



SENATE MEETING AGENDA

Tuesday, October 4, 2016



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THE COMMONS - POD 250

4:30 p.m. Light dinner is available

5:00 p.m. Senate Meeting starts

1. Call to Order/Establishment of Quorum

2. Approval of Agenda

Motion: *That Senate approve the agenda for the October 4, 2016 meeting*

3. Announcements

Pages 1-6 Minutes of Previous Meeting

Motion: *That Senate approve the minutes of the May 31, 2016 meeting*

5. Matters Arising from the Minutes

6. Correspondence

7. Reports

7.1 Report of the President

Pages 7-12 7.1.1 President's Update

Pages 13-19 7.2 Achievement Report

7.3 Report of the Secretary

7.3.1 Update on Senate and Standing Committee membership

7.4 Committee Reports

7.4.1 Report #F2016-1 of the Senate Priorities Committee (SPC)

7.4.1.1 Update on policy revisions resulting from the Ontario Human Rights Commission (OHRC) guidelines, approved on behalf of Senate on August 15, 2016: H. Lane Vetere and J. Turtle

Pages 20-28

7.4.2 Report #F2016-1 of the Academic Governance and Policy Committee (AGPC)

7.4.2.1 Update on the *ad hoc* Academic Policy Review Committee (APRC): M. Moshé

7.4.2.2 Update on the Curriculum Implementation Committee (CIC): M. Moshé

Pages 29-31

7.4.3 Report #F2016-1 of the Academic Standards Committee (ASC): M. Moshé

7.4.3.1 School of Creative Industries, Faculty of Communication and Design - Elimination of the Performance Studies Module

Motion: *That Senate approve the elimination of the Performance Studies module from the Creative Industries program.*

Pages 32-90

7.5 Report #F2016-1 from the Yeates School of Graduate Studies (YSGS): J. Mactavish

7.5.1 Proposal for an MA in Criminology and Social Justice

Motion: *That Senate approve the proposal for an MA in Criminology and Social Justice*

8. Old Business

9. New Business as Circulated

10. Members' Business

11. Consent Agenda

12. Adjournment



SENATE MINUTES OF MEETING
Tuesday, May 31, 2016

MEMBERS PRESENT:

EX-OFFICIO:	FACULTY:	STUDENTS:
M. Bountrogianni	C. Antonescu	N. Naghibi
I. Coe	R. Babin	A. Pejovic-Milic
W. Cukier	S. Banerjee	C. Schryer
T. Duever	R. Botelho	T. Tenkate
C. Evans	D. Checkland	P. Walsh
U. George	Y. Derbal	N. Walton
C. Hack	M. Dionne	J. Zboralski
M. Lachemi	A. Ferworn	
H. Lane Vetere	A. Goss	
M. Lefebvre	E. Kam	
J. Mactavish	L. Kolasa	
M. Moshé	K. Kumar	
S. Murphy	V. Magness	
D. O'Neil Green	D. Mason	
P. Stenton	A. McWilliams	
S. Zolfaghari	R. Meldrum	
SENATE ASSOCIATES:	ALUMNI:	EX-OFFICIO STUDENTS:
A. M. Brinsmead	M. Rodrigues	Janet Rodriguez
REGRETS:	ABSENT:	
J. P. Boudreau	R. Ashraf	M. Schalk
P. Danziger	B. Badiuk	K. Slimming
C. Falzon	J. D'Cruz	A. Smith Schon
R. Frankle	F. Gunn	B. Tan
N. Liu	J. Lisi	K. Tucker Scott
J. Machado	A. Mathews David	O. Ullah
D. Naylor	V. Morton	C. Yacyshyn
A. O'Malley	H. Mulla	C. Zamaria
R. Rodrigues	U. Odozor	M. Zouri
J. Winton	H. Parada	

1. Call to Order/Establishment of Quorum

2. Approval of Agenda

Motion: *That Senate approve the agenda for the May 31, 2016 meeting*

A. McWilliams moved; A. Goss seconded

Motion Approved.

3. Announcements

J. Turtle pointed out that brochures for the Alumni Weekend on the first weekend in October 2016 were available at the sign-up desk, and encouraged Senators to consider attending the event.

C. Evans congratulated E. Kam and the rest of the Learning and Teaching Office (LTO), as well Denise O'Neil Green and the rest of Equity, Diversity and Inclusion office, regarding the success of their joint efforts to organize the Ryerson Faculty Conference. He commented on the keynote address given by Ryerson's honorary doctorate recipient and Canadian Senator, Murray Sinclair, regarding the history of Canada's residential schools and their implications for the Truth and Reconciliation Report.

4. Minutes of Previous Meeting

Motion: *That Senate approve the minutes of the May 3, 2016 meeting*

D. Mason moved; V. Magness seconded

5. Matters Arising from the Minutes - None

6. Correspondence - None

7. Reports

Report of the President

7.1.1 President's Update

President Lachemi recognized that this was the last Senate meeting of the academic year, and thanked members for their hard work and collegiality during the year. He also congratulated outgoing Senate members Wendy Cukier, Usha George and Jean Paul Boudreau for their contributions to Ryerson and welcomed incoming Deans Lisa Barnoff and Pam Sugiman.

The President also announced that the Ryerson Faculty Association (RFA) recently ratified their new collective agreement and that the next step was for the agreement to go to the Board of Governors. He thanked both sides of the negotiation process for their hard work.

The President also announced that "convocation season" was approaching in the coming weeks, noted that there are 16 ceremonies this year, and invited Senators to attend their respective ceremonies. He pointed out that some changes have been made to the convocation format, including the recent gala held for all honorary doctorate recipients, at which he acknowledged Ryerson's Senate and the Awards and Ceremonials Committee that worked on the hon doc nominations.

7.2 Report of the Secretary

7.2.1 Update on Senate membership and schedule of 2016-2017 Senate meetings. It was pointed out that the last Senate meeting of the 2016-2017 session will take place on Monday, June 5, 2017 at 10:00 am. The last Tuesday in May is not available because Ryerson is hosting the 2017 Congress of the Humanities and Social Sciences from May 27-June 2; and Tuesday, June 6 is not available because it conflicts with preparations for convocation ceremonies.

7.2.2 Update on Senate Standing Committee membership: New members are listed in the Senate meeting agenda; Alex Ferworn has volunteered to be the new Vice Chair of Senate, which also makes him the Vice Chair of the Senate Priorities Committee (SPC); and a reminder that SPC has the authority to act on behalf of Senate over the summer months if necessary.

7.3 Committee Reports

7.3.1 Report #W2016-5 of the Academic Standards Committee (ASC): M. Moshé

7.3.1.1 Health Services Management Periodic Program Review, TRSM

Motion: *That Senate approve the Periodic Program Review for the Health Services Management Program*

M. Moshé moved; S. Murphy seconded
Motion Approved.

7.3.1.2 Criminology Periodic Program Review, Faculty of Arts

Motion: *That Senate approve the Periodic Program Review for the Criminology Program*
M. Moshé moved; V. Magness seconded
Motion Approved.

7.3.1.3 Certificate in Privacy, Access, and Information Management (The Chang School of Continuing Education)

Motion: *That Senate approve certificate in Privacy, Access, and Information Management*
M. Moshé moved; V. Magness seconded
Motion Approved.

7.3.1.4 Certificate in Dietetics Practice in Canada for Internationally Educated Dieticians Professionals: Discontinuation (The Chang School of Continuing Education)

Motion: *That Senate approve the discontinuation of the Certificate in Dietetics Practice in Canada for Internationally Educated Dieticians Professionals*

M. Moshé moved; D. O'Neil Green seconded
Motion Approved.

7.3.1.5 Certificate in Preparation for Practice in Canada for Internationally Educated Professionals in Nutrition (IEPN) (The Chang School of Continuing Education)

Motion: *That Senate approve the Certificate in Preparation for Practice in Canada for Internationally Educated Professionals in Nutrition (IEPN)*

M. Moshé moved; D. O'Neil Green seconded

Motion Approved.

7.3.1.6 Certificate in Business Decision Analysis: Selected Revisions (The Chang School of Continuing Education)

Motion: *That Senate approve the selected revisions to the certificate in Business Decision Analysis as described in the agenda document*

M. Moshé moved; D. O'Neil Green seconded

Motion Approved.

7.3.1.7 Honours Degree Designations

- Biology (Faculty of Science)
- Biomedical Science (Faculty of Science)
- Financial Mathematics (Faculty of Science)
- Chemistry (Faculty of Science)
- Computer Science (Faculty of Science)
- Medical Physics (Faculty of Science)
- Arts and Contemporary Studies (Faculty of Arts)
- Criminology (Faculty of Arts)
- Environment and Urban Sustainability (Faculty of Arts)
- Geographic Analysis (Faculty of Arts)
- History (Faculty of Arts)
- Language and Intercultural Relations (Faculty of Arts)
- Philosophy (Faculty of Arts)
- Politics and Governance (Faculty of Arts)
- Public Administration and Governance (Faculty of Arts)

Motion: *That Senate approve the Honours degree designations for the programs listed in the agenda*

M. Moshé moved; I. Coe seconded

Motion Approved.

7.3.1.8 For information

- Chang School Certificate in Accounting-Finance: Course Exemption
- New Chang School Course Series in Scientific Research Policy and Ethics
- Chang School Course Series in Science, Technology, Engineering and Math (STEM): Course Deletion; Course Addition

7.3.2 Report #W2016-2 of the Senate Priorities Committee (SPC): J. Turtle

7.3.2.1 Pending approval of the new Honours degree designations in item 7.3.1.7, Policy 46 (the GPA policy), Policy 160 (Posthumous Degrees) and Policy 161 (Student Awards) will need to include “with Distinction” instead of “with Honours” for students graduating with a CGPA of 3.5 or higher.

Motion: *That Senate approve replacing the words “with Honours” with the words “with Distinction” in Policy 46, Policy 160, and Policy 161 to recognize graduates with CGPAs of 3.50 and higher, effective for Fall 2016 convocation.*

C. Hack moved; M. Bountrogianni seconded

Motion Approved.

7.3.2.2 Update on the provision in Policy 60 (Academic Integrity) for Designated Decision Makers (DDMs) to pursue suspicions of academic misconduct on behalf of instructors.

Motion: *That Senate approve extending the current limitation on access to Designated Decision Makers only to contract lecturers for the next academic year, to allow the Academic Integrity Office (AIO) and the Chair of the Designated Decision Makers' Council to build capacity.*

D. Checkland moved; A. McWilliams seconded

Motion Approved.

7.3.3 Report #W2016-3 of the Academic Governance and Policy Committee (AGPC): J. Turtle

7.3.3.1 Short-term revisions of policies under review by the *ad hoc* Academic Policy Review Committee (APRC):

- Policy 134 (Undergraduate Academic Consideration and Appeals)
http://ryerson.ca/senate/agenda/2016/Policy134_Undergraduate_Academic_Consideration_Appeals_Revisions_May31_2016Senate.pdf
- Policy 135 (Exams)
http://ryerson.ca/senate/agenda/2016/Policy135_Examination_Policy_Revisions_May31_2016Senate.pdf
- Policy 145 (Undergraduate Course Management)
http://ryerson.ca/senate/agenda/2016/Policy145_Course_Management_Policy_Revisions_May31_2016Senate.pdf
- Policy 151 (Graduate Course Management)
http://ryerson.ca/senate/agenda/2016/Policy151_GradCourseManagement_Proposed_Revisions_May31_2016Senate.pdf
- Policy 152 (Graduate Appeals)
http://ryerson.ca/senate/agenda/2016/Policy152_Grad_Studies_Appeals_Proposed_Revisions_May31_2016Senate.pdf
- Updating terms: changing Access Centre to Academic Accommodation Support, DHO to Human Rights Services, Code of Academic Conduct to Academic Integrity policy, etc.
- Resolving inconsistencies re. signing authority for medical certificates: The requirement for a “physician” to sign a medical certificate was changed in 2005 to

“appropriate regulated health professional” in some sections of Policies 134 and 152, but not in all sections and not on the actual medical certificate

Motion: *That Senate approve the revisions to Policies 134, 135, 145, 151 and 152 as described in the agenda documents*

M. Moshé moved; A. McWilliams seconded

Motion Approved.

7.3.3.2: Standing Variation Withdrawal (SVW) – For students who meet the University’s definition for Clear academic standing (i.e., a CGPA of 1.67 or higher), but who have not met their program’s standing variation requirements.

Motion: *That Senate approve revisions to Policy #46 (the GPA policy) to add a new Academic Standing of Standing Variation Withdrawal (SVW) as described in the agenda document.*

C. Hack moved; V. Magness seconded

Motion Approved.

7.4 Update on the Ontario Human Rights Commission (OHRC) guidelines related to medical documentation and accommodation: H. Lane-Vetere provided some details regarding the OHRC guidelines and the Ryerson Senate policy changes that will be needed to comply with the guidelines, which are expected by the OHRC to be in place by September 6, 2016. It was noted that if that deadline is not extended, then the Senate Priorities Committee (SPC) will likely need to approve the necessary policy revisions on behalf of Senate over the summer months.

8. Old Business - None

9. New Business as Circulated - None

10. Members’ Business

On behalf of Senate members, President Lachemi thanked N. Naghibi for serving as Vice Chair of Senate for the past two years and presented her with a bouquet of flowers. The President also thanked and congratulated D. Glynn, who is retiring from Ryerson after decades of invaluable service to the University, especially the Chang School of Continuing Education. D. Checkland thanked outgoing Interim Director of the Academic Integrity Office, Robyn Jacobson, for her valuable work on the Policy 60 revisions and implementation process.

11. Consent Agenda

11.1 Academic Plan and OVPRI Update Updates

http://ryerson.ca/senate/agenda/2016/Academic_Plan_Update_May_2016.pdf

11.2 Academic Integrity Office (AIO) Report

11.3 Senate Learning and Teaching (SLT) Committee Report

12. Adjournment

Meeting adjourned at 6:15 p.m.

Ryerson University
President's Update to Senate
September 28, 2016



Senate Greetings – I am pleased to welcome new and returning members of the University Senate to the 2016-17 academic year, launched by achievements and developments that took place over the summer, and continuing the energy and momentum.

TRSM 10th Anniversary – Congratulations and very best wishes to the Ted Rogers School of Management on the new brand identity and name for the 'Ted Rogers MBA' reflecting the innovation and entrepreneurship for which Ted Rogers was known and honouring the anniversary of the transformative \$15 million gift received from Ted and Loretta Rogers in May 2007. The gift established an endowment that funds 52 awards and scholarships for undergraduate and graduate students, with nearly 500 students benefitting to date; and the Loretta Rogers Research Chair, currently held by Professor Cheri Bradish, director of the Sports Innovation Hub. Over the past decade, TRSM has seen exponential growth in its programs, research and reputation, and will host special anniversary events over the year.

ABC 2016 – Four members of the Ryerson community – Akua Benjamin (Social Work), Jennifer Clarke (Social Work), Paulette Kelly (Fashion), and Carol Sutherland (Office of the Registrar) – were among the honorees celebrated at a gala marking the release of a ground-breaking and exceptional book, *100 Accomplished Black Canadian Women 2016*. An initiative conceptualized and led by the Hon. Dr. Jean Augustine, Dauna Jones-Simmonds, and Dr. Denise O'Neil-Green, the book features accomplished Black Canadian women from all walks of life whose unique pathways "contribute something heroic, in challenging the status quo, and tapping into something awe-inspiring and significant." [see <http://www.100abcwomen.ca/>]

RIC and MIT Press – The Ryerson Image Centre (RIC) is launching a book series co-published with the MIT Press on the histories, practices and impact of photography. The first RIC volume, *The "Public" Life of Photographs*, includes nine essays by international curators and scholars exploring how photographs are encountered in the world, and how the context of their viewing influences reception and meaning. The book is edited by Thierry Gervais, RIC Head of Research and Assistant Professor in the School of Image Arts. RIC Books is an important part of the RIC commitment to scholarly research, academic fellowships, lectures, and symposia, the cultural network of Toronto, and the national and international artistic community.

Fall Convocation – Thank you to everyone involved in honorary doctorate nominations, and the Awards and Ceremonials Committee for its work – this Fall we will be honouring:

Carole and Howard Tanenbaum – esteemed professionals and business developers, engaged philanthropists in the arts, health care, education, and the Jewish community; Faculty of Arts/Faculty of Communication and Design, Doctor of Laws

Peter Gilgan – award-winning home and community builder, partner in city-building and wellness through recreation, hospital development, and higher education; Ted Rogers School of Management, Doctor of Laws

Welcome –

- *Denise Birkhofer* (PhD Art History, Institute of Fine Arts, New York University) has been appointed Collections Curator and Research Centre Manager at the Ryerson Image Centre, joining the university from the Allen Memorial Art Museum (Oberlin College, Ohio) and previous positions at the Grey Art Gallery, New York University; the Museum of the City of New York; and the Des Moines Art Center.
- *Virginia Hatchette* joins Ryerson as Ontario Public Service (OPS) visiting fellow in Politics and Public Administration, returning to academia to collaborate with Ryerson in teaching, research and projects focused on public policy centred on inclusion and accessibility.
- *Duncan McCue*, author, reporter, and host of CBC Radio's Cross-Country Checkup, has been appointed Rogers visiting journalist at the Ryerson School of Journalism. Recognized for excellence in investigative journalism relating to indigenous communities, the Anishinaabe member of the Chippewas of Georgina Island First Nation will collaborate on a new curriculum focused on indigenous issues in Canada.
- *Saher Fazilat* has been appointed assistant vice-president, campus facilities and capital projects (CFCP), bringing to Ryerson 17 years of industry experience including executive director facilities development and engineering at Western University and division head new construction and major renovations for the Town of Oakville.
- *Jennifer Grass* has been appointed assistant vice-president university relations. With a background in journalism and experience in team-building and transformative technologies, Jennifer comes to Ryerson from her position as senior director of communications and public affairs at the Council of Ontario Universities.
- *Voula Cocolakis* has been appointed executive director, university business services (UBS), joining Ryerson from the University of Calgary ancillary services, including residence, parking and transportation, food, hotel and conference services, university bookstores and OneCard operations – as well as campus development and initiatives on student learning.

President's Entrance Scholarships – Ryerson applicants with demonstrated exceptional academic accomplishment, leadership qualities, creativity and independent thought are eligible for renewable scholarships valued at \$10,000 per year. Starting this year both national and international (*) scholarships were awarded. We are proud to welcome 2016-17 recipients:

Faculty of Arts – Liana Mortin, Arts and Contemporary Studies

Faculty of Communication and Design – Sherina Harris – Journalism,
Farrah (Fangrong) Yuan, Graphic Communications Management*

Faculty of Community Services – Reanna Merlin, Nursing

Faculty of Engineering and Architectural Science – Paulina Panus, Architectural Science,
Haider Riaz Bosall, Electrical Engineering*

Faculty of Science – Alexandra Fogel, Financial Mathematics,
Teodor Sandel-Konjevic, Computer Science*

Ted Rogers School of Management

Brian Riback – Hospitality and Tourism Management,
Tymur Nigmatullin – Business Management*

Student Orientation – Congratulations and special thanks to the orientation team bringing the student-chosen “Vibrant 2016” theme to outstanding life. From the efficiency and fun of residence move-in day to concerts and dance parties, the international students reception, a Guinness world record and the community welcome back picnic on the Quad – plus so much more – the energy, kindness and friendship for students and their families put blue-and-gold spirit front and centre and spoke so highly for the Ryerson student experience.

Congratulations

- *Phyllis Yaffe*, former Chair of the Ryerson Board of Governors, was appointed Consul General in New York among diplomatic positions announced by the Trudeau government in July, bringing esteemed experience in culture, education and business to the post.
- *Candice Monson* (Psychology) has been named a Fellow of The Royal Society of Canada’s Academy of Social Sciences, for her internationally recognized leadership in pioneering treatment for posttraumatic stress disorder (PTSD).
- *Trevor Hart* (Psychology) has been named a Member of The Royal Society of Canada’s College of New Scholars, Artists and Scientists, recognizing research and project leadership addressing social anxiety, HIV prevention and sexual health.
- *Sutama Ghosh* (Geography and Environmental Studies), *John Shields* (Politics and Public Administration) and *Harald Bauder* (Geography and Environmental Studies) are collaborating with Valerie Preston (Geography, York University) on *Migration and Resilience in Urban Canada: Discovering Strengths and Building Capacity*, a study awarded a SSHRC Partnership Grant of \$2.5 million over five years plus \$1.2 million in partner contributions. The Ryerson Centre for Immigration and Settlement (RCIS) will deliver the project.
- *Early Researcher Awards* announced in August by the Ministry of Research, Innovation and Science include five Ryerson recipients:
 - Costin Antonescu (Chemistry and Biology) is developing a high-resolution spatial map within cells of hormone receptors to advance understanding of cell growth, survival and movement including possible implications for cancer growth and metastasis.
 - Becky Choma (Psychology) is studying Islamophobia in Canada, including the role of ideology and whether humour that questions stereotypes and prejudicial beliefs can disarm fear and reduce prejudice.
 - Seth Dworkin (Mechanical and Industrial Engineering) is developing a detailed numerical model for engine emissions to help Ontario aerospace/vehicle companies produce cleaner engines and meet government pollution regulations.
 - Margaret Moulson (Psychology) is studying factors that influence the development of emotion processing in infants, including research on intervention in populations with deficits in this ability (e.g., autism spectrum disorders).
 - Scott Tsai (Mechanical and Industrial Engineering) is engineering an optical lab-on-a-chip technique to coat and encapsulate transplanted cells as protection from immune system destruction and to facilitate the transport of nutrients across the cell membrane.

- The 7th annual *Canadian Lawyer's* Top 25 Most Influential issue honoured three members of the Ryerson community in the Changemaker category: The Honourable Madam Justice Rosalie Silberman Abella (Doctor of Laws *honoris causa* '07), Supreme Court of Canada; Senator Murray Sinclair (Doctor of Laws *honoris causa* '13), Chair of the Truth and Reconciliation Commission of Canada; and Chris Bentley, executive director, Ryerson University Law Practice Program and Legal Innovation Zone.
- Alok Mukherjee, Distinguished Visiting Professor (Faculty of Arts) received the Emil Kolb Award for Excellence in Police Governance in August from the Canadian Association of Police Governance (CAPG) recognizing contributions and collaborative leadership.
- Laurie Petrou (RTA School of Media) is the inaugural winner of the Half the World Global Literati Award for *Sister of Mine*, competing with submissions from 59 countries; the new \$US 50,000 literary prize honours unpublished work featuring women as lead characters.
- Arnel Espanol, 2nd year Architectural Science, led a team of 1st and 2nd year students, with support from the [R]ed[U]x Lab, that won the People's Choice Award for the design of a food cart at The Stop's Night Market supporting community programs.
- RyeTAGA (Technical Association of the Graphic Arts) students and the School of Graphic Communications Management won two Benny Awards at the 2016 Printing Industries of America (PIA) 2016 Premier Print Awards, the world's most prestigious international print competition – for the 2016 GMC Grad Book, and the RyeTAGA Journal.
- Jeff Chiu, 4th year Image Arts, is among the winners of the 2016 Aimia|AGO Photography Prize Scholarship honouring three full-time university students entering the final year of a bachelor's degree program in photography; selected from more than 100 applicants for his work exploring identity as a second-generation immigrant and what constitutes "home."
- The Chang School received the 2016 Award of Merit for Excellence and Innovation in the 'Integration of Technology in Instructional Design/Teaching and Learning' category from the Canadian Network for Innovation in Education (CNIE) for the design of the "Online Conflict Resolution in Community Services" course.
- Ryerson Financial Services was the winner in the Canadian Association of University Business Officers (CAUBO) Quality & Productivity Awards (open category) for the RU Debt Free program, a free student financial literacy course taught by student mentors and completed by over 320 students to date.
- The Prix D'Excellence awards from the Canadian Council for the Advancement of Education (CCAE) recognized Communications, Government and Community Engagement (CGCE) and the Faculty of Science with Gold (Best Community Outreach Initiative) for the Science Rendezvous 2015 marketing campaign led by Shirley Moore; and Silver (Best Issues/Crisis Management) for Johanna VanderMaas (CGCE) for hitchBOT's 2015 American Adventure.

New Scholarships and Student Support

David and Sylvia Pollock Entrance Award – The School of Disability Studies honored Megan Elms and Maverick Smith as the first recipients of a scholarship which offers up to \$1,000 to enrolled incoming students for their personal perseverance to get an education, and a commitment to community and disability. The award was sponsored by and named for the parents of Melanie Panitch, founding director of the School of Disability Studies and the John

C. Eaton Chair in Social Innovation and Entrepreneurship. Her father David Pollock, who turned 100 this year, came from Winnipeg to be present at the ceremony.

Emerging Leaders of the Americas Program (ELAP) – Canadian Ambassador in the Dominican Republic Steve Côté hosted Dominican students selected for scholarships and attending seventeen Canadian postsecondary institutions, including Ryerson. Students were encouraged to make the most of the experience on a cultural as well as academic level. The ELAP program has seen 177 Dominican students participate to date.

Intrepid Travel Responsible Tourism Award – The first scholarship the travel company has donated in Canada, this award supports the Hospitality and Tourism Management program, focusing on sustainable tourism. Intrepid Travel is expanding its partnership with Ryerson that provides internship opportunities for students and the Directors Credit course which allows students to earn a university credit while learning about tourism in countries around the world.

Athletics – The 2016-17 season is being launched with special highlights, including:

- Kori Cheverie making history as the first female hired as a full-time assistant coach in Canadian Interuniversity Sport (CIS) men's hockey
- the Rams men's soccer team is ranked #3 in Canada, with an undefeated 6-0 record prevailing over Nipissing University, UOIT, Trent, Carleton and the University of Toronto
- Ryerson Athletics announced a new partnership with NIKE, Inc. to supply Rams teams with uniforms, apparel and equipment, and collaborate on community wellness initiatives
- the newly designed Athletics and Recreation website and social media channels have the goal of fostering exceptional student experiences and increasing community engagement.

Extraordinary Spaces

The *David E. Handley Studios* opened on September 15th in the Architectural Science building, with a celebration recognizing the 68 businesses that contributed a total of \$750,000 towards the renovation supporting the quality of the student experience at Ryerson. Led by Cadillac Fairview, industry partners, friends and alumni, the project honours alumnus David E. Handley (Architectural Technology '67) senior vice-president, special projects Cadillac Fairview, as a model of excellence in the profession and mentor to architects at all stages of their careers. Harry Pellow (Architectural Science '62) and David McKibbon (Architectural Science '83) worked with Cadillac Fairview and outstanding support from industry leaders. The state-of-the-art studios include technology for design fabrication and rapid prototyping, and an environment encouraging students to transition between individual work and collaboration. Renovations bridge the past and future of architectural science at Ryerson, recognizing the university's history of graduating recognized leaders in the industry. The project also celebrates the "university as city builder" in advancing the quality of distinctive Toronto spaces.

The *Student ServiceHub* designed by Gow Hastings Architects won an Association of Registered Interior Designers of Ontario (ARIDO) award of excellence for combining the functional needs of student registration and financial services into a one-stop location and improving the student experience through an efficient, dynamic and welcoming space – with features such as contrast lighting, a flexible lounge area with tech-enabled furnishings, colourful graphics that

serve as wayfinding into various areas, a ticketing system for lineups, self-service counter with an accessible desk – and environmental touches such as energy-saving occupancy sensors and carpet tile containing recycled fishing nets from fishing villages in the Philippines.

The *Student Learning Centre* was among 5 winners receiving an Ontario Library Association (OLA) Library Building Award at the 2016 *Annual Institute on the Library as Place*, recognizing that the design by Zeidler Partnership Architects in Association with Snøhetta interpreted the role of a library as providing inspiring “spaces that have become tremendous community assets” and “well-designed places for play, energy, serenity and excitement” that are multifunctional and environmentally conscious.

The *Ryerson Urban Farm* received a new headquarters thanks to a team of master of architecture students (Rémi Carreiro, Ashleigh Crofts, Sandra Dorozynska, Antonē Frisina, Hovag Kara-Yacoubian, Zohra Akbari Giovanna Monaco, Sajith Sabanadesan, Ryan Sisourath, Samuel Vandersluis). The students designed and constructed a new structure in the Quad to enable equipment storage year-round, using salvaged materials including reclaimed glulam cedar and laminated strand lumber for the structure; oak slat cladding from the legs of discarded drafting tables; and roof shingles repurposed from donated denim jeans.

City-Building Projects

Focus on Features – Ryerson is a partner in *Focus on Features: The Future of Filmmaking in Ontario* with the Directors Guild of Canada (DGC), the Producers Roundtable of Ontario (PRO) and the broader filmmaking community. The study will analyze the factors influencing the Ontario film industry in the context of Canadian and international culture, and tell the story of how talent is fostered in the Canadian-owned, Ontario-based film industry. Looking beyond traditional economic indicators at the elements that shape the experiences of film writers, directors, and producers, and help chart a way forward in a changing environment where shifts in viewing habits and delivery systems yield lessons for innovation, with the goal of charting a way forward in a changing environment. The study received funding from the Ontario Media Development Corporation (OMDC), Telefilm Canada, the Harold Greenberg Fund, the Producers Roundtable of Ontario and the Directors Guild of Canada (National office and Ontario District Council). The Writers Guild of Canada (WGC) is also a participating member in the project.

Yonge Street study – On July 14th City Councillor Kristyn Wong-Tam announced the Yonge Street Environment Assessment, a project in partnership with the Downtown Yonge BIA and Ryerson University that will focus on designing the new public realm, with consideration given to reconfiguring the street towards pedestrian space, cycling infrastructure, trees and lighting, pavement treatments and street furniture. The study will be undertaken in two phases between 2016 and 2018: from Queen Street to College/Carlton Street; and College/Carlton to Davenport. The EA is built on prior advocacy and consultation, including the *Yonge Street Planning Framework* (Marianne McKenna/Ken Greenberg, 2011); *Celebrate Yonge* (2012) a summer pilot program that put the framework in action with curb lanes on Yonge Street between Gerrard and Queen converted into public spaces for patios and performance; and *Yonge Love* (Downtown Yonge BIA, 2014), a community consultation that expressed support for pedestrian-only events, public art, widened sidewalks and unique retail opportunities.

RYERSON ACHIEVEMENT REPORT

A sampling of notable events on campus and appearances in the media by members of the Ryerson community for the September/October 2016 meeting of the Ryerson Senate

CTV News reported on a new study by the University of British Columbia and Ryerson showing that about one third of Toronto cycling accidents involve TTC streetcar tracks. The study findings were also reported by the Globe and Mail, CityNews, Newstalk 1010, Zoomer Radio, 680 News, CBC Radio's Metro Morning as well as Here and Now, Surrey Now, BlogTO, Inside Toronto, CP24, and Radio-Canada.

IT World Canada featured the report by the Brookfield Institute for Innovation + Entrepreneurship, a non-profit arm at Ryerson, titled "The State of Canada's Tech Sector 2016". Similar coverage appeared in Betakit, Waterloo Chronicle, Brampton Guardian, Our Windsor, and Mississauga News. World News reported on the official launch of the Brookfield Institute for Innovation and Entrepreneurship. Similar coverage appeared in the Exchange Morning Post.

More than two dozen publications, including the Winnipeg Free Press and Calgary Herald, reported on Ryerson's collaboration with the Ontario Science Centre in creating an interactive experience for patrons with a location-based game that was launched before the popular PokemonGo app.

CBC News reported that **Laurie Petrou** had been named the inaugural winner of the Half the World Global Literati Award, a \$50,000 U.S., a literary prize that honours unpublished work featuring women as lead characters. Similar coverage appeared in the Waterloo Region Record, Quill and Quire, Harper's Bazaar Singapore.

Ann Cavoukian, executive director of the Privacy and Big Data Institute, spoke to IT Business about data breach notification laws. She was quoted in the Globe and Mail about privacy protection and "smart" products, and in a Toronto Star editorial on a law on electronic passwords.

Manager of Academic Support **Madelyn Steed** spoke to 680 News about coping with first-year jitters. 680 News also reported on the **Guinness World Record attempt at Ryerson**. CFTO, CP24, and Breakfast Television all reported live from **Ryerson's orientation week**. The Toronto Star reported on **residence move-in**, including a photo album of students moving into residence. CP24 reported that more than 1,500 students attended **Orientation Weekend**, and CBC featured the **drum circle** at orientation.

Caroline Konrad, director of the Career Centre, spoke to 24 Hours Toronto about finding a job or career through university career centres.

Maurice Mazerolle, TRSM, commented on CBC News and Global News about the Canada Post strike. He also spoke to Benefits Canada about using pensions as a bargaining chip in the dispute.

Urban Toronto reported on the Student Learning Centre, mentioning that it “offers cutting-edge architecture to Yonge Street while maintaining a retail frontage along the sidewalk”.

PhD candidate **Hanna McCabe-Bennett** spoke to the Toronto Star about conquering fears.

Katie Labelle, TRSM, spoke to News 95.7 (Halifax) about the marketing value of the Olympics.

Ramona Pringle, RTA, commented on CBC Radio One Vancouver about the Olympics adding e-sports to their roster. She shared social media tips on Global’s back-to-school series, and spoke to CBC Radio about oversharing on social media. She also contributed an article to CBC News on the topic of teaching coding and programming in schools.

A Great Green Roof Review video exploring six of the oldest roofs in North America included Ryerson University’s green roof.

Distinguished Visiting Professor **Alok Mukherjee** spoke to the Global and Mail about Black Lives Matter. The piece also appeared in Alshahid Network and Hiiraan.

Sara Thompson, Criminology, spoke to Maclean’s about terrorism and counter-radicalization.

Betakit reported that Ryerson offered in-kind services to startups at the CNE’s Emerging Innovators Pitch Competition.

Counsellor **Bronwyn Dickson** spoke to Global’s The Morning Show about on-campus dog therapy programs.

Playback Magazine reported on a Ryerson research study that will examine how to best foster talent in the film industry.

Katie Lebel, TRSM, spoke to CBC and CTV about Olympics athletes and sponsorships.

Colleen Carney, Director of the Sleep and Depression Laboratory, spoke to the Wall Street Pit about the new Kobo e-reader.

Cheri Bradish, TRSM, was interviewed by CFRB on the topic of the successes of Canadian women in the Olympics.

Richard Lachman, RTA, spoke to the Toronto Star about the new Innovation Garage exhibition at the CNE, created in partnership with Ryerson. 680 News also reported on the exhibition.

The Toronto Star reported that the Chang School would offer a certificate in privacy, access, and information beginning this fall.

Christopher De Sousa, director, Urban and Regional Planning, spoke to Politico about Milwaukee "shaking off the rust".

Shelagh McCartney, Urban and Regional Planning, spoke to the Torontoist about how to solve the programming gap at Yonge-Dundas Square during the off-season.

Frank Clayton, senior research fellow with the Centre for Urban Research and Land Development, spoke to CP24 about low-rise properties. He was quoted in the Globe and Mail about the real estate market in Toronto. He also contributed an article to the Globe and Mail on the topic of affordable housing and Toronto's land-use planning.

Kathryn Woodcock, Occupational and Public Health, spoke to CTV News about the safety of amusement park rides.

David Amborski, Director of the Centre for Urban Research and Land Development, was quoted in Ming Pao Canada on real estate demand. He also spoke to the Toronto Star about denser housing policies.

Strategy reported that Ryerson's MBA program would now be known as the Ted Rogers MBA, matching its name to the Ted Rogers School of Management (TRSM).

Canadian Architect reported that **Nina-Marie Lister** of Ryerson's Ecological Design Lab was a member of the team for the Canadian Pavilion at the 2016 Venice Architecture Biennale.

Murtaza Haider, TRSM, spoke to Citytv about transit funding.

Marie Bountrogianni, Dean, Chang School, spoke to the Toronto Sun about transitioning after a layoff. She also spoke to Canadian Living about returning to university as a mature student.

Graphic Arts Magazine reported that the School of Graphic Communications Management would host a day of workshops for industry professionals called "Challenging the Status Quo."

Canadian Architect reported that the first prize in English at the MAQ Young Architectural Critic Competition went to "Growing Pains," by Ryerson student **Kristen Smith**.

The Exchange Morning Post reported on Climate Talks inviting children and adults to talk about climate change with an exhibition commissioned by the Ryerson Image Centre in conjunction with the upcoming exhibition “The Edge of the Earth: Climate Change in Photography and Video.”

Nicole Bennett, Director of the Midwifery Education program, spoke to Today’s Parent about safe labour practices.

Travel Press reported on Intrepid Travel’s announcement of a new award that will provide a \$2,500 annual scholarship to a student in Ryerson’s Hospitality and Tourism Management program.

Canadian Immigrant reported that the Province of Ontario plans to invest more than \$3 million in the next two years through the Ontario Bridge Training Program, with reference to projects offered at Ryerson.

Steven James May spoke to the National Post about the trend of Millennials as cord-cutters in order to avoid steep cable bills. The piece also appeared in the Ottawa Citizen, Montreal Gazette, Vancouver Sun, and Financial Post.

Canadian menswear mogul **Harry Rosen** spoke to OMNI2 Toronto about his time at Ryerson and his involvement during his retirement.

Le Metropolitan reported that the History Society of Toronto visited Ryerson to view its architecture.

The London Free Press reported on a Ryerson survey that found Canada’s tech sector is a \$117-billion industry, making up 7.1 per cent of the economy.

Steve Tissenbaum spoke to CBC Radio, CFRB, and Radio-Canada about Walmart’s decision to remove Visa as form of payment by customers.

Droit Inc reported that **Chris Bentley**, executive director of the Law Practice Program and the Legal Innovation Zone, was selected as a Top Canadian Lawyer for his promotion of legal innovations, especially among young lawyers. Canadian Lawyer Magazine reported that he had been named top changemaker in an article about the Top 25 Most Influential 2016.

Mitchell Kosny, interim director, School of Urban and Regional Planning, spoke to CBC News about green space in Toronto.

Distinguished Visiting Practitioner **Cathy Crowe** spoke to the Toronto Star about a disease outbreak at Toronto shelter.

Pamela Palmater, Chair in Indigenous Governance, spoke to CBC News and CTV News about the Missing and Murdered Indigenous Women inquiry.

Hamilton Community News profiled an Ancaster student who took part in the Research Opportunity Program in Engineering summer initiative at Ryerson.

Cherise Burda, director of Ryerson's City Building Institute, spoke to Metro about Toronto's condo market, and to the Globe and Mail, as well as Travel and Tour World, about growth in Toronto.

Patrice Dutil, Politics and Public Administration, contributed at an article to Canadian Government Executive on the topic of smarter governance. He also penned an article for Globe and Mail on the issue of electoral reform. He spoke to a number of news outlets about electoral reform, including CBC News, CTV News, CityTV, 680 News Toronto, Niagara This Week, Metro News, Cambridge Times, and more than three dozen other online publications.

Harald Bauder, program director, Immigration and Settlement Studies, spoke to the Toronto Star about immigration and directing resources to settlement. The article also appeared in editions of Metro in Toronto, Halifax, Ottawa, Edmonton, Winnipeg, and Vancouver.

Distinguished Visiting Professor **Diane Francis** contributed an article to CNBC on Donald Trump and Vladimir Putin.

Nick Reid, executive director at Ryerson Urban Water, spoke to Environmental Expert about sustainable water solutions in Ontario's wine and craft beer sectors.

The National Post quoted **Jennifer MacInnis**, legal counsel and senior director of applied research and commercialization, on intellectual property rights assignments.

CBC News profiled a group of Ryerson students who have harvested their first crop from an innovative greenhouse built on the Arctic Circle, an igloo-shaped structure he hopes will be the first of many in northern communities.

CBC News reported that a team of Ryerson students sent mushroom spores into space, as part of an experiment to identify a new food source for astronauts.

Jen Gonzales, director of student life, spoke to University Affairs about Drake's performance at Ryerson.

April Lindgren, Journalism, spoke to J Source about reporters needing to dig deeper into crime maps.

Tim Falconer, Journalism, spoke to CBC Radio One Quebec about his book *Bad Singer: The Surprising Science of Tone Deafness and How We Hear Music*. The clip also appeared on other CBC regional outlets.

Building Magazine reported on the new Student Learning Centre, saying it "has one of the best business incubators in the country with the Digital Media Zone, making it a powerful piece of branding for Toronto."

Sean Mullin, executive director of the Brookfield Institute for innovation and entrepreneurship, spoke to the Toronto Star about Canada's high-tech sector.

The Legal Innovation Zone's **Chris Bentley and Hersh Perlis** contributed an article to The Lawyers Weekly on the future of legal innovation.

Myer Siemiatycki, Politics and Public Administration, spoke to CTV News about the Ford family's hold on Toronto politics.

The Toronto Star featured the Lifeline Syria Challenge, and CBC News reported on the one-year anniversary of its launch.

Share reported on the memorial bench unveiled at Ryerson in honour of former chancellor **Raymond Chang**.

Frederic Dimanche, Director, School of Hospitality and Tourism Management, spoke to 680 News about the attacks in Nice.

Oren Amitay spoke to Global News about how the popular Pokémon Go app can help youth cope with mental health issues.

Wayne Petrozzi. Politics and Public Administration, spoke to CityNews about Republican National Convention.

Urban Toronto reported on the construction of the Daphne Cockwell Health Sciences Complex and the Jarvis Street Residence.

Metro News reported on a partnership between Ryerson, the office of Councillor Kristyn Wong-Tam, and the Downtown Yonge BIA for a redesign of Yonge St. featuring wider sidewalks.

Canadian Architect reported that the **Ryerson Student Learning Centre** received a 2016 Library Building Award.

Gabor Forgacs, Hospitality and Tourism Management, was quoted in the Toronto Star about tourism in Mexico.

CBC Television National reported that Ryerson students organized a life-sized Clue game for Habitat for Humanity.

Chris MacDonald, TRSM, contributed an article to Canadian Business on the topic of corporate diversity programs. He also spoke to Advertising Specialty about ethical corporate cultures.

Henry Navarro Delgado, Fashion, was interviewed by Global News in reaction to the cancellation of Toronto Fashion Week. He also discussed the issue on CTV News.

Timothy Sly, Occupational and Public Health, spoke to CBC News about the issue of germs on public transit.

Joanne McNeish, TRSM, spoke to CBC about a possible Canada Post strike. The clip also appeared on other regional CBC outlets.

Rena Mendelson, Nutrition, spoke to the Toronto Star about the nutritional density of an Icelandic yogourt dessert.

CBC News reported on a new book by Architecture professors **Colin Ripley and Marco Polo** book, *Architecture and National Identity: The Centennial Projects 50 Years On*.

The Globe and Mail reported that **Charles Falzon**, dean, Faculty of Communication and Design, would sit on a federal cultural policy advisory group.

The Toronto Star featured the book *Brown* by **Kamal Al-Solaylee**, Journalism. Metro News reported that the book made the top ten non-fiction best-seller list.

The Guardian featured Ryerson professor **Hossein Rahnama**, a visiting scholar at the MIT Media Lab.

Mark Bulgutch, Journalism, contributed an article on Brexit to the Toronto Star.

Martin Greig, History, spoke to CTV News and 680 News about Brexit. **Michael Manjuris**, TRSM, discussed the issue on 660 News Calgary. **Tuna Baskoy**, Arts and Contemporary Studies, spoke to CTV News Weekend on the topic. **Sui Sui**, TRSM, was quoted on the issue in the *Torontoist*.

Professor Emerita **Coleen Clark** spoke to The National about the expansion of the Canada Pension Plan. The item was carried across the CBC Television Network.

Ben Barry, Fashion, spoke to the Globe and Mail about his project “Refashioning Masculinity”.

CBC News interviewed **Karina Kheshvajian**, a Syrian refugee who was accepted into Ryerson's business program.

Prepared by Marketing and Communications

Report #F2016-1 of the Academic Governance and Policy Committee (AGPC)
October 4, 2016

1. Update on the *ad hoc* Academic Policy Review Committee (APRC):
M. Moshé
2. Update on the Curriculum Implementation Committee (CIC): M. Moshé (attached)

Respectfully submitted,

C. Evans, Chair, Interim Provost & Vice President Academic
On behalf of the Committee:

M. Moshé, Interim Vice Provost Academic
H. Lane Vetere, Vice Provost Students
C. Hack, Registrar
J. Turtle, Secretary of Senate
T. Duever, Dean, Faculty of Engineering & Architectural Science
E. Kam, Faculty of Arts, Director, Learning & Teaching Committee
C. Schryer, Chair, Communication & Design
A. McWilliams, Faculty, Science
K. Kumar, Faculty, Faculty of Engineering & Architectural Science
A.M. Brinsmead, Chang School Program Director
W. Fraser, Undergraduate Student Senator

The Undergraduate Curriculum Renewal Initiative
Background and Update for Ryerson Senate
September 14, 2016

This document provides some background on the Undergraduate Curriculum Renewal Initiative that has been undertaken by the University. It also outlines developments associated with the recent reactivation of the Curriculum Implementation Committee and gives details on suggested next steps so that Senate is kept up to date on this important initiative.

1. Undergraduate Curriculum Renewal Initiative: Background (2011-2013)

The Undergraduate Curriculum Renewal Initiative was launched in 2011. Its rationale is summarized in the overview provided on the Provost's website.

Ryerson's tripartite curriculum model has provided the University with a clear and valuable framework. It is fundamental to the entire curriculum structure. However, the academic plan, *Shaping Our Future*, proposed that the model be opened up to meet the needs of students in an increasingly interdisciplinary working world.¹

Based on public consultations in 2011, the envisioned new framework passed by Senate in June 2011 was seen as having four main goals: 1) to ensure that Ryerson's curriculum keeps on meeting evolving career and societal need, 2) to provide greater student choice, 3) to facilitate the creation of innovative options in programs, and 4) to create a more cohesive curriculum policy.

In 2011, a Curriculum Renewal Committee (CRC) was established.² It was tasked by Senate to examine possible avenues for putting these goals into effect, concentrating on three broad areas: policy/governance, access/advising issues and registrarial issues (i.e. technical aspects).

As outlined in its green paper of January 2012 and then in more detail in the white paper of June 2012, the CRC saw a significant transformation of Ryerson's tripartite curriculum as the best way to achieve these goals.

a. Core Course Category

The only one of the curriculum's three main categories that was recommended to stay substantially the same was professional and professional electives, to be known as core courses in the recommended new nomenclature. In contrast, the other two categories – the professionally related group of courses and liberal studies – were envisioned as undergoing major changes.

b. Open Electives

The CRC envisioned the professionally related group being transformed into open electives, which would be the part of the curriculum for students to 1) obtain a minor, 2) explore their own interests, and 3) add additional depth in the core subject.

c. Breadth Electives

Meanwhile, the CRC recommended that liberal studies become breadth electives, with the assumption that these new electives would be drawn from virtually all schools and departments across the University rather than mainly from the Faculty of Arts, as had been the case with liberal studies. While the range of courses in this new breadth elective category would have widened, and there was some discussion of imposing a mandated breadth component in this new elective class, the general intent of this new class of courses was

¹ See http://www.ryerson.ca/provost/planning/planning_initiatives/curriculum_renewal.html

² The membership of this committee is outlined in Appendix 1 of the CRC's Green Paper at http://www.ryerson.ca/content/dam/provost/planning/documents/CurriculumRenewalGreenPaper_27Jan2012.pdf

seen as being essentially the same as that of liberal studies, that is 1) to expose students to varied and diverse ways of seeing the world, 2) to assist students in developing their capacity to understand and critically appraise the issues and context of a discipline outside their field of study, and 3) to expose students to varied types and methods of reasoning and analysis, and modes of communication.

d. Writing Courses

Finally, a new class of writing courses was to be introduced. The rationale for this change was to dissociate the writing aspect of liberal studies courses from the other features of breadth electives. In other words, not all breadth electives would be classified as writing-intensive, while some courses in the open elective and core course categories would receive a writing course designation where appropriate.

1.1. The CRC's White Paper Policy Proposals

These principles, as well as several more technical issues, led to a set of 19 final policy proposals in the CRC's white paper:

- 1) Develop an omnibus curriculum policy (a draft of this policy, Policy 2, was included in an appendix).
- 2) Provide new nomenclature for the main categories in the tripartite curriculum.
- 3) Allow breadth electives as open electives and require students to take at least two open electives from outside their core electives.
- 4) Adopt the concept of writing intensive courses.
- 5) Establish a Breadth Elective and Writing Committee.
- 6) Monitor open elective restrictions and exclusions.
- 7) Establish mandated breadth for breadth electives.
- 8) Develop a procedures document to accompany Policy 2.
- 9) Retain the course intentions system.
- 10) Improve course offerings and ensure access.
- 11) Devise new categories to structure the range of open electives and breadth electives.
- 12) Endorse the academic advising report of the University Committee on Student Success.
- 13) Appoint a special implementation task force.
- 14) Establish breadth elective and writing course criteria.
- 15) Establish a multi-year rollout of the new curriculum over several years.
- 16) Impose a moratorium on minor curriculum changes.
- 17) Retain banding for breadth electives.
- 18) Respect the status of accredited programs.
- 19) Institute a formal process for establishing the list of open electives.

1.2 The Curriculum Implementation Committee's Green Paper Proposals

Based on proposal 13 of the CRC's white paper, a Curriculum Implementation Committee (CIC) was established by Senate.³

In April 2013 the CIC released its green paper. Billed as a discussion document, it included a range of interim proposals. The paper included a range of analysis as well. The first element in this analysis dealt with the likely results of mandated breadth using a hypothetical set of breadth categories and an estimate of the number of breadth elective courses taken by the average undergraduate student.

The hypothetical requirement chosen for this analysis was that students had to take six breadth elective courses in at least three of the following categories: 1) humanities, 2) social sciences, 3) science and

³ The membership of this committee is outlined in Appendix 1 of the CRC's Green Paper at http://www.ryerson.ca/content/dam/provost/planning/documents/CIC_Green_Paper_Final_May7_Senate.pdf

engineering, 4) business, 5) communication and design and 6) community service, with students being disallowed from taking courses in the category deemed closest to their own subject area. For the sake of convenience, it was presumed that students had uniform preferences in selecting from among the five categories open to them. Based on 2012-13 enrollments in each Faculty, it was then a straightforward matter to estimate the potential distribution of breadth elective seats across the six Faculties. The conclusion of this analysis was that, on an annual basis, 20,000 seats might shift from Arts courses to those delivered by the other five Faculties. The green paper referred to these enrollment challenges as “extraordinary”, and stated that an enrollment shift of this magnitude “could have a disruptive impact on the University.” It noted that this disruption might take two forms. “First, it could significantly reduce undergraduate teaching in Arts departments, especially those with large numbers of liberal studies courses. Second, it could create a major new set of teaching demands for departments and schools in the rest of the University.”

The green paper then made five specific interim proposals:

- 1) For the purposes of mandated breadth students should take six breadth electives (four in engineering) from categories unassociated with their own major subject. In order to create the resources to support this requirement, the committee advised a gradual transition that would begin with accepting current liberal electives as breadth electives and would finish after an unspecified number of years with a breadth requirement that reflected all subject areas taught at Ryerson. The way the committee suggested this be done was to start with the liberal studies list of courses, divided into three categories – humanities, social sciences and other – with all students needing to take their breadth electives from a selection in two categories. This list of categories would gradually expand to include separate categories in science and engineering, business, communication and design and community service, in addition to the first two, humanities and social sciences.
- 2) Special ‘flagship’ elective courses should be introduced in each of the six categories outlined in the first proposal. These courses were envisioned as meeting the breadth elective definition outlined in the CRC’s white paper and would allow students to meet either mandated breadth or open elective requirements.
- 3) The Breadth Elective and Writing Committee should ensure that all breadth elective courses were consistent with the definition of such courses.
- 4) In the short run, breadth electives should continue to be offered in the current bands system, but that a gradual transition to a non-banded system be implemented.
- 5) Writing courses should be divided into lower- and upper-level categories, extending the same minimum word ranges as presently exist for lower- and upper-level liberal studies courses. This was so that the writing requirements already built into Ryerson’s curriculum would be maintained in the new curriculum model.

The green paper also outlined principles for establishing a pool of open elective courses for a pilot project involving new programs. Using these principles an initial estimate of the number of open elective courses was made. The details were based on a survey of all schools and departments in the university, with gaps being filled through the use of existing professionally related elective tables and also incorporating courses currently in minors. Based on this procedure, it was estimated that the open elective pool was in the range of 900 courses, with the actual pool likely somewhat smaller due to the impact of program-specific exclusions, course prerequisites, and the potential effect of a reduction in the number of liberal studies courses if these were gradually replaced by large capacity flagship breadth elective courses.

The green paper went on to look at scheduling issues, presenting the results of a projection conducted by University Scheduling at the CIC’s request. In this projection 100 students from given years of study in 15 programs from across the university were selected to gauge the extent to which their timetables allowed them to access liberal studies courses and courses offered in minors given the scheduling of their program core

courses. The results showed that two thirds of the 100 students could access between 60 and 100 percent of the liberal studies in their band, and over four fifths could access between 60 and 100 percent of the courses in available minors.

Finally, the green paper looked at the past record of the Student Choice Incentive Fund (SCIF) administered by the University Planning Office. To be designated for SCIF funding, courses had to be electives and had to satisfy the greater of the following two conditions: (a) 20% of their registrations had to be for non-Faculty students, and (b) 20 registered students had to be from outside the Faculty. Looking at the SCIF record in terms of number of courses approved, the green paper concluded that “given the size of the shifts required to ensure sufficient access – shifts partially, though not completely, captured by the shifts in enrollment implicit in the mandated breadth estimates – the CIC believes it is very unlikely that SCIF, as currently specified, will be enough.”

The green paper was presented to Senate in May 2013, and at the June 2013 meeting of Senate a motion to approve the pilot project envisioned by the CIC’s green paper was passed, with the following wording: “That Senate approve a pilot project whereby the professionally related electives tables in two new programs in 2013/14 (Professional Communication and Biomedical Sciences) are based on the prospective new open electives list in the proposed curriculum model.” A full list of courses submitted by programs for open electives was provided to Senate as an appendix to the June meeting’s agenda.

The 2013 green paper concluded by noting, “At this point we are not ready to make specific proposals that address these issues. Instead, we are interested in gaining ideas and direction from the consultation process that will follow the release of this green paper. The CIC looks forward to a robust discussion of these and other possible strategies during the community consultation process.”

2. Developments Since the CIC’s 2013 Green Paper

In the months following June 2013, when the CIC was moving from its green paper recommendations to develop a white paper, the curriculum renewal initiative was put on hold. This decision was related to the development of the University’s new academic plan. However, the Vice Provost Academic continued discussions with various stakeholders and undertook to monitor the open electives pilot.

At the October 2014 Senate meeting, the Vice Provost Academic presented an update on the initiative. The curriculum model envisioned in his report highlighted the breadth elective category, and in particular the potential negative impact of introducing mandated breadth for the reasons outlined in the CIC’s green paper. This Senate presentation also gave an update on the open elective pilot project. By this time the pilot included three new programs besides Professional Communication and Biomedical Sciences: 1) Financial Mathematics, 2) Mathematics and its Applications and 3) Sport Media. Data collected from Professional Communication showed that about half of the students with access to the pilot’s table of courses chose open electives from Arts, with another quarter from FCAD and a final quarter from TRSM. Choices from the other Faculties were minimal.

Based on these results and related results, the Vice Provost Academic concluded the open elective model had the potential to provide students with a wider range of courses than did existing professionally related elective tables, while also providing program areas with scope for curriculum innovation. But he also pointed out that students require aid in selecting particular courses in this category and that a system needed to be developed to modify the static open elective list. The conclusions in the presentation concerning breadth electives were less positive. It was noted that mandated breadth as a concept has merit, but that if implemented immediately it would disrupt the operation of the curriculum. The open elective model, combined with either breadth electives or liberal studies, could provide scope for significant breadth.

During the ensuing months, the discussions that the Vice Provost Academic had with various constituencies were dominated by the significant challenges that the CIC green paper had revealed with the breadth elective element of the proposed new curriculum. In particular, the risks associated with the huge shift in seats from Arts to other parts of the University was the subject of considerable comment. During a time of budget austerity, was it wise to consider a new curriculum element that presented such significant logistical and financial risks as breadth electives did?

The Vice Provost Academic made another presentation to Senate at the April 2015 meeting, with the presentation forming the focus for structured discussions among Senators in the form of a Committee of the Whole. At this meeting the Vice Provost Academic suggested it might be better if breadth electives were not a feature of the proposed new curriculum model and that instead the liberal studies component should stay substantially the same in the proposed new model.

The proposed retention of the liberal studies model would mean that not only the class of breadth electives courses, but also the writing course component would no longer be part of the proposed new curriculum model. The liberal studies category of the curriculum would remain essentially as is, with writing as an essential feature of all courses in this category. Whereas the category would remain the same, changes in the governance structure of liberal studies could be considered. Also strategies could be developed to ensure that, in the years ahead, the range of liberal studies courses offers breadth across all faculties. Keeping liberal studies rather than replacing this element by breadth electives would greatly simplify implementation of the new curriculum model.

At the same time, the experience of new programs with the pilot open electives table continued to be largely positive. The implications, from an inter-faculty perspective, of moving from the present roster of professionally related courses to an open elective system was assessed using 2014-2015 data from the pilot project with students in selected new programs following the new open elective model. Table I shows total annual enrolments in courses in each of the five non-FEAS faculties, based on 2014-2015 numbers.

To calculate the cells in this table it is assumed that in the average non-FEAS program there are five open elective courses. Based on the pilot project data it appears that students are likely to take about two of the five courses in their own faculty, two in Arts, a half course in TRSM, a quarter course in Science and a quarter course in FCAD. It is also assumed that students take these courses at a uniform rate throughout their program (i.e. at an average of 1.25 courses a year). We can see how this breaks down by looking at the total undergraduate enrolment outside of FEAS, broken down by faculty (in the first column of Table 1), and then by calculating how enrolments would be distributed based on our assumptions as students in each faculty choose open elective courses (each of the rows in Table 1):

Table 1

	Non-FEAS Undergrad Enrolment	Enrolment times 1.25	Arts	Science	TRSM	FCAD	FCS	Totals
Arts	3377	4221	3377	211	422	211	0	4221
Science	1898	2373	949	1068	237	119	0	2373
TRSM	9006	11258	4503	563	5629	563	0	11258
FCAD	4242	5302	2121	265	530	2386	0	5302
FCS	4979	6224	2489	311	622	311	2489	6224
Total non-FEAS	23502	29377	13439	2418	7441	3590	2489	29377

While calculating exact estimates for current professionally related enrolments in each faculty is not a straightforward task, an initial glance suggests that it is likely that the estimated open elective enrollments for

each faculty with the new curriculum model are not all that different from current enrollments, which would significantly ease the transition to the new model.

2.1 Curricular Changes

Although formal work on the curriculum renewal initiative temporarily ceased in 2013, Ryerson's curriculum continued to evolve since that time in the direction of the goals of the proposed curriculum model, allowing students greater choice in courses and curricular pathways. Here are highlights of recent curricular changes.

- The Minors Policy was revised in June 2015, allowing students more flexibility in accessing a greater range of minors.
- Three humanities double major programs were approved by Senate in November 2015.
- Concentrations have been approved in seven programs.⁴
- As of Fall 2016, students in 13 programs can now select their professionally-related courses from the Open Elective table.⁵
- The number of courses on the Open Elective table increased from 696 in 2013 to 922 in 2016.⁶ Approximately 61 liberal studies courses are on the Open Elective table.
- Currently, of the 1045 courses that are included in 54 Minor program curricula, 73% are on the Open Elective table (and 176 are Liberal Studies).
- The Fall 2016-2017 online calendar has added a search tool to allow students to search for and choose courses on the Open Elective table by Faculty, discipline, subject area, and course.⁷

3. Recent Developments: Reactivation of the Curriculum Implementation Committee

Ryerson's new Academic Plan, *Our Time to Lead*, calls for continuation "...of the ongoing evolution of Ryerson's high-quality curriculum, so that programming and its delivery remain innovative and responsive to students. Courses will be made more accessible, students will be given more choice and transferability will be enhanced." To achieve these goals, at its April 2016 meeting Senate approved the reactivation of the Curriculum Implementation Committee (CIC) to resume work on the development of the new curriculum model.⁸ The CIC's fourfold mandate is to: (1) continue refining the key principles comprising the general goals of the new curricular structure, ensuring that they reflect the principles and values as outlined in the University's new academic plan; (2) further elaborate, and revise where necessary, the draft omnibus curriculum policy (*Policy 2: Undergraduate*

⁴ Concentrations have been approved in: Computer Science; Nutrition and Food; Graphic Communications Management; Business Management (Human Resources); Language and Intercultural Relations; Media Production; and New Media.

⁵ The following programs include the Open Elective table in their curriculum: Biomedical Sciences; Computer Science; Creative Industries; Disabilities Studies; Financial Mathematics; Graphic Communications Management; Journalism; Mathematics and its Applications; Media Production; New Media; Nutrition and Food; Professional Communication; and Sport Media.

⁶ This represents about 70% of the total number of undergraduate courses offered in Winter 2016. Of the 922 courses on the Open Elective table, approximately 40% do not have a prerequisite.

⁷ See <http://www.ryerson.ca/calendar/2016-2017/open-elective-table.html>. In addition, as a pilot project, the Faculty of Community Services devised an open elective selection tool to help its own students choose open electives. The tool includes six themes, which are then divided into a range of categories and sub-categories. The six themes are: From the local to the global: Sociopolitical & cultural dimensions of society; Understanding and transforming communities: Theories, interventions & practices; Engaging with the physical, natural and material; Cultivating leadership: Professional, business and management skills development; Nourishing creativity: Art, media & communication knowledge and skills; Human experiences: Mind, body and soul.

⁸ The Committee comprises the Interim Vice-Provost Academic, the Secretary of Senate, the Registrar, one faculty member from each Faculty, and one member from the Chang School.

Curriculum Structure); (3) make policy implementation recommendations; and (4) hold at least one round of public consultations.

4. CIC Update and Next Steps

The Curriculum Implementation Committee has met five times since it was reactivated in April 2016. Its initial work has focussed on the development of a policy on concentrations. Given the popularity of this relatively new curricular element, and the continuing growth in interest among programs to develop concentrations, the CIC believes that a general policy is required to set uniform rules. The committee has drafted a proposed Concentrations Policy, which will be brought to Senate in Fall 2016 pending the recommendations of the Academic Standards Committee and the Academic Governance and Policy Committee.

The committee has also discussed how best to maintain the liberal studies component of the curriculum, while taking into consideration a change in this component's governance structure. The proposed retention of liberal studies, rather than moving forward with the proposed new categories of breadth electives and writing intensive courses, represents a departure from the direction imagined by the CRC's January 2012 green paper and June 2012 white paper, as well as the CIC's April 2013 green paper. However, as the foregoing analysis demonstrates, there has been a good deal of thinking and discussion about the ways in which the elements of Ryerson's curriculum structure can work together to deliver the broad goals associated with the University's curriculum. In particular, research has revealed a series of unacceptable consequences, university-wide, that would accompany changes of the variety that were originally proposed in the three documents mentioned above. Because Senate has been kept apprised of those changes in thinking around these course categories and has not indicated concern with this shift in emphasis, the current CIC has chosen to focus on the overall goals of the curriculum and the ways in which all of the elements of the curriculum can best meet those goals.

As part of its current deliberations, the CIC has therefore revised and elaborated the policy goals and principles of the draft omnibus curriculum policy. This reflects the belief by committee members that such a statement is an essential building block of any proposed new curriculum policy. This statement will be included in the committee's final recommendations and findings to Senate.

As it continues to work on its Senate recommendations the CIC is now focussing its work on evaluating the open elective pilot. This is a useful time to do so, given that the first new programs that were Senate-approved for the pilot are implementing the fourth year of their curriculum this Fall. This work involves the following:

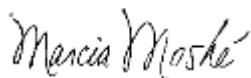
- Over the summer, interviews were conducted with key academic administrators and staff in the following Schools/Departments of the University that have considerable experience with the open elective pilot: Biomedical Sciences, Creative Industries, the First Year Common Science Office, Mathematics and its Applications, Financial Mathematics, and Professional Communication.
- Students in the open elective pilot programs will be surveyed through focus groups, in class, and an online survey in early Fall 2016.
- There will also be consultations with staff who are advising students on course selection, and with staff in the Registrar's Office including Curriculum Advising, Scheduling and Enrollment Services.

The ongoing work not just on the open elective pilot but more generally on the full range of the CIC's future recommendations will be associated with a broad range of consultations, overseen by the Interim VPA, with Chairs/Directors/Deans of each Faculty in Fall 2016 and Winter 2017.

The CIC's aim is to have a full set of final recommendations to present to Senate in Winter 2017. These recommendations will cover all of the main aspects of the curriculum renewal initiative, including proposals concerning open electives, liberal studies, and a new version of a proposed omnibus curriculum policy that will incorporate the statement of general policy goals and principles that the committee has been working on.

Curriculum deliberations are by their very nature complex and multifaceted. The extended period that has been devoted to the curriculum renewal initiative at the University will hopefully mean that the CIC can deliver a set of recommendations that incorporate the entire range of relevant issues, both conceptual and practical, that have been raised over the past five years. At the same time, the committee is also working to ensure that principles underlying our recommendations are fully in alignment with the University's Academic Plan. The ultimate goal is to deliver, with the Ryerson community's active participation, a revamped curricular template that will serve the needs of the University for many years to come.

Respectfully submitted,



Chair, Curriculum Implementation Committee

Curriculum Implementation Committee Members

Jacob Friedman, Faculty of Engineering and Architectural Science, Mechanical and Industrial Engineering
Charmaine Hack, Registrar

Linda Koechli, G. Raymond Chang School of Continuing Education

Marcia Moshé, Chair and Interim Vice Provost Academic

Catherine Schryer, Faculty of Communication and Design, Professional Communication

Neil Thomlinson, Faculty of Arts, Politics and Public Administration

John Turtle, Secretary of Senate

Janice Waddell, Associate Dean, Faculty of Community Services

Tina West, Interim Associate Dean Academic, TRSM

Stephen Wylie, Faculty of Science, Department of Chemistry and Biology

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #F2016-1; October 2016

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on one item:

- **School of Creative Industries, Faculty of Communication and Design - Elimination of the Performance Studies Module**

A. SCHOOL OF CREATIVE INDUSTRIES - ELIMINATION OF THE PERFORMANCE STUDIES MODULE

The School of Creative Industries proposes to eliminate one of its thirteen modules, the Performance Studies module, commencing with the 2017/18 academic year.

Rationale

The Performance Studies module requires the completion of four required and two elective courses and is offered jointly by the English Department and the School of Performance. Among the modules offered (all Creative Industries students must complete two modules), it is the least popular, with only one student progressing through the module out of more than five hundred enrolled in the program this past year. There are two primary reasons for this.

(1) The English Department changed the names and, to some extent, the focus of two required courses in the module, ENG 108 and ENG 208, prior to the inaugural year of the module. The original names, The Nature of Narrative I and II, were changed to Introduction to Fiction and Introduction to Non-Fiction. These changes, from an emphasis on narrative to fiction in ENG 108 and to non-fiction (described as travel writing, political speeches, scientific and legal discourse, etc.) in ENG 208, appeared to undermine the relevance of these courses for a module purporting to examine modes of performance. While "narrative" connotes story-telling in any genre, whether literary or performance, "fiction" and "non-fiction" do not. Further, for Fall 2016, ENG 108 will be replaced by ENG 110, Literatures Across Borders. Again, this revised course does not apply to performance studies.

(2) The introduction in 2014/15 of an Acting/Dance Studies module by the School of Performance included a number of studio courses. With just one exception, the few Creative Industries students who had started the Performance Studies module immediately switched to the new module and this module continues to be the module of choice for students interested in live performance. A total of twenty-seven students are currently undertaking this module.

Impact

The elimination of this module from the Creative Industries curriculum will have no negative consequences. The only student engaged in this module has two courses remaining and is likely to complete them in 2016/17. In any event, the module will be available for credit until the student completes it. The 2016/17 Ryerson Calendar states that no new registrations in 2016-2017 will be accepted.

Virtually all of the courses offered in the Performance Studies module will still be available to Creative Industries students. Three of the four theatre/dance courses in this module are also offered in the Acting/Dance Studies module, and all six English courses listed in the module are offered as open electives by the English Department.

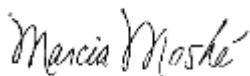
With the arrival of its fourth cohort in 2016/17 the School of Creative Industries will reach a steady-state enrolment of nearly seven hundred students. The remaining twelve modules delivered to its students by the other eight schools in the Faculty of Communication & Design are more than adequate to accommodate student demand.

Performance Studies Module (to be eliminated)	Acting/Dance Studies Module (ongoing)
<p>Complete six (6) courses as follows: Four (4)</p> <p>Required courses:</p> <p>ENG 108 Introduction to Fiction ENG 208 Introduction to Non-Fiction THF 200 Timelines of Performance History I THF 201 Timelines of Performance History II</p> <p>Plus one (1) of the following:</p> <p>THF 403 Landmarks in Canadian Theatre THF 404 Landmarks of Choreographic Development</p> <p>Plus one (1) of the following:</p> <p>ENG 550 Drama ENG 560 Poetry and Poetics ENG 701 Canadian Literatures ENG 706 Shakespeare and Performance</p>	<p>Complete six (6) courses as follows: Two (2)</p> <p>Required courses:</p> <p>THF 101 Elements of Production I THF 200 Timelines of Performance History I</p> <p>Plus two (2) of the following:</p> <p>THA 340 Improvisation THO 220 Latin American Dance Forms THO 320 Western Dance Styles THF 325 Musical Theatre</p> <p>Plus two (2) of the following, if not taken above:</p> <p>THA 340 Improvisation THO 220 Latin American Dance Forms THO 320 Western Dance Styles THF 201 Timelines of Performance History II THF 316 The Global Stage THF 325 Musical Theatre THF 403 Landmarks in Canadian Theatre THF 405 Human Development in the Arts</p>

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Elimination of the Performance Studies Module - School of Creative Industries, Faculty of Communication and Design*

Respectfully Submitted,



Marcia Moshé, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

John Turtle, Secretary of Senate

Marcia Moshé, Chair and Interim Vice Provost Academic

Denise O'Neil Green, Assistant Vice President/Vice Provost, Equity, Diversity and Inclusion

Anne Marie Singh, Faculty of Arts, Criminology

Anne-Marie Lee Loy, Faculty of Arts, English
James Nadler, Faculty of Communication & Design, Creative Industries
Wendy Freeman, Faculty of Communication & Design, Professional Communication
Thomas Tenkate, Faculty of Community Services, Occupational and Public Health
Annette Bailey, Faculty of Community Services, Nursing
Medhat Shehata, Faculty of Engineering and Architectural Science, Civil Engineering
Donatus Oguamanam, Faculty of Engineering and Architectural Science, Mechanical & Industrial Engineering
Vadim Bostan, Faculty of Science, Chemistry & Biology
Yi Feng, Ted Rogers School of Management, Finance and Accounting
Jim Tiessen, Ted Rogers School of Management, Health Services Management
Jay Wolofsky, Library
Linda Koechli, Chang School of Continuing Education
Dalia Hanna, Chang School of Continuing Education

YEATES SCHOOL OF GRADUATE STUDIES (YSGS) REPORT TO SENATE
September 13, 2016

For Senate Approval:

New Graduate Program

Proposal for MA in Criminology and Social Justice

The following program was reviewed by the Program and Planning Committee (PPC) on April 21, 2016 and forwarded to YSGS Council on May 5, 2016 where it was recommended for approval by Senate.

Motion: *That Senate approve the MA in Criminology and Social Justice Program and forward to Quality Council for approval.*

Submitted by:



Jennifer Mactavish, Dean
Chair, Yeates School of Graduate Studies Council

Full Proposal for MA in Criminology and Social Justice

Department of Criminology, Ryerson University

Submission: September 23, 2016

TABLE OF CONTENTS

1. EXECUTIVE SUMMARY	01
2. PROPOSAL	
2.1. BASIC INFORMATION	01
a. Program General Information	01
b. Program Overview	02
Rationale for the Program	02
Rationale for Offering Program as it Relates to Societal Need	03
Learning Outcomes	04
Graduate Degree-Level Expectations (GDLEs)	06
Rationale for Offering this Program as it Relates to Ryerson's Mission and Academic Plan	12
Anticipated Demand for the Program	17
Employment Prospects for Graduates	18
c. Curriculum Overview	19
d. Curriculum Structure	20
e. Program's Relationship with Other Ryerson Programs	21
f. Provost's Authorization	22
2.2 PROGRAM DETAILS	23
a. Alignment with Institutional Plans	23
b. Admission Requirements	25
c. Structure	25
d. Program Content	26
e. Mode of Delivery	28
f. Assessment of Teaching and Learning	28
g. Resources	28
h. Quality and Other Indicators	31
APPENDICES	
A: Potential Community Partners	33
B: Calendar Course Descriptions	34
C: Comparison with Similar Programs	37
D: Criminology Student and Alumni Survey	44
E: Criminology Faculty SRC Accomplishments (2011-2015)	52
F: Letters of Support and Commitment	54
G: Faculty Curriculum Vitae	56

1. EXECUTIVE SUMMARY

This 3-term Master's degree in Criminology and Social Justice at Ryerson University will train students to critically analyze and understand criminal justice, as well as expose students to how barriers to accessing justice can be overcome. The program has 3 options for competition: Course Option (8 courses); Course and Placement Option (7 courses plus placement); and Major Research Paper (MRP) and Course Option (MRP and 6 courses). In the classroom, students will explore globally relevant theory, policies, and practices through critical inquiry, interdisciplinary connections, and action-oriented research. Outside of the classroom and through field placements, students will have the opportunity to witness how research and theory plays out "in action", and develop career related and interpersonal-skills that are crucial for success in the workplace. The MA program will prepare students for professional and leadership roles in private, public, and non-profit sectors related to social justice, including: local communities, NGOs, government, international organizations, the legal profession, and academia. It will provide students with the theoretical, methodological, and professional foundations required for understanding and improving access to justice. Exposure to different areas of expertise and research topics will help students develop practical ideas for their own research undertakings as well as an understanding of possible future work with community-based organizations, NGOs, and/or government.

2. PROPOSAL

2.1. BASIC INFORMATION

a. Program General Information

Program Name and Degree Designation

The name of our program is Master of Arts in Criminology and Social Justice. It is housed in the Faculty of Arts and administered by the Department of Criminology.

Program Governance Structure

An appointed GPD (Graduate Program Director) from within the ranks of the faculty in the Criminology Department will administer the graduate program and supervise the Graduate Program Administrator. A Graduate Program Council that falls under YSGS Council will be established to vote on operational and administrative aspects of the program.

The faculty members who will be teaching in the program include:

- Dr. Idil Atak, Assistant Professor
- Dr. Dan Horner, Assistant Professor
- Dr. Graham Hudson, Associate Professor
- Dr. Tammy Landau, Associate Professor
- Dr. Alexandra Orlova, Associate Professor
- Dr. Anne-Marie Singh, Associate Professor
- Dr. Jane Sprott, Professor
- Dr. Sara Thompson, Associate Professor
- Dr. Emily van der Meulen, Associate Professor
- Dr. Kim Varma, Chair and Associate Professor
- Maria Jung, Assistant Professor

b. Program Overview

Rationale for the Program

The development of this graduate program is one of the Department of Criminology's main priorities and is reflected in the department's academic plan. The increasing complexity of law, society, and access to justice has a number of implications for higher education. As recognized in 'Our Time to Lead,' Ryerson's academic plan for 2014-2019, there is a growing demand for highly qualified personnel who can "challenge the status quo with new solutions and ... apply new ways of thinking that transform the world" (p. 3). This requires the delivery of academic and practical knowledge, interdisciplinary connections, and practical experiences. As a highly interdisciplinary department with a strong foundation in social justice research, community connections, and experiential learning, the Department of Criminology is well placed to meet these demands, and is the academic unit taking responsibility for the graduate program.

The Department of Criminology at Ryerson offers a successful undergraduate program, which was launched in 2005 with an incoming class of 100 students (20 above the target), and an entering average of 78%. Since then, the program has flourished with an incoming cohort with an average of 86% and a target of 135 students for the 2015-16 year. We have witnessed a 13.0% increase each year over the past two years of students choosing criminology at Ryerson as their *first choice*.

Moreover, the undergraduate program has been extremely successful in attracting and retaining excellent students. We have a ratio of 26 applicants to every one registrant and a 79% retention rate into 3rd year. The department has also been able to attract high calibre faculty from a range of criminology-related disciplines including law, sociology, women's studies, history, and criminology. Within an overall climate of declining undergraduate applications across Ontario, interest in the field of criminology and social justice has remained strong and continues to grow. There is an opportunity here to capitalize on the incredible interest in studying criminology at Ryerson. Our mission is to prepare students for professional and leadership roles in private, public, and non-profit sectors related to social justice, including: local communities, NGOs, government, international organizations, the legal profession, criminal justice agencies, and academia. We have a first-rate undergraduate program and exceptional faculty and staff. Similar to the keen interest in undergraduate criminology, there is great interest in graduate work in this program by current and former students, and the faculty members themselves. For these reasons, we are now committed to offering a criminology and social justice graduate program. It is our aim to foster excellence in graduate studies, with a special focus on social justice, in order to effectively attract and retain high-quality students, and realize continued progress for both faculty and students in their scholarly and research endeavours.

The field of Criminology is burgeoning and, with the exception of Ryerson, all of the universities that offer undergraduate programs in Criminology in southern Ontario (Toronto, York, Guelph, UOIT, Wilfrid Laurier University - Brantford) offer graduate programs in Criminology as well. It is important to note that while UOIT and Wilfrid Laurier University - Brantford launched their undergraduate Criminology programs after Ryerson did, both already have graduate criminology programs in place. A graduate program of our own will make us more competitive with other criminology programs in southern Ontario.

We are uniquely positioned to offer a graduate program that is distinct from other programs in the Greater Toronto Area and, in many respects, from other programs in Ontario and across the country. In keeping with Ryerson's tradition of being deeply connected to one of the world's most culturally and linguistically diverse urban centres, the stand-alone Criminology graduate program will be clearly social justice oriented and will provide students with the theoretical, methodological, and professional foundations required for understanding various forms of inequalities as they intersect with the criminal justice system, and improving access to justice. Our graduate program will combine theoretical and legal training in Criminology and socio-legal studies, with practical, real world knowledge and experience. Our program will provide a flexible option for those seeking a professional designation or those who wish to pursue a

doctoral degree. Optional field placement positions that provide experiential learning opportunities are a key feature of our graduate program. They will complement classroom learning and give students the chance to apply knowledge while developing valuable networking, mentoring, and career-related skills.

Moreover, a Criminology graduate program at Ryerson will provide students and faculty with the intellectual environment to carry out interdisciplinary scholarly work in Criminology and social justice that fosters creative thought, innovation, and greater opportunity. It will also be instrumental in terms of attracting additional high quality students at the undergraduate level. As discussed below, our program aims to provide exceptional academic training for tomorrow's leaders, with an eye toward developing the skill sets necessary to achieve a more inclusive and equitable society.

Rationale for Offering Program as it Relates to Societal Need

We are witnessing profound changes - both globally and locally - in the scale, scope, and ambitions of social justice. Increasing social complexity has produced equally complex problems, including the marginalization and exclusion of diverse groups of people from legal, social, and political processes and institutions. Yet, procedural reforms and innovative measures adopted in Canada and abroad demonstrate that the criminal justice system has the potential to meet many of the needs of disadvantaged groups. These developments lead to a better understanding of the challenges in the field of criminology and social justice, and, ultimately, to more protective and inclusive policies and practices affecting disadvantaged groups in local, national, regional, and international contexts.

In addition, over the last few decades, the governance of nations, regions, and municipalities has become increasingly intricate. Governments, as well as the non-governmental and non-profit sectors, have had to find new ways of accommodating social, environmental, economic, political, and justice issues. This is especially true in urban Ontario, where rapidly changing demographics and social values require innovative solutions, and where issues related to social welfare, immigration, and social and criminal justice have made the tasks of governance more complex.

Increasingly, governments have turned to the non-profit and voluntary sectors to deliver services formerly undertaken by governments directly. In response to these changes, Ryerson's interdisciplinary Criminology and Social Justice graduate program will help to prepare a new generation of decision-makers, critical thinkers, and innovators to deal with the new and ever-changing realities facing their communities, cities, regions, nations, and the world at large.

More specifically, our 3-term Master's degree in Criminology and Social Justice at Ryerson University will train students to critically analyze and understand criminal justice processes, practices, programs, and services; the implications of cultural and social diversity for justice and equity within and outside of the system; the emerging role of communities, not-for-profit, and private-sector agencies in delivering justice; and the increasing politicization of criminal justice issues. Special emphasis will be placed on the impact of structural inequalities (e.g., gender, race, class, legal status, sexual orientation) on individuals, communities, and criminal justice outcomes. In line with Ryerson's aim to foster a campus-wide culture of social innovation, the program will raise awareness on the importance of breaking cycles of violence. It will explore opportunities for strengthening national and local capacities for violence prevention and conflict management. The MA in Criminology and Social Justice is committed to promote human rights, diversity, and inclusion with a view to removing organizational barriers to justice at local, national, and international levels. The program will expose students to research and innovative thinking on how barriers to accessing justice might be overcome.

Exposure to different areas of expertise and research topics will help students develop practical ideas for their own research undertakings, as well as an understanding of possible future work with community-based organizations, NGOs, and/or government. The program also aims at bringing the curriculum to life for students, through a field placement/experiential learning approach that will complement and supplement the scholarly knowledge, theory, and research they are exposed to in the classroom. Field

placements will also enable students to apply classroom knowledge to work situations, reality-test career options, network, develop skills, and gain experience that is not available through coursework alone. See **Appendix A** for a listing of the diverse array of potential community partners with which our students may hold field placement positions.

The Department of Criminology graduate program's goals are in line with Ryerson University's mission: "to serve societal needs by providing career-related and professional education...responding to the demands of highly skilled, critical thinkers who can frame increasingly connected, complex problems and determine effective solutions" (Ryerson University mission statement). Our graduate program will meet an increasing societal demand for the field of social justice and governance. It will prepare students for professional and leadership roles in private, public, and non-profit sectors related to social justice, including: local communities, NGOs, government, international organizations, the legal profession, criminal justice agencies, and academia.

Learning Outcomes

The learning outcomes of the curriculum developed for the Master of Arts in Criminology and Social Justice reflect Ryerson University's Degree Level Expectations for graduate programs. Each of the courses within the curriculum, as well as the optional field placement and the major research paper component (hereafter MRP), have descriptions of learning outcomes associated with each of these degree level expectations for graduate programs. In this section, the following information is provided:

- A list of the Master of Arts in Criminology and Social Justice learning outcomes;
- A chart cross-referencing the program's learning outcomes to the Graduate Degree Level Expectations (GDLEs), explaining how the program design supports the attainment of student learning outcomes.

List of Learning Outcomes

1 General

- 1a. Demonstrate an understanding of, and contribute to, ongoing **critical debates** within criminology and cognate fields.
- 1b. Use substantive disciplinary knowledge and professional skills to overcome barriers to social justice in local, national, and global contexts.
- 1c. Conduct independent and policy-relevant theoretical, practical, qualitative, and/or quantitative research.
- 1d. Work in solidarity with local communities, civil society, policy-makers, and other stakeholders in order to design innovative solutions to recurring social problems.
- 1e. Synthesize and disseminate research (theoretical and applied) in a variety of formats, including academic, policy-based, public, and new media platforms.

2 MRP Option

- 2a. Synthesize and disseminate original research (theoretical and applied) to a variety of audiences in a variety of formats, including academic, policy-based, and new media.

3 Course Only and Field Placement

- 3a. Demonstrate appropriate and effective interpersonal communication in complex situations.
- 3b. Value the insights, culture, experience, and practices of community service organizations and the individuals/communities they assist.
- 3c. Demonstrate an understanding of, and contribute to, ongoing critical debates within criminology and cognate fields.
- 3d. Use substantive disciplinary knowledge and professional skills to overcome barriers to social justice in local, national, and global contexts.

4 Professional Capacity/Autonomy

- 4a. Demonstrate appropriate and effective interpersonal communication in complex situations.
- 4b. Value the insights, culture, experience, and practices of community service organizations and the individuals/communities they assist.
- 4c. Demonstrate an understanding of, and contribute to, ongoing **critical debates** within criminology and cognate fields.
- 4d. Use substantive disciplinary knowledge and professional skills to overcome barriers to social justice in local, national, and global contexts.

5 Level of Communication Skills

- 5a. Demonstrate appropriate and effective interpersonal communication in complex situations.
- 5b. Value the insights, culture, experience, and practices of community service organizations and the individuals/communities they assist.

6 Professional Capacity

- 6a. Demonstrate an understanding of, and contribute to, ongoing critical debates within criminology and cognate fields.
- 6b. Synthesize and disseminate research (theoretical and applied) in a variety of formats, including academic, policy-based, public, and new media platforms.
- 6c. Value the insights, culture, experience, and practices of community service organizations and the individuals/communities they assist.
- 6d. Use substantive disciplinary knowledge and professional skills to overcome barriers to social justice in local, national, and global contexts.

The following table provides a detailed overview of the Graduate Degree-Level Expectations (GDLEs) for the Master's program in Criminology and Social Justice, along with cross-referenced program outcomes addressing each GDLE, and a breakdown of how the program design supports the attainment of student learning outcomes.

Graduate Degree-Level Expectations (GDLEs)

This degree is awarded to students who have demonstrated:

GDLEs	GDLEs explained	Cross-referenced program outcomes addressing each GDLE	How the program design supports the attainment of student learning outcomes
1. Depth and Breadth of Knowledge	<p>A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.</p>	1a, 1b, 1c, 1d, 1e 2a, 3c, 3d 6a,6b,6d	<p>Depth and breadth of knowledge obtained through the successful completion of coursework requirement.</p> <p>Course Option: 8 courses; Course and Placement Option: 7 courses and placement; and Major Research Project (MRP) Option: 6 courses and MRP (as described in Appendix D)</p> <p>The coursework includes the following mandatory components:</p> <ul style="list-style-type: none"> - Criminology and Social Justice Seminar; - Critical Engagement with Criminological Theories; - Quantitative Research Methods (required to choose this one or the Qualitative); - Qualitative Research Methods (required to choose this one or the Quantitative). <p>This degree level expectation will also be obtained and demonstrated through the successful completion of the following courses/program options:</p> <p>Field placement; Justice Policy; Inequality, Social Justice & Criminal Justice; Graduate Special Topics Seminar (examples of such seminars can be found in Appendix D); Practitioners Seminar; Directed Studies; approved graduate level courses offered in other departments.</p> <p>Our curriculum covers a wide variety of theoretical and methodological approaches. Students will develop a comprehensive understanding of the interdisciplinary nature of criminology and social justice, a critical working knowledge of different theoretical perspectives, research methodologies, and key concepts well as professional capacity through the following teaching methods and organized events: small group work, collaborative/ cooperative learning, debate/discussion, problem-based learning, the October student conference (as discussed in the broader program overview), role play, films and videos, podcasts and other technology based methods, active learning exercises, case studies, lectures, guest speakers, experiential learning, independent study, self-directed learning, working directly with communities and community organizations (via, for example, field placements).</p> <p>The assignments and assessments are designed to foster critical debates within</p>

			<p>criminology and cognate fields, develop students' disciplinary knowledge, professional skills, collaborative work abilities as well as their research and communication skills. The assignment and assessments include: annotated bibliography, case study, course readings, MRP/research project, critical analysis and reflection papers, research papers, peer feedback, role play, oral presentations, guiding class discussion, experiments, field experience, field work, independent study, working directly with communities and community organizations (via, for example, field placements).</p>
2. Research & Scholarship	<p>A conceptual understanding and methodological competence that:</p> <p>a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p>	<p>2a</p> <p>3c</p>	<p>Research and scholarship is demonstrated by how our MA students comprehend how research and inquiry techniques are used to create knowledge in the discipline, how they critically evaluate research and scholarship in the discipline, and how they treat complex issues based on established principles.</p> <p>This degree level expectation will be obtained and demonstrated via the MRP option (if applicable) which will provide students with advanced, independent research, writing, and oral communication skills. Students will be able to: articulate a clear hypothesis or an overall goal for their MRP, acquire knowledge on the relevant literature and concepts, interpret data/outcomes, and critically analyse the limitations of the approaches used.</p> <p>This degree level expectation will also be obtained and demonstrated via student participation in the following graduate level courses: Criminology & Social Justice Seminar; Critical Engagement with Criminological Theories; Quantitative Research Methods, Qualitative Research Methods, Graduate Special Topics Seminar, and Practitioners Seminar. Students will learn and demonstrate the ability to conduct research and scholarship through assignments and assessments such as: critical analysis and reflection papers, research papers, course readings, oral presentations, guiding class discussion, literature reviews, field experience, and independent study.</p> <p>In addition to the above-mentioned outcomes, students will also have the opportunity to develop their quantitative or qualitative research methods skills, depending on their research interests. To give an example, in the quantitative research methods course, students will learn quantitative research skills through hands-on experience designing a survey and/or utilizing an existing dataset, analyzing the data with quantitative software (e.g., SPSS, SAS, etc.), and applying critical, social justice perspectives to the results. The course will advance students' methodological and statistical knowledge and skills.</p> <p>The following teaching methods will enhance research and scholarship: small group work, collaborative/cooperative learning, debate/discussion, problem-based learning, role play, films and videos, podcasts and other technology-based methods,</p>

			active learning exercises, case studies, lectures, guest speakers, experiential learning, independent study, self-directed learning, field placements, October student conference.
	b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and	2a 3c 6a, 6b	<p>Teaching Methods: small group work, collaborative/ cooperative learning, debate/discussion, problem-based learning, role play, films and videos, podcasts and other technology based methods, active learning exercises, case studies, lectures, guest speakers, experiential learning, independent study, self-directed learning, self-paced learning, field placements.</p> <p>Assignments & Assessments: MRP/research project, critical analysis and reflection papers, research papers, course readings, MRP, critical analysis and reflection papers, oral presentations, guiding class discussion, literature reviews, field placements, field experience, field work, independent study, annotated bibliography.</p>
	c) enables a treatment of complex issues and judgments based on established principles and techniques; and,	2a 6a,6b	<p>Teaching Methods: small group work, collaborative/cooperative learning, debate/discussion, problem-based learning, role play, films and videos, podcasts and other technology based methods, active learning exercises, case studies, lectures, guest speakers, experiential learning, independent study, self-directed learning, self-paced learning, field placements, October student conference.</p> <p>Assignments & Assessments: MRP/research project, critical analysis and reflection papers, research papers, course readings, MRP, critical analysis and reflection papers, oral presentations, guiding class discussion, literature reviews, field placements, field experience, field work, independent study, annotated bibliography.</p>
	On the basis of that competence, has shown at least one of the following: development and support of a sustained argument in written form; OR originality in the application of knowledge.	2a	<p>Teaching Methods: independent study, self-directed learning, self-paced learning, discussion, debate, research project, October student conference.</p> <p>Assignments & Assessments: MRP/research project, annotated bibliography.</p>
3. Level of Application of Knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	3a, 3b, 3c, 3d	<p>Application of knowledge is reflected in students who are able to achieve a level of competence beyond that of the undergraduate level.</p> <p>This degree level expectation will be obtained and demonstrated via the successful completion of: Criminology & Social Justice Seminar; Critical Engagement with Criminological Theories; Quantitative Research Methods; Qualitative Research Methods; Graduate Special Topics Seminar; Practitioners Seminar; Directed Studies; relevant and approved graduate level courses offered in other departments; Field</p>

			<p>placement. For instance, the required seminar on Critical Engagement with Criminological Theories will not only broaden students' understandings of criminological theories, it will also expand students' critical thinking skills in relation to the theoretical foundations of the field of Criminology. Students will be able to draw on competing theories to analyze historical and contemporary issues with a special focus on social justice, critically evaluating how they shape both individual and institutional responses to the criminal justice system and understandings of crime and criminality.</p> <p>The following assignments and assessments aim at enhancing the achievement of the expectations: annotated bibliography, case study, course readings, MRP/research project, critical analysis and reflection papers, research papers, peer feedback, role play, oral presentations, guiding class discussion, experiments, field experience, field work, independent study, working directly with communities and community organizations (via, for example, field placements).</p> <p>Upon successful completion of their coursework, field placement and MRP (if applicable), students will be able to understand and critically analyze relevant concepts, theories and questions, but also barriers to social justice and how they may be addressed.</p>
4. Professional Capacity/Autonomy	a. The qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> i) The exercise of initiative and of personal responsibility and accountability; and ii) Decision-making in complex situations; 	4a, 4b, 4c, 4d	<p>Professional capacity will be obtained through the successful completion of coursework which involves practice in the areas of personal responsibility, decision making and problem solving skills, intellectual independence and academic integrity. As mentioned previously, all courses include research and essay-type assessments and teaching methods aiming to develop initiative and decision-making. Students will demonstrate autonomy by determining their research topic, sub-problems, strategies, and methodologies for completing their assignments and their MRP (if applicable).</p> <p>Required seminars such as Quantitative Research Methods will advance students' transferable skills and personal responsibility through an engagement with appropriate and ethical framing of research topics and areas; selection of suitable methods and designs relevant for social justice research; data management and critical issues related to data collection, storage, retention, and ownership. Students who will enroll in the Qualitative Research Methods seminar will learn how collect ethical and social justice data related to criminology and the criminal justice system. They will have a better understanding of a number of equity-oriented methodological approaches in addition to a diversity of data collection methods. In addition, working directly with communities and community organizations through</p>

			<p>field placement, if applicable, will promote independent study, self-directed learning, autonomy, and leadership skills of students.</p> <p>Leadership skills will also be acquired through team projects as part of their coursework, execution of independent research-based assignments, and completion of an MRP (if applicable).</p> <p>Field placement (if applicable) will play an important role in terms of professional capacity and autonomy as it will enable students to discover how research operates in practice, including structural, managerial, and work arrangements in the field. This placement will provide students with organizational, or other professional skills development experiences.</p>
	b. The intellectual independence required for continuing professional development;	4a, 4b, 4c, 4d	As above (4a)
	c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and	4a, 4b, 4c, 4d	As above (4a)
	d. The ability to appreciate the broader implications of applying knowledge to particular contexts.	4a, 4b, 4c, 4d	As above (4a)
5. Level of Communication Skills	The ability to communicate ideas, issues and conclusions clearly.	5a, 5b	<p>This degree level expectation will also be obtained and demonstrated through the following teaching methods: small group work, collaborative/cooperative learning, debate/ discussion, problem-based learning, role play, active learning exercises, case studies, lectures, experiential learning.</p> <p>The assignments and assessments will enhance the level of students' oral and written communication skills. These include: interpersonal communication via field placements (if applicable), annotated bibliography, case study, course readings, MRP/research project (if applicable), critical analysis and reflection papers, research</p>

			<p>papers, peer feedback, role play, oral presentations, guiding class discussion.</p> <p>Students will also be provided with the opportunity to present their research at conferences/workshops as well as</p> <p>participate in teaching undergraduate curriculum through teaching assistantships during the course of their studies.</p>
6. Awareness of Limits of Knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	3d 6a, 6b, 6c, 6d	Awareness of the limits of knowledge will be obtained through successful completion of coursework. Course assignments and assessments are designed to highlight the complexity of the Criminology and Social Justice field and to be able to critically analyze existing knowledge and identify knowledge gaps. MRPs and field placements where applicable will enhance students' awareness to limits of knowledge through extensive and supervised research opportunity, and through field experience. In addition, assignments such as annotated bibliography, case study, reflection papers, peer feedback, and role play, are also designed to raise students' awareness of limits of knowledge and their ability to address these limits.

Rationale for Offering this Program as it Relates to Ryerson's Mission and Academic Plan

The special mission of Ryerson University is to advance applied knowledge and research to address societal need, and provide a balance between theory and application with a view to preparing students for careers in professional and quasi-professional fields. Our graduate program will promote this mission. We will focus on the practical application of theoretical principles and substantive materials being taught in the classroom, and we will continue and expand our longstanding tradition of partnering with community-based organizations and professional associations that will enable our students to be exposed to and develop career-related knowledge and the capacity for critical thinking and professional leadership.

In line with Ryerson's mandate, our graduate program aims to enhance Ryerson's reputation as a leading centre for applied education through the excellence of its teaching, the relevance of its curriculum, the success of its students in achieving their academic and career objectives, and the quality of its scholarship, research, and involvement in the broader community.

Ryerson's mandate of providing applied, experiential scholarship is well suited to the field of criminology. The calibre of students coming into the Criminology undergraduate program is excellent and it is imperative that we provide the opportunities that they are expecting with regard to experiential learning, support for social enterprises and community-based partnerships, and future graduate programming.

In the following sections, we discuss further the consistency of the graduate program in Criminology and Social Justice with the aims, objectives, and principles set forth in Ryerson University's mission and academic plan *Our Time to Lead* (2014-2019), as well as the Faculty of Arts' plan. In particular, the following sections will focus on three following priority areas highlighted in this document: 1) Enable greater student engagement success through exceptional learning experiences; 2) Promote scholarly, research, and creative (SRC) excellence, intensity, and impact, and accelerate a collaborative knowledge environment; and 3) Build our capacity for innovation and foster community-based engagement through curricular opportunities as well as partnerships with community organizations in the field. Each of these priority areas will be discussed in turn.

1. Enable greater student engagement and success through exceptional learning experiences:

The graduate program in Criminology and Social Justice will foster excellence in graduate studies in order to effectively attract and retain high-quality graduate students, and realize continued progress for both faculty and students in the Department of Criminology's scholarly and research endeavours. Indeed, our graduate program will provide students with the theoretical, methodological, and professional foundations required for understanding various forms of inequality as they intersect with the criminal justice system, and improving access to justice. The program will provide graduate students with increased opportunities to develop broad transferrable knowledge and competencies in these areas.

Our program accords with Ryerson's tradition of societally-relevant and career-oriented education. In line with Ryerson's academic plan *Our Time to Lead* (2014-2019), the MA in Criminology and Social Justice will be professionally relevant and lead to careers in professional and quasi-professional fields. Moreover, our MA degree will help students acquire the skills necessary for a career in the public sector, advocacy groups, and other organizations that interact with the public sector, as well as within academia.

We will offer progressive student experience and supports, through a combination of rigorous academic training, field placement positions, and experiential learning opportunities within and outside of the classroom. Our graduate program will help students develop essential research and professional skills, receive mentoring, supervision, training, and support, and play an integral and vital role in faculty SRC activities. For instance, our graduate qualitative and quantitative research methods course will focus on developing students' methodological skills in order to critically evaluate criminological and social justice research. Particular emphasis will be placed on learning how to read, interpret, and analyze research and

the role that social justice and equity-based research approaches play in the development of criminological and socio-legal knowledge. The goal of these courses will be to reduce the tendency of many “users” of social science research to skip over the methods and results sections in both qualitative and quantitative publications and to accept, uncritically, the author’s inferences about the findings. With advanced methodological training students can gain an understanding of some of ways in which questions are answered in criminological research, as well as the limitations of any one approach.

Professionally-related electives will give students extensive multidisciplinary learning opportunities throughout their graduate program. Thus, in addition to the mandatory program courses, students can choose courses from a range of subject areas that complement their professional studies and broaden their career preparation.

The interdisciplinary backgrounds of the faculty in the Department of Criminology provides the breadth and depth for graduate students to pursue diverse research interests and the capacity to specialize in core areas of curriculum such as: international perspectives on crime, law, human rights, irregular migration and refugee protection; Canadian national security law and policy; the criminalization of sex workers and international human trafficking; harm reduction approaches in justice systems; youth justice policy and the administration of criminal justice; public perceptions of crime and justice; victims and the justice system; policing and ‘race’, women’s studies, and Indigenous justice; violence and communities; and historical studies on public order, political culture, and urban governance. Several of our faculty members are also leading scholars in the burgeoning field of radicalization/counter-terrorism scholarship in Canada, an area that is quickly gaining traction within the discipline of Criminology.

Experiential learning (EL) will be a key feature of our graduate program, which will have a strong commitment to providing experiential and skills-based opportunities throughout the curriculum. For example, in addition to field placement, there will also be opportunities for in class role-plays, drafting and critical analysis of documents relevant to professional activities, discussion and practical examples of client-based or other inter-personal communication in the field, and critical reflection of these activities. Our faculty have provided EL activities for our undergraduate students in a variety of capacities, including: assisting in conference organization and participation in conference presentations (for example, the Moot court and criminal law practice seminar); “experiential” course assignments (such as attending the Aboriginal Persons Court and submitting a paper that links their observations with key course themes and readings); service learning and in-class learning and role playing with guest lecturers/practitioners (for example, cross/examining witnesses, submit Charter motions, conduct bail hearings with judges and lawyers); uploading student papers (after revision and with their formal consent) to the website of the Canadian Association for Refugee and Forced Migration Studies (CARFMS) Online Research and Teaching Tools; various Research Assistant opportunities; participation on the Department of Criminology’s EL committee; helping develop zone education initiatives for the Faculty of Arts (Social Ventures); and assisting/facilitating student volunteer activities through our extensive network of community/organizational contacts. We will draw on and expand these valuable EL experiences within the framework of our graduate program courses.

In addition, many of our faculty conduct community-based research which they bring into the classroom and curriculum, thereby providing students with concrete, local examples of the theoretical concepts and social issues they study. Further, our faculty have extensive connections with community advocates and organizations, who will engage with our students in many ways – from in-class guest lectures and panel discussants, as visiting scholars and fellows in the department of Criminology, and through other formal and informal dialogue and networking opportunities.

Our MA curriculum will also feature a ‘Practitioners Seminar’ where we will invite practitioners from a variety of criminology and social justice oriented fields to discuss working in their field, and the application of substantive knowledge in the field to the actual work experience. This seminar will also be available to students who opt for a field placement, so that part of the learning occurs outside of the

academy and some within.

Our MA curriculum will also offer two separate courses on research methods for graduate students, as noted above: one, a course on quantitative methods and the other, a qualitative methods course and both will be offered in the 2nd semester. Students will be required to take one of these courses. As was raised in the PRT report, “conducting independent and policy-relevant research” (p. 5) is an important skill for graduate students to acquire for future work. While experiential components have been built in to most of our course offerings, the two research methods classes are specifically designed to provide students with the skill sets required to conduct an MRP, as well as a future doctoral dissertation and/or primary research within their respective workplaces.

The graduate program will offer flexible electives designed for individual students who may wish to take a course related to their area of concentration that is not satisfied through the Department of Criminology’s graduate course offerings. For example, the Directed Studies course will normally be a reading course under the direct supervision of an assigned faculty member with expertise in the chosen subject field. The course requirements will be negotiated on an individual basis with the supervising faculty member, in consultation with the Graduate Program Director. Additional Optional Courses will allow students to enroll in MA or PhD level courses offered in other programs (provided that they also complete the mandatory courses required for the MA in Criminology and Social Justice), for example Immigration and Settlement Studies, Social Work, Public Policy and Administration, Communication and Culture, or Policy Studies.

2. Promote scholarly, research and creative (SRC) excellence, intensity and impact, and accelerate a collaborative knowledge environment

The graduate program in criminology and social justice will be integral to the long-term success and sustainability of the Department of Criminology’s robust SRC culture. Of key importance to students’ professional and scholarly development is the opportunity to work with faculty members on funded research projects. Our graduate students and faculty members will have the opportunity to engage in collaborative and interdisciplinary pursuits.

Criminology faculty members come from such diverse disciplines as criminology, law & society, politics (international relations and security studies), public health, sociology, women’s studies, social work, philosophy, history, migration studies, and business. Each maintains significant SRC activities that reflect their diverse academic backgrounds and expertise. Over the previous 4 years, external funding and research grants by Criminology faculty have varied in size and has been received from a range of sources, including the Social Sciences and Humanities Research Council, the Canadian Institute for the Administration of Justice, Public Safety Canada, Defense Research and Development Canada, Metropolis, the Ontario HIV Treatment Network, and the Canadian Institutes of Health Research. Many of these grants have been awarded for inter-university collaborative research projects with colleagues at, among other places, the University of Toronto’s Centre for Criminological and Sociolegal Studies, Laurentian University, McGill University, University of Alberta, and York University (See **Appendix E** for a list of the Department of Criminology SRC activity over the previous 4 years).

Students enrolled in the graduate program will have the opportunity to work on these and other projects with faculty. They will contribute to research that highlights Ryerson’s status as a distinctively urban, global, and multicultural institution. In addition, and in line with Ryerson’s aim to foster a campus-wide culture of social innovation, the MA in Criminology and Social Justice is committed to promote human rights, diversity, and inclusion with a view to removing organizational barriers to justice at local, national, and international levels. In fact, research projects conducted by criminology faculty have thus far tended to focus on the impacts of state law, policy, and practices on local communities and on the means of improving access to justice for members of disadvantaged groups. The benefits of this research include the dissemination of theoretical and empirical knowledge, the shaping of state law and policy, the cultivation of trust and support between academia and local communities, reinforcing the work of

community organizations, the professionalization of student research assistants, and the fuller realization of our educational and curricular goals.

Our SRC activities have produced a wide range of outcomes, including scholarly publications; commissioned reports; community outreach projects; improvements to department, faculty, and university curricula and teaching; and conference/workshop organization and participation. Faculty members have raised the department's profile by regularly participating in leading national and international conferences, such as those hosted by the American Society of Criminology, the Law and Society Association, and the Canadian Institute for the Administration of Justice. Faculty members have also been involved in conference and workshop organization, including symposiums on the Robert Pickton case, Indigenous rights under international law, and human trafficking. Over the last 4 years, our faculty have organized 5 conferences, attended, participated, and/or provided the keynote address at 46 conferences/roundtables; given 16 community presentations on research; acted as external peer reviewers for approximately 32 journals, monographs, texts, and/or grant applications.

Faculty members also regularly publish articles in leading peer-reviewed journals in disciplines such as criminology, sociology, and law. In 2013-2014, criminology faculty authored or co-authored 13 peer reviewed articles in a variety of scholarly criminology and related journals and 1 edited collection for UBC Press.

In addition to external and internal funding and research grants and a concomitant strong collective publication record, our faculty members have a high degree of participation in professional and academic societies (e.g., American Society of Criminology, Congress of Social Sciences and Humanities, Canadian Law and Society Association, Canadian Institute for the Administration of Justice, Centre for Sex Work Research and Policy, and Canadian Association for Refugee and Forced Migration Studies). Acting as reviewers for scholarly journals (e.g., *International Review of Victimology*, *Canadian Journal of Criminology and Criminal Justice*, *Canadian Journal of Harm Reduction*, *Upping the Anti*, *Journal of Research on Crime and Delinquency*, *Policing*, *Canadian Journal of Sociology*, *Canadian Journal of Theory and Action*, *Canadian Journal of Law and Society*, *Journal of Research on Crime and Delinquency*, *Policing*, *British Journal of Criminology*, *Homicide Studies*, *Revue Québécoise de droit international*, *Refuge*, *Osgoode Hall Law Journal*, and many more) and participation in community organizations are additional ways our faculty members remain current. Moreover, our faculty are currently collaborating with several departments within Ryerson, including Social Work, Policy Studies, Early Childhood Studies, Centre for Immigration and Settlement, and the Law Research Centre.

In line with Ryerson University's clear strategic priorities related to internationalization, our faculty members have also been highly active in organizing and attending international conferences, publishing in international journals, and in disseminating research findings within and outside of Canada (to various levels of government, NGOs, community organizations, etc.).

These combined experiences culminate in a particularly stimulating intellectual environment in which MA students will thrive. To every extent possible, faculty members are given courses to teach that are related to their own research, thus ensuring a close fit between teaching and research. Moreover, many faculty members engage students in their scholarly endeavours by employing them as research assistants or by hiring them to work on special Ryerson-funded projects.

By way of illustration, since 2014, our faculty provided paid Research Assistant opportunities for over 45 undergraduate and graduate students and over 60 community-based research assistants. Many of the RA's were hired outside of the department/university, due to the lack of graduate Research Assistants with a criminology background. The graduate program in criminology and social justice will therefore allow us to hire our own students and offer them the opportunity to be involved in our SRC. The proposed program will offer students funding opportunities, through a combination of TA/GA and research assistant positions via the extensive funding secured by our faculty.

Graduate students will also benefit from the experience and expertise of our faculty, and from significant collaboration among faculty (publications, conference organization etc.), consistent personal, administrative, and financial support for SRC events every year, and success in attracting external and internal research grants. As will be discussed below, though the Department of Criminology does not yet have a graduate program, our faculty have been actively involved in graduate level supervision in other programs within and outside of Ryerson.

In short, then, our future graduate students will greatly benefit from the expertise, knowledge, and professional networks of the faculty.

3. Build our capacity for innovation and foster community-based engagement through curricular opportunities as well as partnerships with community organizations in the field

In line with Ryerson University's mission and academic plan *Our Time to Lead* (2014-2019), the graduate program will promote diversity of knowledge, world views, and experiences in learning and research, and will be relevant to changing careers and professions through education. As mentioned above, the interdisciplinary backgrounds of our Faculty and multiple approaches offered by our course content pay particular attention to local and global communities, initiatives, and realities. At the same time, students will also explore globally-relevant theory, policies, and practices through critical inquiry, interdisciplinary connections, and action-oriented research. The program will draw on the theories, methods, and practices from a broad range of social science disciplines, including criminology, law, history, women's studies, political science, sociology, and social anthropology.

The graduate program will foster excellence in teaching, research, and other collaborative activities that will lead to a better understanding of the challenges in the field of criminology and social justice. Through an exploration of how the criminal justice system can meet the needs of disadvantaged groups in local, national, regional, and international contexts, our MA program will advocate and nurture innovative thinking and approaches designed to create positive social change. It will also encourage graduate students to challenge the status quo with new solutions and to apply new ways of thinking to address ongoing social justice issues.

We will strive to stimulate innovation through the education, research, and learning opportunities offered to students, and through strengthened interdisciplinary connections and increased partnerships with community-based organizations. The option of a field placement position will be a key feature of the proposed program, and, as discussed previously, will combine theoretical and legal training in criminology and socio-legal studies, with practical, real world knowledge and social justice experience. The positions will allow students to apply their training as they gain practical, real world knowledge and experience. This objective aligns with Ryerson's aim to "seek expanded connections with external organizations and communities, enriching the university and enhancing the cultural and social well-being – and economic vitality – of Toronto and beyond" (Ryerson Academic Plan).

The field placement option will require our students to complete minimum of 120 hours of field-work. In their application letter, students will indicate if they wish to opt for the field placement. This community- and experiential-oriented placement will provide students with the option of a placement with an organization, for instance, a social justice NGO, an international intergovernmental organization, or government agency, and so on, that works directly or indirectly in an area relevant to their research interests relevant to their research interests. The field placement will enable students to discover how research operates in practice, including structural, managerial, and work arrangements in the field. This placement will foster valuable connections in the field that may possibly lead to future employment opportunities. Through an experiential learning approach, the placement will provide students with research, organizational, and other professional skills development experiences.

The field placement will be undertaken in the third semester when all course work is complete. This timing is crucial as the completion of coursework will enhance students' knowledge and critical skills

prior to their placement. It is expected that students who completed their course work would have greater skills as well as availability to demonstrate the integration of theory and practice required by their field placement.

See **Appendix A** for a listing of the organizations with which our 11 faculty members have working relationships, and which might host field placement students.

These connections will enhance field placement opportunities through which students will have the opportunity to understand how research and theory “on the books” play out “in action”, and develop career-related and interpersonal-skills that are crucial for success in the workplace. We have already contacted a number of potential community partners regarding the field placement course. Several organizations, including Ontario Metropolis Centre (CERIS), FCJ Refugee Centre, and YMCA Greater Toronto, expressed their interest in and support of the field placement initiative.

The field placement option will be assessed according to the graduate degree level expectations (Policy 112). The 120 hours in the field will allow students to consider their professional capacity in terms of decision making, ethical behaviour in professional settings, and how current research relates to the advancement of the profession. While in the field, they will also be exposed to the possibilities and limitations of professional practice.

The Graduate Program Director (GPD) will organize an initial meeting with the student before the field placement to discuss the aims and objectives of the placement, as well as the expectations, and they will also meet with the student in person at the end of the placement. These meetings give the student and the GPD a chance to discuss what the student initially wants to accomplish and later if the expectations were met. The evaluation will provide a good opportunity for the student to reflect on the field placement work.

On completion of the field placement, students will be required to write a reflection paper that applies academic research to the practical issues they may have faced in their placement, which will be reviewed and commented upon by the GPD. The written reflection component will assess their level of communication skills, application of knowledge to a specific setting, and awareness of the complexity of knowledge in the field as well as its limitations.

In order to further assess oral communication skills and to provide an outlet for disseminating this knowledge to graduate peers, we will organize a conference to be held every October which will be an opportunity for field placement students as well as all other students (MRP and course-based) to discuss their reflections and observations (whether through field placement or though researching a particular issue in a course or MRP) and present these findings to each other in a collaborative way so that there is a merging of practical reflection of field work and critical reflection based upon academic examination. This conference will be held in October so that the incoming graduate cohort will be able to engage in these discussions with outgoing students to allow for the dissemination of knowledge and practice through the cohorts and to create a network of support for graduate students.

Anticipated Demand for the Program

Since 2005-2006, the criminology undergraduate has proven to be one of the most popular programs in the Faculty of Arts. We anticipate demand for the graduate program to begin strong and to grow.

Anticipated graduate student clientele includes Ryerson criminology undergraduates. It is common for our undergraduates to express a desire to continue their scholarly development by pursuing a Master’s degree with our department. In the absence of such an offering, many of our students go on to further education by attending law school (Osgoode Hall, Dalhousie University, University of Windsor, University of Ottawa) or graduate studies in disciplines such as Criminology (University of Toronto, University of Windsor); strategic studies (Centre for Military and Strategic Studies at the University of Calgary); immigration and settlement studies (Ryerson University); public policy and administration (Ryerson

University); journalism (Ryerson University); and doctoral studies in law (Queen's University, Belfast). An MA in Criminology and Social Justice would thus fill a distinct void in our department, and at Ryerson more generally.

In order to provide an estimate of student interest in an MA Criminology and Social Justice program, an anonymous survey was sent to all Ryerson Criminology undergraduates and Ryerson Criminology/Criminal Justice Alumni through survey monkey (full results of the data and all qualitative comments can be found in **Appendix D**). The undergraduate survey was opened on April 22 and closed on April 28, 2015 (a total of 7 days) and we received 100 responses out of a sample of 575 students.

The undergraduate survey data indicates enormous support for an MA program in Criminology (91% would apply to an MA in Criminology at Ryerson and 71.43% would consider Ryerson Criminology to be their first choice). Open-ended comments also indicated a keen interest in a field placement program. The following comment is illustrative of many of the students' views:

When I was reading the Master's program choices for Ryerson, I was really hoping that there would be a "Masters in Criminology Program" here at Ryerson because I've learned a great deal here during my 4 years, met great professors, friendly peers, etc. However, since there was no Criminology Program, I didn't really know what to expect going into another University, and therefore, I decided not to apply to any other universities at this time. At this moment, since I am graduating in June, I plan to gain some real life work experience/do internship jobs at law offices in the meantime, and if Ryerson ever offered this Masters in Crim program, it would definitely be my first choice. Thanks.

A second survey was created on April 23 to gauge interest for a MA in Criminology and Social Justice from our alumni, and as of May 21, 2015 we received 45 responses out of approximately 250 alumni email addresses. Once again, the responses have been extremely positive and supportive of an MA Criminology and Social Justice. Results show that 54.6% of alumni respondents applied for graduate school and 67% would have applied to Ryerson, and of those, 82.4% would have deemed Ryerson's Criminology and Social Justice program as their first choice. Of those who responded, 41% were in/or had completed graduate school and 59% were not in graduate school.

Similar to the undergraduate survey, the comments indicated great interest in Ryerson moving forward with a graduate program. Another example to illustrate this:

I think a Masters in Criminology would appeal to many Ryerson graduates, graduates from other schools or other departments within Ryerson as the Criminology department has built a strong reputation. The Ryerson Criminology department has excellent academics (great professors that could act as supervisors) with interesting research focuses that would be very attractive to many graduates.

As indicated in the comment above, our graduate program will also attract criminology undergraduates from other universities in the GTA and Canada. Please see **Appendix C** for further information on Canadian and international MA programs in Criminology and Social Legal Studies to see how our MA program would both complement and provide a unique new offering for students interested in this diverse field.

Employment Prospects for Graduates

In keeping with Ryerson's tradition of career-oriented, societally-relevant education, the Criminology and Social Justice graduate program is professionally relevant and leads to careers in professional and quasi-professional fields.

A Master's in Criminology and Social Justice is an excellent qualification to prepare students for a diverse range of community and professional fields. Graduates with an MA in Criminology and Social Justice will have the skills and training to work as practitioners, policy makers, or project managers

within the criminal justice system, and with community-based organizations and NGOs. Administrative and regulatory occupations are suitable for our MA students upon graduation.

Criminology and Social Justice MA graduates are also well suited for the many jobs focused broadly on community and social services, which range from working in group homes and as social service consultants and employment counsellors. Graduates also obtain positions helping at-risk children and youth, as well as in other family services-oriented professions, and some also choose to pursue religious vocations. In addition, paralegal positions are widely available in Ontario and other provinces.

Positions as psychologists, counsellors, and in the more traditional fields of probation- and parole-related occupations have also experienced strong employment growth. This could include working directly in social services, psychology, education, and/or religion-related positions.

Criminology and Social Justice MA graduates are ideally suited to managerial as well as, more broadly, policy-focused occupations in public, private, and non-governmental organizations (both domestic and international). These include government managers in health- and social-policy development, economic analysis, education policy, and public administration. Over the past several years, employment in this group of occupations has rapidly increased, enjoying a rate of growth and average wage increase higher than all other occupations.

Additional career opportunities exist in the areas of law and social reform, policy making, law enforcement and research, particularly for positions within international organizations or organizations with significant international scope.

In short, then, the job market for Criminology and Social Justice graduates is strong:

<http://www.canadianbusiness.com/lists-and-rankings/best-jobs/2014-full-ranking-canada-100-best-jobs/>.

The Employment and Social Development Canada website likewise reveals numerous jobs that are available, relevant and of interest to our MA program's graduates:

www.esdc.gc.ca/eng/home.shtml

For students who wish to pursue further graduate-level studies, the MA in Criminology and Social Justice provides them with the required skills to progress directly on to doctoral level research, pursue an academic career or a university research career in the Social Sciences (e.g., Sociology, Socio-Legal Studies, Women's Studies, Social Policy, and Criminology), or in a related discipline. The recent edition of the Chronicle of Higher Education (June 18, 2014) pointed out that PhDs in Criminology/Criminal Justice have their pick of tenure track positions because a shortfall of doctorates in this field means that positions cannot be filled: <http://chronicle.com/article/Believe-It-or-Not-in-Some/147207/>

c. Curriculum Overview

The MA in Criminology and Social Justice has three options:

1. Course work only, which requires students complete 3 required plus 5 elective courses from those listed below
2. Course and placement option which requires students to take 3 required and 4 elective courses and a summer field placement
3. Course work and a major research paper, which necessitates 3 required and 3 elective courses plus a Major Research Paper. The MRP is a sustained exploration of a practical, empirical, or theoretical question or problem. It may take the form of a critical review of the literature in a field, the exploration or synthesis of various points of view in a subject area, a work-based analysis, or a pilot study for a larger project. The MRP may be a research project that is narrower in scope, less sophisticated in methodology, or less complete in data gathering than would be required for a thesis. Unlike a thesis, it need not involve original research

Our curriculum will include the following required and elective one-semester courses, see **Appendix B**

for the calendar descriptions of each:

- *Criminology and Social Justice Seminar* (required)
- *Critical Engagement with Criminological Theories* (required)
- *Quantitative Research Methods* (required to choose this one or the Qualitative)
- *Qualitative Research Methods* (required to choose this one or the Quantitative)
- *Field Placement* (optional) - Minimum of 120 hours of field work
- *Justice Policy* (optional; cross-listed with the Policy Studies PhD Program)
- *Inequality, Social Justice, and Criminal Justice* (optional)
- *Graduate Special Topics Seminar* (optional)
- *Directed Studies* (optional, and depending upon faculty availability)
- *“Migration Crises” and the Criminalization of Migration and Refugee Protection Regime* (optional)
- *Radicalization and Securitization in Canada* (optional)
- *Law and Social Change* (optional)
- *Practitioners Seminar* (optional)
- Additional optional courses can be taken in other programs (reviewed by the GPD)

One of the more unique offerings available to students is our Field Placement option. As discussed previously and in **Appendix A**, the field placement is an elective course option that enables students to earn academic credit for relevant work experience (paid or unpaid), normally outside the university. It will provide students with the option of a placement with an organization, for instance, a non-governmental organization, an international intergovernmental organization, or government agency, and so on, that works directly or indirectly in the field relevant to their research interests. In their application letter, students will indicate if they wish to be enrolled in the field placement.

The Faculty Field Supervisor, a member of the Criminology program, is the Instructor for the Field Placement for that student, assigns the grade for the Field Placement Report and provides input about the student's performance, due by the end of term. The Field Supervisor is the on-site person who is in charge of the student's activities and obligations in the field placement. Students who are already working at a particular organization or agency, or who have significant field experience with an organization cannot use that as their placement.

d. Curriculum Structure*

	Semester 1 (fall)	Semester 2 (winter)	Semester 3 (summer)
Course Option (8 courses)	2 Required 2 Electives	1 Required 3 Electives	
Course/Placement Option (7 courses and Placement)	2 Required 2 Electives	1 Required 2 Electives	Field Placement (late April to June)
Major Research Paper Option (6 courses + MRP)	2 Required 1 Elective	1 Required 2 Elective	Major Research Paper (completed by mid-August)

* The three streams (Course Option; Course/Placement Option; MRP Option) are mutually exclusive.

We propose a curriculum which offers flexibility for applicants who wish to pursue an MA at different points in their career and who are pursuing a variety of outcomes. For example, it is possible for a student to complete the MA by choosing coursework only (8 courses) and depending upon course availability this could occur over two terms (Fall and Winter). This option may be attractive for professionals already working in the field who may wish to advance their credentials in a shorter period of time, however students will remain enrolled in the program for the full 12-month duration. Those that aspire to continue towards further graduate education or research may opt for the MRP option along with course work. The field placement stream is excellent for anyone who wishes to immerse themselves in work experience related to their career/research interests. The University of Toronto MA in Criminology offers only two options for their graduate program: an 8 course MA option which is usually completed over 8 months, or a 6 course + research paper option which is usually completed over 12 months. In order to be a competitive downtown Toronto destination for an MA in the field of Criminology, we need to provide a similar curriculum structure for those who wish to complete their MA in a shorter period of time.

e. Program's Relationship with Other Ryerson Programs

Our proposed MA in Criminology and Social Justice will be a truly unique offering at Ryerson, in the Greater Toronto Area, and across the country. Regarding our overlap with other Ryerson programs, there are currently no programs with which ours is in direct competition. There are, however, a number of complimentary programs that our students will be interested in taking courses with, for example, Immigration and Settlement Studies, Social Work, Public Policy and Administration, Communication and Culture, and Policy Studies. We have approached each of these programs, and they confirm that, subject to space considerations, MA students enrolled in our Criminology and Social Justice degree program will be able to enroll in their courses, and vice versa. This reciprocal relationship will be especially beneficial for ensuring an adequate number of students in each class.

Our program is also distinct from its counterparts within the Greater Toronto Area and nationally in a number of key respects – and it is this differentiation that will put our graduate program in high demand. First, despite the immense popularity of Criminology courses at the undergraduate and graduate levels, there are few stand-alone criminology programs in Canadian universities. Our proposed MA will offer a stand-alone criminology program focusing explicitly on social justice. It will draw on Ryerson University's distinctly urban character as a city-builder and its longstanding commitment to engage its community. Ryerson is ideally located for collaboration and placement opportunities with community organizations and the Ryerson mandate is facilitating this direction. We, as a university and as a department, are porous with the communities with which we work. Second, existing criminology programs are often a combination of criminology and socio-legal studies, and tend to provide more theoretical and legal training – and less practical, real world knowledge and experience. Further, few criminology programs offer field placement positions – a key feature of the proposed program that will complement classroom learning and give students the chance to apply knowledge while developing valuable networking, mentoring, and career-related skills. Finally, the proposed program will offer students funding opportunities, through a combination of TA/GA and research assistant positions via the extensive funding secured by our faculty. Due to the lack of our own graduate students, faculty in the Department of Criminology are currently hiring in excess of 15 graduate research assistants from outside of our department (and in many cases, due to the need for research assistants with a criminology background, outside of Ryerson altogether). Taken together, then, these key features, along with the high level of interest already expressed by our own undergraduate students, position this program to be distinct and highly competitive within the GTA and across the country. See **Appendix C** for a comparison with other similar programs.

f. Provost's Authorization

A copy of the Provost's authorization is attached. There have been no departures from the Letter of Intent to the content in this full proposal.



OFFICE OF THE PROVOST AND VICE PRESIDENT ACADEMIC

September 17, 2015

Dr. Kim Varma
Chair, Department of Criminology
Faculty of Arts

Re: Proposed program in Criminology and Social Justice

Dear Dr. Varma:

By this letter, you and your colleagues are authorized to proceed towards the development of a full proposal for a MA in Criminology and Social Justice. In developing this proposal, your reference point is Senate Policy #112 *Development of New Graduate and Undergraduate Programs*.

The expansion of our graduate programming is an important step in Ryerson's continuing academic evolution. Further, I think that the proposed Masters in Criminology and Social Justice will align with Ryerson's new academic plan *Our Time to Lead*. In crafting the Letter of Intent (LOI), the Program Committee has demonstrated commendable creativity, diligence and foresight.

I would remind you of the obligation to ensure that the proposal expresses clearly defined learning objectives as they relate to program goals and the University's graduate degree level expectations. For assistance in developing your own program-specific graduate degree level expectations, please contact Paola Borin, Curriculum Development Consultant, Learning and Teaching Office.

This is an important initiative for Ryerson, and I offer you every encouragement in bringing it to implementation stage. If you have questions or concerns about developing the proposal, please contact Vice Provost Academic at your convenience. I will arrange for periodic updates, as I am most interested in seeing this venture move forward smoothly as rapidly as is reasonably possible.

Please extend my thanks and congratulations to the Program Committee for the excellent work to date.

Yours sincerely,

A handwritten signature in blue ink.

Mohamed Lachemi
Provost and Vice President Academic

cc. Jean-Paul Boudreau, Dean, Faculty of Arts
Chris Evans, Vice Provost Academic
Jennifer Mactavish, Dean, Yeates School of Graduate Studies
Paul Stenton, Deputy Provost and Vice Provost University Planning

2.2 PROGRAM DETAILS

The GDLE table provided (see section 2.1) illustrates the program requirements and associated learning outcomes and how they each address the Graduate Degree Level Expectations. In the table, the GDLEs are displayed and discussed in the first two columns, followed by cross referenced program outcomes addressing each GDLE (column 3), and a discussion of how students will learn and what evidence students will be able to provide to demonstrate achievement of intended learning outcomes (column 4).

a. Alignment with Institutional Plans

The Criminology and Social Justice graduate program aims to promote the goals of Ryerson University's Mission: "to serve societal needs by providing career-related and professional education...responding to the demands of highly skilled, critical thinkers who can frame increasingly connected, complex problems and determine effective solutions" (Ryerson University Mission Statement).

In keeping with Ryerson's societally relevant mandate, our 3-term Master's degree in Criminology and Social Justice will train students to critically analyze and understand criminal justice; the implications of cultural and social diversity for justice and equity within the system; the emerging role of communities, not-for-profit, and private-sector agencies in delivering justice; the marginalization and exclusion of diverse groups of people from legal, social, and political processes and institutions; and the increasing politicization of criminal justice issues. Special emphasis will be placed on social justice, and on the impact of structural inequalities (e.g., gender, race, class, legal status, sexual orientation) on individuals, communities, and criminal justice outcomes. The degree will expose students to how barriers to accessing justice can be overcome, and will explore more protective and inclusive policies and practices that can be promoted through procedural reforms and innovative measures locally and globally. The graduate program will therefore strive to meet a societal demand.

As stated in 'Our Time to Lead,' Ryerson's academic plan for 2014-2019, there is a growing demand for highly qualified personnel who can "challenge the status quo with new solutions and ... apply new ways of thinking that transform the world". Ryerson's interdisciplinary criminology graduate program will train a fresh generation of decision-makers, critical thinkers, and innovators to deal with the new realities facing their communities, cities, regions, nations, and the world at large. It will prepare students for professional and leadership roles in private, public, and non-profit sectors related to social justice. Through an exploration of how the criminal justice system can meet the needs of disadvantaged groups in local, national, regional, and international contexts, our MA program will advocate new thinking and approaches designed to create positive social change. It will also encourage its graduate students to challenge the status quo with new solutions and to apply new ways of thinking to transform the world.

In line with Ryerson University's mission and academic plan, the graduate program will promote diversity of knowledge, world views, and experiences in learning and research, and will be relevant to changing careers and professions through education. In addition, our curriculum will enhance the mandate of Ryerson as a city builder and will prioritize community engagement in justice issues.

Our graduate program is consistent with the priorities from Ryerson's academic plan and the preliminary goals for the Faculty of Arts. It will enable greater student engagement and success through exceptional classroom and experiential learning opportunities. It will provide students with the intellectual environment to carry out scholarly work and interdisciplinarity that fosters creative thought, innovation, and greater opportunity. The program will combine theoretical and legal training in criminology and socio-legal studies, with practical, real world knowledge and social justice experience. The outcome will focus on ensuring that our students develop a critical working knowledge of different theoretical perspectives, key concepts, and the interdisciplinary nature of criminal justice. Students will also be provided with opportunities to develop broad transferrable knowledge and competencies in these areas. Professionally-related electives will give them extensive multidisciplinary learning opportunities throughout their graduate program. Thus, in addition to program courses, students can choose courses

from a range of subject areas that complement their professional studies and broaden their career preparation. Our proposed program will provide a flexible option for those seeking a professional designation or those that wish to continue to the doctoral level.

As mentioned above, the interdisciplinary research of our Faculty and multiple approaches offered by our course content are tuned to local and global communities, issues, initiatives, and realities. Students will also explore globally-relevant theory, policies, and practices through critical inquiry, interdisciplinary connections, and action-oriented research.

Ryerson's mandate of providing applied, experiential scholarship is well suited to the field of criminology and will be promoted in our MA degree. We aim at bringing the curriculum to life for students, through a field placement/experiential learning approach that will complement the scholarly knowledge, theory, and research they are exposed to in the classroom.

Ryerson's academic plan gives priority to the further development of professional and quasi-professional graduate programs. The proposed graduate program accords with Ryerson's tradition of societally-relevant and career-oriented education. It will help students acquire the skills necessary for a career in the public sector, advocacy groups and other organizations that interact with the public sector.

The interdisciplinarity of the faculty in the Department of Criminology provides the breadth and depth for graduate students to experience diverse research interests and the capacity to specialize in core areas of curriculum. Our faculty come from such diverse disciplines as law and society, politics (international relations and security studies), public health, sociology, women's studies, social work, philosophy, history, migration studies, and business. Exposure to different areas of expertise and research topics will help students develop practical ideas for their own research undertakings as well as an understanding of possible future work with community-based organizations, NGOs, and/or government.

Our MA program will strive to stimulate innovation through the education, research, and learning opportunities offered to students; through strengthened interdisciplinary connections and increased partnerships with like-minded organizations. It will complement classroom learning and give students the chance to apply knowledge while developing valuable networking, mentoring, and career-related skills. This initiative aligns with Ryerson's aim to "seek expanded connections with external organizations and communities, enriching the university and enhancing the cultural and social well-being – and economic vitality – of Toronto and beyond" (Ryerson academic plan). Field placement outcomes are also consistent with the Faculty of Arts Plan to become an important partner with the broader community.

Our MA program will thus accelerate not only a collaborative knowledge environment, but also interdisciplinary research activities. It will be instrumental to the long-term success and sustainability of the Department of Criminology's SRC culture and activities. Our faculty members maintain significant SRC activities that reflect their diverse academic backgrounds and expertise. Over the past years, they have attracted competitive external funding. Graduate students will be offered the opportunity to work with faculty members on funded research projects. They will contribute to research that highlights Ryerson's status as a distinctively urban, global, and multicultural institution as well as to our SRC outcomes, including scholarly publications; commissioned reports; community outreach projects; and conference/workshop organization and participation. The proposed program will offer students funding opportunities, through a combination of TA/GA and research assistant positions via the extensive funding secured by our faculty.

Conforming to Ryerson University's clear strategic priorities related to internationalization, our faculty members have been highly active in organizing and attending international conferences, publishing in international journals, and in disseminating research findings within and outside of Canada (to various levels of government, NGOs, community organizations, etc.). These combined experiences culminate in a particularly stimulating intellectual environment in which MA students can thrive.

In sum, and as discussed throughout this document, our proposed graduate program is very much in line

with Ryerson's mission and academic plans in that it will offer progressive student experience and supports, through a combination of rigorous academic training, field placement positions, as well as experiential learning opportunities in and out of the classroom.

b. Admission Requirements

The program will have two admission streams as follows:

1. Students who have completed a criminology undergraduate degree at any Canadian university, with at least a B+ average (though fulfilling the minimum criteria does not guarantee admission, due to the highly competitive nature of graduate program admissions processes);
2. Students who have completed an undergraduate degree in a cognate discipline (e.g. psychology, sociology, political science, legal studies), with a minimum B+ average.

*International university undergraduate degrees will be considered on a case-by-case basis.

These admission requirements are appropriate for the learning outcomes of the program; students who have completed an undergraduate degree in criminology or a cognate discipline will have theoretical preparation for advanced studies in criminology and social justice, essential research and writing skills, and may have had practical experiences which will facilitate the application of such theoretical understanding to complex field situations.

Alternative requirements / Prior Work or Learning Experiences

All applicants to the program will have to submit four types of non-academic requirements:

- A brief personal statement (maximum of 500 words), indicating why s/he wishes to join the program and the stream (course only, placement, or MRP) for which they wish to be considered;
- An updated resume, detailing relevant academic and professional experiences, as well as any contributions to the field, such as publications, conference presentations, participation in professional groups or activities, etc.;
- At least two letters of references, of which one must be an academic reference;
- A writing sample.

While an undergraduate degree with a minimum B+ average is the absolute minimum requirement for admission to the program, students with extensive professional experience, particularly in areas that may address issues of diversity and inclusion, will have such experience recognized even if it is not entirely accumulated in paid or professional contexts. This is to recognize that many activities in particularly marginalized contexts do not unfold in professional or institutionalized settings but are nevertheless of enormous value to the field of social justice. This provision seeks to ensure opportunities for admission to the program for individuals who meet the minimum academic requirements but have pursued non-traditional forms of social justice work.

Applicants who fall into this last category may be asked to attend (in person or by phone) an admissions interview so as to provide them with the opportunity to make their case for eligibility.

c. Structure

The degree requirements are similar to those of other Master's level programs in the Faculty of Arts at Ryerson, and will be comprised of coursework, field placement (if applicable), and Major Research Paper (if applicable) options. As discussed below, the coursework component is a combination of mandatory and elective courses, to provide fundamentals in Criminological theory and research methods, as well as issue/topic specific instruction (see Appendix B). The GDLE table in Section 2.1 details how the program structure meets the program's learning outcomes and Graduate Degree Level Expectations (GDLEs). Given the program's overall objective of producing graduates ready for leadership in the field, our

program is structured to reflect theoretical learning, applied/practice learning, and research skill-building. Our 3-semester MA will provide students with structured, yet flexible, options for pursuing advanced study. Our required course component exposes students to essential theoretical and critical perspectives in criminology and social justice, research methods, and a strong foundation for understanding and responding to social justice issues in various fora. We offer a range of optional courses and three degree streams:

Course option: Students can must complete 8 courses, which may be completed in two semesters (8 months) but students will still be registered in the third semester.

Course/Placement option: Student must complete 7 courses and the field placement, which is equivalent to one course. It is expected that most students will complete this option within 3 semesters (12 months).

MRP option: The third option requires the completion of 6 courses plus an MRP (2 course equivalents). It is expected that most students will complete this option within 3 semesters (12 months). Students who pursue this option will work closely with a faculty supervisor, but will not be expected to develop a full proposal or defend their final piece of writing. Completion of the MRP will occur once it has been read and approved by both the supervisor and a secondary reader, which will be a faculty member with expertise in the area from within the department or outside of the department depending upon the area of research in the MRP. The MRP option will provide students with advanced, independent research, writing and oral communication skills. The expected MRP length is approximately 50-60 pages.

All students may, with the approval of the Graduate Program Director, take up to three courses from other graduate departments within the university. The Graduate Program Director will approve a list of courses required to obtain the degree, prior to graduation.

d. Program Content

Curriculum and Current State of the Discipline

Over the course of the past several decades, there have been changes in the scale, scope, and ambitions of social justice. Increasing social complexity has produced equally complex problems, including the marginalization and exclusion of diverse groups of people from legal, social, economic, and political processes and institutions. Yet, procedural reforms and innovative measures adopted in Canada and abroad demonstrate that the criminal justice system can meet the needs of disadvantaged groups. These developments lead to a better understanding of the challenges in the field of Criminology and social justice, and, ultimately, to more protective and inclusive policies and practices affecting disadvantaged groups in local, national, regional, and international contexts.

One outcome of these trends has been an increasing need for flexible, innovative, and skilled professionals with interdisciplinary backgrounds. Those with an understanding of the criminal justice system have increasingly been called upon to help in the delivery of services to marginalized communities, to work with community organizations and government, and to foster dialogue among all stakeholders. Their training is inherently interdisciplinary, and their culture of practice is often focused on the experiences and needs of persons facing adversity. Criminologists work within multiple contexts, including the micro-level (individuals, families), the macro-level (governmental and non-governmental organizations, local communities, civil society), and the exo-level (policy, law, sectors). In addition, criminologists are increasingly required to be conversant in international, transnational, and global issues.

The MA in Criminology and Social Justice at Ryerson University will prepare students for professional roles in private, public, and non-profit sectors related to social justice, including: local communities, NGOs, government, international organizations, the legal profession, criminal justice agencies, and academia. Indeed, our graduate program will provide students with the theoretical, methodological, and

professional foundations required for understanding various forms of inequalities as they intersect with the criminal justice system, and improving access to justice. Exposure to different areas of expertise and research topics will help students develop practical ideas for their own research undertakings as well as an understanding of possible future work with community-based organizations, NGOs, and/or government.

As previously noted, the interdisciplinary backgrounds of the faculty in the Department of Criminology provides the breadth and depth for graduate students to experience diverse research interests and the capacity to specialize in core areas of curriculum.

The program also aims to bring the curriculum to life for students, through a field placement/experiential learning approach that will complement and supplement the scholarly knowledge, theory, and research they are exposed to in the classroom, and enable students to apply classroom knowledge to work situations, reality-test career options, develop skills, and gain experience that is not available through coursework alone. The field placement component of the curriculum will prepare students “to see” what they learn in the required courses in action. The program aims to ensure the delivery of experiential learning in accordance with the highest level and quality of supervision available, and is able to experience the specific focus of the placement in the context of ongoing theoretical and “applied” epistemologies. We have a diverse array of potential community partners which will help in the delivery of our experiential learning initiatives.

The MRP component provides students with the opportunity to articulate their understanding of a particular context, and to integrate theoretical material, research literature and primary research into a document that provides clarity on the issue and also provides recommendations to the field.

The elective course component of the curriculum is designed to provide opportunities for students to intensify their study of a particular stream within the program. Electives developed and offered by Criminology faculty members, in combination with the electives offered through cognate graduate programs (e.g. Policy Studies, Public Policy and Administration, Communication and Culture, and Social Work), cover core elements of practice and policy contents, with several of these electives explicitly designed to reflect a cross-disciplinary, inter-professional experience, thus mirroring the trends in the field very closely. For more information on the curriculum, please refer to Appendix B.

Unique Curriculum or Program Innovations

The curriculum for the Ryerson University program will be unique in several respects:

- The focus on social justice reflects a significant need in the field;
- The combination of critical theory and experiential learning attuned specifically to social justice advocacy is unique in the discipline;
- A field placement advances the spirit of community capacity-building and the integration of the university into the city;
- The internalization and implementation of the value of social innovation will be unique to this program, and is congruent with the Senate’s recently-approved establishment of an undergraduate minor program in social innovation.

Research Focus

The MA in Criminology and Social Justice is a ‘research-focused’ program, with an emphasis on both traditional and non-traditional modes of collecting and disseminating knowledge. The courses provide students with a strong foundation in research methods, as well as larger theoretical frameworks that help organize, synthesize, evaluate, and disseminate knowledge. The required research methods, theory, and seminar courses, in combination with the MRP requiring an original research project, will ensure that graduates of this program are research-ready in their employment context.

Graduate Course Requirements

See curriculum/course tables and program outline.

e. Mode of Delivery

The envisioned Mode of Delivery is a full time program with in-class course delivery.

Given the focus on leadership, we are particularly focused on two Degree Level Expectations for Graduate Programs: Professional Capacity/Autonomy and Social Justice Advocacy Skills. We believe that these two expectations are most effectively met through in-class course delivery where professional capacity/autonomy and social justice advocacy can be practiced and enriched on an on-going basis and with the appropriate level of teaching, coaching, and guidance.

In addition, much of the pedagogic approach to curriculum delivery will include experiential learning components, including guest lectures, qualitative and quantitative research, and field placements. These real-world experiences will provide context for theory, but also deliver important inter-personal skills, respect for the insights and practices of major social justice stakeholders, and networking skills. Again, an in-class format with strong experiential learning methods is the most effective vehicle for this pedagogy.

f. Assessment of Teaching and Learning

As summarized in the GDLE table in Section 2.1, a number of methods will be used to assess student achievement of the intended program learning outcomes and GDLEs:

- For graduate courses, evaluations will be based on oral presentations, group work, active participation in class discussions and debates, and in written work (critical analysis and reflection papers, research papers, etc.).
- For the field placement (if applicable), when students have completed their 120-hour commitment, they will submit a reflection paper that applies academic research to the practical issues they may have faced in their placement, which will be reviewed and commented upon by the GPD. The written reflection component will assess their level of communication skills, application of knowledge to a specific setting, and awareness of the complexity of knowledge in the field as well as its limitations.
- For the MRP option, students will submit a major research paper that involves the sustained exploration of a practical, empirical, or theoretical question or problem. It may take the form of a critical review of the literature in a field, the exploration or synthesis of various points of view in a subject area, a work-based analysis, or a pilot study for a larger project. The MRP may also take the form of a research project that is narrower in scope, less sophisticated in methodology, or less complete in data gathering than would be required for a thesis.

g. Resources (*Developed in consultation with University Planning Office.*)

RESOURCES FOR ALL PROGRAMS

Adequacy of Administrative Unit's Planned Utilization of Resources

The MA in Criminology and Social Justice will require a 0.5 FTE Graduate Program Administrator to begin when the program is approved. This administrative support is in keeping with all other graduate programs. The responsibilities of the Graduate Program Administrator will be to liaise with Graduate Program Director and Chair of the Department of Criminology, and YSGS, on admissions and intake, work with incoming and existing students in regards to course registration, student funding, hiring of GAs and TAs and to support faculty teaching in the graduate program. In addition, the GPA will assist with the field placement component of the Graduate Program.

The Department of Criminology currently has a 1.0 FTE Undergraduate Program Administrator and a 0.8 FTE Department Administrator. The GPA will work with the Undergraduate PA to update the website

related to graduate programming and will work with the existing DA on coordination of course offerings, budgeting related to the graduate program and regular financial oversight of the program.

We have an expectation that Faculty hires will continue to be provided to us going forward and we are pleased with the institutional support for our program. As well, we will require standard course releases for a Graduate Program Director, who would be appointed from within the ranks of existing faculty by the Dean, Faculty of Arts.

We envision accepting up to 20 students in the Fall of 2017. We believe this would be a reasonable and manageable number of students for an incoming graduate cohort, with the understanding that we will be able to accept more graduate students on an annual basis as our faculty complement grows. While this is a small cohort of graduate students, we currently have no space in the criminology department (8th floor of Jorgensen Hall) for students. While the new Student Learning Centre will be a useful destination for Criminology and Social Justice graduate students, we also look forward to collaborating with the university to secure adequate space, as this would engender a sense of community and belonging among students in the program.

There is a meeting room (JOR802) for use by all Faculty of Arts departments, and it is made available through an online booking system maintained by departmental administrators. JOR802 has a total capacity of approximately 22 (16 seated at the table and 6 in chairs along one side of the room). The room is frequently used for various types, durations and sizes of meetings. Generally, it is allocated efficiently as long as bookings are made far enough in advance of meeting dates.

A 0.5 FTE Graduate Program Administrator has been approved through the University Planning Office costing. Also, a new tenure track faculty member was approved in year 1 (July 2016) via UPO costing. This hire is critical for the department to have the requisite number of faculty members to support the program and would be hired to teach the advanced graduate seminar in criminological theory (see **Appendix H** for UPO costing).

Participation of a Sufficient Number and Quality of Faculty who are Competent to Teach and/or Supervise in the Program

Department of Criminology faculty members come from such diverse disciplines and each maintains significant SRC activities that reflect their diverse academic backgrounds and expertise. The scale and scope of these activities has grown steadily over the past 5-6 years. In particular, our faculty members have published extensively in Canadian and international peer-reviewed journals, have attracted competitive external funding, have established intra- and inter-university collaborations, have partnered with local communities and clinics, and have conducted research for various levels government. These combined experiences culminate in a particularly stimulating intellectual environment in which MA students can thrive.

The Department of Criminology currently has 11 RFA faculty members, 10 who hold PhDs. One is a full professor (Sprott) and 7 are tenured Associate Professors. Two faculty members are at the Assistant Professor level and will be coming up for tenure in the next few years (both are SSHRC holders). In July 2015 we were given approval for two tenure track hires (one is a replacement). We were successful in hiring one of the two new faculty members and the other was a failed search. Professor Maria Jung joined the faculty on July 1st, 2016. We continue our search to fill the second tenure track position.

Though the Department of Criminology does not yet have a graduate program, over the last 3 years, our faculty are involved in supervision/committee membership for 22 graduate students in various programs at Ryerson (12 MA students, 10 Ph.D. students), and programs at outside universities (1 MA student, 3 Ph.D. students). Our faculty have also provided Directed Studies courses for 10 graduate students in various programs at Ryerson.

Report by the University Library on Existing and Proposed Collections and Services to Support the

Program's Learning Outcomes and Learning Objectives:

Ryerson University Library and Archives (RULA) last assessed its holdings related to Criminology in 2004, as part of the proposal for the BA in Criminal Justice (as it was then known). At the time, additional funds were requested to improve the monograph and serials holdings, although databases were found to be adequate to support the program. Since that time, RULA's collection has grown significantly in all areas. However, as digital projects evolve, RULA must be able to purchase content that is appropriate to criminology, such as back-file (or historical) content of major academic journals that occasionally becomes available.

Evidence that here are Adequate Resources to Sustain Quality Graduate and Undergraduate Research Activities, Information Technology and Laboratory Access

The MA Criminology and Social Justice does not require laboratory or studio facilities. In terms of IT, faculty members, LTF members, sessional lecturers, and staff have computers in their offices and are linked into the Ryerson IT system. Some also have desk-top printers in their offices. There is a common printer which serves the entire 8th floor of Jorgenson Hall (including Psychology and Politics), in a locked room to which faculty members, LTF members, sessional lecturers, and staff have access. Individual computers are linked to the common printer. A common photocopier is located in the same room.

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**

The faculty in the Department of Criminology are highly productive and recognized scholars in the field and the Department has developed a collective reputation for high quality community-based scholarship in the field. Of key importance to students' professional and scholarly development is the opportunity to work with faculty members on funded research projects. As previously discussed, external funding and research grants by Criminology faculty has increased dramatically and has been received from a range of sources, including the Social Sciences and Humanities Research Council, the Canadian Institute for the Administration of Justice, Public Safety Canada, Metropolis, the Ontario HIV Treatment Network, and the Canadian Institutes of Health Research. Many of these grants have been awarded for inter-university collaborative research projects with colleagues at, among other places, the University of Toronto's Centre for Criminological and Sociolegal Studies, Laurentian University, McGill University, University of Alberta, and York University. Students enrolled in the MA program will have the opportunity to work on these and other projects with faculty.

Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students

In addition to the above-noted information on external grants to the Department of Criminology, which will employ our graduate students as Research Assistants, the undergraduate criminology program has a cohort of almost 600 students (and our intake has been steadily increasing given the quality and demand of undergraduate admissions). The opportunities for GAs and possibly TAs for our undergraduate courses¹ are already set – in fact we employ graduate students from other graduate programs in the Faculty of Arts as GAs in large numbers.

Evidence of how supervisory loads will be distributed, and the qualifications and appointment

¹ Note that Program Directors from Immigration and Settlement Studies, Social Work, Policy Studies, and Public Policy and Administration have been contacted about permission for their courses to be offered as possible electives to students in the MA Criminology and Social Justice program.

status of faculty who will provide instruction and supervision

With an incoming cohort of up to 20 graduate students, we might anticipate that at the high end, 15 students would undertake to do the ‘course only’ and field placements options (8 courses) and the other five may wish to be supervised by a faculty member for the Major Research Paper. With a total of 13 faculty members (including 1 new tenure stream appointment to support the graduate program) we envision approximately 1 student supervision per faculty member (assuming 1-2 faculty members may be on sabbatical or other forms of leave). A secondary reader, may be a faculty member with expertise in the area from within the department or outside of the department depending upon the area of research in the MRP. The expected MRP length is approximately 50-60 pages.

The required and elective courses will be taught by faculty members in the Department of Criminology who have expertise in the area. The three required courses are:

- Criminology and Social Justice Seminar,
- Critical Engagement with Criminological Theories
- Graduate Research Methods

The elective courses, which includes the field placement, will be taught by faculty and will relate to their own research expertise (such as the special topics seminar):

- Field Placement
- Justice Policy
- Inequality, Social Justice, and Criminal Justice
- Graduate Special Topics Seminar

Projected enrolment levels for at least the first five years of the operation of the new program, leading to the intended steady-state enrolment levels and the year in which such steady-state will be reached

As mentioned, for the inception of the program in fall 2017, we anticipate enrollment to be up to 20 students. With adequate faculty and administrative resources, we envision being able to admit 1-2 more students per year for a total of 25 students at steady state.

Tuition proposal for graduate programs

We propose that the tuition fees for this program be set at the same level as tuition fees for other MA Criminology programs in the GTA in order to be able to attract the highest quality students. There are no special tuition fee requirements or added fees necessary.

h. Quality and Other Indicators

Department of Criminology faculty members come from such diverse disciplines and qualifications include PhDs in their respective fields, which represent truly interdisciplinary department: 4 PhDs in Criminology; 1 PhD in Women’s Studies, 1 PhD in History, 3 PhDs in Law, 1 PhD in Sociology.

Each of our faculty members maintains significant SRC activities that reflect their diverse academic backgrounds and expertise. The scale and scope of these activities have grown steadily over the past 5-6 years. In particular, our faculty members have published extensively in Canadian and international peer-reviewed journals, have attracted competitive external funding, have established intra- and inter-university collaborations, have partnered with local communities and clinics, and have conducted research for various levels government. These combined experiences culminate in a particularly stimulating intellectual environment in which MA students can thrive.

Of key importance to students’ professional and scholarly development is the opportunity to work with faculty members on funded research projects. As discussed above and outlined in **Appendix E**,

faculty members in the Department of Criminology hold high levels of external funding/research grants, which will enable them to provide paid research opportunities to students enrolled in the MA program.

APPENDIX A: POTENTIAL COMMUNITY PARTNERS

Aboriginal Legal Services of Toronto
African Canadian Legal Clinic
ARCH Disability Law Centre
Amnesty International
Association in Defence of the Wrongly Convicted
Black Creek Community Centre
Canadian Association of Refugee Lawyers (CARL)
Canadian Bar Association
Canadian Center for Policy Alternatives
Canadian Centre for Victims of Torture
Canadian Civil Liberties Association
Canadian HIV/AIDS Legal Network
Canadian Private Refugee Sponsorship Agreement Holders Association (SAHs)
Canadian Red Cross Covenant House Dixon Hall
Doctors Without Borders – National Office, Toronto
FCJ Refugee Clinic
FEAT
Hong Fook Mental Health Centre
John Howard Society
Justice for Children and Youth
KAIROS: Canadian Ecumenical Justice Initiatives
Lawyers Without Borders Canada
Native Canadian Centre of Toronto
North York Community House
Office of the United Nations High Commissioner for Refugees – Toronto
Ontario Council of Agencies Serving Immigrants (OCASI)
Ontario Justice Education Network
Ontario Metropolis Centre (CERIS)
Operation Springboard
PASAN (Prisoners with HIV/AIDS Support Action Network)
Pathways to Education (various sites in neighbourhoods across the city)
Peacebuilders International
Regent Park Community Health Centre
Rexdale Women's Centre
Roma Community Centre
Save the Children Canada
Sojourn House
Toronto Aboriginal Support Services Council
Toronto Community Housing
Toronto Women's City Alliance
The Ontario Court of Justice
The Woman Abuse Council of Toronto
Two Spirited People of the First Nations
War Child Canada
YMCA of Greater Toronto

APPENDIX B: CALENDAR COURSE DESCRIPTIONS

Criminology and Social Justice Seminar (required for all students) 1 credit

This seminar will cover a wide variety of topics related to crime, law, and social justice. An examination of the social, political, historical, and legal construction will be analyzed through a series of topics with specific consideration given to the governance of crime and law in local, national, and international settings.

Critical Engagement with Criminological Theories (required for all students) 1 credit

In addition to broadening students' understandings of criminological theories generally, this course will take an explicitly social justice approach to criminological theory development and application. Students will be expected to expand their critical thinking skills in relation to the theoretical foundations of the field of Criminology. They will draw on competing theories to analyze historical and contemporary issues with a special focus on social justice, critically evaluating how they shape both individual and institutional responses to the criminal justice system and understandings of crime and criminality.

Quantitative Research Methods (required to choose this one or the Qualitative) 1 credit

The purpose of the quantitative research methods course is to prepare students to understand, design, and carry out quantitative research that has direct implications for work in criminological and social justice fields. Students will learn quantitative research skills through hands-on experience designing a survey and/or utilizing an existing dataset, analyzing the data with quantitative software (e.g., SPSS, SAS, etc.), and applying critical, social justice perspectives to the results. Particular emphasis will be placed on learning how to read, interpret, analyze, and conduct quantitative research and the role that social justice and equity-based approaches play in the development of criminological and socio-legal knowledge.

More specifically, the course will advance students' methodological and statistical knowledge and skills through an engagement with the following topics: appropriate and ethical framing of research topics and areas; selection of suitable methods and designs relevant for social justice research; data management and critical issues related to data collection, storage, retention, and ownership; development of surveys and considerations for equity-based question design; determination of relevant statistics for data analysis (e.g., statistical significance, hypothesis testing, t-tests, z-tests, correlation, linear regression, multivariate regression, etc.); and both interpretation and presentation of quantitative findings. The course will include a lab component and access to statistical software.

Qualitative Research Methods (required to choose this one or the Quantitative) 1 credit

This course will focus on developing qualitative methodological skills in order to prepare students to collect ethical and social justice data related to criminology and the criminal justice system. Students will gain an understanding of some of ways in which research questions are answered in qualitative studies, as well as the possibilities and limitations of any one approach. Over the duration of the course, students will engage with central debates about criminalization, ethics, and power in research settings and processes, and they will better understand the importance of qualitative research in criminological and social justice fields.

More specifically, this course will consider a number of equity-oriented methodological approaches (including action research, community-based research, participatory approaches, decolonizing methodologies, etc.) in addition to a diversity of data collection methods (including one-on-one interviews, focus groups, photovoice, film narrative, ethnographic observation, archival research, discourse analysis, etc.). Students will be able to identify and assess which methodology and which methods are most appropriate for answering their research questions. Importantly, students will learn about qualitative research by doing qualitative research, which will include experiential and hands-on components whereby students engage in field assignments and collect practice data.

Field Placement (optional) Minimum of 120 hours of field work. 1 credit

In their application letter, students will indicate if they wish to be enrolled in the field placement seminar. This community- and experiential-oriented placement will provide students with the option of a placement with an organization, for instance, a non-governmental organization (NGO), an international intergovernmental organization, or government agency, and so on, that works directly or indirectly in the field relevant to their research interests. Field placement will enable students to discover how research operates in practice, including structural, managerial, and work arrangements in the field. This placement will foster valuable connections in the field of social justice that may possibly lead to future employment opportunities. Through an experiential learning approach, the placement will provide students with research, organizational, or other professional skills development experiences.

Justice Policy (optional; cross-listed with the Policy Studies PhD Program, if possible) 1 credit

Criminal justice policy changes constantly, from laws and state responses to crime as set out in the Criminal Code to the daily practicalities associated with judicial decision-making, policing, and prison administration. This course will provide students with an understanding of several major issues relating to criminal justice policy in Canada. It will consider the social and economic issues associated with individual or group involvement in the criminal justice system and the process by which criminal justice policies are established, revised, and administered.

Inequality, Social Justice, and Criminal Justice (optional) 1 credit

This course will examine various forms of social inequality as they intersect with the criminal justice system in Canada and internationally. It will adopt a social, criminal, and community-based focus to critically analyze the operational and policy decisions on race, class, gender, legal status and other forms of social inequality, as well as their impact on criminal and social justice. The course will explore the role that more equitable racial/ethnic and gender representation in justice-related occupations may play in bolstering the perceived legitimacy and actual performance of the justice system. It will also consider other strategies for prevention / intervention for the future.

Graduate Special Topics Seminar (optional) 1 credit

These graduate-level courses will provide an in-depth examination of a specific area of Criminology and social justice, as determined by the instructor on an annual basis. Graduate seminars will be open to any Masters or PhD student across the university, provided they have the required prerequisite knowledge. The special topics discussed will vary from year to year and will be based on the instructor's area of expertise. Potential special topics seminars include: International Law and Policy; Terrorism/Violent Extremism; Urban Violence; Crime Policy; Indigenous Rights; Human Rights; Youth Justice; Gender and the Criminal Justice System; and more.

Graduate Special Topics Seminar -- Examples:

“Migration Crises” and Criminalization of Migration and Refugee Protection Regime
(optional) 1 credit

One of the major concerns in the world today is the plight of those who are forcibly displaced from their homes and who seek protection abroad. The course explores, through readings, lectures, group discussions, student presentations, and individual and group work assignments, the increasing securitization of migration and the socio-legal dimensions of conceptualizing migration as a “crisis”. It examines why and how this process, together with the criminalization of forced migrants justify the adoption of extraordinary measures reaching above and beyond the law and the ordinary political process. Through a multi-disciplinary and comparative approach, this course discusses the impact of the criminalization process on norms, institutions, and decision-making procedures that comprise the current state of migration law and refugee protection regime. The consequences the criminalization on the rights of forced migrants around the world are also analyzed. Best practices and lasting solutions with a view to advancing social justice are highlighted.

Radicalization and Securitization in Canada (optional) 1 credit.

This course will examine a variety of issues related to terrorism, counter-terrorism, and the effects of both on Canadian society. Much of the existing literature on these issues is dominated by a focus on the US and/or European experience. The course will instead focus specifically on the Canadian experience with terrorism and counterterrorism, and will be divided into four sections. In the first section, we will take up definitional debates and theoretical perspectives on terrorism and radicalization to violence. Next, we will examine original work on Canadian foreign fighters in Syria and Iraq, Right Wing extremism and terrorism, cyber/digital jihadi activity in Canada, extremist websites related to Left Wing and Single Issue groups active in Canada. The third section of the course will be devoted to understanding the Canadian national security organizational framework, select counter-terrorism initiatives in Canada, and the accountability framework of intelligence and security agencies involved in counterterrorism. The fourth and final section of the course will examine research on the impact of securitization on communities in Canada, along with the unintended consequences that can stem from securitization measures that infringe on the civil liberties and/or sense of belonging among members of affected communities.

Law and Social Change (optional) 1 credit

The relationship between law and social justice is uneasy. Starting with the colonization of lands occupied by Indigenous Peoples, state law has been used to legitimize systemic socio-economic injustices. In much the same way, international law is currently used to reinforce relations of social, political, and economic domination on a global scale. Yet, law is an essential field of contestation, where marginalized groups can turn when the political system fails them. If used well, law is an engine for progressive social change. This course will explore the tense relationships among law and social change. Relying on a mixture of theoretical perspectives on law and experiential learning, it will equip students to think about law in creative ways, and, to acquire some practical skills in social justice advocacy. The experiential component of the course will include exposure to a range of guest speakers with experience in legal practice and social justice advocacy, legal research and writing, and role- plays.

Practitioners Seminar (optional) 1 credit

This course will feature practitioners from a variety of criminology and social justice oriented fields to discuss working in their field, and the application of substantive knowledge in the field to the actual work experience. This seminar will also be available to students who opt for a field placement.

Directed Studies (optional, and depending upon faculty availability) 1 credit

This course is designed for individual students who may need a course related to their area of concentration that is not satisfied through course offerings. It will normally be a reading course under the direct supervision of an assigned faculty member with expertise in the chosen subject field. The course requirements will be negotiated on an individual basis with the supervising faculty member, in consultation with the Graduate Program Director.

Additional Optional Courses 1 credit per course

Students may enroll in MA or PhD level courses offered in other programs, for example Immigration and Settlement Studies, Social Work, Public Policy and Administration, Communication and Culture, or Policy Studies and provided that they will complete all of the mandatory courses needed for their degree requirements, and only if permission is granted from both the host program and the MA in Criminology and Social Justice.

APPENDIX C: COMPARISON WITH SIMILAR PROGRAMS

i. Canadian MA Criminology Programs

University	Name of Program	Length of Program in Semesters	Students per Annum /Enrolled	Total Faculty	Basic Program Requirements	Required Courses
University of Toronto	Masters of Criminology	a) 2 b) 3	20-25	35	a) 2-Term Option (Sept- May): 8 Half Courses; b) 3-Term Option (Sept- Aug): 6 Half Courses+ Research Paper	1. Methodological Issues in Criminology
York University	Socio-legal Studies	3 term 12 month		45 affiliated	18 credits + MRP	1. Law and Social Theory 2 Advanced Research Strategies in Socio-Legal Methods 3. Research Seminar
University of Guelph	MA in Criminology and Criminal Justice Policy (CCJP)	6 Semesters (2 Year Program – 3 Semesters Per Year)	12 to 15	28	a) Thesis Option: 4 Half Courses + Thesis (80-120 pages) b) Research Paper Option: 6 Half Courses + Major Research Paper (40-60 pages)	1. Research Methods in Criminal Justice 2. Governing Criminal Justice 3. Society, Crime and Control
Wilfrid Laurier University	Master of Arts in Criminology	6 Semesters (2 Year Program)	10	16	Up to 8 Half Courses (Fall & Winter) + Thesis (Spring – Spring) <i>NOTE: Option to take electives in 2nd year of program (with permission)</i>	1. Qualitative Feedback into the Study of Deviance 2. Advanced Quantitative Research Methods 3. From Theory to Practice: Deviance and Social Control 4. Advanced Criminological Theory: Recent Trends and Developments 5. Research and Professionalization Seminar 6. Thesis

University of Ottawa	Criminology (MA)	2 Year Program	Franco = 17 Anglo = 15	31	a) 6 Half Courses + Thesis (120 Pages) b) 4 Half Courses + Field Placement (360 Hours) + Thesis (120 Pages) c) 8 Half Courses + MRP (60 Pages)	1. Research Methodology in Criminology I 2. Research Seminar in Criminology 3. Contemporary Criminological Theories, or 4. Theories of Intervention in Criminology and Alternative Practices
University of Windsor	Masters in Criminology	3 Consecutive Semesters	15 Average	19	a) Thesis Option: 4 Half Courses + Proposal + Thesis b) Course Option: 7 Half Courses	1. Contemporary Criminological Theory 2. Quantitative or Qualitative or Survey Research Methods (1 of 3) 3. Directed Reading: Development of a Thesis Proposal (Thesis Option Only) 4. Thesis (Thesis Option Only)
Saint Mary's University	MA in Criminology	2 years (fall, winter and summer semesters)	Around 12 students (Yearly), 3-4 Enrolled Every Year	28 (Incl. Adjunct Profs)	4 Half Courses + Formation of a Thesis Supervisory Committee + Present Thesis Proposal + Conduct Research + Complete Thesis	1. Advanced Seminar Seminars offered in past years: - Theory and Practice of Crime Prevention - Crime in the Media - Law in Society - Issues of Corruption 2. Advanced Theory 3. Advanced Research Methodology 4. Critical Criminology
Simon Fraser University	Criminology Master of Arts Program	2 years	Not Fixed	33	a) Thesis Option: 6 Courses + Thesis (Around 100 Pages) b) Course, Practicum and Project Option: 7 Courses + Field Practicum + Practicum Paper (50 Pages)	a) Thesis Option 1. Theories of Crime I or II 2. Research Methods I or II 3. Research Methods II, III or IV b) Course, Practicum and Project Option 1. Theories of Crime I or II 2. Research Methods I

University of Fraser Valley	Master of Arts (Criminal Justice) Degree	20 Months: 2 Courses per semester for 5 consecutive semesters	10	14	a) Thesis Option: 8 Courses + Thesis b) MA Major Paper Option: 9 Courses + Major Paper	1. Crime, Criminals, Victims, and the Criminal Justice System 2. Policy Analysis and Social Justice 3. Human Resource Administration 4. Methods of Research and Evaluation 5. Change Management in the Criminal Justice 6. Crime and Intelligence Analysis for Crime Reduction 7. Ethical and Legal Issues in Criminal Justice
University of Ontario	Master of Arts (MA) in Criminology	a) 6 b) 5	Not Provided	31	a) Major Paper Option: 8 Half Courses + Major Paper b) Research Thesis Option: 6 Half Courses + Thesis	1. Advanced Quantitative Methods (Graduate) 2. Advanced Methods in Qualitative Research 3. Criminological Theory 4. Professional Seminar 5. Graduate Seminar on Contemporary Issues in Criminology 6. Graduate Seminar in Inequality and Crime, or Cybercrime and Criminology, or Special Topics in Criminology

ii. US, UK, and Australia MA Criminology programs

University	Name of Program	Length of Program in Semesters	Students per Annum /Enrolled	Total Faculty	Basic Program Requirements	Required Courses
University of Maryland - College Park	Master of Arts (M.A) in Criminology and Criminal Justice	Not Provided	Not Provided	31	8 Half Courses + Thesis Research/Thesis	1. Seminar in Criminal Justice 2. Graduate Level Statistics Courses 3. Research Methods 4. Six credit hours of thesis research
University of Albany - SUNY	Criminal Justice Master of Arts	Must be completed within 6 years	Not Provided	22	30 Credits of Coursework (4 Required Courses) + Pass the M.A Comp Exam	1. Theories of Crime 2. Theoretical Foundations of Criminal Justice 3. Applied Statistics I or Equivalent 4. MA Research Design or Equivalent

University of Cincinnati	Master Degree in Criminal Justice	3	Not Provided	23	30 Credits (4 Required Courses) + Select a Concentration + Select a Capstone Project	1. Seminar in Criminal Justice 2. Seminar in Criminology 3. Applied Statistics in Criminal Justice 4. Basic Research Methods in Criminal Justice
University of Missouri - St. Louis	Master of Arts in Criminology & Criminal Justice	Not Provided	Not Provided	26	a.Required Coursework (21 Credit Hours) + Electives (6 Credit Hours) + Thesis Work (6 Research Hours) b.Required Coursework (21 Credit Hours)	1. Foundations of Criminological Theory 2. Proseminar: Criminology and Criminal Justice 3. Methods 4. Statistics
Pennsylvania State University - University Park	M.A. in Criminology	Must be completed within 4 years	6-8 Per year	89	Seminars + Thesis	1. Introduction to Graduate Studies 2. Criminal Justice System 3. Theories of Crime and Deviance 4. Proseminar 5. Sociological Research Methods 6. Research Methods in Crime and Delinquency 7. Statistical Methods for Social Research
University of California - Irvine	Master of Advanced Study in Criminology Law and Society	6	Not Provided	12	52 Credits of Coursework (13 Required Courses) + Thesis + Research Paper (Capstone Requirement)	1. Introduction to Criminology, Law and Society 2. Legal Institutions and Society 3. Police, Courts and Corrections 4. Crime and Social Deviance 5. Public Policy, Crime and Criminal Justice 6. Research Methods 7. Applied Statistics 8. Hate Crimes 9. Leadership 10. Social Problems, Law and Policy
Florida State University	Master of Arts in Criminology	4 (Fall and Spring)	Not Provided	20	a) 33 Credits of Coursework b) 27 Credits of Coursework + Completion of Area Paper c) 24 Credits of Coursework + Thesis	1. Theory in Criminology and Criminal Justice 2. Survey of Criminal Justice Studies 3. Survey of Criminological Theories 4. Research Methods I 5. Statistics I

Michigan State University	Master's Degree in Criminal Justice	Must be completed within 6 years	Not Provided	26	a) 24 Credits of Coursework + Masters Thesis Research (6 Credits) b) 27 Credits of Coursework +	1. Crime Causation, Prevention and Control 2. Proseminar in Criminal Justice 3. Design and Analysis in Criminal Justice Research 4. Criminal Justice Management Seminar 5. Quantitative Methods in Criminal Justice Research
Rutgers, the State University of New Jersey - Newark	Master of Arts in Criminal Justice	3	Not Provided	21	27 Credits of Coursework + Fieldwork	1. Justice, Law and Policy 2. Problem Analysis 3. Planning & Evaluation 4. Foundations of Scholarship 5. Master Project Seminar
CUNY - John Jay College	Master of Arts in Criminal Justice	Not Provided	Not Provided	17	a) 27 Credits of Coursework + Thesis Prospectus (3 Credits) b) 36 Credits of Coursework + Pass the Comp Examination	1. Issues in Criminal Justice I: Theory and Courts 2. Issues in Criminal Justice II: Policing and Corrections 3. Research Design and Methods 4. Using Computers in Social Research 5. Policy Analysis in Criminal Justice

University	Name of Program	Length of Program in Semesters	Students per Annum /Enrolled	Total Faculty	Basic Program Requirements	Required Courses
Bond University	Master of Criminology (Coursework)	3	Not Provided	8	12 Courses + Dissertation/Portfolio (4 Courses)	1. Research Methods in Humanities and Social Sciences 2. Epistemology and Theory of Knowledge 3. Politically Motivated Violence 4. Forensic Criminology 5. Genocide: A Sociological and Criminal Approach
RMIT University (Australia)	Master of Justice and Criminology	1.5 years (full-time)	Not Provided	Not Provided	15 Courses (192 Credits)	1. Crime Science 2. Criminal Justice Systems 3. Criminological Theory 4. Foundations of Law 5. Justice Management 6. Global Crime 7. Research Strategies – Social Sciences

The University of Melbourne	Master of Criminology	2 years (full-time)	Not Provided	Not Provided	a) Coursework Only Option (200, 150 or 100 points) + Capstone b) Minor Thesis Option + Capstone	1. Research and Criminal Justice Governance 2. Terror, Law, and War 3. Global Reconstructions of Justice 4. Advances in Criminology: Emerging Theory 5. Advances in Criminological Research
Griffith University	Master of Criminology and Criminal Justice	1.5 years (full-time)	Not Provided	51	9 Courses (110 Credits) + Independent Project (10 Credits)	1. Contemporary Criminological Theories and Research 2. Quantitative Social Research 3. Planned Change in Criminal Justice 4. Qualitative Social Research 5. Theories and Research in Contemporary Criminal
University of New South	Master of Criminal	2	24	Not Provided	48 Credits of Coursework	1. Explaining Crime 2. Conceptualizing Criminal Laws
University of Western Australia	Master of Criminal Justice	3	Not Provided	12	48 Credits of Coursework (8 units)	Not Provided
James Cook University	Master of Social Science (Criminology)	1.5 years	Not Provided	Not Provided	Required Courses (18 Credits) + Major Courses (18 Credits)	1. Research Methods for the Social Sciences 2. Social Science Coursework Thesis
Edith Cowan University	Master of Criminology and Justice	3	Not Provided	Not Provided	10 Courses (180 Credits)	1. Essential Communication Skills for Justice Practice 2. Justice Policy Development and Evaluation 3. Pivotal Issues in Criminology and Justice 4. Qualitative Research Methods 5. Quantitative Research Methods 6. Independent Study in Criminology and Justice
The University of Sydney	Master of Criminology	Complete within 6 years	Not Provided	30	8 Courses (48 Credits)	1. Crime Research and Policy 2. Criminal Liability 3. Explaining Crime

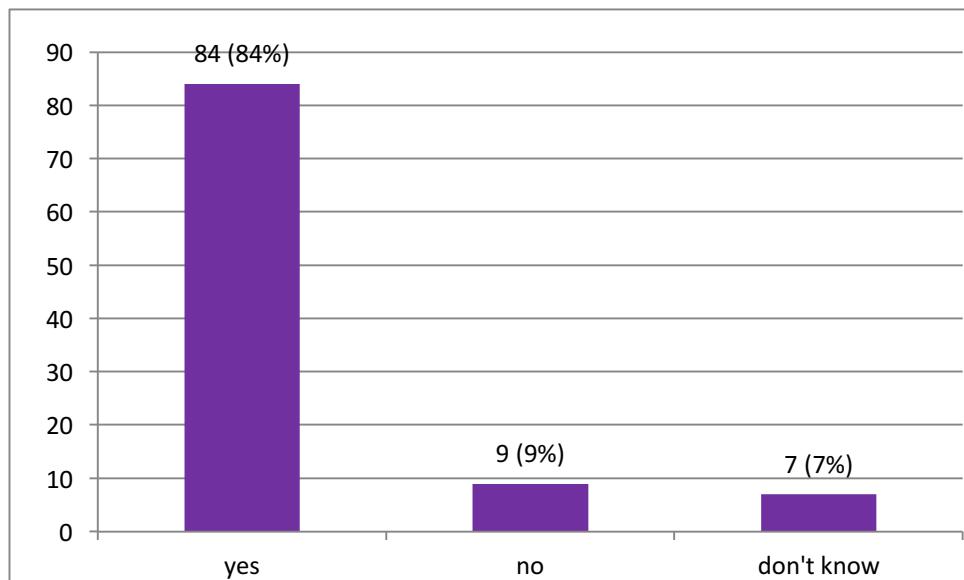
University	Name of Program	Length of Program in	Students per Annum /Enrolled	Total Faculty	Basic Program Requirements	Required Courses
UWL University of West London	MA Criminology and Criminal Justice	1 year	Not Provided	Not Provided	Dissertation + Research Methodology + 3 Modules	1. Contemporary Crime and Criminal Justice Issues 2. Organized Crime 3. Investigating Financial Crime 4. Homicide Investigation 5. Terrorism
Middlesex University London	MA Criminology	1 year	Not Provided	14	4 Modules (2 Required) + Dissertation	1. Theory and Research in Criminology 2. Crime and Conflict
Anglia Ruskin	Criminology MA	1 year	Not Provided	12	4 Modules (2 Required)	1. Organized Illicit Trade 2. Major Project
University of Portsmouth	MSc Criminology and Criminal Justice	1 year	Not Provided	56	120 Credits of Coursework + Dissertation (60 Credits)	1. Criminology Past and Present 2. Criminology 3. Criminal Justice 4. Research Methods and Research Management
Bangor University	Criminology and Sociology MA	1 year	Not Provided	Not Provided	120 Credits of Coursework + Dissertation (60 Credits)	1. The Research Process 2. Key Issues in Crime and Justice 3. International Case Studies in Criminology
University of Kent	MA Criminology	1 year	Not Provided	14	5 Modules (2 Required) + Dissertation	1. Theories of Crime 2. Research Methods in Criminology
Aberystwyth University	Criminology and Criminal Justice Masters	3	Not Provided	27	5 Modules (3 Required) + Dissertation	1. Criminology & Criminal Justice Theory 2. Qualitative Research Methods 3. Quantitative Research Methods
Kingston University	Criminology MA	1 year	Not Provided	8	5 Modules (3 Required) + Dissertation	1. Evaluation and Analysis in an Applied Setting 2. International Perspectives on Crime Control and Punishment 3. Research Methods and Application
Liverpool Hope University	Criminology (MA)	1 year	Not Provided	7	4 Modules (120 Credits) + Dissertation (60 Credits)	1. Advanced Social Theory 2. Advanced Studies in Social Research 3. Contemporary Inequalities in Crime and Justice 4. Critical Criminology in the 21st Century
University of Leeds	MA Criminal Justice and Criminology	1 year	Not Provided	14	4-5 Modules (3 Required) + Dissertation	1. Criminal Justice Processes 2. Contemporary Criminological Theory and Approaches 3. Researching Crime and Justice

APPENDIX D: CRIMINOLOGY STUDENT AND ALUMNI SURVEY**Criminology Undergraduate Survey - MA program**

Are you considering attending graduate school upon completion of your undergraduate degree in Criminology?

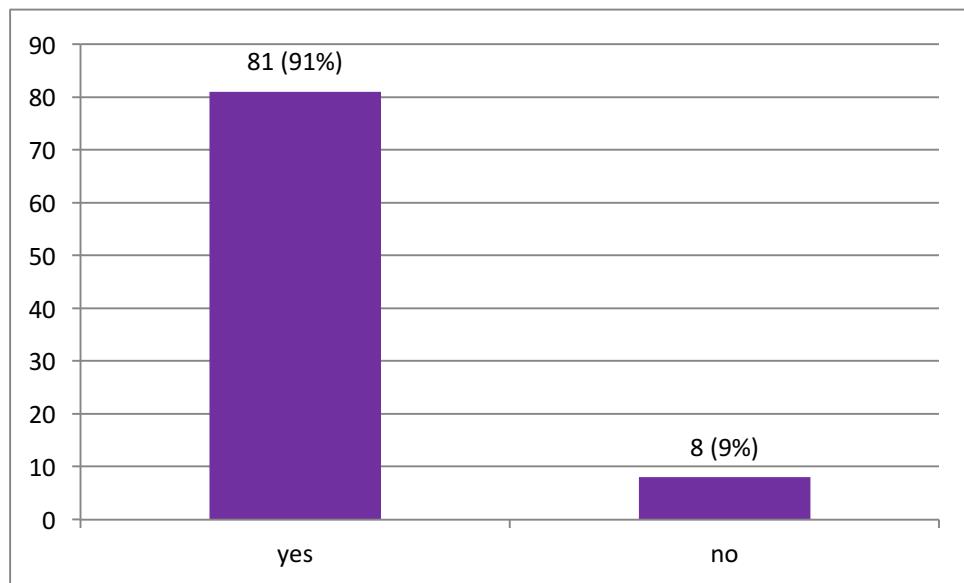
Answered: 100

Skiped: 0



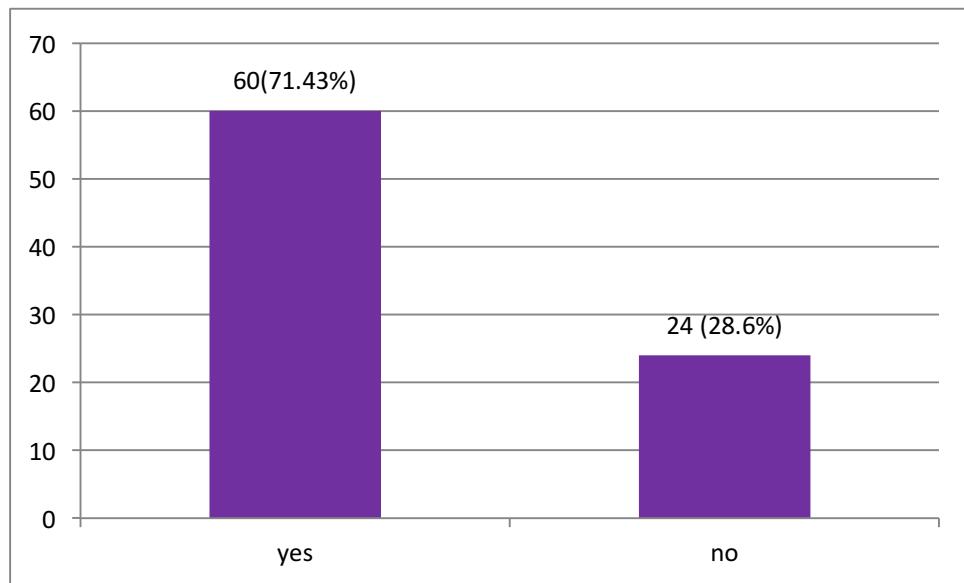
If you answered YES to Q#1, if the Department of Criminology at Ryerson University had an MA Criminology program, would you apply?

Answered: 89
Skipped: 11



If you answered YES you would apply to Ryerson Criminology for Q#2, would an MA in Criminology at Ryerson be your **first choice**?

Answered: 84
Skipped: 16



If you have any comments, please enter them here. Thanks for participating in this survey!

Answered: 24

Skipped: 76

Undergraduate Criminology thesis option

4/24/2015 8:56 PM

When I was reading the Master's program choices for Ryerson, I was really hoping that there would be a "Masters in Criminology Program" here at Ryerson because I've learned a great deal here during my 4 years, met great professors, friendly peers, etc. However, since there was no Criminology Program, I didn't really know what to expect going into another University, and therefore, I decided not to apply to any other universities at this time. At this moment, since I'm graduating in June, I plan to gain some real life work experience/do internship jobs at law offices in the meantime, and if Ryerson ever offered this Masters in Crim program, it would definitely be my first choice. Thanks.

4/24/2015 2:09 PM

I think enabling double major would be helpful since certain careers require knowledge of two main BA's. (Forensic Psychology)

4/24/2015 10:47 AM

i really want this to happen

4/23/2015 2:41 PM

Sounds like a great idea, unfortunately my plans for graduate school is law school.

4/23/2015 11:37 AM

The undergraduate program at Ryerson is outstanding and I would love to complete my masters in Criminology at Ryerson.

4/23/2015 9:38 AM

This university literally failed to provide me with most basic services my tuition goes to cover in my finals exam period. No internet, no functioning printers, constant black board outages. The professors offered lacking lecture (if they even happened at all on a regular basis). Very unsupporting staff and quite a lack of efforts conducive to our success as uni students. I will not be recommending this program or Ryerson at all to anyone.

4/23/2015 9:04 AM

Sure, make it happen.

4/23/2015 12:49 AM

Please introduce this program

4/22/2015 10:54 PM

more practical aspect of knowledge should be given in the curriculum, like field placements and stuff

4/22/2015 10:02 PM

A MA CRM would be a great addition to ryerson u and would be something I would be interested in/ consider taking

4/22/2015 9:42 PM

An MA for Criminology at Ryerson would be extremely beneficial for the school and its students, definitely worth the investment.

4/22/2015 6:43 PM

Please provide us with an MA in Criminology

4/22/2015 6:11 PM

Students in Crim are forced to take the PPA or Immigration Policy. There needs to be more MA programs overall.

Therefore, I am a supporter of an MA in Criminology program.

4/22/2015 5:58 PM

do it!

4/22/2015 4:02 PM

If for no other reason, a graduate program will bring prestige to the undergraduate program and the faculty of arts in general.

4/22/2015 3:40 PM

Unfortunately now a Master's is the standard for jobs that a B.A. used to be. Very clever of businesses and universities to devalue a Master's to the status of a B.A. of yesterday; one to not have to pay more for those who have one, the other to profit off of all the expensive Master's degrees.

4/22/2015 2:59 PM

I think Ryerson would be a great fit for a Criminology program - the professors are amazing and would be an amazing resource for graduate students.

4/22/2015 2:50 PM

Having an MA program in Criminology at Ryerson would be amazing because I could stay with my home university rather than having to go to another university (York or UofT). This way, I and other Criminology students could continue to be true representative of the Criminology Program at Ryerson University.

4/22/2015 2:32 PM

I would apply for an MA at Ryerson, it would make sense, and that would be mean that I would have the possibility of becoming a better student !

4/22/2015 2:20 PM

you are losing student tp other school because of not having MA for Criminology

4/22/2015 1:59 PM

A graduate program at ryerson in Criminology would be a dream come true!!

4/22/2015 1:41 PM

A masters program at Ryerson would be an amazing opportunity for Criminology students like myself to graduate with a masters from Ryerson.

4/22/2015 1:38 PM

I would apply , also the length is very important , whether Ryerson will be offering MA that has 2 year of study or 3. The less the better.

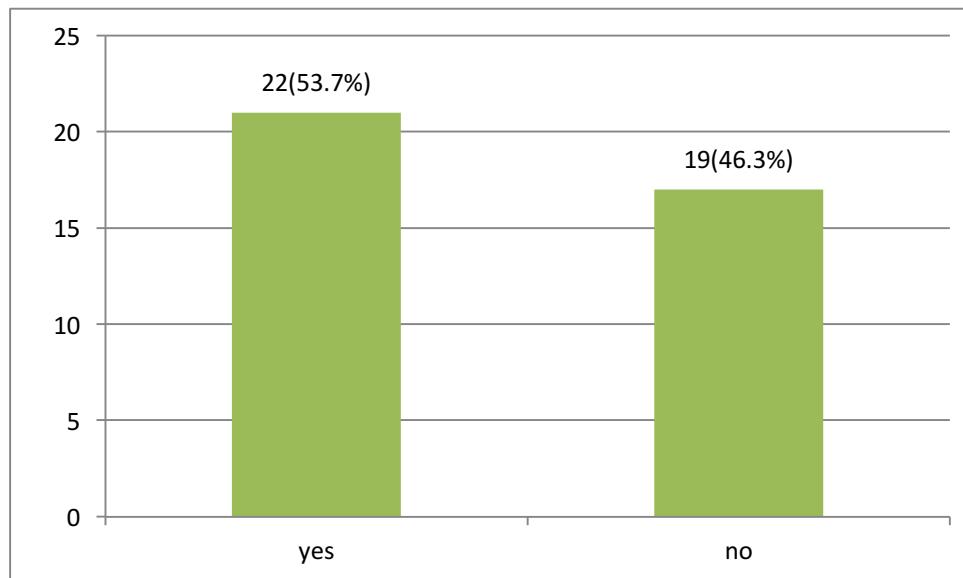
4/22/2015 1:38 PM

Criminology Alumni Survey - MA Program

After you completed your BA in Criminology/Criminal Justice, did you apply for graduate school?

Answered: 41

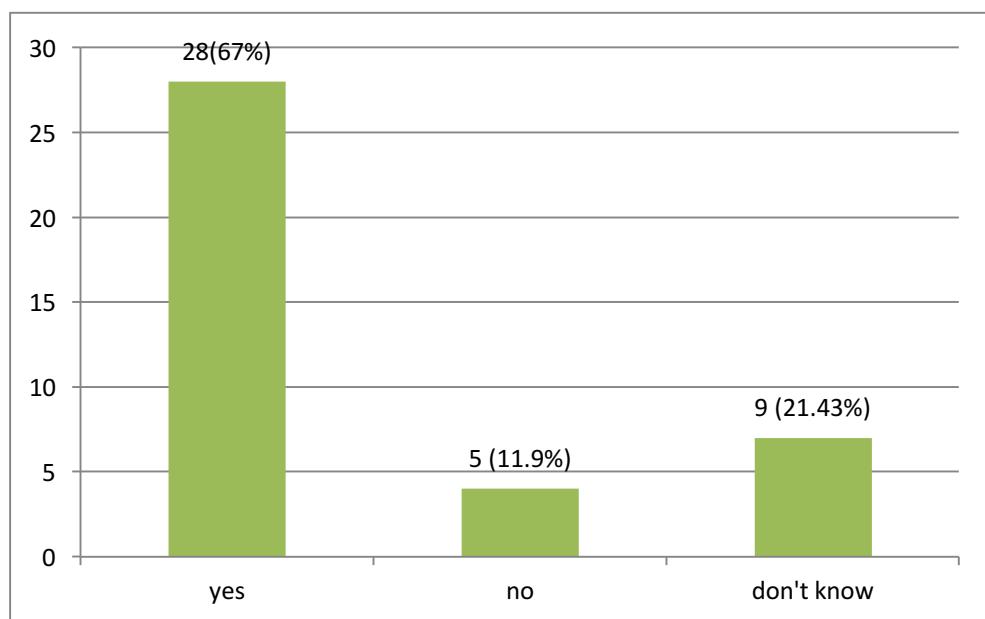
Skipped: 1



If Ryerson had an MA in Criminology, would you have applied here?

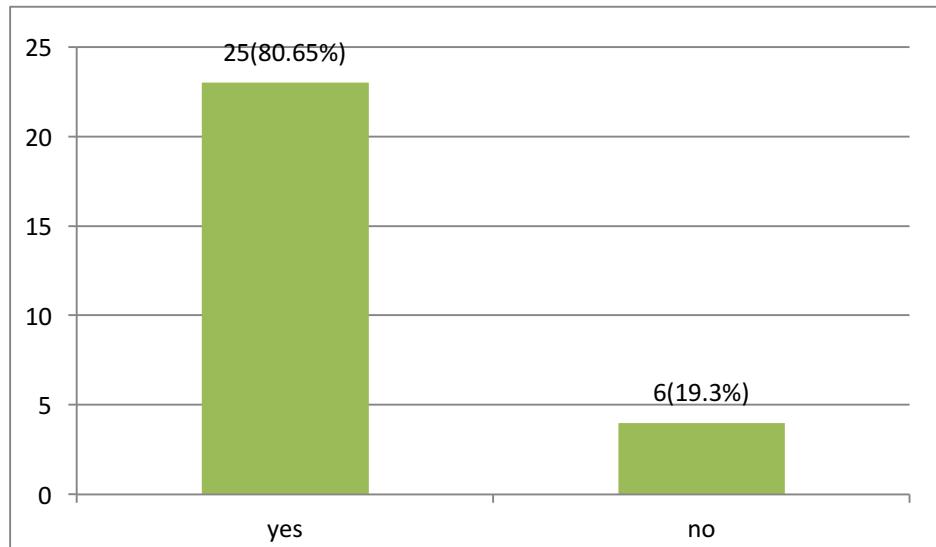
Answered: 42

Skipped: 0



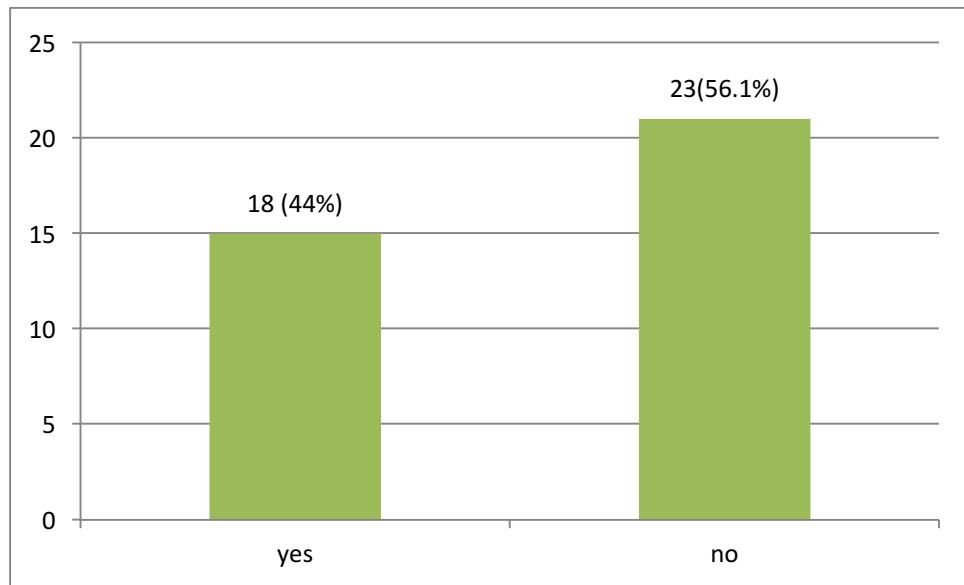
If YES, you would have applied here, would an MA Criminology at Ryerson be your **first** choice?

Answered: 29
Skipped: 10



Are you currently in graduate school or have you completed graduate school?

Answered: 38
Skipped: 1



**If you have any other comments about a Ryerson MA in Criminology please let us know.
Thank you for taking our survey!**

Showing 17 responses

I think an MA that supports growth in the work force is mandatory. I understand research skills and contributing to the world of research is necessary, but in the long run - creating networks and establishing skills for the workforce are mandatory. For example, when I completed my undergrad - I was prevented from taking a co-op at Peel Region because Ryerson did not support a co-op in my program.

5/5/2015 1:48 PM

Generally, I would love to see a collaborative program that includes a hands-on approach/component and to have the services offered in both part-time and full-time options.

4/30/2015 11:56 AM

If there is a Ryerson MA in Criminology/Criminal Justice, the program should feature a part-time and continuing education opportunity as well.

4/30/2015 10:31 AM

I think a Masters in Criminology would appeal to many Ryerson graduates, graduates from other schools or other departments within Ryerson as the Criminology department has built a strong reputation. The Ryerson Criminology department has excellent academics (great professors that could act as supervisors) with interesting research focuses that would be very attractive to many graduates.

4/30/2015 10:15 AM

Ryerson should have had a Criminology masters' program for at least a decade or so. I plan on going to Ryerson as my primary graduate school.

4/29/2015 11:57 AM

Ryerson is always the last to come up with graduate program ideas. They haven't found a good way to secure their future graduating students so they end up applying to other schools because Ryerson doesn't offer anything worth taking so it drives interest elsewhere.

4/27/2015 8:57 PM

It depends what the focus of study is here with the Criminology MA. Lot of students will choose based on what kinds of study focuses they can pursue. I answered no only because my focus of study is not very well developed here and I don't believe the faculty will be able to give me the full support I need to dive into my study focus.

4/27/2015 8:44 PM

MA in Criminology with a placement opportunity would be amazing!

4/27/2015 6:04 PM

Loved the BA in Criminology. MA in Criminology would have to have a real tangible benefit in the working world for it to be successful and useful.

4/27/2015 4:21 PM

Good Luck!

4/27/2015 3:57 PM

The lack of career support during my undergraduate degree would prevent me from applying to an MA here. After attending Carleton University, I would advise Criminology at Ryerson to implement a proper internship/co-op system where the school facilitates students finding jobs.

4/26/2015 7:33 PM

This is my last semester in law school, but always my intention to do grad work, and Ryerson's grad program would be my first choice. Please keep me posted.

4/25/2015 1:29 PM

The UGRD program was interested so I'm sure an MA in Criminology would be interesting!

4/24/2015 12:25 PM

I applied to & completed law school after my undergrad at Ryerson. I have, however, considered an MA in legal studies and would consider Ryerson.

4/24/2015 12:04 AM

After completing my MA in Criminology at the University of Windsor I feel it is very important for Ryerson to include a statistics course (or at least the option of one) for undergrads. When I entered my MA I felt like I was missing this information as students coming from other schools had taken this material already. Also having a placement option/course for the MA would be ideal for students. I came out of school with a high GPA but had a hard time finding work (even with a MA) It was through my volunteer work at JHS that I was able to obtain employment. I know that the University of Windsor is now providing students with placements in the criminal justice system and this is helping them to network and build experience.

4/23/2015 4:04 PM

Would be something I would seriously be interested in! Loved my experience with Ryerson!

4/23/2015 3:46 PM

If Ryerson develops an MA program for Criminology, it should consider pursuing that further to also include a PhD program. The knowledge from mandatory courses / criteria for many PhD programs in other schools that do have a graduate studies program in Criminology, are built on the knowledge and understanding developed during their MA programs.

4/23/2015 2:48 PM

APPENDIX E: CRIMINOLOGY FACULTY SRC ACCOMPLISHMENTS (2011-2015)

Research Funding Secured**

Over the last 4 years, our 11 faculty have secured significant external funding as PI/co-PI:

- SSHRC Partnership Grant (\$2.15 million)
- SSHRC Connection Grant (\$16,000 and \$25,000)
- SSHRC Insight Development Grant (\$199,515; \$147,799 and \$58,600)
- SSHRC Partnership Development Grant (\$200,000 - \$1,368,638 from all sources)
- SSHRC Aid to Research Workshop Grant (\$22,500)
- Defense Research and Development Canada (DRDC) (\$190,000)
- Ontario HIV Treatment Network (\$10,000 and \$75,000)
- CIHR Dissemination Grant (\$19,675)
- Public Safety Canada/Kanishka Fund (\$350,264 and \$236,992 and \$187,818)

Internal Funding Secured**

- FOA grant (\$5,000); FOA travel grants (in varying amounts)
- Ryerson University Office of the Vice-President, Research and Innovation grant (\$4,569 and \$6,000)
- Department of Criminology grant (\$7,000)
- FOA Experiential Learning grant (\$1,600)
- Ryerson SSHRC Institutional Grant (SIG) (\$6,999)
- Learning and Teaching Office (\$2,900)

Publications**

Over the last 3 years, our 11 faculty have published over 40** peer reviewed journal articles/book chapters; produced 8 technical reports for government/community organizations/NGOs.

Other SRC**

Over the last 4 years, our 11 faculty have organized 5 conferences, attended, participated, and/or provided the key note address at 46 conferences/roundtables; given 16 community presentations on research; acted as external peer reviewers for approximately 32 journals, monographs, texts and/or grant applications; provided Research Assistant opportunities (paid) for 45 undergraduate and graduate students (many of which were outside of the department/University, because we do not yet have a graduate program of our own) and 63 community-based research assistants.

*** Denotes figures that are likely conservative, due to the lack of data received from all 11 faculty at the Department of Criminology.*

Interdisciplinary/Collaborative Research

Our faculty members come from such diverse disciplines as history, law, women's studies, social anthropology, Criminology, and sociology. Each maintains significant SRC activities that reflect their diverse academic backgrounds and expertise.

Most of the current and past research conducted by our faculty members is interdisciplinary, and is conducted with researchers within and outside of Ryerson working within disciplines such as law, law & society, politics (international relations and security studies), public health, sociology, women's studies, social work, philosophy, history, migration studies, business.

Departments within Ryerson with which our faculty are currently collaborating include: Social Work; Child and Youth Studies; Centre for Immigration and Settlement; the Law Research Centre.

Universities/organizations with which our faculty are currently collaborating include: the Center for Sex Work Research and Policy; the Canadian Women's Studies Association; the Gender Studies Association; the Toronto Police Service; the RCMP; CSIS; Public Safety Canada; Associate Director of the Canadian Network for Research on Terrorism, Security and Society (TSAS); President of the Canadian Association for Refugee and Forced Migration Studies (CARFMS); Centre de recherche et d'activités culturelles et communautaires pour les diversités; the Canadian Council for Refugees; The Law Society of Upper Canada; Women in International Security (WIIS); the Li Ka Shing Knowledge Institute at St. Michael's Hospital; Laurentian University; University of Toronto; University of Alberta; UBA; York University; McGill University; Carleton University; the University of Ottawa; Aboriginal Legal Services of Toronto; Pathways to Education; the Policing Literacy Initiative (PLI); the Somali-Canadian Association of Etobicoke; the Ontario Disability Support Program (ODSP); Nunavut Tunngavik Inc. (the Nunavut land claims organization); PASAN ; the Canadian HIV/AIDS Legal Network; the Ontario HIV Treatment Network; Legal Aid Ontario; Aboriginal Legal Services of Toronto; the African Canadian Legal Clinic.

Experiential Learning Activities

Our faculty have provided EL activities for our students in a variety of capacities, including: assisting in conference organization and participation in conference presentations (for example, the Moot court and criminal law practice seminar); "experiential" course assignments (such as attending the Aboriginal Persons Court and submitting a paper that links their observations with key course themes and readings); service learning; in-class learning and role playing with guest lecturers/practitioners (for example, cross/examining witnesses, submit Charter motions, conduct bail hearings with judges, lawyers, restorative justice circles); uploading student papers (after revision and with their formal consent) to the website of the Canadian Association for Refugee and Forced Migration Studies (CARFMA) Online Research and Teaching Tools; various Research Assistant opportunities; participation on EL committee; Project Lead and external consultant for zone education initiatives for the FOA (the Social Ventures one); assisting/facilitating student volunteer activities through our extensive network of community/organizational contacts and .student-led community based research opportunities.

Community-Building Activities

Our faculty are committed to community building and social justice activities, in both their personal and professional lives. Examples of some of our ongoing activities in this regard include: ongoing evaluation and policy advice for St. Felix Centre, downtown Toronto (drop-in, soup kitchen, women's shelter, children's programming); Advisory Board member, JusticeNet (provision of reduced-fee legal assistance for low income individuals); providing training and paid research assistant opportunities for community members as part of participatory research methodologies employed by several of our faculty members; active engagement with community groups and organizations, including Pathways to Education, the Tamil Student's Association (TSA) at Ryerson, U of T, and York Universities; the Somali-Canadian Association of Etobicoke, the Policing Literacy Initiative; Positive Change (a community organization dedicated to the reduction of gun violence in Toronto); the Sex Work Policy Group; Maggie's; The Toronto Sex Workers Action Project; Choice in Health Clinic; and Prisoners' with HIV/AIDS Support Action Network.; research and policy development in collaboration with activist lawyer and social worker regarding the gap in the provision of legal services for individuals in the Ontario Disability Support Program (ODSP); work with Nunavut Tunngavik Inc. regarding crime prevention strategies in Nunavut.

APPENDIX F: LETTERS OF SUPPORT AND COMMITMENT

To: Dr. Mohamed Lachemi, Provost and VP Academic
Dr. Jennifer Mactavish, Dean, Yeates School of Graduate studies

From: Dr. Jean-Paul Boudreau, Dean, Faculty of Arts
Date: June 9, 2015
Subject: MA in Criminology and Social Justice

I am writing to provide my full support for the proposed MA in Criminology and Social Justice in the Faculty of Arts.

The proposed graduate program in Criminology and Social Justice is a highly interdisciplinary graduate degree with a strong foundation in social justice research, community connections, and experiential learning. The MA program will foster excellence in scholarly and research endeavours by creating the conditions in which graduate students can develop essential research and professional skills, play an integral and vital role in faculty SRC activities and, in turn, receive mentoring, supervision, training, and support. The program will also provide graduate students with opportunities to develop broad transferrable knowledge and competencies, and promote a robust SRC culture in Criminology and Social Justice. It will meet the societal demand for highly qualified personnel in the private, public, and not-for-profit sectors, and importantly, will promote diversity of knowledge, world views, and experiences in learning and research, and will be relevant to changing careers and professions through education.

This proposal makes a strong case for the way in which the MA in Criminology and Social Justice differentiates itself from other Criminology related graduate degrees. Specifically, this program will prepare students for professional and leadership roles in private, public, and non-profit sectors related to social justice. Moreover, the MA Criminology and Social Justice will provide students with the theoretical, methodological, and professional foundations required for understanding various forms of inequalities as they intersect with the criminal justice system, and improving access to justice. The strong interdisciplinary and social justice focus of the faculty in the Department of Criminology will be instrumental in bringing the curriculum to life for students, through a community-partnership/experiential learning approach that would complement and supplement the scholarly knowledge, theory, and research they are exposed to in the classroom.

I strongly support the development of the MA in Criminology and Social Justice.

Dr. Jean-Paul Boudreau
Dean, Faculty of Arts

Faculty of Arts



Dr. Kim Varma
Chair and Associate Professor
Department of Criminology
Ryerson University
350 Victoria Street (JOR 823)
Toronto, Ontario, M5B 2K3

June 12 2015

Re: Letter of Support for the Master's program in Criminology and Social Justice

Dear Dr. Varma,

The Association in Defence of the Wrongly Convicted (AIDWYC) is pleased to support the Master's program in Criminology and Social Justice which would be established by the Department of Criminology at Ryerson University. We strongly believe that such a course would enable your students to apply classroom knowledge to work situations, develop skills, and gain experience.

We are grateful for all the opportunities Ryerson University has provided us to work with their students and faculty and hope to continue building this relationship in the future. While we are not sure we will have the capacity to host a field placement student on a fulltime basis, we would be pleased to discuss it further when the time comes.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Amanda Carling'.

Amanda Carling JD
National Legal Education Counsel
O: 416-504-7500 ext. 226
C: 647-985-7756
E: acarling@aidwyc.org

APPENDIX G: FACULTY CURRICULUM VITAE

Idil Atak, Assistant Professor

Dan Horner, Assistant Professor

Graham Hudson, Associate Professor

Tammy Landau, Associate Professor

Alexandra Orlova, Associate Professor

Anne-Marie Singh, Associate Professor

Jane Sprott, Professor

Sara Thompson, Associate Professor

Emily van der Meulen, Associate Professor

Kim Varma, Chair and Associate Professor