MEMORANDUM

To: Deans, Chairs, and Directors

Copy: Registrar, Provost and Vice-President Academic, Chief Librarian, Departmental Assistants, Assistant Registrar, Curriculum Management, Undergraduate Calendar, Publications Editor, Director of Admissions

From: Dr. Kelly MacKay, Vice-Provost Academic

Subject: Undergraduate Curriculum Modification: Preparation and Submission of Undergraduate Curriculum, Course and Program Changes for Calendar Production and SAS Implementation

Date: April 2019

This memo highlights for your information:
- key submission dates for curriculum and calendar changes to be effective for 2020-2021;
- recent updates on undergraduate curriculum modifications; and
- resources to assist you with the preparation and submission of curriculum changes for Undergraduate Calendar Publications, the Academic Standards Committee, and Senate.

Schools/Departments that are proposing undergraduate curriculum modifications for 2020-2021 should refer to Ryerson’s Senate Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs. The policy details the authority and responsibilities of Schools/Departments, Departmental/School Councils, Deans, and others in curriculum modifications. The attached Guide to Curriculum Modifications: Undergraduate Programs provides definitions and examples of the various types of curriculum changes, as well as, explanations of the submission and approval procedures for Senate, the Academic Standards Committee, and Undergraduate Calendar Publications.

Submission Deadline Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>June 28, 2019</td>
<td>Curriculum modification proposals requiring review by the Academic Standards Committee, submitted to the Office of the Vice-Provost Academic (an electronic copy in WORD and PDF formats to <a href="mailto:ovpa.curriculum@ryerson.ca">ovpa.curriculum@ryerson.ca</a>).</td>
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<tr>
<td>October 7, 2019</td>
<td>Calendar submissions to Undergraduate Calendar Publications, POD-362.</td>
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Updated April, 2019
Updates

- **Policy Revisions**
  Please note the following Senate-approved revisions to Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs.

  Procedures Section 1.1.3: The Department/School/Program/Faculty Council(s) of the Teaching Department/School decides who has authority to approve Category 1 Minor Modifications.

  Procedures Section 1.3.1: Deletion of a **required** course or courses in a program’s curriculum provided by another Teaching Department/School requires the submission of a proposal to the Academic Standards Committee, **only in cases where the Teaching Department/School Council and/or the Faculty Dean of the Teaching Department/School disputes the course deletion.**

  Procedures Section 2.1: Please note that consultation with the Vice-Provost Academic must take place prior to commencing work on a proposal for a Major Modification of an undergraduate program **if more than four years have elapsed** since its last Senate-approved periodic program review.

- **Grading Variations in a Course**
  Program specific grading variations in a course require Senate approval. Please see Policy 46: Undergraduate Grading, Promotion and Academic Standing (Section 3.0a) and Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs (Section 3.2.3). Any pre-existing, unapproved variations to pass a course were to have been removed from course outlines by Winter 2019. **Programs wishing to introduce new grading variations in a course must submit a proposal to the Academic Standards Committee by the June 28, 2019 deadline.**

  For information on the requirements of the proposal, refer to the Guide to Curriculum Modifications: Undergraduate Programs.

- **Major Curriculum Modifications or New Program Proposals: Supporting Program Departments/Schools**
  A proposal for major curriculum modifications of an undergraduate degree program or a new program proposal requires consultation with individuals in various units throughout the University. To facilitate the consultation process, the Office of the Vice-Provost Academic (OVPA), the Registrar’s Office (RO), the University Planning Office (UPO) and the Library will provide coordinated support and feedback to departments/schools throughout the proposal development process.

  If your department/school is planning or considering a major curriculum modification of an existing undergraduate degree program or development of a new undergraduate degree program, **please contact the OVPA as early in the process as possible at: ovpa.curriculum@ryerson.ca.** The VPA, RO, UPO and Library will work with your unit to

*Updated April, 2019*
assess the academic, resource, and administrative issues that need to be addressed in the proposal and advise accordingly.

- **Open Electives**
  Until Phase I (Requisite Review) of the implementation of open electives is completed in all undergraduate programs, we will continue to accept course additions/deletions to the Open Elective Table. (Refer to *Senate Policy 2: Undergraduate Curriculum Structure*, December 5, 2017 Senate meeting).

  To add or delete open elective courses for 2020-2021, complete the forms required for a Category 2 change (see *Undergraduate Calendar Publications Forms*), and submit the forms to Undergraduate Calendar Publications (POD-362). The requests will be submitted to the Vice-Provost Academic, for approval. If a proposed open elective course has prerequisites, the prerequisite course(s) must also be on the Open Elective Table in order for the course addition to be approved. Please note: *Liberal Studies courses are not eligible for addition to the Open Elective Table.*

**Resources**

There are a number of resources available to Departments/Schools considering curriculum modifications or new programs.

- **Guide to Curriculum Modifications: Undergraduate Programs**
  The attached *Guide to Curriculum Modifications: Undergraduate Programs* includes definitions of the various types of curriculum changes; explanations of the submission and approval procedures for Senate, the Academic Standards Committee (ASC), and Undergraduate Calendar Publications; guides for developing curriculum proposals (e.g., for Minors, Concentrations, etc.); curriculum modification timelines; and a list of resource individuals and their contact information.

- **Undergraduate Calendar Publications: Online Resources and Workshops**
  Ryerson’s *Undergraduate Calendar Publications* provides detailed online information on the calendar submission forms and process and offers calendar submission workshops for faculty and staff. For the 2019 workshop schedule, link [here](#).

- **Curriculum Development Consultants**
  For assistance with developing, revising, and/or mapping program learning outcomes, please contact: [ovpa.curriculum@ryerson.ca](mailto:ovpa.curriculum@ryerson.ca) to set up an appointment with a curriculum development consultant.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CURRICULUM MODIFICATION GUIDE FOR SUBMISSIONS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy 127 Curriculum Modification Procedures</td>
<td>1</td>
</tr>
<tr>
<td>Curriculum Modification Timelines</td>
<td>9</td>
</tr>
<tr>
<td>Concentrations</td>
<td>15</td>
</tr>
<tr>
<td>Grade Variations</td>
<td>19</td>
</tr>
<tr>
<td>Honours Degree Designation</td>
<td>21</td>
</tr>
<tr>
<td>Minors</td>
<td>24</td>
</tr>
<tr>
<td>Key Contacts for Curriculum Modifications</td>
<td>27</td>
</tr>
</tbody>
</table>
CURRICULUM MODIFICATIONS
PROCEDURES: UNDERGRADUATE PROGRAMS

This document outlines the procedures for Minor Modifications (Categories 1, 2 and 3) and Major Modifications to undergraduate degree programs.

Category 3 Minor Modifications and Major Modifications require proposals that are assessed by the Academic Standards Committee (ASC). The proposals must be submitted to the Vice-Provost Academic by the last Friday in June. Due to the large workload, ASC cannot guarantee that curriculum modification proposals submitted after the June deadline will be reviewed in time for ASC’s recommendations to be forwarded to Senate for consideration at the November Senate meeting. ASC will give priority to proposals submitted by the June deadline. To implement new or revised curriculum for the subsequent fall semester, the proposal must be approved at or before the November Senate meeting.

All Minor and Major Modifications require the submission of forms to Undergraduate Calendar Publications by the first Monday of October. Undergraduate Calendar Publications will accept Minor and Major Modifications starting May 1st.

Required forms and submission guidelines can be found at:
https://www.ryerson.ca/undergradpublications/forms/

1. MINOR MODIFICATIONS

1.1. CATEGORY 1 MINOR MODIFICATIONS

1.1.1. Description: Category 1 Minor Modifications include:
- revisions to course description, title, and requisites; and
- minor changes to course hours that entail an overall change of two hours or less for a single-semester course, or four hours or less for a two-semester course.

1.1.2. Consultation: Undergraduate Calendar Publications, as needed

1.1.3. Required approvals: Department/School/Program/Faculty Council(s) of Teaching Department/School, as appropriate (or the approver, such as Chair/Director, designated by the Department/School/Program Council of Teaching Department/School)
1.2. CATEGORY 2  MINOR MODIFICATIONS

1.2.1. **Description:** Category 2 Minor Modifications include:
- routine changes to curriculum including course repositioning, additions, deletions;
- considerable changes in course hours with a cumulative change of three hours or more for a single-term course or five hours or more for a multi-term course;
- a change to the mode of delivery of a course;
- course weight variations; and
- small changes to existing Minors (for example, deleting one course and adding another; rearrangement of required and elective courses).

Consideration must be given to the effect of the change on students in each year of the program, including Majors, Double Majors, Concentrations, Co-op, Direct Entry, advanced standing and out-of-phase students.

1.2.2. **Consultations:** Consultations should start as early in the process as possible and should include:
- Vice-Provost Academic, for clarification of category of curriculum modification (e.g. Category 2 or Category 3)
- Curriculum Management: Curriculum Advising and Undergraduate Calendar Publications
- Chair/ Director and the Faculty Dean of the Departments/Schools affected by the curriculum modification
- Library, if course/program changes have implications for Library resources
- University Planning Office if additional resources (e.g., faculty, space, and/or technology) are needed as a result of the implementation of the proposed course and/or curriculum change
- Chang School Program Director, School Council, and Faculty Dean, if Chang School courses are deleted or certificates are affected

1.2.3. **Required Endorsements and Approvals:**
- Department/School/Program/Faculty Council(s) of the Program Department(s)/Schools(s), for endorsement;
- Faculty Dean of Program Department(s)/School(s), for endorsement;
- Department/School/Program/Faculty Council(s) of Teaching Department/School, where applicable, for endorsement;
- Faculty Dean of Teaching Department/School, where applicable, for endorsement; and
- Senate, for approval as a consent agenda item.
1.3. CATEGORY 3 MINOR MODIFICATIONS

1.3.1. **Description:** Category 3 Minor Modifications include:
- change in program admission requirements;
- program-specific variations on grading, graduation, and/or Academic Standing;
- small changes to the total number of courses needed for graduation in a program (less than 5%);
- new Minors and substantial changes to existing Minors;
- new Concentrations and substantial changes to existing Concentrations;
- new Optional Specialization or substantial changes to existing Optional Specialization;
- changes to existing Co-op curriculum and/or schedule (note that introducing or deleting a Co-op is a Major Modification); and
- deletion of a required course or courses in a program’s curriculum provided by another Teaching Department/School, only in cases where the Teaching Department/School Council and/or the Faculty Dean of the Teaching Department/School disputes the course deletion.

1.3.2. **Consultations:** Consultations should start as early in the process as possible. Consultations will continue, as needed, throughout the proposal development.
- Vice-Provost Academic
- Registrar or Assistant Registrar, Curriculum Management
- Registrar and Director, Admissions
- Undergraduate Calendar Publications Editor
- University Planning Office, if additional resources (e.g., faculty, space, and/or technology) may be needed as a result of the implementation of the proposed course and/or curriculum change
- Library, if course/program changes have implications for Library resources
- Department/Schools affected by the proposed changes and their Faculty Deans
- Chang School Program Director, School Council, and Faculty Dean, if Chang School courses or certificates are affected

1.3.3. **Required Endorsements and Approvals:**
- Department/School/Program/Faculty Council(s) of the Program Department(s)/School(s), for endorsement;
- Faculty Dean of Program Department(s)/School(s), for endorsement;
- Department/School/Program/Faculty Council(s) of Teaching Department/School, where applicable, for endorsement;
- Faculty Dean of Teaching Department/School, where applicable, for endorsement;
- Academic Standards Committee (ASC), for assessment and recommendation to Senate; and

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Although the ASC may not yet have reviewed the curriculum changes, course change forms must be completed and filed with Undergraduate Calendar Publications by the deadline date (first Monday of October).
• Senate, for approval.

1.3.4. **REQUIRED PROPOSAL:** Consideration must be given to the effect of the change on students in each year of the program, including Majors, Double Majors, Concentrations, Co-op, Direct Entry, advanced standing and out-of-phase students. The proposal should contain the following information, as appropriate:

• the existing and the proposed curriculum modification, showing the revisions
• the rationale for the curriculum modification, including information on comparator programs (where relevant)
• changes to pre-requisites, if relevant
• program learning outcomes
• the effect of the proposed change on the program learning outcomes, enrolment targets, retention, and academic standing
• the implementation date and implementation plan, and provisions for retroactivity

For changes to program name and/or degree designation include an explanation of why the proposed credential is more appropriate; provide credential used by comparator programs; provide a comparison to the admissions requirements and curriculum of programs using the proposed credential; demonstrate that the proposed credential is recognized by industry or relevant professions; where relevant, include feedback from alumni and current program students. Provide an implementation plan.

For an Honours designation, refer to guidelines provided by the Office of the Vice-Provost Academic.

2. **MAJOR MODIFICATIONS**

2.1. **Description:** Major Modifications to existing programs include substantial changes in program requirements from those that existed at the time of the previous periodic program review; significant changes to program learning outcomes; and a significant change to the faculty engaged in delivering the program and/or to the essential resources, such as when there is a change in the mode(s) of delivery (e.g. online delivery).

Examples of Major Modifications are provided in Appendix A of Ryerson Senate Policy 127. Please consult the Vice-Provost Academic for further clarification.

**IMPORTANT:** Major Modifications are normally an outcome of a periodic program review. Therefore, Major Modification proposals should be submitted within four (4) years of Senate approval of a periodic program review. Consultation with the Vice-Provost Academic must take place prior to commencing work on a Major Modification proposal if more than four years have elapsed since the last Senate approved periodic program review.

2.2. **Consultations**

Consultations with the following individuals and/or groups should start as early in the process as possible and continue, as needed, throughout the proposal
development:
- Vice-Provost Academic
- Curriculum Development Consultant
- Registrar, Assistant Registrar, Curriculum Management
- Director, Admissions
- Undergraduate Calendar Publications Editor
- University Planning Office, if additional resources (e.g., faculty, space, and/or technology) may be needed as a result of the implementation of the proposed course and/or curriculum change
- Department/Schools affected by the proposed changes and their Faculty Deans
- Chang School Program Director, School Council, and Faculty Dean, if Chang School courses or certificates are affected

2.3. Required Endorsements and Approvals
- Department/School/Program/Faculty Council(s) of the Program Department(s)/School(s), for endorsement;
- Faculty Dean of the Program Department(s)/School(s), for endorsement;
- Department/School/Program/Faculty Council(s) of Teaching Department/School, where applicable, for endorsement;
- Faculty Dean of Teaching Department/School, where applicable, for endorsement;
- ASC evaluates the proposal and submits its recommendation to Senate;
- Senate, for approval; and
- Quality Council, in the case of an Expedited Approval of a Major Modification.

2.4. PROPOSAL
All Major Modifications require preparation of a proposal as per Section 2.4.1 below. The University, at its discretion, may request that the Quality Council review a Major Modification proposal, which normally falls under the Expedited Approval Process and, thus, would require completion of a Supplemental Proposal (Section 2.4.2).

The process for Major Modifications undergoing Expedited Approval consists of the preparation of the proposal as outlined in Sections 2.4.1 and 2.4.2. The Expedited Approval process does not require an External Peer Review (see Policy 112 Section 4.0).

The Major Modification proposal must indicate the implementation date, the implementation plan, and provisions for retroactivity. Consideration must be given to the effect of the change on students in each year of the program, including Optional Specializations, Majors, Double Majors, Concentrations, Co-op, Direct Entry, advanced standing and out-of-phase students.

2.4.1 PROPOSAL (mandatory)
Include all the following in the proposal:
1. a summary of the proposed changes and the rationale in light of your stated program learning outcomes;
2. the effect on the Undergraduate Degree Level Expectations (UDLEs) and program learning outcomes, illustrated through an analysis of curricular mapping;
3. an indication of those changes that are the result of a previous periodic program review;
4. a list of the added resources that are needed, including space, faculty and staff;
5. a table permitting easy comparison of the existing curriculum with the curriculum of the proposed amended program by year and term, including course numbers and titles, course hours in lecture, lab or studio, and course designation by program categories (core, open electives and liberal studies);
6. a rationale if there are changes to electives, with comments on the actual availability of electives;
7. a description of each new or amended course, in calendar format
8. a statement of program balance (among core, open electives, and liberal studies) for existing and amended programs;
9. a statement of how and when changes will be implemented, and the strategy for communicating the changes to students;
10. a summary of the implications for external recognition and/or professional accreditation;
11. a summary, in the case of extensive changes, of views of the Program Advisory Council;
12. a list of any other programs affected by the changes; and
13. a brief executive summary.

2.4.2 SUPPLEMENTAL PROPOSAL
If the University chooses to submit a request for an Expedited Approval by the Quality Council (optional) for a Major Modification, the proposal must contain all the information in Section 2.4.1 as well as the following:

a) consistency of the curriculum modification with the institution’s mission and academic plans;
b) appropriateness of degree nomenclature;
c) appropriateness of the program’s admission requirements for the learning outcomes established for completion of the program;
d) sufficient explanation of alternative requirements, if any, for admission into a second-entry or undergraduate program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience;
e) ways in which the curriculum modification addresses the current state of the discipline or area of study;
f) identification of any unique curriculum or program innovations or creative components;
g) appropriateness of the proposed mode(s) of delivery to meet the intended program learning outcomes and Degree Level Expectations;
h) appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations;
i) completeness of plans for documenting and demonstrating the level of performance of students, consistent with the institution’s statement of its Degree Level Expectations;

j) adequacy of the administrative unit’s planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the curriculum modification;

k) participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program when the curriculum modification is implemented;

l) evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students including library support, information technology support, and laboratory access;

m) evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate;

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

o) evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision, if appropriate;

p) evidence of and planning for adequate numbers and quality of: (a) faculty and staff to achieve the goals of the program; or (b) of plans and the commitment to provide the necessary resources in step with the implementation of the program; (c) planned/anticipated class sizes; (d) provision of supervision of experiential learning opportunities (if required); and (e) the role of adjunct and part-time faculty;

q) definition and use of indicators that provide evidence of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed curriculum modification); and

r) evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.
APPENDIX A

Major Modifications - Undergraduate

Major Modifications typically include one or more of the following program changes:

a) Requirements for the program that differ significantly from those existing at the time of the previous cyclical program review;
b) Significant changes to the learning outcomes;
c) Significant changes to the faculty engaged in delivering the program and to the essential physical resources as may occur, for example, where there have been changes to the existing modes of delivery.

Examples of Major Modifications:

- Significant change in the laboratory time of a program
- The introduction or deletion of a research paper, thesis or capstone project
- The introduction or deletion of work experience, co-op, internship, or practicum, or portfolio
- Considerable changes to courses comprising a significant proportion of the program
- Significant change in the total number of courses required for graduation in a program
- Change to the name of the School or Department
- Change in program name and/or degree designation
- The creation of a double major based on existing degree programs
- Significant changes to the program learning outcomes that do not meet the threshold of 'new program'\(^2\)
- Changes to program content, other than those listed above, that affect the learning outcomes, but do not meet the threshold for a 'new program'
- The introduction, deletion, or change to a full- or part-time program option
- The merger of two or more programs
- Significant changes to the faculty engaged in delivering the program and to the essential resources such as when there have been changes to the existing modes of delivery (for example, a new institutional collaboration or a move to online, blended or hybrid learning).
- Considerable curriculum changes due to changes to the faculty delivering the program: for example a large proportion of the faculty retires; or the expertise of new hires changes the focus of research and teaching interests
- Changes to the essential resources, where these changes impair the delivery of the approved program
- New bridging options for college diploma graduates
- The establishment of an existing degree program at another institution or location
- The offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa

\(^2\) Refer to Ryerson University Senate Policy 110 for definition.
## MINOR MODIFICATIONS Category 1

Category 1 Minor Modifications include:
- revisions to course description, title, and requisites; and
- minor changes to course hours that entail an overall change of two hours or less for a single-semester course, or four hours or less for a two-semester course.

<table>
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<th>TIMELINE</th>
<th>ACTIVITY</th>
<th>DETAILS</th>
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<td>PREPARATION</td>
<td>Department/School discusses and prepares curriculum changes.</td>
<td>May - September</td>
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<td>YEAR 1</td>
<td>CONSULTATION</td>
<td>Consult with Undergraduate Calendar Publications early in the process, as needed, to make sure you consider possible issues regarding the effect of the change on students in each year of the program, including out-of-phase students.</td>
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<td>YEAR 1</td>
<td>APPROVAL</td>
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<td>May - September</td>
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<tr>
<td>YEAR 2</td>
<td>IMPLEMENTATION</td>
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* Departments/Schools are encouraged to submit forms to Undergraduate Calendar Publications (POD362) ahead of the deadline if completed in their entirety.
Category 2 Minor Modifications include:

- routine changes to curriculum including course repositioning, additions, deletions;
- considerable changes in course hours with a cumulative change of three hours or more for a single-term course or five hours or more for a multi-term course;
- a change to the mode of delivery of a course;
- course weight variations; and
- small changes to existing Minors (for example, deleting one course and adding another; rearrangement of required and elective courses).

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<td>• Faculty Dean of Program Department(s)/School(s), for endorsement;</td>
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<td>• Senate, for approval as a consent agenda</td>
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<td>YEAR 2</td>
<td>FORMS*</td>
<td><a href="https://www.ryerson.ca/undergradpublications/forms/">https://www.ryerson.ca/undergradpublications/forms/</a></td>
<td>First Monday in October</td>
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* Departments/Schools are encouraged to submit forms to Undergraduate Calendar Publications (POD362) ahead of the deadline if completed in their entirety.
MINOR MODIFICATIONS  **Category 3**

**Category 3 Minor Modifications include:**
- change in program admission requirements;
- program-specific variations on grading, graduation, and/or Academic Standing;
- small changes to the total number of courses needed for graduation in a program (less than 5%);
- new Minors and substantial changes to existing Minors;
- new Concentrations and substantial changes to existing Concentrations;
- new Optional Specialization or substantial changes to existing Optional Specialization;
- changes to existing Co-op curriculum and/or schedule (note that introducing or deleting a Co-op is a Major Modification);
- deletion of a required course or courses in a program’s curriculum provided by another Teaching Department/School, only in cases where the Teaching Department/School Council and/or the Faculty Dean of the Teaching Department/School disputes the course deletion; and
- changes to program name and/or degree designation, including Honours title designation.

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<td>• Registrar or Assistant Registrar, Curriculum Management</td>
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<td>• Registrar and Director, Admissions</td>
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<td>• Undergraduate Calendar Publications Editor</td>
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<td>• University Planning Office, if additional resources (e.g., faculty, space, and/or technology) may be needed as a result of the implementation of the proposed course and/or curriculum change</td>
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<td>• Library, if course/program changes have implications for Library resources</td>
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<td>• Department/Schools affected by the proposed changes and their Faculty Deans</td>
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<td>• Chang School Program Director, School Council, and Faculty Dean, if Chang School courses or certificates are affected</td>
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| **PROPOSAL** | Consideration must be given to the effect of the change on students in each year of the program, including Majors, Double Majors, Concentrations, Co-op, Direct Entry, advanced standing and out-of-phase students. The proposal should contain the following information, as appropriate:
  * the existing and the proposed curriculum modification, showing the revisions
  * the rationale for the curriculum modification, including information on comparator programs (where relevant)
  * changes to pre-requisites, if relevant
  * program learning outcomes
  * the effect of the proposed change on the program learning outcomes, enrolment targets, retention, and academic standing
  * the implementation date and implementation plan, and provisions for retroactivity | Fall term |
| **APPROVALS** | • Department/School/Program/Faculty Council(s) of the Program Department(s)/School(s), for endorsement;
  • Faculty Dean of Program Department(s)/School(s), for endorsement;
  • Department/School/Program/Faculty Council(s) of Teaching Department/School, where applicable, for endorsement;
  • Faculty Dean of Teaching Department/School, where applicable, for endorsement;
  • Academic Standards Committee (ASC)** for assessment and recommendation to Senate; and
  • Senate, for approval. **Submit no later than June 27 | Winter term |

**YEAR 2**

| **APPROVALS** | • ASC reviews the curriculum modification proposal Letter to program if any clarification is required
  • Visit by program to ASC to respond to questions from Standards Committee (if requested)
  • ASC recommendation to Senate
  • Senate approval | Fall term |

| **FORMS * | [https://www.ryerson.ca/undergradpublications/forms/](https://www.ryerson.ca/undergradpublications/forms/) | First Monday in October |

**YEAR 3**

| **IMPLEMENTATION** | | Fall of next year from October submission |

* Departments/Schools are encouraged to submit forms to Undergraduate Calendar Publications (POD362) at time of submission to Vice-Provost Academic (pending approval by Senate).
MAJOR MODIFICATIONS ***

Major Modifications include:
- Significant change in the laboratory time of a program
- The introduction or deletion of a research paper, thesis or capstone project
- The introduction or deletion of work experience, co-op, internship, or practicum, or portfolio
- Considerable changes to courses comprising a significant proportion of the program
- Significant change in the total number of courses required for graduation in a program
- Change to the name of the School or Department
- Change in program name and/or degree designation
- The creation of a double major based on existing degree programs
- Significant changes to the program learning outcomes
- Changes to program content, other than those listed above, that affect the learning outcomes, but do not meet the threshold for a 'new program'
- The introduction, deletion, or change to a full- or part-time program options
- The merger of two or more programs
- Significant changes to the faculty engaged in delivering the program and to the essential resources such as when there have been changes to the existing modes of delivery (for example, a new institutional collaboration or a move to online, blended or hybrid learning).
- Considerable curriculum changes due to changes to the faculty delivering the program: for example a large proportion of the faculty retires; or the expertise of new hires changes the focus of research and teaching interests
- Changes to the essential resources, where these changes impair the delivery of the approved program
- New bridging options for college diploma graduates
- The establishment of an existing degree program at another institution or location
- The offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa

<table>
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<tr>
<th>TIMELINE</th>
<th>ACTIVITY</th>
<th>DETAILS</th>
<th>RECOMMENDED TIMING</th>
<th>DEADLINE</th>
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<tr>
<td>Previous Spring and Summer</td>
<td>PRELIMINARY PREPARATION</td>
<td>Curricular History in the Department and Program; Goals and Rationale for Revising the Curriculum; Overview of Proposed Curriculum Changes; Review of the Learning Outcomes</td>
<td>Previous Spring and Summer</td>
<td></td>
</tr>
</tbody>
</table>
| YEAR 1            | CONSULTATION   | Consultations with the following individuals and/or groups should start as early in the process as possible and continue, as needed, throughout the proposal development:  
- Vice-Provost Academic  
- Curriculum Development Consultant  
- Registrar, Assistant Registrar, Curriculum Management  
- Director, Admissions  
- Undergraduate Calendar Publications Editor  
- University Planning Office, if additional resources (e.g., faculty, space, and/or technology) may be needed as a result of the implementation of the proposed course and/or curriculum change  
- Department/Schools affected by the proposed changes and their Faculty Deans  
- Chang School Program Director, School Council, and Faculty Dean, if Chang School courses or certificates are affected | Fall term |           |
<table>
<thead>
<tr>
<th>PROPOSAL</th>
<th>Refer to Policy 127 for details on requirements for the proposal.</th>
<th>Fall term</th>
</tr>
</thead>
</table>
| APPROVALS | • Department/School/Program/Faculty Council(s) of the Program Department(s)/School(s), for endorsement;  
• Faculty Dean of the Program Department(s)/School(s), for endorsement;  
• Department/School/Program/Faculty Council(s) of Teaching Department/School, where applicable, for endorsement;  
• Faculty Dean of Teaching Department/School, where applicable, for endorsement;  
• Academic Standards Committee (ASC)** for assessment and recommendation to Senate;  
• Senate, for approval: and  
• Quality Council, in the case of an Expedited Approval of a Major Modification.  

** No later than June 27  

- ASC reviews the curriculum modification proposal Letter to program if any clarification is required  
- Visit by program to ASC to respond to questions from Standards Committee (if requested)  
- ASC recommendation to Senate  
- Senate approval | Winter term |
| FORMS * | [https://www.ryerson.ca/undergradpublications/forms/](https://www.ryerson.ca/undergradpublications/forms/) | Fall term |
| YEAR 3 IMPLEMENTATION | | No later than November |
| | First Monday in October | }

* Departments/Schools are encouraged to submit forms to Undergraduate Calendar Publications (POD362) at time of submission to Vice-Provost Academic (pending approval by Senate).

*** IMPORTANT: ** Major Modifications are normally an outcome of a periodic program review. Therefore, Major Modification proposals should be submitted within four (4) years of Senate approval of a periodic program review. Consultation with the Vice-Provost Academic must take place prior to commencing work on a Major Modification proposal if more than four years have elapsed since the last Senate approved periodic program review.
CONCENTRATIONS - A GUIDE FOR PROPOSALS

A Concentration is a Senate-approved curricular element that provides undergraduate students the opportunity to develop in-depth knowledge representing a sub-specialization or emphasis within the core of a degree program or major. Courses for a Concentration are selected from the core elective courses offered to students within their degree program or major. Concentrations are optional.

New Concentrations and substantial changes to existing Concentrations are considered Minor Modifications, Category 3, and require a proposal to the Academic Standards Committee. (See Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs, Procedures: Undergraduate Programs, Section 1.3.)

Proposals for Concentrations must be consistent with Ryerson’s Senate Policy 2: Undergraduate Curriculum Structure (Section 7.1) and Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs (Procedures: Undergraduate Programs, Section 1.3.). Review the policies prior to developing the Concentration(s) for important information. Refer to https://www.ryerson.ca/senate/policies/.

REQUIREMENTS FOR THE CONCENTRATION AND GUIDELINES (as outlined in Senate Policy 2: Undergraduate Curriculum Structure)

a. A Concentration curriculum consists of at least six, specified/prescribed one-term degree-level core elective courses offered to students within their degree program or major.

More than one Concentration may be offered by a program. The Concentration can be structured without any choice (i.e., every course is mandatory), with full choice (i.e., six courses selected from a group of core electives), or with a combination of mandatory and elective courses (e.g., two mandatory courses plus four courses to be selected from a list of courses). See Frequently Asked Questions below for examples of current Concentrations.

b. Core required courses of the degree program or major may not be included in the course count/defined structure of a Concentration.

The courses in a Concentration must be part of the program’s core elective selection.

c. The completion of a Concentration cannot be made mandatory.

The program’s curriculum must allow for a student to complete the program requirements without completing a Concentration if they so choose.

d. Earning one Concentration will not increase the number of courses required to graduate.
The curriculum structure must provide at least the minimum number of courses for a Concentration within the core elective table.

e. Where it is possible, a student may complete more than one Concentration; however, no individual course can be applied to satisfy the requirements of more than one Concentration.
   *For programs with more than one Concentration, the greater the selection of courses within each Concentration the more feasible it will be for students to take more than one Concentration.*

f. Course substitutions are not permitted.
   *This is to maintain the integrity and coherence of the Concentration.*

g. Completion of a Concentration is subject to availability of courses.
   *Every effort should be made by the program to provide the Concentration courses in a timely and effective manner.*

h. Completion of the degree, with the addition of more than one Concentration, may require the completion of extra courses. Additional fees may also be incurred. *Additional courses beyond the prescribed program curriculum may be required for the completion of more than one Concentration.*

i. Students must complete all courses in a Concentration prior to graduation from their program of studies.

j. Restrictions [e.g., grade variations on individual courses; a minimum Cumulative Grade Point Average (CGPA) requirement for completion of the Concentration] are not permitted.
   *Any student in the program may elect to take a Concentration without restrictions.*

k. Any course used to satisfy a requirement of a Concentration cannot also be used to satisfy a requirement of a Minor.
   *The student is responsible to ensure that there is no duplication in courses if they choose to complete both a Concentration and a Minor.*

l. Students must declare a Concentration(s) at a time specified by their program.
   *Programs must state in the proposal when a Concentration is to be declared (e.g., after 2nd semester).*

m. Completion of a Concentration is noted on the academic transcript, but not on the award document.
PROPOSAL

Proposals for Concentrations are to be submitted in memo format and should contain the following:

1. **General Information**
   a. The name of the proposed Concentration or Concentrations (as it will appear on students’ transcript).
   b. A brief description and rationale for the Concentration(s).
   c. The learning outcomes of the Concentration.
   d. A description of the effect of the Concentration(s) on the program learning outcomes.

2. **Curriculum**
   a. A list of the course codes and course titles in the Concentration(s).
   b. Calendar course descriptions for all courses in the Concentration. For new courses, draft calendar course descriptions and preliminary course outlines should be provided.
   c. The program curriculum (all years) in table format showing the current curriculum and the proposed curriculum.
   d. A description of any constraints that may apply to the Concentration curriculum, such as pre-requisites.

3. **Delivery Plan**
   a. The term/year of study, specified by the program, when a student must declare a Concentration.
   b. Evidence that students will have reasonable access to the courses in the Concentration(s). Provide information on the frequency and term(s) in which the courses are typically offered; the typical section sizes of the courses; etc. Are there limits to the number of students the Concentration can accommodate?
   c. A plan to deal with course accessibility issues, if any.
   d. A plan to deal with resource issues, if any.
   e. A plan to track (i) student declaration and completion of the Concentration; and (ii) any issues concerning the Concentration.
   f. Proposed implementation date.
   g. Documentation confirming the required endorsements (see Policy 127, Procedures: Undergraduate Programs, Section 1.3.3).

4. **Documentation Required with the Proposal**
   Record of endorsements (see Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs, Procedures: Undergraduate Programs, Section 1.3.3).
FREQUENTLY ASKED QUESTIONS

1. Can a Concentration include courses not offered by the program department?
   Courses offered by another teaching department that are part of the program’s core elective table may be included in the Concentration.

2. Can a Concentration include only mandatory courses (i.e. no choice)?
   Yes. However, the greater the flexibility in the choice of courses in the Concentration the more likely students will be able to access the courses and complete the Concentration.

3. Are there examples of Concentrations that are consistent with the policy on Concentrations?
   Computer Science
   Graphic Communications Management
Departments/Schools that are planning to introduce a grading variation in a course must seek Senate approval by submitting a proposal to the Academic Standards Committee, as per Senate Policy 46: Undergraduate Grading, Promotion and Academic Standing (Section 3.0a) and Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs (Section 3.2.3).

NOTE

- All previously existing, unapproved grading variations in a course were to be removed from course outlines as requirements to pass a course as of the Winter 2019 term.
- Effective January 2019, grading variations in a course cannot be implemented without Senate approval.

Contact the Vice-Provost Academic if you have any questions.

PROPOSALS FOR GRADING VARIATIONS IN A COURSE

Proposal Requirements

The proposal should include the following:

1. The course or courses in which a grading variation occurs (or is being proposed), a description of the grading variation(s), and a description of all other units of evaluation in the course(s) and their weighting.
2. The rationale for the grading variation, considering the course objectives and program learning outcomes. If the grading variation relates to professional accreditation requirements, please provide evidence of the requirement.
3. Information on comparator programs at other universities.
4. The method(s) of communicating the grading variation to students.
5. A statement of the conditions, if any, under which students who fail to pass the particular course component but have earned an overall passing grade in the course will be given an opportunity to redeem their failed grade.

Required Approvals

- Department/School/Program/Faculty Council(s) of the Program Department/Schools, for endorsement;
- Faculty Dean of Program Department/School, for endorsement;
- Academic Standards Committee (ASC), for assessment and recommendation to Senate; and
- Senate, for approval.
Documentation Required with the Proposal

- The course outline for all courses in which a grading variation is proposed.
- Record of endorsements (see Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs, Procedures: Undergraduate Programs, Section 1.3.3).

Evaluation Criteria

The Academic Standards Committee will evaluate proposals based on the following criteria:

- There is a strong rationale for the grading variation (e.g., different components of the course address different objectives; laboratory safety; or other reasons where the variation is clearly in students’ best academic interests).
- The rationale is supported by comparator programs at other universities, which have similar grading variations.
- The objective(s) of the grading variation cannot be achieved by changing the evaluation and/or weighting scheme of the course or by altering the method(s) of assessment.
- All sections of the course(s) have the same grading variation.
- There is a clear statement of the conditions, if any, under which students who fail to pass the particular component of the course but have earned an overall passing grade in the course, will be allowed to redeem the failure. And there is a clearly articulated plan as to how this will be communicated to affected students.
HONOURS DEGREE DESIGNATION: A GUIDELINE FOR PROPOSALS

Schools/Departments that choose to use the "Honours" designation in the degree title of their undergraduate program(s) must submit a proposal to the Academic Standards Committee, for approval by Senate, demonstrating that their program meets the established requirements at the standard of performance consistent with the University's Degree Level Expectations for Undergraduate Programs (UDLEs). (Refer to Ryerson's Institutional Quality Assurance Process policies.) Ryerson's UDLEs are in accord with the degree level standards for a Baccalaureate/Bachelor's Degree: Honours, as defined by the Ontario Universities Council on Quality Assurance.

If the designation is approved, all students in that program who meet Ryerson's graduation requirements (as outlined in Ryerson's calendar) would be awarded a Bachelor's Honours degree.

**Note:**

- If the proposal is approved by Senate in April of any given year, the program's Honours degree designation will be reflected in the OUAC application form for Fall applicants for the following year (e.g., Senate approval April 2019 for Fall 2020 applicants).
- Proposals must be approved by Senate by no later than January of any given year in order for the Honours designation to be reflected on the graduation award document for students graduating from that program in Spring of the same year.
- Students who graduated in June 2011 or later from a program that is approved by Ryerson's Senate for the use of the Honour's designation may be eligible to request that their graduation award document be amended to reflect the new degree designation. Consult with the Curriculum Advising Office.

**PROPOSAL GUIDELINES**

Schools/Departments that have either a new undergraduate program or an undergraduate Periodic Program Review that was approved by Senate in 2012 or later should follow the proposal guidelines in Section A below.

Schools/Departments whose last Senate-approved undergraduate Periodic Program Review was prior to 2012 must follow the guidelines in Section B.

**Section A: New programs and periodic program reviews approved by Senate in 2012 and later**

The proposal must include the following information.
**Rationale:**

- Articulate the main rationale for the degree title change is that the program’s curriculum has already been assessed as meeting the Quality Assurance standards for Bachelor’s Degree: Honours.
- Include the date that the new program or PPR was approved by Senate.
- Include evidence that comparable four-year programs at other Ontario (Canadian) universities have the Honours designation in the degree title.
- Additional reasons for the degree title change may be included (e.g., clarifies ambiguities for prospective students and current students who intend to apply to graduate school, etc.).

**Required Approvals:**

- Date of approval by the Department/School/Faculty Council and by the Dean of the Faculty.

**Appendices:**

- Record of Approvals (Date and signature of approval by Department/School/Faculty Council and by the Dean of the Faculty)

**Section B: Programs Last Reviewed Prior to 2012**

**Important** - To demonstrate that the program’s curriculum meets the Quality Assurance standards for Bachelor’s Degree: Honours, Schools/Departments must:

- articulate intended program learning outcomes
- map all core required and core elective courses to program learning outcomes
- map teaching methods and forms of assessment for each core required and core elective course
- map all program learning outcomes to the Undergraduate Degree Level Expectations

Contact a Curriculum Development Consultant (ovpa.curriculum@ryerson.ca) for assistance and templates.

The proposal must include the following information.

**Rationale:**

- Articulate that the main rationale for the degree title change is that the proposal program’s curriculum, as demonstrated in the proposal, meets the Quality Assurance standards for Bachelor's Degree: Honours.
- Include evidence that comparable four-year programs at other Ontario (Canadian) universities have the Honours designation in the degree title.
- Additional reasons for the degree title change may be included (e.g., clarifies
ambiguities for prospective students and current students who intend to apply to graduate school, etc.

**Program Outcomes:**
- A clear articulation of the intended program learning outcomes.

**Academic Quality:**
- A description of the program curriculum and structure. (Append calendar copy.)
- An analysis of the relationship of the curriculum and individual courses to the program learning outcomes including an explanation of how the program goals are progressively developed over the course of the program, referring particularly to the mappings identified above.
- The appropriateness and effectiveness of the methods of assessing student achievement of the defined learning outcomes and degree learning expectations, particularly in students’ final year of study (refer to the mapping identified above).

**Undergraduate Degree Level Expectations (UDLEs):**
- Describe and analyze how the program addresses the [Undergraduate Degree Level Expectations](#) mandated by the Ontario Council of Universities (COU), referring to the UDLEs mapping matrix.

**Approvals:**
- Date of approval by the Department/School/Faculty Council and by the Dean of the Faculty.

**Appendices:**
- Program Curriculum in Calendar Format (copy from the calendar)
- Courses to Program Learning Outcomes Mapping
- Course Methods and Assessments Mapping
- Program Learning Outcomes to Undergraduate Degree Levels Expectations Mapping
- Record of Approvals (Date and signature of approval by Department/School/Faculty Council and the Dean of the Faculty)
MINORS – A GUIDELINE FOR PROPOSALS

A Minor is a Senate-approved curricular element that provides an opportunity for students from multiple programs to explore a secondary area of undergraduate study, either for personal interest beyond their degree program, or as an area of specific expertise related to their degree program that will serve their career choice(s).

New Minors and substantial changes to existing Minors are considered Minor Modifications, Category 3, and require a proposal to the Academic Standards Committee. (See Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs, Procedures: Undergraduate, Section 1.3.)

Proposals for Minors must be consistent with Ryerson’s Senate Policy 2: Undergraduate Curriculum Structure (Section 7.4) and Senate Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs. Review the policies prior to developing the Minor for important information.

REQUIREMENTS FOR THE MINOR AND GUIDELINES

a. Courses in a Minor have a coherence based on discipline, theme and/or methodology, as determined by the program offering the Minor.

b. A Minor curriculum consists of six one-term, degree-level courses which may be core, open elective, and/or liberal studies.
   The curriculum can consist of all required courses, or a combination of required and elective courses. The Minor should be structured in such a way that students can elect to take the Minor either for personal interest beyond their degree program, or as an area of specific expertise related to their degree. See section 2.d for further information.

c. Course substitutions are not permitted.
   This is to maintain the integrity and coherence of the Minor.

d. All students are eligible to pursue any Minor except those that are specifically excluded by their program department or by the Academic Standards Committee (ASC) of Senate. Exclusions may be applied when the subject area of the Minor is too closely related to the core studies of a program.

e. Where it is possible, a student may take more than one Minor. However, an individual course may only be used to satisfy the requirements of one Minor.
   Since no course substitutions are allowed, students should be advised to check courses in each Minor before embarking on two Minors.

f. It is acknowledged that scheduling issues such as course availability may prevent individual students from being able to access all the courses in a specific Minor in the same time frame as they are completing the requirements for their degree. Every effort should be made by the program to provide the Minor courses in a timely manner; however, there is no requirement that courses be offered to accommodate student’s course needs.
g. Any course used to satisfy a requirement of a Minor cannot also be used to satisfy a requirement of a Concentration. 
   *The student is responsible to ensure that there is no duplication in courses if they choose to complete both a Minor and a Concentration.*

h. The completion of a Minor may require the completion of courses additional to those in a student’s program. Additional fees may also be incurred. 
   *Depending on the students’ program curriculum, additional courses may be required for the Minor.*

i. Students must complete all courses in a Minor prior to graduation from their program of studies. 
   *Students do not declare a Minor until the graduation audit is conducted.*

j. No Minor may be claimed twice. 
   *If a student changes programs, a Minor can only be claimed for one of the programs.*

k. Completion of a Minor is noted on the academic transcript, but not on the award document.

**PROPOSAL**

Proposals for Minors are to be submitted in memo format and should contain the following:

1. General Information
   a. A brief description and rationale for the Minor.
   b. Learning outcomes for the Minor.

2. Curriculum
   a. A table presenting the course codes and course titles. The table should indicate which semesters (i.e., Fall or Winter) the courses are being offered, as well as any course requisites (e.g., prerequisites; antirequisites).
   b. A description of the Minor as it would appear in the calendar.
   c. Calendar course descriptions for all courses in the Minor. For new courses, draft calendar course descriptions and preliminary course outlines should be provided.
   d. A description of any constraints that may apply to the Minor curriculum such as:
      i. The prerequisite structure within the Minor and an indication of whether there are prerequisites external to the Minor that must be achieved before Minor courses can be taken, and a rationale for why these courses are not part of the Minor.
      ii. Any antirequisites and a rationale for them.

3. Delivery Plan
   a. Any programs that are excluded from the Minor and a rationale for the exclusions.
   b. A plan to deal with resource issues, if any.
   c. Evidence that students from a diverse range of undergraduate programs will have reasonable access to the courses in the Minor. Provide information on the frequency and term(s) in which the courses are typically offered; the typical section sizes of the courses; the number of seats in each course available to
non-program students, etc. Are there limits to the number of students the Minor can accommodate?

d. If the Minor is interdisciplinary, a statement about the governance structure and administration of the Minor.

e. An indication of programs with an immediate interest in the Minor and documentation (e.g., letter of support) confirming this interest, as well as a statement of programs that may have an interest at a future date.

f. Documentation confirming the required endorsements (see Policy 127 Section 1.1.3).

4. Documentation Required with the Proposal

a. Documentation confirming the required endorsements (see Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs, Procedures: Undergraduate Programs, Section 1.3.3).

b. Letters of Support for the Minor from Program Chairs/Directors.

FREQUENTLY ASKED QUESTIONS

1. Are there examples of Minors that are consistent with the policy on Minors?

   Computer Science Minor
### KEY CONTACTS FOR CURRICULUM MODIFICATIONS

<table>
<thead>
<tr>
<th>Contact</th>
<th>Types of assistance</th>
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<tbody>
<tr>
<td>Vice-Provost Academic (VPA)</td>
<td>Assumes overall responsibility for Curriculum Modifications including: • distributing an annual curriculum modification memo and guidelines • setting overall expectations • providing advice and direction for programs • providing applicable workshops • chairs the Academic Standards Committee</td>
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<tr>
<td>Ext 2356</td>
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<tr>
<td>Administrative &amp; Finance Co-ordinator, Office of the VPA</td>
<td>Provides support to programs including: • providing general information • receiving and handling proposals • organizing meetings with the VPA</td>
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<tr>
<td>Ext 2356</td>
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<tr>
<td>Curriculum Quality Assurance Office</td>
<td>Provides support to programs including: • providing information on the curriculum modification process • responding to questions and providing advice about curriculum revisions • providing timelines and due dates</td>
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<tr>
<td>Ext 556752</td>
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<tr>
<td>Curriculum Development Consultants</td>
<td>Facilitates program activities in such areas as: • developing/revising program learning outcomes (LOs) • advising on teaching and assessment modes • analyzing curriculum • analyzing program SWOT/SOAR • facilitating focus groups and in-class feedback</td>
</tr>
<tr>
<td>Ext 556752</td>
<td>Email: <a href="mailto:ovpa.curriculum@ryerson.ca">ovpa.curriculum@ryerson.ca</a></td>
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<td>University Planning Office</td>
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Updated April, 2019
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<tr>
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<td>• preparing standard data including program metrics and key indicators</td>
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<td>• providing resource evaluations for programs undertaking major curriculum modifications</td>
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<th>Provides support to programs by:</th>
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<tbody>
<tr>
<td>Registrar - Ext 7253</td>
<td>• providing information and advice on calendar requirements, submission dates, curriculum implementation plans, etc.</td>
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<tr>
<td>Assistant Registrar, Curriculum Management - Ext 7967</td>
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<tr>
<td>Undergraduate Publications Editor Ext. 6007</td>
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<tr>
<td>Contact the subject librarian</td>
<td>• preparing advice on library resources</td>
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<tr>
<th>Learning and Teaching Office</th>
<th>Provides support to programs by:</th>
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<tbody>
<tr>
<td><a href="mailto:lto@ryerson.ca">lto@ryerson.ca</a></td>
<td>• providing resources and information on teaching and learning</td>
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<tr>
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<tr>
<td>Ext. 3299</td>
<td>• coordinating technology-enhanced, blended and fully online learning initiatives, and encouraging the use of new and diverse learning and teaching methods</td>
</tr>
</tbody>
</table>