Minor Modifications – New Course or Change to Existing Course
Governance Form C: Procedures, Form and Guidelines
2013-14 – Version 1

Questions? Contact your Faculty Graduate Dean’s Office (FGO).

Governance Form C: Procedures

<table>
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<th>Course Change Proposal Type</th>
<th>Procedures</th>
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<td>• New Course</td>
<td>1. Chair/Director sends proposal to FGO. Proposal must include:</td>
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<td>• Reinstating courses that have expired after 5 years of inactivity</td>
<td>a. Governance Form C</td>
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<tr>
<td>• Changing Weight of Existing Course*</td>
<td>2. FGO accepts proposal (or refers back) and posts it on Graduate</td>
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<td></td>
<td>Curriculum Tracker (GCT).</td>
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<td>3. School of Graduate Studies (SGS) reviews proposal.</td>
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<td>4. Proposal goes to Faculty Council (FC) for final approval.</td>
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<td>5. FGO posts FC approval on GCT.</td>
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<td>6. SGS updates ROSI as needed.</td>
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<td>• Changing Grading Scale of Existing Course (i.e. letter grades vs. CR/NCR)</td>
<td>1. Chair/Director sends proposal to FGO in relevant Faculty using</td>
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<tr>
<td>• New Delivery Mode of Existing Course (e.g. eLearning)</td>
<td>Governance Form C.</td>
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</table>

* Not including splitting one existing full course into two half-courses or amalgamating two existing half-courses into one full course.

Policies, guidelines and definitions pertaining to graduate courses are available from SGS; see Governance Form C: Guidelines (below).

For other changes to existing courses, see Governance Form B.

A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the SGS website.

Administrators: Please delete the procedures and guidelines sections before the form is posted on the GCT.
Governance Form C

**Proposal Type:** [Mark one; see Governance Form C Procedures and Guidelines]

- New Course (for brand new courses, and reinstatement of courses that have expired after 5 years of inactivity)
- Changing Weight of Existing Course (ROSI Form also required)
- Changing Grading Scale of Existing Course
- New Delivery Mode of Existing Course

**Faculty:** [E.g., Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

Faculty of Information

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

iSchool, Faculty of Information

**Course Title:** [The full title of the course. Maximum 60 characters recommended. Note: this is the title that will appear on a student’s transcript] Communication and Community: *Explorations in strategic communication and social entrepreneurship*

**Rationale:** [State the reason for creating the course, changing its weight, changing its grading scheme, or introducing a new mode of delivery; also explain the place of the course in your program.]

This course gives students an opportunity to apply their years of university to an exploration of new opportunities that they may wish to experience and analyze. Basically it provided space for some personal self-examination on “what matters” and what they might undertake to fill some social gaps left by the quickly changing times that are leaving traditional or mainstream institutions off balance, and are creating social gaps that young resourceful students might seek to fill. What may on the one hand be seen as social breakdown or deficit, this class seeks to see as opportunity for those prepared to step outside of the comfort zone and accept risk. Those in information or communication studies have the advantage of research on and timely understanding of the information, communication and ICT sectors. Many students indicate a desire to see a bridging of theory and practice, and see the benefit of a disciplined exercise in actual enterprise, and real-world undertakings. This is exploration, only, and seeks not to apply theory, but to seek an evaluation of how theory informs practice through direct experience and through example provided by those guests brought to the class.

**Course Description:** [Approx. 100-150 words; may include further description of format or course presentation.]

This course explores innovation in strategic communication and social entrepreneurship for local and global community. In this context it explores the use of modern tools of information, strategic communication and social enterprise for knowledge generation, information management and sharing, social awareness and change. The course will give practical opportunity for students to work with existing institutions and NGOs to review and advise on strategic communication and information utilization and/or to work with a team in an exercise to create a new social enterprise with an emphasis on digital opportunities. Students will interact with successful communicators and social entrepreneurs and their for-profit and not-for-profit enterprises.

Communication/information strategies are most effective when linked to public policy, personal and institutional leadership, and community mobilization. This course explores emerging models of enterprises and communications initiatives for positive community level social change. Examples of not-for-profit, for-profit, and hybrid initiatives, as well as ICT-based businesses that have grown up around social needs in fields of environment, health, religious expression, cultural diversity, sustainable development and peace will be examined. A mix of theoretical considerations and practical approaches will characterize the course with an emphasis on providing opportunities for hands-on student activities and an exploration of effective evaluation for improving strategic outcomes.

Students will have an opportunity to exercise some aspects of social entrepreneurship in the shaping of class activities, assignments, and marks.
The course includes lectures, guest presentations, student work sessions, student blogs, student-led workshops, presentations and discussions based on readings. A number of themes will be covered over the twelve three-hour sessions, including:

- The fundamental principles and examples of social entrepreneurship
- The fundamental principles and examples of strategic communication planning and applications
- The interface of information and communication
- The meaning of community locally, regionally, and globally
- The three-pronged strategy of communication, policy change, and community/institutional leadership in social change programs
- The function of evaluation in support of learning and improvement
- Fundamentals of social need and the positioning of information and communication tools and methods in addressing them
- The roles played by public and private institutions in influencing human behaviour and some examples of institutional change and leadership for social benefit
- Canadian examples of innovative use of media and ICTs for social benefit in ecology and the environment, religious expression, sustainable development, and peace, governance, institutional adaptation
- Successful social entrepreneurs: meet them in person and by teleconference
- Emerging examples of collaboration among public and private interests in the 2.0 age and the opportunity they represent for social entrepreneurship
- The Wiki, Facebook, Twitter, and mobile world of things: student located and researched examples of new approaches to social change

During the course, representatives from a variety of organizations will be invited to meet with students in class or via teleconference. Among them (students will be engaged in making choices as to which are invited)

**Course Designator, Number and FCE Weight:** [E.g. ABC 1000Y, 1.0 FCE]

**Abbreviated Course Title:** [Maximum 30 characters including spaces/punctuation. Separate words using spaces/punctuation. Use the full course title if possible.]

**A Graduate Faculty Member has been or will be assigned to teach/coordinate this course:**

[Please check] Yes

**Course Format:** [E.g. lecture, seminar, etc. Please see Governance Form C: Guidelines]
Regular/Modular/Continuous/Extended Course:  [Mark one; see Governance Form C: Guidelines.]

| Regular | Modular | Continuous | Extended |

Online Indicator on ROSI Required: [Please check only one box. An online indicator is required only for courses that are fully online, not for hybrid or regular courses]

| Yes | No |

Student Web Service Available [E.g. if yes, a student may log on to ROSI and register in the course themselves]

| Yes |

Does this change involve a course that is required to complete a graduate program? [Mark one]

| NO | YES (please also submit a completed Governance Form A with revised Calendar entry) |

Contact Hours: [For modular courses, list the overall contact hours for the course; for all other course types, list the contact hours per week. For more information, see Governance Form C: Guidelines.]

Grading Scale: [Mark one. If this is a seminar series course, see Governance Form C: Guidelines.]

| Letter Grades | CR/NCR |

NOTE: Information on Evaluation Components, Percentage Value and Timing are no longer required on this form. Details are kept on record in the graduate unit. According to the University Assessment and Grading Practices Policy (effective July 2012), participation may not constitute more than 20% of the overall grade.]

Enrolment Projection: [Provide an estimate.]

Prerequisites/Co-requisites/Exclusions/Enrolment Restrictions: [If any.]

Similarity/Overlap: [List graduate units where significant similarity or overlap may occur. Confirm that consultation with other graduate units has occurred; attach documentation as appropriate. Indicate "None" if there is no similarity or overlap.]

Resources Required: [Mark one.]

| All elements of the course will be met with existing resources | Additional resources will be required [contact your Faculty Graduate Dean’s Office, and provide a brief description below] |

- [Insert description of additional resources required]

Effective Session Date: [Month / Day / Year; sessions begin in September, January or May. The Faculty Graduate Office and SGS reserve the right to alter the effective session date.]

Approvals/Actions prior to Faculty Governance Approval: [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Consultation with graduate students should be included; indicate how it has occurred.]

- [Graduate Unit Committee Name, Meeting Date]

Chair/Director Name(s): [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.]

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Governance Form C: Guidelines
Effective August 1, 2013

Naming and Identifying Courses: The name of the course must clearly reflect the content and be appropriate to the discipline. A glossary of course codes, definitions of the alphabetical characters and symbols that may be used following a course number are available online. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years. Please consult the SGS Glossary of Course Codes.

Course Format: The SGS Policy and Guidelines on Graduate Courses and Other Academic Activities provides a general definition of a graduate course. This includes possible variations in course weight (e.g. modular, extended and continuous courses), various delivery modes of courses and alternate course types. In particular, “graduate seminars” (generally defined in the policy referred to above) are viewed as distinct from seminar series. Please consult the Graduate Seminar Series Courses: Guidelines.

eLearning: eLearning describes the delivery of online and hybrid courses, and online and hybrid programs using audio, video or computer technologies singly or in combination. The definitions in this Terminology section are drawn from the Ministry of Training Colleges and Universities reporting definitions found in the Multi-Year Accountability Agreement form. Please consult the SGS Guidelines for eLearning in Graduate Academic Programs.

Consultation: Faculty Members interested in developing online courses and programs first will contact their graduate unit chair/director. The chair/director then contacts the Vice-Dean or Associate Dean of Graduate Studies in the Faculty Dean's Office.

Approvals: References to approval routes align with the University of Toronto Quality Assurance Process (UTQAP).

Contact Hours: See the SGS policy for minimum contact hours required.

Evaluation Components, Percentage Value and Timing: The School of Graduate Studies is governed by the University Assessment and Grading Practices Policy.

Effective Session Date: Proposals are effective no sooner than the beginning of the following session. Retroactive proposals require SGS approval.

Turnitin.com: Instructors wishing to use Turnitin, or a similar service, must explain this at the outset of the course. Turnitin.com is an electronic resource that assists in the detection and deterrence of plagiarism. Further information is available from the Centre for Teaching Support & Innovation.

OISE Graduate Units: OISE also requires proposals to include a New Course Proposal Supplementary Form. OISE graduate units should contact the OISE Faculty Graduate Office for further information.
**Medicine Graduate Units**: The Faculty of Medicine requires a detailed course syllabus to be appended to this form (the syllabus will not be posted on the GCT).

**References**: SGS Policy and Guidelines on Graduate Courses and Other Academic Activities, Graduate Seminar Series Course Guidelines, University Assessment and Grading Practices Policy, Centre for Teaching Support and Innovation – Online Course Design Guidelines