ P (pass/fail)

*Equivalency: If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

1. **Presentations:** for assessment, presentations by students; for teaching, guest speaker presentations, including Indigenous guest speakers
2. Analytical Essays
3. Case Studies
4. **Exam**

5.	Self-reflective exercises/assignments

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](), or contact them at [teachingandlearning@uoit.ca]().)

On successful completion of this course, students will demonstrate:
1.   Depth of knowledge about current research on framing theory and narrative analysis and their intersections with politics, law, and democracy; building awareness of specific cultural framing approaches (i.e. Indigenous ways of knowing and communicating knowledge).
2.   Breadth of knowledge about salient topics and issues in the study of politics, law and democracy.
3.   Ability to define and apply key concepts in the study of digital technologies, politics and democracy.
4.   Ability to apply relevant methods for conducting research and political and legal analysis on relevant areas of politics, law and democracy.
5.   Ability to communicate in a variety of settings using oral, written, and digital tools, and with diverse cultural communities and individuals, recognizing the importance of listening and reflection in community engagement.
6.   Critical thinking, making value-judgements about the quality of analysis and communication, framing and narrative approaches to politics, law and democracy, collaborating with others to solve problems, and applying critical theory.
7.   Awareness of limits of knowledge about politics, law and democracy through examining the claims made by the professor, the assigned articles, and peers (and ideally, oneself), and the ability to reflect on one's own social positionality in relation to quality and analysis of communication in topics relevant to this course.

Does this course contain any experiential learning components? X Yes ☐ No

If yes:

Case Study	X	Simulated Workplace Project	
Consulting project/workplace project	X	Applied Research	
Field Experiences	X		
Other Types of Experiences:			

We have consulted with all impacted areas: ☐Yes   X NA

Process of consultation, if applicable:

Does this course contain any Indigenous content?   x Yes   ☐ No   ☐Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle.]()

Has the IEAC been contacted?   X☐Yes   ☐ No

If yes, when?

June 1 and 3, July 9, September 24, December 8 and 10, 2020

What was the advice you received from the IEAC, and how has it been included in your proposal?

The IEAC gave the following advice:

To include Indigenous guest speakers in teaching methods;

To include in course and program learning outcomes:

- the ability to communicate with various communities
- the ability to reflect on one's own social positionality in relation to various communities in course work and community-engaged work

To consider and include further opportunities for experiential learning;

To review all courses through a lens of Indigenous inclusion (topics, perspectives, communities, people), to re-think course descriptions and specifically discuss Indigenous content to reflect such inclusivity.

The advice has been included in this course as follows:

Indigenous guest speakers are included in the range of teaching methods

the ability to communicate with various communities and the ability to reflect on one's own social positionality in relation to various communities, has been included in ways relevant to the focus on communications theoretical analysis in this course

The focus and range of Indigenous content of this course is as follows:

This course will recognize specific cultural communications framing relevant to law, politics and democracy, including for instance Indigenous story-telling as a way to communicate knowledge, in its discussion of approaches to such communication. Professors teaching the course may wish to include specific case studies on legal and political communication events involving Indigenous communities (i.e. Idle No More). Professors are strongly recommended to invite guest Indigenous speakers, to provide the positive impact on students of hearing directly from Indigenous speakers experienced in this work. To ensure that any Indigenous guest speakers professors are planning to invite to Mississaugas of Scugog Island First Nation territory are in good standing with the community, professors will reach out to the Indigenous Cultural Advisor and/or the IEAC curriculum consultation sub-committee, before inviting a potential guest to speak on Indigenous perspectives and issues. Professors teaching the course recognize the significance of developing self-reflective skills, especially when such work is done with diverse communities and individuals. Professors are strongly recommended to consult with and seek assistance from the IEAC during development of the course outline in order to strengthen opportunities for learning based in Indigenous content and perspectives.

Did the IEAC ask you to return the proposal to them for review? X☐ Yes ☐No

If yes, have they completed their review? X☐ Yes ☐ No ☐N/A

Financial Implications

Inviting guest speakers may require the ability to provide honoraria and/or stipends.

FACULTY INTERNAL APPROVAL DATES

Faculty Council approval	
Curriculum Committee approval	
Internal Committee approvals	

2019-2020

NEW COURSE TEMPLATE
For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities

This new course is associated with:
☐Minor Program Adjustment ☐ M a j or Program M odification **X** New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	☐Yes ☐ X No

If you answered yes to the above, please complete:
   A new core course for an existing program, specialization or minor: *Minor Program Adjustment*
   A new elective course for an existing program, specialization or minor, listed in the program map: *Course Sequencing or Course Placement*
   A new course (core or elective) related to a Major Program Modification: *Major Program Modification*

Note: If the new course is for a new program, you do not need to show course placement as it will be captured in the new program proposal.

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

New Program: Master of Arts in Social Practice and Innovation

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2021-2022

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2022

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: MSPI	Course Number: 5080G
Full Course Title: DIRECTED STUDIES	
Short-Form Course Title (max. 30 characters)**:** DIRECTED STUDIES	

Course Description

Faculty permission may be given for supervised research projects, individual study or directed readings in a specialized area not covered in the regular course offerings. Students wishing to pursue a course of directed studies must formulate a proposal accurately describing the course activities, readings, and schedule, in collaboration with a qualified faculty member who is willing to serve as supervisor. This course may be only taken once.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture:	**Lab:**
Tutorial:	**Other: 3**
Cross-listings	
Prerequisites for Calendar	
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	**Can only take this course ONCE**
Course Type	☐Core **X Elective** ☐Core or Elective
Is the course: ☐Undergraduate **X** Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	**X N (normal alpha grade)** ☐ P (pass/fail)

*Equivalency: If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

Course instructional method:

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	
IND (Individual Studies)	**X**	OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

The assessment methods for each directed study will be included in the proposal submitted by the student and approved by the supervisor. A student will normally be required to produce either a series of short papers or a longer paper or public facing project reflecting critical engagement with an approved reading list.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@uoit.ca.)

Students completing directed studies will demonstrate:
1. Depth of knowledge of the proposed special topic through reading relevant scholarly literature
2. Ability to apply critical thinking, make value-judgements about the quality of analysis and communication,and apply critical theory in relation to the proposed topic
3. Ability to formulate research questions based on the approved reading list
4. Ability to integrate insights from the readings into a paper or project that effectively communicates the student's learning on the proposed topic in the form specified in the proposal.
5. Ability to reflect on one's own social positionality in relation to proposed topic.
6. Ability to communicate in a variety of settings using verbal, written, and digital tools, and with diverse communities and individuals, recognizing the importance of listening and reflection in community engagement.

Does this course contain any experiential learning components? ☐ Yes ☐ No   X Unsure depends on the student's proposal

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			
Whether experiential learning is included depends on the individual proposal.			

We have consulted with all impacted areas: ☐ Yes   X NA

Process of consultation, if applicable:

Does this course contain any Indigenous content?   X   ☐ No   X Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

Has the IEAC been contacted?   ☐ Yes   X No

If yes, when?

June 1 and 3, July 9, September 24, December 8 and 10, 2020

What was the advice you received from the IEAC, and how has it been included in your proposal?

IEAC gave the following advice:

To include Indigenous guest speakers in teaching methods;

To include in course and program learning outcomes:

- the ability to communicate with various communities
- the ability to reflect on one's own social positionality in relation to various communities in course work and community-engaged work

To consider and include further opportunities for experiential learning;

To review all courses through a lens of Indigenous inclusion (topics, perspectives, communities, people), to re-think course descriptions and discussions of Indigenous content to emphasize that inclusivity, and return to the IEAC for review.

The advice has been included in this course as follows:

• the ability to communicate with various communities and the ability to reflect on one's own social positionality in relation to various communities, has been included in course learning outcomes

- Where Indigenous topics are brought into a course proposal, professors will work with students to include Indigenous voices (participating in Indigenous gatherings, including Pow Wows, Elders' conferences and Indigenous Education and Cultural Services programming, readings, other learning materials and opportunities to engage with Indigenous communities) in the course. Where there is no specific inclusion of Indigenous topics and perspectives, professors will work with students to encourage ways to include Indigenous perspectives (as above) to hear Indigenous voices on the topic. Draft directed study proposals will be brought to the IEAC curriculum consultation sub-committee for consultation to support the inclusion of Indigenous perspectives.

-

Did the IEAC ask you to return the proposal to them for review? X ☐ Yes   ☐ No

If yes, have they completed their review?   x ☐ Yes ☐ No   ☐ N/A

Financial Implications

FACULTY INTERNAL APPROVAL DATES

Faculty Council approval	
Curriculum Committee approval	
Internal Committee approvals	

NEW COURSE TEMPLATE
For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities

This new course is associated with:
☐Minor Program Adjustment   ☐ M a j o r Program M odification **X** New Program   ☐ N one

Will this course appear anywhere other than the course description section of the Calendar?	☐Yes X No

If you answered yes to the above, please complete:
   A new core course for an existing program, specialization or minor*: Minor Program Adjustment*
   A new elective course for an existing program, specialization or minor, listed in the program map*: Course Sequencing or Course Placement*
   A new course (core or elective) related to a Major Program Modification*: Major Program Modification*

Note: If the new course is for a new program, you do not need to show course placement as it will be captured in the new program proposal.

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

New Program: Master of Arts in Social Practice and Innovation

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2021-2022

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2022

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: MSPI	**Course Number:** 5030G
Full Course Title: Foundations for Social Practice and Innovation	

Short-Form Course Title (max. 30 characters):

Course Description

This course provides students with the means to employ core concepts from the three disciplines that comprise the interdisciplinary program: communication, legal studies and politics. The course will consist of three blocks corresponding to these disciplines. **The communication component** examines foundational and current works in new media and communication studies. It focuses specifically on how current and emerging technologies may be designed and used by individual and collective actors for practices oriented to social innovation and transformation. **The legal studies component** engages legal concepts such as: the rule of law; human rights; constitutionalism and the Crown; sources of law including the common law, the civil code and Indigenous law; distinctions between criminal, administrative/public and private law; and relationships between domestic and international law. The course explores these concepts in the contexts of theoretical perspectives such as legal pluralism and multi-juridicality, critical legal theories, and structures of sovereignty and jurisdiction. **The politics component** explores the realm of politics by focusing on the nature and role of the state, and different forms of understanding society and power. Historical transformations in the role of the state in the context of globalization and their impacts on democracy, the economy and on the relations between politics, policy-making and society will also be considered.

Credit Hours: 6	
Contact Hours – please indicate total number of hours for each component	
Lecture: 6	**Lab:**
Tutorial:	**Other:**
Cross-listings	
Prerequisites for Calendar	
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	**Graduate Level**
Course Type	**x Core** ☐ Elective ☐Core or Elective
Is the course: ☐Undergraduate x Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	**x N (normal alpha grade)** ☐ P (pass/fail)

*Equivalency: If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

1. **Seminar discussion**
2. **Presentations:** for assessment, oral and/or visual presentations by students; for teaching, guest speaker presentations, including Indigenous guest speakers
3. **Case studies**
4. **Research Essays**
5. **Digital media creation**
6. **Self-reflective exercises/assignments**

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@uoit.ca.)

On completion of the course, students will demonstrate:

- Depth of knowledge of each core discipline and proficiency in each discipline's specific disciplinary vocabularies and knowledge of scholarly cultures.
- Breadth of knowledge of how each core discipline contributes to development of critical questions, and shapes methods of inquiry and knowledge creation
- Ability to synthesize key concepts across disciplinary boundaries.
- Critical thinking, making value-judgements about the quality of analysis, and applying critical theory to: the design, development, diffusion, uses and impacts of communication technologies, and the multi-faceted processes of social innovation and social transformation; the state as embedded in social processes and structures and as condensations of relations of power and domination; and legal structures, processes and law and society relations.
- Ability to read and understand court decisions and legislation, and engage with a range of legal materials.
- Ability to communicate in a variety of settings using oral, written, and digital tools, and with diverse communities and individuals, recognizing the importance of listening and reflection in community engagement.

- Awareness of the limits of knowledge in assessing and applying each discipline addressed in the foundations of social practice, the limits of knowledge and ways of knowing structured through scholarly disciplines, including through examining the claims made by the professor, the assigned articles, and peers (and ideally, oneself), and the ability to reflect on one's own social positionality in relation to the three disciplines and their approach to knowledge.

Does this course contain any experiential learning components? x Yes ☐ No

If yes:

Case Study	x	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	x

Field Experiences	x	
Other Types of Experiences:		

We have consulted with all impacted areas: ☐Yes   X NA

Process of consultation, if applicable:

Does this course contain any Indigenous content?   x Yes -   ☐ No   ☐Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

Has the IEAC been contacted?   x☐Yes   ☐ No

If yes, when?

June 1 and 3, July 9, September 24, December 8 and 10, 2020

What was the advice you received from the IEAC, and how has it been included in your proposal?

The IEAC gave the following advice: To include Indigenous guest speakers in teaching methods;   To include in course and program learning outcomes: - the ability to communicate with various communities   - the ability to reflect on one's own social positionality in relation to various communities in course work and community-engaged work   To consider and include further opportunities for experiential learning;   To review all courses through a lens of Indigenous inclusion (topics, perspectives, communities, people), to re-think course descriptions and specifically discuss Indigenous content to reflect such inclusivity.   The advice has been included in this course as follows: - Indigenous guest speakers and self-reflective assignments are included in the range of teaching methods   - the ability to communicate with various communities and the ability to reflect on one's own social positionality in relation to various communities, has been included in ways relevant to community engagement in this course   - this is a theoretical foundations course taught in the first term of the first year, and participation in workplace, consultation or field experiences is not as appropriate to the learning outcomes, as other courses in the program. The committee notes that most courses in the program are open to workplace, consultation or field experiences.   - Indigenous content in this course is as follows: - This course will address Aboriginal rights in Canada (section 35 and treaties), the existence, resurgence and rebuilding of traditional Indigenous legal orders, and the idea of legal pluralism,

especially how it includes Indigenous legal orders. Professors teaching the course recognize the positive impact of Indigenous speakers on this and related topics, and are strongly recommended to bring in Indigenous speakers. To ensure that any Indigenous guest speakers professors are planning to invite to Mississaugas of Scugog Island First Nation territory are in good standing with the community, professors will reach out to the Indigenous Cultural Advisor and/or the IEAC curriculum consultation sub-committee, before inviting a potential guest to speak on Indigenous perspectives and issues. Professors teaching the course may also wish to bring in further Indigenous topics, perspectives or case studies, in addition to content expressed in the course description. Professors teaching the course recognize the significance of developing self-reflective skills, especially when such work is done with diverse communities and individuals. Professors are strongly recommended to consult with and seek assistance from the IEAC during development of the course outline in order to strengthen opportunities for learning based in Indigenous content and perspectives.

Did the IEAC ask you to return the proposal to them for review? x☐ Yes ☐No

If yes, have they completed their review? X☐ Yes ☐ No ☐N/A

Financial Implications

Inviting guest speakers may require the ability to provide honoraria and/or stipends.

FACULTY INTERNAL APPROVAL DATES

Faculty Council approval	
Curriculum Committee approval	
Internal Committee approvals	

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities

This new course is associated with:
☐Minor Program Adjustment   ☐ Major Program Modification **X** New Program   ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	☐Yes X No

If you answered yes to the above, please complete:
  A new core course for an existing program, specialization or minor: *Minor Program Adjustment*
  A new elective course for an existing program, specialization or minor, listed in the program map: *Course Sequencing or Course Placement*
  A new course (core or elective) related to a Major Program Modification: *Major Program Modification*

Note: If the new course is for a new program, you do not need to show course placement as it will be captured in the new program proposal.

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

New Program: Master of Arts in Social Practice and Innovation

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2021-2022

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2022

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: MSPI	Course Number: 5060G
Full Course Title: *Information, Power, and Democracy: Constraints, Freedoms, and Ethics*	
Short-Form Course Title (max. 30 characters)**:** *Information Power Democracy*	

Course Description

The means to amass and analyze data and the technologies of informational identity have been developing for more than a century, bringing us to the present moment where the internet, social media platforms, networked devices and other means of dataveillance have become integral to how we as citizens are addressed, assessed and characterized by governments, political parties, corporations and individuals. The centrality of information gathering practices to governance, election campaigns, social movement activism and marketing requires understanding of the existing and yet-to-be-determined legal, political and ethical tools to constrain misuse of information and other data while also facilitating and protecting the flow of information to address power imbalances. This course probes how information technologies link with contemporary politics and governance, including settler-colonial governance, and engages topical and contentious ethical debates surrounding the historical transformation of democracy and consumer society in the digital age.

Credit Hours: 3			
Contact Hours – please indicate total number of hours for each component			
Lecture: 3		**Lab:**	
Tutorial:		**Other:**	
Cross-listings			
Prerequisites for Calendar	**Enrolled in MSPI program**		
Prerequisites for Banner			
Co-requisites			
Prerequisites with concurrency (pre or co-requisite)			
Credit restrictions	☐ Equivalency*		
Recommended Prerequisites			
Course Restrictions			
Course Type	☐ Core	☐ Elective	X Core or Elective
Is the course: ☐ Undergraduate **X** Graduate ☐ Professional (e.g. some Education courses)			
Grading scheme	X N (normal alpha grade)	☐ P (pass/fail)	

*Equivalency: If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

1. **Presentations:** for assessment, presentations by students; for teaching, guest speaker presentations, including Indigenous guest speakers
2. **Case studies**
3. **Research Essays**
4. **Digital media creation**
5. **Self-reflective exercises/assignments**

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@uoit.ca.)

On successful completion of this course, students will demonstrate:

1.   Depth of knowledge about current research on how information technologies link with contemporary politics and governance.

2.   Breadth of knowledge about salient topics and issues in the study of historical and contemporary informational identity, information gathering and dataveillance.

3.   Ability to engage with topical and contentious ethical debates in information practices, in ways that recognize diverse community experiences and worldviews.

4.   Ability to apply relevant methods for conducting research and analysis on power dynamics related to information policy and practices, including: awareness of power dynamics in settler-colonial governance; awareness of power dynamics in relation to marginalized and vulnerable communities; and awareness of how social media platforms may be and are used for community organizing, education, resurgence and/or achieving self-determination.

5.   Ability to communicate in a variety of settings using oral, written, and digital tools, and with diverse communities and individuals, recognizing the importance of listening and reflection in community engagement.

6.   Critical thinking, making value-judgements about the quality of analysis and apply critical theory to understand the existing legal, political and ethical tools that facilitate and constrain the use and misuse of information and other data.

7.   Awareness of limits of knowledge about the power dynamics of information, and the ability to reflect on one's own social positionality in relation to understanding the impacts of such dynamics on various communities, especially in community-engaged work.

Does this course contain any experiential learning components? X Yes ☐ No

If yes:

Case Study	X	Simulated Workplace Project	
Consulting project/workplace project	X	Applied Research	X
Field Experiences	X		

Other Types of Experiences:

We have consulted with all impacted areas: ☐Yes   X NA

Process of consultation, if applicable:

Does this course contain any Indigenous content?   X Yes   ☐ No   ☐Unsure
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

Has the IEAC been contacted?   X☐Yes   ☐ No

If yes, when?

    June 1 and 3, July 9, September 24, December 8 and 10, 2020

What was the advice you received from the IEAC, and how has it been included in your proposal?

IEAC gave the following advice:
To include Indigenous guest speakers in teaching methods;
To include in course and program learning outcomes:
-    the ability to communicate with various communities
-    the ability to reflect on one's own social positionality in relation to various communities in course work and community-engaged work
To consider and include further opportunities for experiential learning;
To review all courses through a lens of Indigenous inclusion (topics, perspectives, communities, people), to re-think course descriptions and discussions of Indigenous content to emphasize that inclusivity, and return to the IEAC for review.

The advice has been included as follows:
•   Indigenous guest speakers are included in the range of teaching methods
•   the ability to communicate with various communities and the ability to reflect on one's own social positionality in relation to various communities, has been included in ways relevant to understanding the impacts and methods of identity surveillance on Indigenous communities
-    opportunities for experiential learning are included as options in the course

    The focus and range of Indigenous content of this course is included as follows:

-    Professors are strongly recommended to address historical, colonial and contemporary surveillance and governance, including as based on identification of Indigenous peoples as status, non-status, Metis and Inuit in Canada, and Indigenous resistance to such systems, and/or resulting resurgence, community organization, and community self-determination. Professors teaching the course may choose to emphasize historical and/or contemporary Indigenous case studies. Professors are strongly recommended to invite guest Indigenous

speakers, to provide the positive impact on students of hearing directly from Indigenous speakers experienced in this work. To ensure that any Indigenous guest speakers professors are planning to invite to Mississaugas of Scugog Island First Nation territory are in good standing with the community, professors will reach out to the Indigenous Cultural Advisor and/or the IEAC curriculum consultation sub-committee, before inviting a potential guest to speak on Indigenous perspectives and issues. Professors teaching the course recognize the significance of developing self-reflective skills, especially when such work is done with diverse communities and individuals. Professors are strongly recommended to consult with and seek assistance from the IEAC during development of the course outline in order to strengthen opportunities for learning based in Indigenous content and perspectives.

Did the IEAC ask you to return the proposal to them for review? x☐ Yes   ☐No

If yes, have they completed their review?   x☐ Yes☐ No   ☐N/A

Financial Implications

Inviting guest speakers may require the ability to provide honoraria and/or stipends.

FACULTY INTERNAL APPROVAL DATES

Faculty Council approval	
Curriculum Committee approval	
Internal Committee approvals	

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities

This new course is associated with: ☐Minor Program Adjustment ☐ Major Program Modification **X** New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	☐Yes X No

If you answered yes to the above, please complete:
   A new core course for an existing program, specialization or minor*: Minor Program Adjustment*
   A new elective course for an existing program, specialization or minor, listed in the program map*: Course Sequencing or Course Placement*
   A new course (core or elective) related to a Major Program Modification*: Major Program Modification*

Note: If the new course is for a new program, you do not need to show course placement as it will be captured in the new program proposal.

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

New Program: Master of Arts in Social Practice and Innovation

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2021-2022

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2022

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: MSPI	**Course Number: 5010G**
Full Course Title: **Interdisciplinary Theory & Practice I**	
Short-Form Course Title (max. 30 characters)**: Interdiscip Theory Practice**	

Course Description

Over the past decades, social science and humanities faculties, departments, journals, conferences and granting agencies, as well as governmental policy-making institutions and their respective stakeholders have emphasized the value of interdisciplinary research to social innovation and change. Interdisciplinary research blends two or more disciplines into a new or innovative approach. What interdisciplinary approaches are available to scholars and what theoretical and methodological challenges do they face when designing and undertaking interdisciplinary research? This is the first of a two term course, where students will examine a variety of methodological and theoretical approaches to interdisciplinarity. The course serves as an introduction to complementary and competing approaches to interdisciplinary research. Case studies across the disciplines will serve to highlight the ways in which different approaches serve as frameworks for research projects.

Credit Hours: 3		
Contact Hours – please indicate total number of hours for each component		
Lecture: 3		**Lab:**
Tutorial:		**Other:**
Cross-listings		
Prerequisites for Calendar	**Enrollment in MSPI Program**	
Prerequisites for Banner		
Co-requisites		
Prerequisites with concurrency (pre or co-requisite)		
Credit restrictions	☐ Equivalency*	
Recommended Prerequisites		
Course Restrictions		
Course Type	**x Core** ☐ Elective ☐ Core or Elective	
Is the course: ☐Undergraduate x Graduate ☐ Professional (e.g. some Education courses)		
Grading scheme	X **N (normal alpha grade)** ☐ P (pass/fail)	

*Equivalency: If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

1. **Presentations: for assessment, presentations by students; for teaching, guest speaker presentations, outside speakers including Indigenous guest speakers**
2. **Case studies**
3. **Research Essays**
4. **Media creation**

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@uoit.ca.)

Learning Outcomes

On successful completion of this course, students will demonstrate:

1. Depth of knowledge about theories of interdisciplinarity,
2. Breadth of knowledge about different methods of inquiry, and their challenges to traditional academic methodologies
3. Ability to build bridges between disciplines and methods
4. Ability to creatively apply, articulate and plan experimental social practices, with awareness of the significance of community collaboration and recognizing power dynamics in community engagement.
5. Ability to communicate in a variety of settings using oral, written, and analog and/or digital tools, and with diverse communities and individuals, recognizing the importance of listening and reflection in community engagement.
6. Critical thinking about the institutional, social, cultural and political contexts of knowledge integration and convergence, and the ability to reflect on one's own social positionality in relation to various theories and methods of interdisciplinarity
7. Awareness of limits of knowledge of interdisciplinary theory and methods, including limits of Western academic disciplinary approaches, and an understanding of the impacts/role of academic interdisciplinarity in community-engaged work.

Does this course contain any experiential learning components? X ☐Yes   ☐ No

If yes:

Case Study	x	Simulated Workplace Project	
Consulting project/workplace project	X	Applied Research	X
Field Experiences	X		
Other Types of Experiences: Note - experiential learning components are for 2nd term only			

We have consulted with all impacted areas: ☐ Yes   X NA

Process of consultation, if applicable:

Does this course contain any Indigenous content?   X Yes - . ☐ No   ☐Unsure
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

Has the IEAC been contacted?   X☐Yes   ☐No

If yes, when?

June 1 and 3, July 9, September 24, December 8 and 10, 2020

What was the advice you received from the IEAC, and how has it been included in your proposal?

To include Indigenous guest speakers in teaching methods;
To include in course and program learning outcomes:
-    the ability to communicate with various communities
-    the ability to reflect on one's own social positionality in relation to various communities in course work and community-engaged work
To consider and include further opportunities for experiential learning;
To review all courses through a lens of Indigenous inclusion (topics, perspectives, communities, people), to re-think course descriptions and specifically discuss Indigenous content to reflect such inclusivity.

The advice has been included in this course as follows:
Indigenous guest speakers are included as an option in the range of teaching methods
the ability to communicate with various communities and the ability to reflect on one's own social positionality in relation to various communities, has been included in ways relevant to the focus on theoretical knowledge in this course

Indigenous content may be included in this course as follows:

This course may include discussion of Indigenous Studies, because it can be understood as both a model of interdisciplinarity in academia, as well as an approach that challenges ideas of what (and whose) knowledge "counts" as legitimate in academia. Professors are strongly recommended to bring in Indigenous guest speakers, recognizing the positive impact of hearing directly from Indigenous researchers employing interdisciplinary and Indigenous ways of knowing. To ensure that any Indigenous guest speakers professors are planning to invite to Mississaugas of Scugog Island First Nation territory are in good standing with the community, professors will reach out to the Indigenous Cultural Advisor and/or the IEAC curriculum consultation sub-committee, before inviting a potential guest to speak on Indigenous perspectives and issues. Professors teaching the course recognize the significance of developing self-reflective skills, especially when such work is done with diverse communities and individuals. Professors are strongly recommended to consult with and seek assistance from the IEAC during development of the course outline in order to strengthen opportunities for learning based in Indigenous content and perspectives.

Did the IEAC ask you to return the proposal to them for review? X☐ Yes   ☐No

If yes, have they completed their review?   X☐ Yes☐ No   ☐N/A

Financial Implications

Inviting guest speakers may require the ability to provide honoraria and/or stipends.

FACULTY INTERNAL APPROVAL DATES

Faculty Council approval	
Curriculum Committee approval	
Internal Committee approvals	

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities

This new course is associated with: ☐Minor Program Adjustment   ☐ M a jor Program M odification **X** New Program   ☐ N one

Will this course appear anywhere other than the course description section of the Calendar?	☐Yes X No

If you answered yes to the above, please complete:
    A new core course for an existing program, specialization or minor: *Minor Program Adjustment*
    A new elective course for an existing program, specialization or minor, listed in the program map: *Course Sequencing or Course Placement*
    A new course (core or elective) related to a Major Program Modification: *Major Program Modification*

Note: If the new course is for a new program, you do not need to show course placement as it will be captured in the new program proposal.

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

New Program: Master of Arts in Social Practice and Innovation

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2021-2022

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2022

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: MSPI	**Course Number:** 5020G
Full Course Title: **Interdisciplinary Theory & Practice II**	
Short-Form Course Title (max. 30 characters)**: Interdiscip Theory Practice**	

Course Description

This is the second of a two term course. Having been introduced to a wide variety of interdisciplinary approaches to research in the first term of the course, students will construct their own interdisciplinary approach to a research question or problem arising from the points of contact between the three fields that anchor the program: Communication and Digital Media Studies, Legal Studies, and Political Science. Students will work together and independently to develop new intersections across these fields, working toward articulating informed, engaging, and creative social practices. By the end of the two terms, students will be prepared to undertake an interdisciplinary Major Research Project.

Credit Hours: 3		
Contact Hours – please indicate total number of hours for each component		
Lecture: 3		**Lab:**
Tutorial:		**Other:**
Cross-listings		
Prerequisites for Calendar	**Enrollment in MSPI Program**	
Prerequisites for Banner		
Co-requisites		
Prerequisites with concurrency (pre or co-requisite)		
Credit restrictions	☐ Equivalency*	
Recommended Prerequisites		
Course Restrictions		
Course Type	**x Core** ☐ Elective ☐ Core or Elective	
Is the course: ☐Undergraduate x Graduate ☐ Professional (e.g. some Education courses)		
Grading scheme	X **N (normal alpha grade)** ☐ P (pass/fail)	

*Equivalency: If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

1. **Presentations: for assessment, presentations by students; for teaching, guest speaker presentations, outside speakers including Indigenous guest speakers**
2. **Case studies**
3. **Research Essays**
4. **Media creation**

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@uoit.ca](#).)

Learning Outcomes

On successful completion of this course, students will demonstrate:

1. Depth of knowledge about theories of interdisciplinarity,
2. Breadth of knowledge about different methods of inquiry, and their challenges to traditional academic methodologies
3. Ability to build bridges between disciplines and methods
4. Ability to creatively apply, articulate and plan experimental social practices, with awareness of the significance of community collaboration and recognizing power dynamics in community engagement.
5. Ability to communicate in a variety of settings using oral, written, and analog and/or digital tools, and with diverse communities and individuals, recognizing the importance of listening and reflection in community engagement.
6. Critical thinking about the institutional, social, cultural and political contexts of knowledge integration and convergence, and the ability to reflect on one's own social positionality in relation to various theories and methods of interdisciplinarity
7. Awareness of limits of knowledge of interdisciplinary theory and methods, including limits of Western academic disciplinary approaches, and an understanding of the impacts/role of academic interdisciplinarity in community-engaged work.

Does this course contain any experiential learning components? X ☐ Yes   ☐ No

If yes:

Case Study	x	Simulated Workplace Project	
Consulting project/workplace project	X	Applied Research	X
Field Experiences	X		
Other Types of Experiences: Note - experiential learning components are for 2nd term only			

We have consulted with all impacted areas: ☐ Yes   X NA

Process of consultation, if applicable:

Does this course contain any Indigenous content?   X Yes - . ☐ No   ☐ Unsure
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle.](#)

Has the IEAC been contacted?   X☐Yes   ☐No

If yes, when?

June 1 and 3, July 9, September 24, December 8 and 10, 2020

What was the advice you received from the IEAC, and how has it been included in your proposal?

To include Indigenous guest speakers in teaching methods;

To include in course and program learning outcomes:

-    the ability to communicate with various communities

-    the ability to reflect on one's own social positionality in relation to various communities in course work and community-engaged work

To consider and include further opportunities for experiential learning;

To review all courses through a lens of Indigenous inclusion (topics, perspectives, communities, people), to re-think course descriptions and specifically discuss Indigenous content to reflect such inclusivity.

The advice has been included in this course as follows:

Indigenous guest speakers are included as an option in the range of teaching methods

the ability to communicate with various communities and the ability to reflect on one's own social positionality in relation to various communities, has been included in ways relevant to the focus on theoretical knowledge in this course

Indigenous content may be included in this course as follows:

This course may include discussion of Indigenous Studies, because it can be understood as both a model of interdisciplinarity in academia, as well as an approach that challenges ideas of what (and whose) knowledge "counts" as legitimate in academia. Professors are strongly recommended to bring in Indigenous guest speakers, recognizing the positive impact of hearing directly from Indigenous researchers employing interdisciplinary and Indigenous ways of knowing. To ensure that any Indigenous guest speakers professors are planning to invite to Mississaugas of Scugog Island First Nation territory are in good standing with the community, professors will reach out to the Indigenous Cultural Advisor and/or the IEAC curriculum consultation sub-committee, before inviting a potential guest to speak on Indigenous perspectives and issues. Professors teaching the course recognize the significance of developing self-reflective skills, especially when such work is done with diverse communities and individuals. Professors are strongly reccommended to consult with and seek assistance from the IEAC during development of the course outline in order to strengthen opportunities for learning based in Indigenous content and perspectives.

Did the IEAC ask you to return the proposal to them for review? X☐ Yes   ☐No

If yes, have they completed their review?   X☐ Yes☐ No   ☐N/A

Financial Implications

Inviting guest speakers may require the ability to provide honoraria and/or stipends.

FACULTY INTERNAL APPROVAL DATES

Faculty Council approval	
Curriculum Committee approval	
Internal Committee approvals	

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities

This new course is associated with:
☐Minor Program Adjustment   ☐ Major Program Modification **X** New Program   ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	☐Yes X No

If you answered yes to the above, please complete:
    A new core course for an existing program, specialization or minor: *Minor Program Adjustment*
    A new elective course for an existing program, specialization or minor, listed in the program map: *Course Sequencing or Course Placement*
    A new course (core or elective) related to a Major Program Modification: *Major Program Modification*

Note: If the new course is for a new program, you do not need to show course placement as it will be captured in the new program proposal.

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

New Program: Master of Arts in Social Practice and Innovation

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2021-2022

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2022

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: MSPI	Course Number: 5001G
Full Course Title: Major Research Project I	
Short-Form Course Title (max. 30 characters)**: Major Res. Proj. I**	

Course Description

This two-term course provides a framework for the development and implementation of the Major Research Project (MRP), which is the culminating requirement of the degree program. Students will develop the theoretical and methodological approach for their MRP proposal. In the MRP proposal, students will explain the social problem addressed by their research question, and their plan to engage with a community or public outside of the university. The outward-facing component of the MRP must include a plan for social practice and/or innovation that involves a practical collaboration with a specific community or public. The proposal will set out the form of the collaboration and a communication format, for example, digital media advocacy, a public education campaign, an event or an exhibition. Upon approval of the proposal, students will then work with their faculty supervisor on the implementation of the project, which will be concluded in MRP II.

Credit Hours: 6	
Contact Hours – please indicate total number of hours for each component	
Lecture:	**Lab:**
Tutorial:	**Other: 6**
Cross-listings	
Prerequisites for Calendar	**Completed all other course requirements**
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	**x Core**　　　☐ Elective　　　☐ Core or Elective
Is the course: ☐ Undergraduate　 X Graduate　　☐ Professional (e.g. some Education courses)	
Grading scheme	**x N (normal alpha grade)**　　☐ P (pass/fail)

***Equivalency:** If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

1. Project plan (proposal)
2. Literature review

> **3.** Theoretical and methodological contextualization paper
> 4. Project execution and implementation
> 5. Outward facing public presentation or engagements
> 6. Full paper including self-critique

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@uoit.ca.)

On successful completion of the course students will demonstrate:
1. Ability to critically justify a socially-engaged project
2. Ability to plan and execute a socially-engaged project, including developing collaborative approaches with diverse communities as relevant to the proposal
3. Development of advocacy skills
4. Development of ability to integrate results of socially-engaged project with depth of knowledge
5. Development of capacity for self-reflection and self-critique in application of the above abilities
6. Development of the capacity to reflect on one's own social positionality in relation to various diverse communities in a socially-engaged project
7. Ability to communicate in a variety of settings using oral, written, and digital tools, and with diverse communities and individuals, recognizing the importance of listening and reflection in community engagement.
8. Awareness of limits of application of knowledge in action

Does this course contain any experiential learning components? X Yes ☐ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project	X	Applied Research	X
Field Experiences	X		
Other Types of Experiences:			

We have consulted with all impacted areas: ☐Yes   X NA

Process of consultation, if applicable:

Does this course contain any Indigenous content?   Yes -   ☐ No   X☐Unsure
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle.](#)

Has the IEAC been contacted?   XYes   ☐ No

If yes, when?

June 1 and 3, July 9, September 24, December 8 and 10, 2020

What was the advice you received from the IEAC, and how has it been included in your proposal?

IEAC gave the following advice:

To include Indigenous guest speakers in teaching methods;

To include in course and program learning outcomes:

- the ability to communicate with various communities
- the ability to reflect on one's own social positionality in relation to various communities in course work and community-engaged work

To consider and include further opportunities for experiential learning;

To review all courses through a lens of Indigenous inclusion (topics, perspectives, communities, people), to re-think course descriptions and discussions of Indigenous content to emphasize that inclusivity, and return to the IEAC for review.

- The advice has been included in this course as follows:

- - the ability and/or capacity to communicate with various communities and the ability to reflect on one's own social positionality in relation to various communities, has been included (see Indigneous consultation requirements below)

- - professors will advise students proposing projects that do not propose specific engagement with Indigenous communities to consider ways in which their project may engage diverse communities, including Indigenous communities

- - professors will advise students proposing socially-engaged projects involving Indigenous communities:

  - to seek out early opportunities to learn and begin relationship-building through participation in Indigenous programming and events and seeking advice from IECS at Ontario Tech;

  - to consult with the IEAC, and the Indigenous Cultural Advisor on community protocols and relationship-building as soon as possible in the development of the proposal and before reaching out to Indigenous communities;

  - to bring draft MRP proposals to the IEAC curriculum consultation sub-committee for consultation for assistance and guidance, as above.

Did the IEAC ask you to return the proposal to them for review? X☐ Yes ☐ No

If yes, have they completed their review? X☐ Yes ☐ No ☐ N/A

Financial Implications

none

FACULTY INTERNAL APPROVAL DATES

Faculty Council approval	
Curriculum Committee approval	
Internal Committee approvals	

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities

This new course is associated with:
☐Minor Program Adjustment ☐ Major Program Modification **X** New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	☐Yes X No

If you answered yes to the above, please complete:
   A new core course for an existing program, specialization or minor*: Minor Program Adjustment*
   A new elective course for an existing program, specialization or minor, listed in the program map*: Course Sequencing or Course Placement*
   A new course (core or elective) related to a Major Program Modification*: Major Program Modification*

Note: If the new course is for a new program, you do not need to show course placement as it will be captured in the new program proposal.

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

New Program: Master of Arts in Social Practice and Innovation

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2021-2022

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2022

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: MSPI	Course Number: 5002G
Full Course Title: Major Research Project II	
Short-Form Course Title (max. 30 characters)**: Major Res. Proj. II**	

Course Description

Students at the second phase of the Major Research Project (MRP) will carry out the community engagement project approved in MRP I. Students will concretely execute their plan for social practice and/or innovation that engages community collaboration, and will compose the project's outcome in the communication format developed in the proposal (for instance, digital media advocacy, a public education campaign, an event or an exhibition). Students will write a summative report or academic article, as approved by their committee, that self-reflexively describes, explains and assesses the efficacy of the project's social practice and/or innovation.

Credit Hours: 6	
Contact Hours – please indicate total number of hours for each component	
Lecture:	**Lab:**
Tutorial:	**Other: 6**
Cross-listings	
Prerequisites for Calendar	**Completed all other course requirements**
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	**x Core** ☐ Elective ☐ Core or Elective
Is the course: ☐Undergraduate X Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	**x N (normal alpha grade)** ☐ P (pass/fail)

*Equivalency: If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

1. Project plan (proposal)
2. Literature review
3. Theoretical and methodological contextualization paper
4. Project execution and implementation
5. Outward facing public presentation or engagements

6. Full paper including self-critique

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@uoit.ca.)

On successful completion of the course students will demonstrate:
1. Ability to critically justify a socially-engaged project
2. Ability to plan and execute a socially-engaged project, including developing collaborative approaches with diverse communities as relevant to the proposal
3. Development of advocacy skills
4. Development of ability to integrate results of socially-engaged project with depth of knowledge
5. Development of capacity for self-reflection and self-critique in application of the above abilities
6. Development of the capacity to reflect on one's own social positionality in relation to various diverse communities in a socially-engaged project
7. Ability to communicate in a variety of settings using oral, written, and digital tools, and with diverse communities and individuals, recognizing the importance of listening and reflection in community engagement.
8. Awareness of limits of application of knowledge in action

Does this course contain any experiential learning components? X Yes ☐ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project	X	Applied Research	X
Field Experiences	X		
Other Types of Experiences:			

We have consulted with all impacted areas: ☐ Yes   X NA

Process of consultation, if applicable:

Does this course contain any Indigenous content?   Yes -   ☐ No   X ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

Has the IEAC been contacted?   X Yes   ☐ No

If yes, when?

June 1 and 3, July 9, September 24, December 8 and 10, 2020

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What was the advice you received from the IEAC, and how has it been included in your proposal?

IEAC gave the following advice:

To include Indigenous guest speakers in teaching methods;

To include in course and program learning outcomes:

- the ability to communicate with various communities

- the ability to reflect on one's own social positionality in relation to various communities in course work and community-engaged work

To consider and include further opportunities for experiential learning;

To review all courses through a lens of Indigenous inclusion (topics, perspectives, communities, people), to re-think course descriptions and discussions of Indigenous content to emphasize that inclusivity, and return to the IEAC for review.

- The advice has been included in this course as follows:

- - the ability and/or capacity to communicate with various communities and the ability to reflect on one's own social positionality in relation to various communities, has been included (see Indigneous consultation requirements below)

- - professors will advise students proposing projects that do not propose specific engagement with Indigenous communities to consider ways in which their project may engage diverse communities, including Indigenous communities

- - professors will advise students proposing socially-engaged projects involving Indigenous communities:

    - to seek out early opportunities to learn and begin relationship-building through participation in Indigenous programming and events and seeking advice from IECS at Ontario Tech;

    - to consult with the IEAC, and the Indigenous Cultural Advisor on community protocols and relationship-building as soon as possible in the development of the proposal and before reaching out to Indigenous communities;

    - to bring draft MRP proposals to the IEAC curriculum consultation sub-committee for consultation for assistance and guidance, as above.

Did the IEAC ask you to return the proposal to them for review? X☐ Yes   ☐No

If yes, have they completed their review?   X☐ Yes☐ No   ☐N/A

Financial Implications

none

FACULTY INTERNAL APPROVAL DATES

Faculty Council approval	
Curriculum Committee approval	
Internal Committee approvals	

NEW COURSE TEMPLATE
For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities

This new course is associated with: ☐Minor Program Adjustment   ☐ Major Program Modification **X** New Program   ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	☐Yes X No

If you answered yes to the above, please complete:
   A new core course for an existing program, specialization or minor*: Minor Program Adjustment*
   A new elective course for an existing program, specialization or minor, listed in the program map*: Course Sequencing or Course Placement*
   A new course (core or elective) related to a Major Program Modification*: Major Program Modification*

Note: If the new course is for a new program, you do not need to show course placement as it will be captured in the new program proposal.

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

New Program: Master of Arts in Social Practice and Innovation

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2021-2022

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2022

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: MSPI	**Course Number:** 5070G
Full Course Title: *Special Topics In Interdisciplinary Studies*	

Short-Form Course Title (max. 30 characters)**:**
Special Topics: Interdisciplinary

Course Description

Special topics will address recent conceptual and methodological advances or emerging issues and trends at the intersection of the disciplines participating in the program. Examples of possible special topics include: 1) existing graduate seminars such as *Global Artificial Intelligence Ethics;* and *Whistleblowing and Digital Disobedience*; and 2) cross-listed fourth year undergraduate seminars such as *Communication Law and Policy, Indigenous Law and Politics*; *Art and Law*; *Law and Environment*; *Media, War & Conflict*; or *Global Communication.*

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	**Lab:**
Tutorial:	**Other:**
Cross-listings	
Prerequisites for Calendar	
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency∗
Recommended Prerequisites	
Course Restrictions	
Course Type	☐Core **X Elective** ☐ Core or Elective
Is the course: ☐Undergraduate **X** Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	**X N (normal alpha grade)** ☐ P (pass/fail)

*Equivalency: If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

1. **Presentations:** for assessment, presentations by students; for teaching, guest speaker presentations, including Indigenous guest speakers
2. **Case studies**
3. **Research Essays**
4. **Digital media creation**
5. **Self-reflective exercises/assignments**

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@uoit.ca.)

Learning objectives will be tailored to the specific special topics course. . Professors will be advised that in order to be eligible as a course that includes MSPI students, the following learning outcomes must be included: Students will be able to

1. Understand and apply knowledge of the topic of the course from multiple perspectives.
2. Understand and evaluate key theoretical approaches used in the interdisciplinary study of the topic of the course.
3. Explain major theoretical frameworks, constructs, and concepts, summarize the work of scholars and advocates associated with particular approaches, and begin to evaluate the strengths and weaknesses of their approaches.
4. Understand and evaluate the research methods associated with the topic.
5. Demonstrate skills to communicate effectively orally and in writing, and with diverse communities and individuals, recognizing the importance of listening and reflection in community engagement.
6. Awareness of the limits of knowledge in the topic area, including developing an understanding of one's own social positionality in relation to various communities and situations in application of that knowledge

Does this course contain any experiential learning components? X Yes - will depend on the particular topic and instructor ☐ No

If yes:

Case Study	x	Simulated Workplace Project	
Consulting project/workplace project	x	Applied Research	x
Field Experiences	x		
Other Types of Experiences: **Experiential learning is encouraged, but will depend on the particular special topics course.**			

We have consulted with all impacted areas: ☐ Yes   X NA

Process of consultation, if applicable:

Does this course contain any Indigenous content?   Yes -   ☐ No   X☐ Unsure
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

Has the IEAC been contacted?   X☐ Yes   No

If yes, when?

June 1 and 3, July 9, September 24, December 8 and 10, 2020

What was the advice you received from the IEAC, and how has it been included in your proposal?

IEAC gave the following advice: To include Indigenous guest speakers in teaching methods; To include in course and program learning outcomes: -   the ability to communicate with various communities -   the ability to reflect on one's own social positionality in relation to various communities in course work and community-engaged work To consider and include further opportunities for experiential learning; To review all courses through a lens of Indigenous inclusion (topics, perspectives, communities, people), to re-think course descriptions and discussions of Indigenous content to emphasize that inclusivity, and return to the IEAC for review. The advice has been included in this course as follows: •   Indigenous guest speakers are included in the range of teaching methods •   the ability to communicate with various communities and the ability to reflect on one's own social positionality in relation to various communities, has been included in this course -   experiential learning opportunities are included -   Indigenous content may be included in the course as follows: -   This course draws from a broader range of professors' interests and expertise than those in other MSPI courses. Special Topics courses may be specifically focused on Indigenous topics and perspectives (i.e. Indigenous Law and Politics), or may include them. Professors are strongly recommended to invite guest Indigenous speakers, to provide the positive impact on students of hearing directly from Indigenous speakers experienced in this work. To ensure that any Indigenous guest speakers professors are planning to invite to Mississaugas of Scugog Island First Nation territory are in good standing with the community, professors will reach out to the Indigenous Cultural Advisor and/or the IEAC curriculum consultation sub-committee, before inviting a potential guest to speak on Indigenous perspectives and issues. Professors teaching the course recognize the significance of developing self-reflective skills. Professors are strongly recommended to consult with and seek assistance from the IEAC during development of the course outline in order to strengthen opportunities for learning based in Indigenous content and perspectives

Did the IEAC ask you to return the proposal to them for review? X☐ Yes ☐No

If yes, have they completed their review? X☐ Yes ☐ No ☐N/A

Financial Implications

Inviting guest speakers may require the ability to provide honoraria and/or stipends.

FACULTY INTERNAL APPROVAL DATES

Faculty Council approval	
Curriculum Committee approval	
Internal Committee approvals	

Appendix E: Faculty Information

Please include here only those currently at the institution and affiliated with the program. Examples in purple to be removed.

Faculty members by home unit (program), rank, and supervisory privileges
*Legal Studies = LGLS; Political Science = POSC; Communication and Digital Media Studies = CDMS

Name and Faculty Status/Rank	Terminal Degree	Home Faculty/Unit	Areas of Expertise	Supervisory Privileges and Role in New Program	Total Graduate Teaching
Aquanno, Scott, Assistant Professor (tenure track)	Ph.D.	FSSH/POSC	Political Economy: social and economic policy; banking policy	Full* Teaching core and elective courses	Up to 1 graduate course per year
Ariss, Rachel, Associate Professor (tenured)	S.J.D.	FSSH/LGLS	Law, Social Justice and Change; Indigenous issues in law and policy	Full* Teaching core and elective courses	Up to 1 graduate course per year
Baglay, Sasha, Associate Professor (tenured)	S.J.D.	FSSH/LGLS	Immigration and Refugee law and policy	Full* Teaching core and elective courses	Up to 1 graduate course per year
Braithwaite, Andrea, Associate Teaching Professor (teaching-focused)	Ph.D.	FSSH/CDMS	digital media and society; virtual communities; feminism and video games	Co-supervisor Teaching elective courses	Up to 1 graduate course per year
Felder, Ruth, Assistant Teaching Professor (teaching-focused)	Ph.D.	FSSH/POSC	labour policy; international development	Co-supervisor Teaching elective courses	Up to 1 graduate course per year
Fernando, Shanti, Associate Professor (tenured)	Ph.D.	FSSH/POSC	anti-racism anti-poverty policy migration-policy; adult education and	Full* Teaching core and elective courses	Up to 1 graduate course per year

			community development		
Genosko, Gary, Professor (tenured)	Ph.D.	FSSH/CDMS	critical theory; techno-politics; media ecology; post media cultures.	Full* Teaching core and elective courses	Up to 1 graduate course per year
King, Alyson, Associate Professor (tenured)	Ph.D.	FSSH/POSC	educational policy; Indigenous politics; accessibility policy; feminist policy	Full* Teaching core and elective courses	Up to 1 graduate course per year
Lauricella, Sharon, Associate Professor (tenured)	Ph.D.	FSSH/CDMS	feminist digital identities; educational technologies and pedagogy; mental health and new technologies.	Full* Teaching core and elective courses	Up to 1 graduate course per year
MacNeill, Timothy, Associate Teaching Professor (teaching-focused)	Ph.D.	FSSH/POSC	sustainability policy; Social movements; equity-policy; Indigenous movements	Co-supervisor Teaching elective courses	Up to 1 graduate course per year
McMorrow, Thomas, Associate Professor (tenured)	D.C.L.	FSSH/LGLS	Legal pluralism; legal pedagogy	Full* Teaching core and elective courses	Up to 1 graduate course per year
Mirrlees, Tanner, Associate Professor (tenured)	Ph.D.	FSSH/CDMS	political economy of digital media and creative and industries; social media politics and activism; war, propaganda and the media.	Full* Teaching core and elective courses	Up to 1 graduate course per year

Oman, Natalie, Associate Professor (tenured)	J.D.	FSSH/LGLS	Transnational legal pluralism; non-state political communities	Full* Teaching core and elective courses	Up to 1 graduate course per year
Pedersen, Isabel, Professor (tenured)	Ph.D.	FSSH/CDMS	human-computer interaction; wearable computers and society; new and emerging media technologies.	Full* Teaching core and elective courses	Up to 1 graduate course per year
Rinaldi, Jen, Associate Professor (tenured)	Ph.D.	FSSH/LGLS	Critical disability studies; arts-based research methods; research and activism	Full* Teaching core and elective courses	Up to 1 graduate course per year
Slane, Andrea, Professor (tenured)	J.D.	FSSH/LGLS	Law and technology; public engagement in law reform; digital media and vulnerable populations	Full* Teaching core and elective courses	Up to 1 graduate course per year
Stoett, Peter, Professor (tenured)	Ph.D.	FSSH/POSC	environmental policy; sustainability; international relations	Full* Teaching core and elective courses	Up to 1 graduate course per year

*Eligible to be primary supervisor

Graduate Thesis supervisory records/experience by faculty member

Name	Completed (last 5 years)					Current				
	Master's		Ph.D.		PDF	Master's		Ph.D.		PDF
	Supervisor	Committee	Supervisor	Committee		Supervisor	Committee	Supervisor	Committee	
Aquanno, Scott	5	0	0	0	1	0	0	1	0	0

Ariss, Rachel	7	0	0	0	0	1	0	0	0	0
Baglay, Sasha	1	0	0	0	0	0	1	0	0	0
Braithwaite, Andrea	0	0	0	0	0	0	0	0	0	0
Felder, Ruth	0	1	1	2	0	0	0	0	0	0
Fernando, Shanti	1	0	0	0	0	0	0	0	0	0
Genosko, Gary	11	0	0	2	1	0	0	0	0	0
King, Alyson	0	0	0	0	0	0	0	0	0	0
Lauricella, Sharon	0	0	0	0	0	0	0	0	0	0
MacNeill, Timothy	0	0	0	0	0	1	0	0	0	1*
McMorrow, Thomas	0	1	0	0	0	0	0	0	0	0
Mirrlees, Tanner	5	0	0	0	0	0	1	0	0	0
Oman, Natalie	0	0	0	0	0	0	0	0	0	0
Pedersen, Isabel	3	0	1	2	0	1	0	0	0	0
Rinaldi, Jen	0	0	0	0	0	0	1	0	0	0
Slane, Andrea	7	5	0	1	0	0	0	0	0	0

| Stoett, Peter | 4 | 5 | 0 | 7 | 1 | 0 | 1 | 0 | 2 | 0 |

*Delayed due to COVID-19

Publication records at Ontario Tech by year and outlet (current and last 5 years)

Year	Faculty Members	Articles	Books	Book Chapters	Reports	Conference Presentations
2021	17	10 + 7*	2*	6 + 4*	0	0
2020	17	20	3	19	0	1 + 13**
2019	17	24	4	18	6	50
2018	16	27	1	15	1	65
2017	16	22	2	8	3	57
2016	15	26	2	3	5	48
2015	15	21	1	6	1	54

*Forthcoming

**Conferences postponed or cancelled due to COVID-19

Publication records, regardless of affiliation, by year and outlet (current and last 5 years)

Year	Faculty Members	Articles	Books	Book Chapters	Reports	Conference Presentations
2021	17	10 + 7*	2*	6 + 4*	0	0
2020	17	20	3	19	0	1 + 13**
2019	17	24	4	18	6	50
2018	17	29	1	15	1	70
2017	17	22	2	8	3	60
2016	17	28	2	4	5	52
2015	17	24	1	8	1	57

*Forthcoming

**Conferences postponed or cancelled due to COVID-19

Research funding at Ontario Tech by source and year

Year	Faculty Members	Canadian Granting Councils		Canadian Government		International Government		Others	
		PI	OTHER	PI	OTHER	PI	OTHER	PI	OTHER
2020	17	$ -	$25,000	$ -	$ -	$ -	$ -	$2,000	$ -
2019	17	$865,776	$151,780	$50,000	$ -	$ -	$ -	$ -	$30,000
2018	16	$ -	$ -	$30,000	$300,000	$16,000	$ -	$50,000	$300,000
2017	16	$17,494	$183,549	$500,000	$ -	$ -	$ -	$32,500	$49,370

Year	Faculty Members	PI	OTHER	PI	OTHER	PI	OTHER	PI	OTHER
2016	15	$311,910	$2,872,189	$ -	$ -	$ -	$ -	$ -	$ -
2015	15	$220,615	$2,550,926	$ -	$ -	$ -	$ -	$67,222	$ -

Research funding, regardless of affiliation, by source and year

Year	Faculty Members	Canadian Granting Councils		Canadian Government		International Government		Others	
		PI	OTHER	PI	OTHER	PI	OTHER	PI	OTHER
2020	17	$ -	$25,000	$ -	$ -	$ -	$ -	$2,000	$ -
2019	17	$865,776	$151,780	$50,000	$ -	$ -	$ -	$ -	$30,000
2018	17	$ -	$ -	$30,000	$300,000	$16,000	$ -	$50,000	$300,000
2017	17	$17,494	$183,549	$500,000	$ -	$ -	$ -	$32,500	$49,370
2016	17	$331,910	$3,313,595	$ -	$ -	$ -	$8,000	$ -	$ -
2015	17	$220,615	$2,550,926	$ -	$ -	$ -	$ -	$67,222	$1,000

Appendix F: Graduate Faculty Short Research Bios

Dr. Scott Aquanno: Dr. Aquanno's research program extends across the fields of international political economy and comparative public policy and is broadly enclosed in a social justice framework. Combining his academic training in political science and public policy and his professional training in capital markets, his scholarship falls into several related areas: global political economy, economic policy, and the politics of financial control/discipline. His recent work looks at the political economy of monetary policy and central bank coordination as well as the politics of democratic inclusion. This work expands the concept of conflict inflation from IPE literature and examines the bounded autonomy and capacity of state personal in the Bank of Canada, the US Federal Reserve, and the European Central Bank to show that the efficient working of international financial markets fixes regulatory power in undemocratic, but highly capable and adaptive internationalized governmental systems. Dr. Aquanno has also worked with the City of Oshawa, the Regional Municipality of Durham, the Community Development Council of Durham and the United Way Durham Region to explore a range of local community issues relating to economic and social inclusion and to implement innovative practices.

Dr. Rachel Ariss: Dr. Ariss' research focuses on the relationships between law, social justice and change, and how law shapes (and misshapes) community. Her work is inherently interdisciplinary. Recent projects include Indigenous land rights, the duty to consult and mining; the role of witnessing in social justice struggles; midwifery and social change; and regulation of parentage in gestational surrogacy. The witnessing project is a strong example of her interdisciplinary approach, where she analyzes how theories of Indigenous witnessing, legal concepts of witnessing and communication and media theories of witnessing manifest in a social justice action website, centred on a human rights claim and tribunal decision.

Dr. Sasha Baglay: Dr. Baglay's research examines the role of immigration and refugee law in construction of identities, belonging and legal rights of non-citizens. Her work employs critical legal theory, insights from citizenship studies and political science. Among the topics of her recent research are: human trafficking, government discourses on refugee arrivals, and the duty of care in immigration law.

Dr. Andrea Braithwaite: Dr. Braithwaite's research identifies the tactics everyday texts use to circulate feminist and proto-feminist discourses in forms often deemed apolitical or anti-feminist. She is particularly interested in how transmedia crime fictions can function as polysemous sites, around and through which numerous affective discourses circulate, especially: sociability and community, the properly managed self, and the good life. Her work pinpoints and examines the links between neoliberalism and what is – often disparagingly – referred to as women's culture, circulating close to yet just beyond "the political" in pop culture like video games, online forums and fandoms, teen TV, and mass-market fiction. In tracking crime stories across media platforms, her research pays particular attention to how these texts mobilize gendered concerns about monogamy and autonomy; sexuality and self-determination; space and safety; and technology and surveillance.

Dr. Ruth Felder: Dr. Felder studies processes of economic restructuring and the transformation of the world of work, with a focus on Latin America. Her approach pays attention to the role of the state in processes of economic and labour market change, bringing together politics and policies and analyzing the balances of power informing policy-making and the historical contexts that give them their meaning and, to some extent, are altered by these relations and actions.

Dr. Shanti Fernando: Dr. Fernando's work has always been intentionally interdisciplinary, with work that includes Legal theory and practice, Critical Race Theory, Urban Theory and practice, Sociology, Educational theory, Critical Disability Studies and Community Development policy. Some of her most recent work focuses on the accessibility of adult education for vulnerable populations who have been marginalized in the educational system because of race, class, gender or psychological disability. Another current area of inquiry is Politico-Legal research with Dr. Jen Rinaldi on Canada's refugee determination, detention and immigration law and policy framework as it affects racialized and sexual minority groups. Dr. Fernando has taught and supervised in the area of Community Development, as the intentional activities surrounding social and economic development of marginalized communities, including public policies and the work of groups and organizations that advocate for those communities to become more equitable and sustainable in Canada and internationally. Dr. Fernando has been the Principal Investigator on a SSHRC Insight Development and SSHRC Insight Grant and has had partnerships with a number of hospital-based education programs, the Literacy Network of Durham Region and the City of Oshawa and has worked on projects with colleagues in Political Science, Legal Studies, Criminology and the Faculty of Education. She has been published widely in scholarly journals and has contributed to numerous edited collections as well as publishing her own refereed book *Race and the City* from UBC Press.

Dr. Gary Genosko: Dr. Genosko has an established record in interdisciplinary training, teaching, supervision and research. He has authored 13 books that range across the disciplines of the humanities and social sciences, including cultural studies, social theory, communication theory, media theory, and surveillance studies. His 10 edited volumes traverse contemporary political theory and philosophy. He is an internationally recognized expert on the life and work of Félix Guattari, and is key contributor to the international critical literature on Jean Baudrillard. His collaborations with community groups include service learning in the area of food security and First Nations in Northwestern Ontario, and with the Oasis Skateboard Factory Alternative School in Toronto. He has worked with 6 art galleries in Canada as an external curator, mounting original exhibitions, and winning the Annual Award for Design and Installation from the Ontario Association of Art Galleries in 2010.   From 2002-2012 he held a Canada Research Chair in Technoculture at Lakehead University, and ran the Technoculture Lab, home of the publication The Semiotic Review of Books. He has held grants from the Social Sciences and Humanities Research Council of Canada and Canada Foundation for Innovation. Many of his articles and chapters have been translated into French, Italian, Turkish, Japanese, and Chinese. He has supervised graduate students in Sociology, English, Art History, Politics, Communication, and Architecture programs. He has extensive experience in research administration, serving on numerous SSHRC and CRC committees.

Dr. Alyson E. King: Dr. King's research takes an interdisciplinary approach to explore the experiences of underrepresented students accessing and succeeding in higher education (funded by a SSHRC Partnership Development Grant with a cross-Canada team of researchers) and supported education programs for adults living with mental illness (funded by a SSHRC Insight Grant with a team led by Dr. Shanti Fernando). Other research has included: graphic novels and multiliteracies, autoethnographic narratives by university students, literacies and the knowledge economy, literacies and mental health issues, women and higher education, and oral history interviews about the founding of Ontario Tech University. In addition to several book chapters, she has numerous articles published in journals such as Diaspora, Indigenous and Minority Education (DIME), Canadian Journal of Higher Education, OTMH, and the Canadian Review of Comparative Literature.

Dr. Sharon Lauricella: Dr. Lauricella's research addresses digital feminist identities, with a focus on how women show up and engage on social media. This work gives particular attention to online humour and its juxtaposition with rape culture and sexual harassment. Dr. Lauricella is conducting funded research on university students' mental health and how the media portrays student crises in print, online, and social media. Dr. Lauricella has published more than 40 peer-reviewed articles and chapters in internationally recognized venues, including *Women & Language, Women's Studies in Communication*, and many publications on the Scholarship of Teaching and Learning. She is the recipient of numerous teaching awards, including the Ontario Tech Faculty Award (twice) and the Faculty of Social Science and Humanities Teaching Award (twice). She has been nominated for the prestigious 3M National Teaching Fellowship.

Dr. Timothy MacNeill: Dr. MacNeill's research focus on globalization, inequality, sustainable development, and indigenous alternatives to development, involves the interaction of all these forms of technology. This involves three major streams of investigation. First, he measures the impacts that increased international investment flows and corporate practices have on marginalized, typically Indigenous, communities and ecosystems in developing countries. His second stream of research explores the ways in which economic, legal, political, and cultural systems may be re-imagined and asserted via indigenous and other social movements to yield environmental sustainability and social equity. Third, he examines how inequalities are perpetuated or ameliorated amidst different informational and cultural settings.

Dr. Thomas McMorrow: Dr. McMorrow's current work explores the connections between law, education and institutional design. His work has examined critical legal pluralist theory by applying it to the context of secondary schooling and the discipline of education law. Among other subjects, has also published studies on constitutional law, health law and Indigenous-settler reconciliation. His research interests include: legal theory, administrative governance, end of life decision-making, community supports for people with intellectual disabilities and Indigenous legal traditions.

Dr. Tanner Mirrlees: Building upon the critical political economy of communications, cultural studies, sociology, and political science, Dr. Mirrlees' interdisciplinary research examines how new and emerging technologies are shaped by and shaping of society. It probes the social power relations—as related to class, gender, and race—that may be upheld or challenged when modern nation-states and corporations drive forward the R&D, design, production, diffusion and use of disruptive digital technologies for their strategic ends, whether those be security or profit. It also attends to how citizens may redesign, use and push for laws, policies and regulations for these same technologies to disrupt the status quo. In this regard, Mirrlees takes digital technologies to be sites of social contestation. He is the author of *Hearts and Mines: The US Empire's Cultural Industry* (UBC Press, 2016), *Global Entertainment Media: Between Cultural Imperialism and Cultural Globalization* (Routledge, 2013), co-author of *EdTech Inc.: Selling, Automating and Globalizing Higher Education in the Digital Age* (Routledge, 2019), and co-editor of *Media Imperialism: Continuity and Change* (Rowman & Littlefield, 2019) and *The Television Reader* (Oxford University Press, 2012), as well as over fifty pieces across a wide variety of publishing venues. Mirrlees is the president of the Canadian Communication Association (CCA), a research associate of the Decimal Lab, and a steering committee member of the Centre on Hate, Bias and Extremism (CHBE) at Ontario Tech University. Bridging research and practice, Mirrlees also participates in local and Toronto-based social justice activist communities.

Dr. Natalie Oman: Dr. Oman has published in the areas of international law and human rights, philosophy of law, political theory, Indigenous rights, and ethics. Her most recent publication is an interdisciplinary book on *The Responsibility to Protect in International Law*. Dr. Oman's past projects have included a UN-commissioned study of the triggers of atrocity crimes targeting Indigenous peoples in Latin America and participation in the international GlobalTrust research project on the political realignment of international legal rules, entitled "Sovereigns as Trustees of Humanity." She is currently leading two initiatives responding to the COVID-19 crisis: a multi-stakeholder effort to develop guidelines for operationalizing the requirement for Indigenous free, prior and informed consent (FPIC) for corporate resource development affecting Indigenous interests under social distancing conditions; and a study of the gendered impacts of the new forms of work precipitated by COVID-19.

Dr. Isabel Pedersen: Dr. Pedersen is the founder of Decimal Lab, a critical media collective that explores our proposed digital lives. Her research concentrates on exploring how the design and adoption of disruptive and emergent personal tech is affecting life, language, ethics, society, policy, politics, culture and the arts. Her research includes the area of AI ethics, and how it is informed by multiple global actors driving the emergence of AI, which in turn, affects everyday life. She is the author of *Ready to Wear: A Rhetoric of Wearable Computers and Reality-Shifting Media* (2013) and co-editor of the collection *Embodied Computing* (Ed by Isabel Pedersen and Andrew Iliadis) released in Spring 2020 with MIT Press.

Dr. Jen Rinaldi: Dr. Rinaldi specializes in critical theory and socio-legal studies. She is committed to studying how law constitutes abject embodiment—particularly crip, queer, trans, and fat bodies. She works with community-grounded, arts-informed, an/d digital storytelling methods to explore how vulnerable populations negotiate and resist dynamics of power. She works in collaboration with Recounting Huronia, a SSHRC-funded arts-based collective that explores and stories traumatic histories of institutionalization. Her work has also explored the history of eugenics in relation to immigration and sterilization law as well as engaging with narrative and arts-based methodologies to deconstruct eating disorder recovery, and to re-imagine recovery in relation to queer community.

Dr. Andrea Slane: Dr. Slane's research focuses on law's interface with digital communication and information technologies. She has published on an extensive range of topics at this interface, including on the nature of privacy interests in sexual images; the appropriate limits to privacy protection online; legal approaches to various forms of online and other digital exploitation of vulnerable people; and novel claims and obligations rooted in data protection, consumer protection, privacy, and personality rights aiming to protect a person's privacy and identity interests. She employs doctrinal, theoretical, and qualitative research methods. Her qualitative research projects have engaged two of the above threads: gathering the perspectives of professionals who work with victims of online crimes, and with seniors about their views on new social support technologies, considering the way these regimes need to be adapted to better protect a senior user's interests in complex information environments.
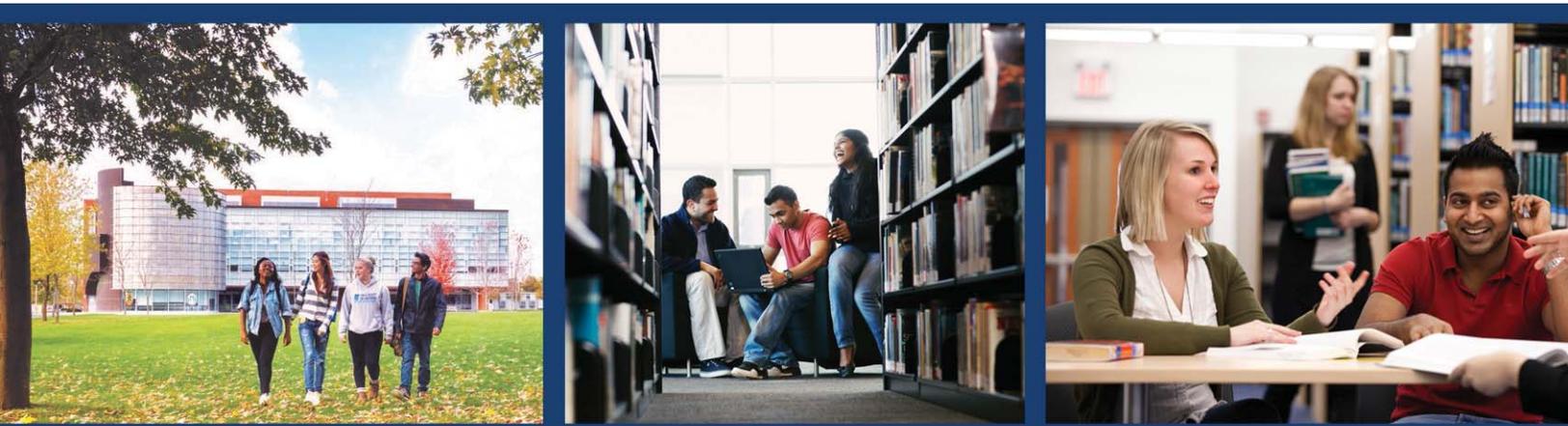
Dr. Peter Stoett: Dr. Stoett's research is in international environmental policy and change (including related work with the United Nations at various levels); global governance and war crimes/genocide studies; and transnational environmental crime and human security. Each of these areas involves the study of human innovation and adaptation to change and the development of survival strategies by individuals and communities, and the process of societal and inter-societal response to ongoing security and public safety threats.

New Program Proposal:
Masters of Arts in Social Practice and Innovation

Library Statement of Support Provided to Ontario Tech University

Prepared by: Chelsie Lalonde, Faculty of Social Science and Humanities Liaison Librarian, March 2020

Contents

Summary

Ontario Tech University Library's holdings spanning the social sciences and humanities disciplines are strong. However, there are some minor gaps in holdings, which will need to be addressed; see below for estimated collections costs.

This interdisciplinary program will focus on Legal Studies, Political Science, and Communication and Digital Media Studies, drawing on existing library collections that support these subject areas.

The Library's research and special collections total more than 99,000 print volumes and 97,000 journal subscriptions. The Library provides access to more than 840,000 e-books, and primary source materials. Collection strengths support the research and instructional programs at Ontario Tech University.

Resource Requirements

In order to address gaps identified in the Library's holdings, and to support ongoing collection management and the acquisition of graduate level resources, the following startup and ongoing funds are requested:

Resource	Rationale	Budget Requirement	OTO or Ongoing
Startup Collection Development funds	Acquisition of Masters level resources in multi-disciplinary fields of sociology, social innovation, business development and technology.	$5000	OTO
Ongoing Collection Development funds	Ongoing collection development for Masters level program	$2000	Ongoing

Introduction

The Library supports the teaching, learning and research missions of Ontario Tech University and Durham College. Ontario Tech students have access to a joint collection of more than 99,000 print books purchased by both Ontario Tech and Durham College. Additionally, the Library provides access to online resources including e-books and online databases that are selected to meet the teaching and research needs of Ontario Tech programs. Students and faculty are served by a team of subject specialist librarians and trained library technicians who provide an array of research and teaching support services including information literacy instruction, workshops, research help and reference service.

Library Collections

The Library's social science and humanities collection covers a variety of subject areas that support this interdisciplinary program. Current Library collections that support degree programs in Legal Studies, Political Science, and Communication and Digital Media Studies, will support the Masters of Arts in Social Practice and Innovation program. Library holdings in social science and humanities include coverage of legal studies, political science, human rights, communication, and media studies, as well as topics in technology, social structure, and sociology. Startup and ongoing funds are required to supplement the current collection with Masters-level resources on emerging issues, developments, topics and trends in social science and technology.

The Library's collections expenditures for the fiscal year 2018-2019 totaled $1.9M. Approximately 90% of this budget is allocated for the purchase of subscription online resources. The remainder of the budget is allocated for the acquisition of print and online resources to support the curriculum including journals, books and e-books, multimedia and other specialized material.

The Library collects materials to support programs in the Faculty of Social Science and Humanities, including coverage of legal studies, political science, communications, and digital media studies. Further, the collection covers a variety of sociology topics of relevance such as sociology, indigenous issues, human rights, race relations, social issues, and the economy.

The Library welcomes suggestions from members of the University community. Faculty and students may suggest material for purchase using an online form. All recommended purchases are evaluated according to the Collection Development Policy and with consideration to budget constraints.

Consortial Licensing

By virtue of our membership in two key consortia, the Ontario Tech University Library benefits from the increased bargaining power of a collective through which we subscribe to a wide array of scholarly content. Canada Research Knowledge Network (CRKN) is comprised of 76 academic libraries across Canada that include world-class research institutions, innovative teaching-focused institutions, as well as two national libraries, and Canada's largest public library system. CRKN is dedicated to expanding digital content for the academic research and teaching enterprise in Canada. Through the coordinated leadership of librarians, researchers,

administrators and other stakeholders in the research community, CRKN undertakes large-scale content acquisition and licensing initiatives in order to build knowledge infrastructure, research, and teaching capacity in Canada's universities.

The Ontario Council of University Libraries (OCUL)L is a consortium of Ontario's 21 university libraries which works together to maximize our collective expertise and resources. OCUL enhances information services in Ontario and beyond through collective purchasing and shared digital information infrastructure, collaborative planning, advocacy, assessment, research, partnerships, communications, and professional development.

Journals

The Library provides access to more than 97,820 journal titles across all disciplines. Our collection of academic journals in disciplines related to the Masters of Arts in Social Practice and Innovation is strong and includes titles relating to social sciences, law, political science, communication, international relations and sociology.

Students and researchers can access extensive journal holdings, in many cases including archives, from publishers such as Cambridge University Press, Elsevier, SpringerLink, Taylor & Francis, and Sage. The Library provides access, through subscription, to most of the relevant journals in these disciplines with the highest impact factors, according to Clarivate's Journal Citation Reports (JCR) database (2018).

By subject category:

JCR Subject Category	Ontario Tech Access	Select Titles
Political Science	50/50	• American Journal of Political Science • American Political Science Review
Law	49/50	• Harvard Law Review • Regulation & Governance • Law & Society Review
Communication	49/50	• New Media & Society • Political Communication • Journal of Communication
Social Issues	41/42	• Journal of Social Issues • Politics & Society
International Relations	50/50	• International Organization • World Politics • New Political Economy
Social Sciences, Interdisciplinary	49/50	• Human Relations

JCR Subject Category	Ontario Tech Access	Select Titles
Sociology	50/50	- American Sociological Review - Social Problems

Books & E-Books

We provide access to 99,157 print books and 840,521 e-books that support teaching, learning and research across all programs and disciplines. Students and faculty have access to collections of books and e-books from major academic publishers, including:

Canadian University Presses
American University Presses
Routledge
Springer
SAGE
Wiley

The following table highlights print holdings at the Social Science, Humanities and Education Library in relevant subjects. Collection strengths are evident in legal studies, political science and sociology.

Subject	# Print Books
Communication and Media	914
Legal Studies	3824
Political Science	1483
Sociology	3588

The program proposal includes curricular emphasis on developing skills in policy development in a range of emerging social, legal and political spheres. The Library has identified gaps in the following subject areas that will require targeted collection development:

Subject	# Print Books
Public Interest Lobbying	37
Persuasion (Rhetoric) in mass media	8
Policy Sciences – Evaluation	36
Policy Sciences – Decision Making	80
Policy Sciences – Societies	12

Subject	# Print Books
Policy Sciences – International Cooperation	80

Ontario Tech faculty, staff and students have access to 840,521 e-books from a variety of academic publishers. The following collections have particular relevance to the Masters of Arts in Social Practice and Innovation.

Collection	# Titles	Subject Highlights
EBSCO	1,229	Social Science, Government
Emerald	550	Public Policy, Sociology
Gibson Library Connections	51,676	Public Policy, Indigenous
Renouf Publishing	25,393	Organization for Economic Co-operation and Development, World Bank
Sage	2,508	Health and Social Care, Political Science, International Relations, Research Methods, Sociology
Springer	6,266	Social Science, Legal Studies, Sociology

Additional Resources Required: Books & E-books

The Library requires $5,000 in startup funding to support targeted collection development that addresses identified gaps in the collection. Additionally, the Library requires $2,000 in ongoing base funds to support the ongoing acquisition of relevant resources at the graduate level.

Search Tools

The Library subscribes to many research databases and indexes that provide access to the literature in Social Practice and Innovation. Systematic searching of these resources enables students and faculty to access journals and other academic resources such as conference proceedings, theses and dissertations, trade publications and reports.

Highly Relevant Databases: [Discipline] Focus	Relevant Databases: Multidisciplinary	Relevant Databases: Related Disciplines
Communication & Mass Media Complete Oxford Journals – Social Sciences	Scholars Portal Journals Academic Search Premier Web of Science	**Business:** Conference Board of Canada Economist Intelligence Unit

Data Resources

To support research that requires statistics and datasets, the Library subscribes to three main resources:

> **Data Liberation Initiative (DLI):** Access to datasets from Statistics Canada surveys including public use microdata files (PUMF) and research data centre (RDC) master files.
>
> **Odesi**: A web-based data exploration, extraction and analysis tool that enables researchers to search for variables across thousands of datasets including Statistics Canada datasets and polling data.
>
> **Interuniversity Consortium for Political and Social Research (ICPSR)**: Access to a data archive of more than 250,000 files of research in the social and behavioral sciences. Includes specialized collections of data in education, aging, criminal justice, substance abuse, terrorism, and other fields. Resources for teaching and learning include classroom exercises and materials to support data literacy in the classroom.

The Library also provides access to Dataverse, a repository that supports research data management and open access data requirements for Tri-Agency research funding compliance.

Multimedia Resources

The Library acquires DVD and streaming video resources that are relevant to the disciplines in the Masters of Arts in Social Practice and Innovation program. Multimedia resources are selected individually or as part of standing subscriptions.

The Library's collection includes 106,020 DVDs and Streaming Video titles. Of these multimedia resources, the following are particularly relevant to the curriculum in Masters of Arts in Social Practice and Innovation program:

Relevant Streaming Video Collections

Streaming Video Collection	Relevant Titles
Kanopy Streaming	• Social Issues, Political Science, Media Studies, Law, and Sociology: 8,439
CBC Curio	• Total collection: 8,451
McIntyre Media	• Social Issues, Political Science, Media Studies, Law, and Sociology: 11,560
National Film Board of Canada	• Total collection: 5,504
Films on Demand	• Political Science: 1,951 • Communication: 1,635 • Legal Studies: 213 • Sociology: 4,116 • Technology & Society: 852

Streaming Video Collection	Relevant Titles
Alexander Street Press	• Current Affairs in Video: 377 • BBC Video Collection: 578 • Black Studies: 824 • LGBT: 420

Library Services

A range of library services support teaching, learning and research at the University. Students and faculty in the Masters of Arts in Social Practice and Innovation have access to services in-person, online and via email or telephone.

Research Support

The Library plays a vital role in supporting student and faculty research at Ontario Tech.

Reference Service & Research Consultations
Students and faculty have access to research support in-person, via telephone, email and online chat help. In the 2018-2019 academic year, library staff answered 8,983 research questions from the Ontario Tech community. From April 2019 to February 2020, the period for which data is available, 820 questions were from faculty or graduate students.

Librarians are available for individualized research consultations with students and faculty. These consultations are tailored to meet the needs of individual researchers and can cover a range of topics from basic introductions to more advanced search techniques and support for literature reviews. From April 2019 to March 2020, Librarians participated in 7 research consultations with members of the Faculty of Social Science and Humanities.

Open Access & Research Data Management
The Library provides support to faculty and students in complying with the Tri-Agency Open Access Policy (SSHRC, NSERC, CIHR). Faculty and students can make their work open by publishing in an open access or hybrid journal, by depositing their work in a subject repository, or by depositing their work in Ontario Tech's institutional repository, e-scholar@UOIT (https://ir.library.dc-uoit.ca).

The Library provides direct support to Faculties through dedicated subject specialist/liaison librarians and online guidance with the Library's Open Access Guide (http://guides.library.uoit.ca/openaccess). The Library has a Research Data Management guide (http://guides.library.uoit.ca/rdm) to support faculty and students in creating data management plans and sharing research data.

During the 2018-2019 academic year, these guides were viewed 831 times.

Research Metrics & Impact
The Library supports various departments on campus by fielding requests for reports on author, article, journal and institutional metrics. Subscribed tools include: Web of Science, Scopus, Journal Citation Reports (JCR) and InCites.

The Library's Research Metrics guide (http://guides.library.uoit.ca/researchmetrics) provides background information and support for these tools.

Theses & Dissertations

The Library ensures that the Ontario Tech community has access to national and international thesis and dissertation databases. Access to PQDT (ProQuest Dissertations and Theses) and the Theses Canada Portal is provided through the Library website. The Library plays a key role in the dissemination and preservation of Ontario Tech theses, managing copies in the institutional open-access digital repository, e-scholar@UOIT, as well as maintaining print copies in the Library archives.

Teaching & Learning Support

As partners in teaching and learning at Ontario Tech, the Library provides a range of instructional and curriculum supports, both in person and online.

Information Literacy Instruction

In collaboration with teaching faculty, Librarians deliver customized information literacy classes that support the development of students' 21st century skills to successfully search, evaluate and ethically use scholarly resources in their course requirements. These library services are aligned with the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education. Information literacy sessions are tailored to the specific requirements of the course or assignment.

Ideally, Information Literacy instruction is scaffolded across the required curriculum, enabling students to build increasingly sophisticated research skills throughout their program of study.

Co-curricular Workshops

In addition to Information Literacy instruction that is integrated into the curriculum, the Library offers a number of co-curricular workshops that help develop student and faculty skills. Some examples of workshops offered to Ontario Tech students in the past include:

- Managing Your Research Identity
- Citation Management
- Finding and Using Open Educational Resources

Workshop offerings are regularly updated in response to the changing needs of the community. The Library collaborates with the School of Graduate and Postdoctoral Studies to offer workshops as part of the GradPro Skills program, ensuring that Masters students in this program will have access to these and other relevant workshops.

Online Research Guides

Subject specialist librarians create custom Research Guides for each subject area that are available from the Library website. Research Guides include program and course guides that are directly related to the program and course curriculum, as well as topic guides that have cross-disciplinary relevance. Research Guides of particular importance to students in the Masters of Arts in Social Practice and Innovation include:

- Political Science: https://guides.library.uoit.ca/politicalscience
- Communication and Media Studies: https://guides.library.uoit.ca/communications

- Legal Resources: https://guides.library.uoit.ca/law
- Citation Guide: https://guides.library.uoit.ca/citation

During the 2018-2019 academic year, these guides were viewed a combined 9,972 times.
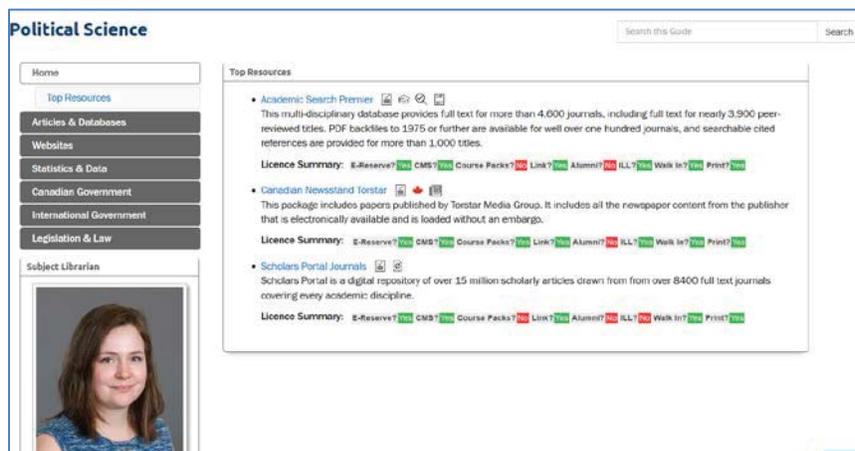

Figure 1 Political Science Research Guide

Copyright & Academic Integrity

The Library provides copyright advice for faculty and students. Library staff advise on license terms and the integration of content into the Learning Management System (LMS). The Library also helps faculty find, evaluate and integrate Open Educational Resources into their courses.

The Library's research support services including our citation guides help students avoid plagiarism and comply with the University's Academic Conduct policy.

Course Reserves

Instructors can place material that is in high demand on course reserve in the library. Reserve material is available to students on shorter loan periods, ensuring equitable access to required textbooks and readings.

In addition to print material, instructors may also place material from the library's online holdings on electronic reserve. Electronic reserves are subject to copyright compliance and licensing restrictions. The Library provides access to reserve material via the reserve catalogue, which is searchable by instructor, course code and course name.

3D Printing & Equipment Loans

Students have access to 3D printers and 3D printing workshops and can borrow equipment such as laptops and device chargers.

Library Staffing

The anticipated intake for students in the Masters of Arts in Social Practice and Innovation program for years 1-5 is as follows:

Year of Operation	Total Enrollment
2021-2022	6-8

Year of Operation	Total Enrollment
2022-2023	12-16
2023-2024	12-16
2024-2025	12-16
2025-2056	12-16

The Library anticipates that there will be additional staffing requirements associated with growth in graduate and undergraduate degree programs across the University. These requests will be part of the regular budget planning process, following a fulsome and strategic analysis of our staffing needs.

Conclusion

The Library is well-positioned to support the new Master of Arts in Social Practice and Innovation. Our suite of services and programs will meet the needs of students and faculty in this program. Minor gaps in our collections have been identified and will be addressed with minimal start-up and ongoing funding.

We look forward to working in collaboration with students and faculty in this new program.

REVIEWERS' REPORTS FOR NEW PROGRAMS

Reviewers' Report on the Proposed Master of Arts in Social Practice and Innovation Program at Ontario Tech University

Dr. Joanne Benham Rennick   Dr. John Graham
Department of Global Studies   School of Social Work
Faculty of Arts   Faculty of Health and Social Development
75 University Avenue West   UBCO
Waterloo, Ontario   1147 Research Road (ARTS Building)
N2L 3C5   Kelowna, BC Canada V1V 1V7

1. OUTLINE OF THE REVIEW

This review was conducted by desk audit and virtual site visit due to restriction imposed by the COVID-19 pandemic.

1.1 WHO WAS INTERVIEWED

May 12, 2021: Administrators – **Dr. Lori Livingston**, Provost & VP Academic; **Dr. Peter Stoett**, Dean of the Faculty of Social Science and Humanities; **Dr. Andrea Slane**, Chair of New Program Committee; Committee members **Dr. Tanner Mirrlees**, **Dr. Gary Genosko**, and **Dr. Shanti Fernando**; **Kimberley McCartney**, Curriculum and Pathways Analyst; **Michelle Patterson**, Academic Planning Specialist; **Dr. Langis Roy**, Dean of Graduate and Postdoctoral Studies; **Dr. Isabel Pedersen**, CRC, FSSH

May 13, 2021: Staff members – **Aaron Mitchell**, Director, Planning and Operations; **Cheryl Simmons**, Graduate Program Assistant; **Andra Drinkwalter**, Manager, Graduate and Postdoctoral Affairs; **Beth Stewart**, Senior Graduate Admissions and Registration Officer; **Michelle Patterson**, Academic Planning Specialist

May 14, 2021: Faculty – Dr. Andrea Slane, Chair of New Program Committee; Dr. Scott Aquanno; Dr. Rachel Ariss; Dr. Sasha Baglay; Dr. Andrea Braithwaite; Dr. Ruth Felder; Dr. Alyson King; Dr. Shanti Fernando; Dr. Gary Genosko; Dr. Sharon Lauricella; Dr. Timothy MacNeill; Dr. Thomas McMorrow; Dr. Tanner Mirrlees

1.2 WHAT FACILITIES WERE SEEN

Due to the COVID-19 pandemic, all facilities were seen virtually via Google Meet.
May 12, 2021: Digital Life Institute
May 13, 2021: Virtual Tour of Downtown Campus

1.3   ANY OTHER ACTIVITIES RELEVANT TO THE APPRAISAL

Review and supporting documents and resources were sent three weeks in advance of review period. These included:
- Program Proposal with Appendices
- New Course Proposals
- Faculty CVs
- Template for External Reviewers' Report
- Virtual Meeting Protocols with key contacts
- Virtual Site Visit Agenda with Google Meet links
- Ontario Tech's Institutional Quality Assurance Policies and Procedures
- Ontario Tech's Integrated Academic Plan
- Ontario Tech's Strategic Mandate Agreement
- Ontario Tech's Strategic Research Plan

2. EVALUATION CRITERIA
NOTE: Reviewers are asked to provide feedback on each of the following Evaluation Criteria.

2.1   Objectives
- Consistency of the program with the institution's mission and academic plans
- Clarity and appropriateness of the program's requirements and associated learning outcomes in addressing the institution's own undergraduate or graduate Degree Level Expectations
- Appropriateness of degree nomenclature

The Masters in Social Practice and Innovation (MSPI) aligns well with OTU's Mission and Academic priorities by bringing interdisciplinary perspective from the fields of law, communication and digital media, and political science into community-based problem solving on social, cultural and political concerns.

Program goals include 1) teaching students to design, develop and launch innovative community-engaged solutions to complex social issues that foster positive social change, and 2) becoming skilled in using and communicating technological solutions responsive to complex social, legal and political issues.

In particular, the goal of mentoring students to generate 'reflexive approaches to problem-solving' and 'ethical decision-making' oriented to informing and shaping policy for 'new technological fields and evolving social, legal and political institutions' is critically important for engagement in today's complex global society.

These priorities successfully relate to several of OTU's institutional objectives: Providing 'technology-enriched programs' attuned to the evolving employment

landscape; creating opportunities for collaboration with industry and community; and establishing socially engaged learning that combines opportunities for critical thinking within and outside the classroom.

Learning outcomes include the acquisition and demonstration of relevant knowledge, theory and methods; the ability to use, create and disseminate new knowledge through innovative solutions; awareness of power dynamics and structural limitations for problem solving; and an effective community engaged major research project. Program requirements and outcomes are appropriately tied to graduate Degree Level Expectations and use effective degree nomenclature.

2.2   Admission requirements

- Appropriateness of the program's admission requirements for the learning outcomes established for completion of the program.
- Sufficient explanation of alternative requirements, if any, for admission into a graduate, second-entry or undergraduate program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.

Applicants are anticipated to come predominantly from the Social Science and Humanities with a minimum overall standing of B and minimum B average in the last 50% of courses taken. Additionally, they're required to demonstrate academic, voluntary or professional experience with social innovation. Students from other fields will be considered on a case-by-case basis if they're able to demonstrate socially engaged experience or expertise from volunteer or professional roles. There is an effective, collaborative intake team that includes key 'first-point-of-contact' personnel who can direct students to various resources across campus. There are two team member roles dedicated to supporting the program and a thesis coordinator providing oversight on progress deadlines.

2.3   Structure

- Appropriateness of the program's structure and regulations to meet specified program learning outcomes and degree level expectations.
- For graduate programs, a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.

The program is designed for completion on a full- or part-time basis. The full-time program entails four consecutive academic terms (16 months) starting in the Fall term to allow students adequate time for foundational knowledge acquisition and supervised development of a Major Research Project. Part-time progress is anticipated to at least double time requirements depending on availability of courses required for progression.

Terms one and two are oriented to the completion of courses (18 credits, equivalent to three courses per term) that ground students in interdisciplinary theories and

methods, discipline-specific knowledge, and transdisciplinary research. Terms three and four are designed to support students through the development and completion of an academically grounded but publicly-oriented Major Research Project.

Students move through the program as a cohort with an annual Fall overlap of incoming and finishing students. This cohort is intended to establish a supportive, critically reflexive community of scholars and collaborators within the academic setting. Opportunities for critical self-reflection with senior scholars, community partners, members of government and business are also embedded in the program.

Students are accepted with minimum funding of approximately $10 000 mainly in the form of TAships. Other funding may be available through a Dean's Scholarships, OGS and Canada scholarships, and faculty research grants. There is an eager desire among faculty members to engage with appropriately skilled graduate students.

2.4 Program content
- Ways in which the curriculum addresses the current state of the discipline or area of study.
- Identification of any unique curriculum or program innovations or creative components.
- For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.
- Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses.

As an interdisciplinary program, the MSPI is formulated on expertise from several programs already operating at OTU: Legal Studies, Communication and Digital Media Studies, and Political Science. The integration and overlap of perspectives from several social science disciplines creates opportunities for greater holism of approach and analysis while preparing students to integrate their knowledge in diverse disciplinary paradigms, and translate their knowledge products for various stakeholders.

There an several innovative and created aspects to the program that are timely and relevant for the learning outcomes. Examples include a multi-disciplinary approach, flexible delivery, technologically integrated courses, a cohort and community embedded approach, an academically rigorous but public-facing MRP, and numerous opportunities to be exposed to and participate in field-leading research through the Digital Life Institute. As such, the MSPI uses an effective combination of interdisciplinary academic methods, social scientific theories, technological elements, and community-embedded activities to constitute an effective interdisciplinary pedagogical framework for meeting the program goals.

In addition to the 24 required graduate credits in interdisciplinary theory, practice and research, students can choose 6 additional graduate-level electives from an approved list of options.

2.5 Mode of delivery
- Comment on the appropriateness of the proposed mode(s) of delivery to meet the intended program learning outcomes and Degree Level Expectations.

The events of 2020-2021 have made clear that a nuanced, hybrid approach encouraging collegiality and adaptability are essential. Although based in a collaborative cohort with access to innovative physical spaces embedded in the local community, the program incorporates a flexible delivery format. This includes synchronous (in-person or via appropriate technologies) group sessions as well as individualized online, hybrid and independent elements. offer high flexibility for participation. There are also ongoing opportunities for remote and in-person practical learning with numerous community stakeholders.

2.6 Assessment of teaching and learning
- Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations.
- Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the institution's statement of its Degree Level Expectations.

Course evaluation mechanisms follow well-established Faculty of Graduate Studies protocols, and course descriptions seem reasonable and compelling, and are clearly at the graduate level. The assessment of student achievement of the intended learning outcomes are clearly appropriate to the MA level. Plans for documenting and demonstrating the level of performance of students are consistent with the institution's degree level expectations.

The non-thesis, applied structure is a program strength. But the program could usefully think through the MRP assessment mechanisms: is a pass/fail rubric optimal? What will be a typical matching structure to determine supervision and committee evaluation membership? The relative roles of MRP assessors versus supervisors? The scope of MRPs in relation to non-traditional forms of knowledge mobilization? These machinations will doubtless be considered, and there are no concerns about program capacity to finalize these details

2.7 Resources for all programs
- Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program.

- Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program.
- Evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including library support, information technology support, and laboratory access.

Student admissions process will be centralized through the Faculty of Graduate Studies and commensurate with programme objectives; admissions decisions will be recommended by the faculty teaching in the program and admissions cycles are well known and will be operationalized. Early offers will be feasible, maximizing program competitiveness, and a combination of TA, RA, and scholarship opportunities will ensure the program will fund students adequately.

The administrative structures above the program are well in place and sufficient; the program will be sufficiently resourced via support staff, a faculty program committee that will likely double as admissions committee, and a program coordinator would be helpful for leadership of program direction and oversight of administrative machinations such as ensuring timely program completion. The unit oversees and makes admission decisions, and so the infrastructure and culture of decision-making and collaboration are clear and will work well.

Anticipated annual admissions of between 6 to 8 students are reasonable. The offset of faculty member time committed to the graduate program will be partly made up by greater deployment of undergraduate sessional instruction. A further full time hire at the level of assistant professor in one of the three programs – to offset the increased teaching resources required of the program would be nothing but helpful.

Care must be taken to ensure that students complete within timeframe; several years into the program, a back-log of students exceeding normal program length requirements would create strain on the program. A Program Director needs to work with supervisors to ensure that students are kept on track and that this priority is communicated at point of application to the program and during all stages of the program.

A Program Director would need to track research leaves from the 3 different units as well as coordinate teaching timetables in consultation with program heads.

There is a sufficient number of quality faculty who are competent to each and supervise in the program; one expects those with substantial tri-council funding to be particularly strong supervisors, those without serving primarily one would expect as committee members.

Library, ICT support, online/hybrid course delivery platforms, and other resources appear more than adequate.

2.8 Resources for graduate programs only
- Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.
- Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
- Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.

The tri-unit nature of the program is a hallmark, and the degree of productivity among key people – in both publishing and tri-council funding – is more than appropriate for this master's degree program. The intellectual climate has been thought through with care, and the program is clearly innovative. Financial resources, as stated above, appear sufficient; one anticipates that students could embark upon KM activities through funded research – which could then lend itself to conference co-presentations/attendance, ideally.

As noted above: one expects that the well published, well funded faculty will bear particular leadership and load in supervision; and could mentor other faculty members who participate as committee members. Overall, particularly given a possible new hire and a probable deployment of sessionals to offset absented undergraduate teaching: resourcing and personnel appear sufficient.

2.9 Resources for undergraduate programs only
Not applicable

2.10 Quality and other indicators
- Definition and use of indicators that provide evidence of quality of the faculty (*e.g.*, qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).
- Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

Faculty are well credentialed; there are some strong tri-council and publishing records as evidenced in documents. The interdisciplinary nature of program is built in, and further cross-disciplinary integration could be encouraged in different disciplinary course selection and committee/supervisor membership. Intellectual quality of student experience is expected to be high; and programmatic structure, given the scale of admissions, will likely be adequate.

A faculty member program coordinator to oversee these processes will be useful; and support staff mechanisms appear to be sufficient – but as student numbers grow this facet may have to be reassessed.

Students on graduate committees have input into the program's strategic and operational dimensions. There is a graduate student association; and course evaluation mechanisms regarding student feedback are sound. A pilot feedback survey of graduate students is in progress, and survey mechanisms will be available.

NOTE: Reviewers are urged to avoid using references to individuals or making recommendations on resource allocations. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program and to comment on the appropriateness of each of the areas of the program (fields) that the university has chosen to emphasize, in view of the expertise and scholarly productivity of the faculty.

3. **OTHER ISSUES**

The program name is evidently an area for ongoing reflection, dialogue and engagement with different audiences. One of the evaluators noted the similar nomenclature in two of the continent's oldest, and most prestigious social work programs – at the University of Chicago and University of Pennsylvania. Both external reviewers interpreted 'social practice' in relation to the discipline of Social Work; and considerable discussion ensued regarding marketing confusions that the program could therefore incur. However, in conversations with program members, it was clear the term 'social practice' was a descriptive term allowing the program to avoid other, less desirable terms; and that faculty had considerably discussed alternatives – and none seemed as viable as the proposed program title. Despite the considerable discussion that has already occurred to identify and describe the program, it seems more work may be needed in that area.

The program entails a highly engaged and interactive form of learning that will require much of instructors in terms of time invested with learners and community partners. Senior administrators should consider ways to support faculty by permitting flexible modes of program delivery (e.g., counting team-teaching as partial course loads) until such time as a dedicated full-time hire can be made to sustain the program.

The program seems especially relevant to the concerns faced in the municipality and surrounding regions. There are ways to encourage participation and reciprocity with community partners that could benefit students and create efficiencies related to teaching. Stakeholders could be invited to join a 'Problem Areas' orientation session to present themselves and the various challenges they face (i.e., opportunities for problem-solving) to students. These stakeholders may be able to offer various forms of support to students (e.g., experiential learning, research subjects, working space, material or financial resources, access to relevant audiences and networks, etc.). They may be able to support other

program priorities by becoming involved as external evaluators or participants in MRP presentations.

The program materials clearly outline the societal relevance of the program, and its distinct place relative to other master's programs in the region. The vocational market for the program will undoubtedly emerge as graduates enter the labour force. The MRP may well become important matching facets between the program and graduates' marketplace. Input to the program from the community will occur informally via faculty members' extensive contacts as well as the dean's community input mechanisms. Several years from now, the program may decide to create an advisory board from the community; the MRPs may have stronger vocational linkages that warrant this possibility, and linking the program to vocational outcomes (in fact and in future program materials used for recruitment) will have potentially positive implications on student recruitment activities in the future.

4. SUMMARY AND RECOMMENDATIONS

Ontario Tech University's proposed Masters in Social Practice and Innovation has many strengths that will help establish it as a viable, innovative and relevant para-professional graduate program. We recommend that the MA program proceed. The evaluation process was in depth, and both evaluators are confident that the program has sufficient expertise, resources, and market viability to succeed.

The program is distinguishable from other programs in that it is not emphatically entrepreneurial in orientation; indeed, it has a strong social justice and activist orientation and uses interdisciplinarity strategically to create the opportunity for a graduate program that would be otherwise untenable. Emphasis is on collaboration and cooperation. It stresses reflexivity, a civic-mindset and critical orientation to the social and cultural effects of technological innovations. Interdisciplinarity, partnerships, and engagement with stakeholder networks is forefront. There is ample evidence of innovative and engaged teaching and practical opportunities and many partnerships with partners in several sectors. There is a clear culture of community engagement and innovative teaching and research within the faculty cohort. There are several uniquely pioneering projects already underway (e.g., City Ideas, Digital Life Institute) that will add to and benefit from the new graduate program.

Several innovative elements make the MSPI uniquely suited to preparing graduate capable of thinking and acting with agility across disciplines and social groups: 1) The technologically integrated course delivery and knowledge creation aspects of the program ensure students will be experienced and comfortable with various modes of engagement, knowledge creation and mobilization; 2) the multi-disciplinary approach ensures graduates will have the relevant foundation in corelated social science disciplines to develop innovative new approaches for addressing social concerns; 3) the cohort approach creates opportunities for engagement and cooperation from multiple perspectives and opportunities to collaborate with like-minded peers; 4) the academically grounded but public-facing MRP ensures

graduates will understand and be able to explain the value of their training outside the Ivory Tower, and develop relevant skills for a technologically integrated global society.
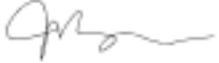
Several opportunities for further consideration by the administrative and academic committee members follow:

- Compose a 'living-document' graduate handbook inclusive of policies, examples, networks, opportunities and relevant resources. Encourage each cohort to contribute and revise as a civic contribution to subsequent students.
- Take note of any trends identifiable among non-standard applicants to see if the marketing or intake aspects can be refined, and ensure that appropriate target audiences are being recruited.
- Strengthen the framework for supporting part-time, especially mid-career and professional, students through the program. Consider how non-standard applicants already in career streams can justify their eligibility for the program and conduct projects related to their current roles.
- Clarify and refine the supervisory appointment and oversight process including the various steps need to progress through the process. The 'conversation starter' checklist supporting supervisor/student rapport is an excellent start and could be reviewed routinely to maintain relevance.
- Clarify the accountability structure for students and supervisors/committees for meeting program targets and requirements. Consider establishing a checklist for development of interpersonal, presentation, and other professional skills that are obtained through practical experiences outside the classroom.
- Identify how 'quality assurance' and fair assessment can be built into the evaluation process for the different types of MRPs your students are likely to produce. There was some talk of a pass-fail decision that may work well for this kind of program but there should also be further discussion about how the MRP is evaluated and what can be counted as satisfactory work.
- Clarify what, if any, opportunities exist for students to engage with scholars and experts outside the main 'group of three' programs governing the program.
- Consider creating broadly defined 'streams', 'concentrations' or 'specializations' within the program. The Digital Life Instituted framework's research clusters (AI Implications, Building Digital Literacy, and Digital Cultural Heritage) may be a useful model.
- Consider visually mapping the relationships between MSPI, DLI and various economic (e.g., employability), socio-cultural (e.g., heritage, wellness) and technologically innovative outcomes (e.g., actual products, solutions, services). This may be useful both for promoting the program to students and growing support from relevant government, corporate, and community partners.
- Consider emphasizing the critically reflective aspect of the program through an annual forum examining unanticipated consequences of new technologies and innovations through multi-stakeholder engagement. Have students produce an

annual white paper or policy document for community partners summarizing the critical issues, and potential opportunities.

- There may be future opportunities for incorporating fully-remote international students who can demonstrate clear integration with community partners but want to build additional skills related to advocacy, technology, and policy change.
- Consider resolving questions about physical spaces (e.g., maker, creative and co-lab spaces) through partnerships with civic and community partners (e.g., YMCA, local library, municipal government, community organizations) to develop continually shared-use spaces accessible to the institution and community groups.

NOTE: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee. Individual reviewers are asked to refrain from making recommendations in this respect.

Signature: _____

Date: May 25, 2021

Signature: _____

Date: May 23, 2021

Addendum: Recommendations for Further Consideration for MSPI

Several opportunities for further consideration by the administrative and academic committee members follow (numbered but non-sequential):

1. Compose a 'living-document' graduate handbook inclusive of policies, examples, networks, opportunities and relevant resources. Encourage each cohort to contribute and revise as a civic contribution to subsequent students.
2. Take note of any trends identifiable among non-standard applicants to see if the marketing or intake aspects can be refined, and ensure that appropriate target audiences are being recruited.
3. Strengthen the framework for supporting part-time, especially mid-career and professional, students through the program. Consider how non-standard applicants already in career streams can justify their eligibility for the program and conduct projects related to their current roles.
4. Clarify and refine the supervisory appointment and oversight process including the various steps need to progress through the process. The 'conversation starter' checklist supporting supervisor/student rapport is an excellent start and could be reviewed routinely to maintain relevance.
5. Clarify the accountability structure for students and supervisors/committees for meeting program targets and requirements. Consider establishing a checklist for development of interpersonal, presentation, and other professional skills that are obtained through practical experiences outside the classroom.
6. Identify how 'quality assurance' and fair assessment can be built into the evaluation process for the different types of MRPs your students are likely to produce. There was some talk of a pass-fail decision that may work well for this kind of program but there should also be further discussion about how the MRP is evaluated and what can be counted as satisfactory work.
7. Clarify what, if any, opportunities exist for students to engage with scholars and experts outside the main 'group of three' programs governing the program.
8. Consider creating broadly defined 'streams', 'concentrations' or 'specializations' within the program. The Digital Life Instituted framework's research clusters (AI Implications, Building Digital Literacy, and Digital Cultural Heritage) may be a useful model.
9. Consider visually mapping the relationships between MSPI, DLI and various economic (e.g., employability), socio-cultural (e.g., heritage, wellness) and technologically innovative outcomes (e.g., actual products, solutions, services). This may be useful both for promoting the program to students and growing support from relevant government, corporate, and community partners.
10. Consider emphasizing the critically reflective aspect of the program through an annual forum examining unanticipated consequences of new technologies and innovations through multi-stakeholder engagement. Have students produce an annual white paper or policy document for community partners summarizing the critical issues, and potential opportunities.
11. There may be future opportunities for incorporating fully-remote international students who can demonstrate clear integration with community partners but want to build additional skills related to advocacy, technology, and policy change.
12. Consider resolving questions about physical spaces (e.g., maker, creative and co-lab spaces) through partnerships with civic and community partners (e.g., YMCA, local library, municipal government, community organizations) to develop continually shared-use spaces accessible to the institution and community groups.

Faculty Response to the External Review for the

Master of Arts in Social Practice and Innovation (MSPI)

Submitted By:

Dr. Andrea Slane (Chair, MSPI Program Development Committee,
Faculty of Social Science and Humanities)

Dr. Peter Stoett (Dean, Faculty of Social Science and Humanities)

June 17, 2021

Introduction

The MSPI Program Development Committee is grateful to the external reviewers, Dr. Joanne Benham Rennick (Wilfrid Laurier University) and Dr. John Graham (University of British Columbia, Okanagan), for their thoughtful comments on our proposal. We note that their report is overall very positive about the design of the proposed program, and that the recommendations are generally more suggestions for things to consider going forward, rather than changes that would need to be made to the proposal. We have therefore addressed each of the items listed as recommendations below, but few of them have required revision of the proposal itself.

Summary of Recommendations and Faculty Responses

Recommendation 1
1. Compose a 'living-document' graduate handbook inclusive of policies, examples, networks, opportunities and relevant resources. Encourage each cohort to contribute and revise as a civic contribution to subsequent students.

Program's Response
We will compose a MSPI Graduate Student Handbook inclusive of policies and procedures, and will annually seek student feedback on these policies and procedures. The handbook itself will not enable student revisions. We think that there are more appropriate means of soliciting and integrating student feedback into the handbook. We will consider another type of "living document" that students could contribute to over time, which may include "examples, networks, opportunities, and relevant resources" as the reviewers suggest.

Dean's response
Full agreement with Program Response; we will also ensure the inaugural Graduate Program Director has this on her/his agenda moving forward.

Recommendation 2
2. Take note of any trends identifiable among non-standard applicants to see if the marketing or intake aspects can be refined, and ensure that appropriate target audiences are being recruited.

Program's Response
We will ensure that the Registrar, in conjunction with the MSPI Graduate Program Director, collects data on applicant type over time, and we will refine program recruitment materials accordingly, and as appropriate.

Dean's response
Full agreement with program response. We will also integrate EDI considerations into intake decisions, in consultation with the Ontario Tech EDI Director.

Recommendation 3

3. Strengthen the framework for supporting part-time, especially mid-career and professional, students through the program. Consider how non-standard applicants already in career streams can justify their eligibility for the program and conduct projects related to their current roles.

Program's Response

While maintaining consistency with the Ontario Tech Registrar, Faculty of Graduate and Postdoctoral Studies (FGPS) and Faculty of Social Science and Humanities (FSSH) MA-level program admission standards, the MSPI Graduate Program Committee will make admissions decisions that include alternate eligibility criteria for non-standard applicants. Students with current professional positions will be welcome to develop and execute their Major Research Projects (MRPs) related to their current institutional-organizational roles, if they so choose and provided that the project meets the criteria for the MRP.

Guidance and resources supporting part-time students will be included in the MSPI Graduate Student Handbook.

Dean's response

Full agreement with Program Response.

Recommendation 4

4. Clarify and refine the supervisory appointment and oversight process including the various steps needed to progress through the process. The 'conversation starter' checklist supporting supervisor/student rapport is an excellent start and could be reviewed routinely to maintain relevance.

Program's Response

We will clarify the process of matching supervisors with students in the MSPI Graduate Student Handbook, as appropriate to the FGPS protocols and procedures. The process will be facilitated by our Graduate Program Assistant, and will be overseen and administered by the FGPS. Amendments have been made to the proposal setting out the role of the MRP Committee that will be unique to each student's MRP.

We will implement one adjustment to the existing process for overseeing MA student progress in the other FSSH graduate programs, given that MSPI is a four term degree: namely, supervisors will file a progress report at the end the students' third term (typically Spring/Summer), indicating whether there are any concerns about the student's ability to complete the proposed MRP in the fourth term.

Dean's response

Full agreement with Program Response.

Recommendation 5

5. Clarify the accountability structure for students and supervisors/committees for meeting program targets and requirements. Consider establishing a checklist for development of interpersonal, presentation, and other professional skills that are obtained through practical experiences outside the classroom.

Program's Response
The accountability structure and oversight process will be administered through the FGPS, the FSSH Graduate Program Assistant, and the MSPI Graduate Program Committee.

We have clarified the responsibilities of the MSPI Graduate Program Committee and the Graduate Program Director in the proposal.

Dean's Response
Agreed; a checklist can be developed over time moving forward with consultation as well.

Recommendation 6

6. Identify how 'quality assurance' and fair assessment can be built into the evaluation process for the different types of MRPs your students are likely to produce. There was some talk of a pass-fail decision that may work well for this kind of program but there should also be further discussion about how the MRP is evaluated and what can be counted as satisfactory work.

Program's Response
The MSPI Graduate Student Handbook will set out the requirements, expectations, and acceptable parameters of the MRP. It will include an MRP rubric whose criteria aligns with our MA-level learning expectations/outcomes set out in the proposal. While students will receive a letter grade for each of their courses (including the MRP courses), the MRP itself will be evaluated by the student's MRP Committee on a pass-fail basis.

Dean's response
Agreed, this is a standard approach across programs.

Recommendation 7

7. Clarify what, if any, opportunities exist for students to engage with scholars and experts outside the main 'group of three' programs governing the program.

Program's Response

Given the breadth and depth of faculty expertise mobilized by the proposed program, the current scholars and experts are sufficient to meet the program's learning objectives. We expect that engaging with community experts will be a key component of most MRP projects. We have clarified in the proposal that students will be required to present the completed MRP (i.e. describing process, outcomes, and critical self-reflection) at an annual forum at the end of the fourth term, where they will receive further feedback from a commenter who may be drawn either from the program faculty, external faculty or from community experts.

Dean's response

Full agreement with Program Response; students will of course have the opportunity to engage with professors and graduate students outside the main three programs to solicit expertise as well.

Recommendation 8

8. Consider creating broadly defined 'streams', 'concentrations' or 'specializations' within the program. The Digital Life Institute framework's research clusters (AI Implications, Building Digital Literacy, and Digital Cultural Heritage) may be a useful model.

Program's Response

Due to the small size of the program and its focus on individually designed MRP projects, we do not consider streams, concentrations or specializations to currently be appropriate. It may unnecessarily constrain student learning opportunities, especially as related to the MRP process, and the breadth of community partnerships the MSPI program cultivates. We will return to this recommendation at a future date for consideration, as appropriate.

Dean's response

Agreed; we could revisit this suggestion after the initial five-year period.

Recommendation 9

9. Consider visually mapping the relationships between MSPI, DLI and various economic (e.g., employability), socio-cultural (e.g., heritage, wellness) and technologically innovative outcomes (e.g., actual products, solutions, services). This may be useful both for promoting the program to students and growing support from relevant government, corporate, and community partners.

Program's Response

The proposal considers the Digital Life Institute (DLI), as well as the City Idea Lab, to be resources for MSPI students, in that they are both vibrant existing research-oriented entities with which many MSPI faculty are already engaged. We do

not envision a more express relationship between MSPI and DLI, and certainly not to the exclusion of City Idea Lab. As the program matures, we may consider a deeper integration between the MSPI program and such research entities and their projects, and at that time would explore how the learning outcomes/expectations of the MSPI map onto these other entities/projects. We will encourage students to take advantage of existing research opportunities, including building an MRP on current DLI projects, working with partners through the City Idea Lab, or building on funded research projects led by program faculty.

Dean's response
As in the above, we will maximize linkage opportunities, as we do with our current graduate students at FSSH.

Recommendation 10
10. Consider emphasizing the critically reflective aspect of the program through an annual forum examining unanticipated consequences of new technologies and innovations through multi-stakeholder engagement. Have students produce an annual white paper or policy document for community partners summarizing the critical issues, and potential opportunities.

Program's Response
We have clarified the wording of the requirement to have students present their completed MRP projects and critical reflection on it so that it is clearer that this will be done in an annual forum at the end of the fourth term. However, as students will design their MRP projects according to their own varied interests and objectives, we will not delineate in advance the topic or issue engaged by that year's MRPs. Individual graduate students may opt to produce one white paper or policy document as part of their MRP, and we will include this among the examples in the MSPI Graduate Student Handbook.

Dean's response
Agreement with Program Response. An annual forum will be explored as a possibility.

Recommendation 11
11. There may be future opportunities for incorporating fully-remote international students who can demonstrate clear integration with community partners but want to build additional skills related to advocacy, technology, and policy change.

Program's Response
In the future, we may consider the opportunity to engage fully-remote international students. As we start up the program, we will be focused on recruiting students regionally and domestically.

Dean's response
Agreed; can be reviewed after initial five-year period.

Recommendation 12

12. Consider resolving questions about physical spaces (e.g., maker, creative and co-lab spaces) through partnerships with civic and community partners (e.g., YMCA, local library, municipal government, community organizations) to develop continually shared-use spaces accessible to the institution and community groups.

Program's Response

We will consider opportunities and possibilities for shared-use space, as related to university planning over the coming years, and as our relationships with civic and community partners continue to evolve. Space is at a premium for most organizations in Durham Region so shared-use spaces requiring material contribution from such organizations might be difficult to establish. We note that TeachingCity, the umbrella project which includes City Idea Lab, does have a shared-use space in downtown Oshawa. We will advocate for building shared-use space into the planning for flexible space configurations in Ontario Tech buildings.

Dean's response

Agreed; Dean's Office will advocate for increased shared-space presence downtown Oshawa.

Suggested Revisions for the Proposal following External Review

1. ***Section 2(a) (Admission Requirements)* --**

   ○ **response to recommendations 2 and 3**

Added sentence: "Non-traditional students with professional work experience or substantial service to community organizations will be considered for admission, upon submission of additional substantiation of these commitments and in some cases an interview."

Dean's response

Approved.

2. ***Section 2(b) (Program Learning Outcomes and Assessment of Student Knowledge)***

   ○ **response to recommendation 4**

Clarified that the "MRP Committee" consists of a supervisor and second reader: "Proposals will be assessed by the student's MRP Committee with faculty representation from at least two of the three core programs (supervisor plus a second reader)."

Dean's response
Approved.

      ○ **response to recommendations 4 and 10**

Added more information about the annual MRP forum: "Students will be required to demonstrate how their project was mobilized and brought to fruition and its results at an annual MRP forum held at the end of the fourth term, with a particular focus on presenting the project to the community it addressed.   At this forum, a commenter will be assigned to each MRP (as arranged by the student and their supervisor) to provide students with additional feedback. Commenters may be drawn from the program faculty, external faculty, or community experts."

Dean's response
Approved.

      ● **response to recommendation 7**

Added sentence: "Engagement with expertise within the community will be an important component of most MRP projects."

Dean's response
Approved.

3. *Section 4(b): Resource Requirements: Faculty Members - Current and New Faculty Requirements*

      ○ **response to recommendation 5:**

Added information about the responsibilities of faculty serving on the MSPI Graduate Program Committee and the role of the MSPI Graduate Program Director:

"The MSPI program will require additional service work from faculty, including a MSPI Graduate Program Committee and a MSPI Graduate Program Director. This committee must include two representatives from each of the three programs, and the GPD will serve a two-year term, as drawn on a rotating basis from the three programs. The responsibilities of the Graduate Program Committee and GPD are set out as follows:

- Graduate Program Committee (GPC)
  - Responsibilities of the GPC include:
    - Full committee (6 members): Admissions
    - Core committee (3 members): Course Teaching Assignments; Curriculum (which undergraduate 4000 level courses will be cross-listed for next year, if any; changes to MSPI courses); Establish and maintain MRP criteria and assessment guidelines;

Provide input on annual MRP presentation forum (end of Fall II term); Discuss any issues that may arise re the program or its students.
- Membership of the GPC:
  - The Core GPC will consist of one member from each program and will meet monthly during the academic year.
  - Three more (one additional from each program) will make up the Full GPC. Full committee members can also serve as alternate program representatives on the Core committee, as needed.
  - A MSPI graduate student representative will be elected by the students to serve on the GPC for the calendar year (January –December). The graduate student representative will not take part in the admissions process or any discussion of sensitive student matters.
- The GPC participates in all decisions related to the program. Decisions will be by consensus, but if no consensus can be achieved by the Core members, then the Full members will be called in for a vote. The Dean (or a delegated Associate Dean) will serve as tie-breaker, as needed.

- Graduate Program Director (GPD)
  - Serves as general advisor to incoming students.
  - Chairs all meetings of the Graduate Program Committee (GPC)
  - Serves as program liaison to the Dean:
    - Attends leadership team meetings with the Dean;
    - Communicates GPC decisions and recommendations to the Dean;
    - Submits any budget requests to the Dean.
  - Leads/organizes recruitment initiatives.
  - Organizes Fall I MRP supervisor matching and research opportunity event
  - Organizes annual MRP forum (end of Fall II term)
  - Prepares and submits any curriculum changes to FGPS
  - Ensures MSPI Graduate Student Handbook is up-to-date.

Dean's response

Approved. Service and graduate teaching commitments will be factored into workload according to FSSH practices, as governed by the collective agreement.

Summary of Changes Made to the Proposal Following External Review

1. *Section 2(a) (Admission Requirements) --*

   ○ **response to recommendations 2 and 3**

Added sentence: "Non-traditional students with professional work experience or substantial service to community organizations will be considered for admission, upon submission of additional substantiation of these commitments and in some cases an interview."

2. *Section 2(b) (Program Learning Outcomes and Assessment of Student Knowledge)*

   ○ **response to recommendation 4**

Clarified that the "MRP Committee" consists of a supervisor and second reader: "Proposals will be assessed by the student's MRP Committee with faculty representation from at least two of the three core programs (supervisor plus a second reader)."

   ○ **response to recommendations 4 and 10**

Added more information about the annual MRP forum: "Students will be required to demonstrate how their project was mobilized and brought to fruition and its results at an annual MRP forum held at the end of the fourth term, with a particular focus on presenting the project to the community it addressed. At this forum, a commenter will be assigned to each MRP (as arranged by the student and their supervisor) to provide students with additional feedback. Commenters may be drawn from the program faculty, external faculty, or community experts."

   ○ **response to recommendation 7**

Added sentence: "Engagement with expertise within the community will be an important component of most MRP projects."

3. *Section 4(b): Resource Requirements: Faculty Members - Current and New Faculty Requirements*

   ○ **response to recommendation 5:**

Added information about the responsibilities of faculty serving on the MSPI Graduate Program Committee and the role of the MSPI Graduate Program Director:

"The MSPI program will require additional service work from faculty, including a MSPI Graduate Program Committee and a MSPI Graduate Program Director. This committee must include two representatives from each of the three programs, and the GPD will serve a two-year term, as drawn on a rotating basis from the three programs. The responsibilities of the Graduate Program Committee and GPD are set out as follows:

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    ○ Responsibilities of the GPC include:
        ■ Full committee (6 members): Admissions
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- ■ Submits any budget requests to the Dean.
- ○ Leads/organizes recruitment initiatives.
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- ○ Prepares and submits any curriculum changes to FGPS
- ○ Ensures MSPI Graduate Student Handbook is up-to-date."