

Bachelor of Public Relations

**Proposal Submission
to the
Ontario
Postsecondary Education Quality
Assessment Board**

**Application for Ministerial Consent
Ontario Colleges of Applied Arts and Technology**

Date of Submission: December 2009



1. Organization and Program Information

1.1 Submission Title Page

Full Legal Name of Organization: Humber College Institute of Technology and Advanced Learning
Operating Name of Organization: Humber Institute of Technology and Advanced Learning
Common Acronym of Organization (if applicable):
URL for Organization Homepage (if applicable): www.humber.ca
Proposed Degree Nomenclature: Bachelor of Public Relations
Location (specific address) where program to be delivered: Humber Lakeshore Campus 3199 Lake Shore Boulevard West, Toronto, ON M8V 1K8
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Anticipated Start Date:	September 2011
Anticipated Enrolment for the first 4 years of the program:	194 students cumulative

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2. Executive Summary

2.1 Executive Summary

Proposed Credential Nomenclature:	Bachelor of Public Relations (BPR)
Anticipated Program Start Date:	September 2011

Humber College was established in 1967. A leader in polytechnic education, Humber offers innovative career-focused learning opportunities. It provides over 140 full-time programs including: baccalaureate degrees, diplomas, certificates, graduate certificates and apprenticeship programs. Humber receives more than 56,000 applications annually; more than any other Ontario college. In Fall 2009, Humber enrolled 18,746 full-time students and 56,000 part-time registrations, as well as employees in customized corporate training. Its strong partnerships with employers, as well as transfer agreements with many universities and colleges, help students to build a foundation for lifelong success. Over 90 per cent of Humber students find employment within six months of graduating.

In February 2003, Humber received a new designation as an Institute of Technology and Advanced Learning, which builds on the strategic direction of the institution. The designation allows Humber to further expand its programming to meet changing skill requirements and to provide up to 15% of its programming in degree programs. In September 2003, Humber launched its first three degree programs, and since that time has received consent to offer another 10 degrees. (A more detailed overview of the institution is available in Section 16.1.)

The School of Media Studies & Information Technology is one of eight academic schools at Humber College. Based at the North and Lakeshore Campuses, the school offers 17 full-time post-secondary diploma programs, 14 postgraduate programs and two degree programs to approximately 3500 students. Many certificate programs are also offered on a part-time basis and part-time programming in the School is extensive. The School of Media Studies and Information Technology is also involved in providing programming at the University of Guelph-Humber. In addition, the School provides customized training and education to agencies and institutions in the sectors that it serves. (For additional information about the School and its programming, please refer to the overview in Section 16.2.)

The Bachelor of Public Relations is a comprehensive degree program that prepares students to

manage public relations in all sectors: corporate, non-profit, government and agency. It prepares students to plan, manage and implement a broad range of Public Relations programs including brand management and marketing communications, employee and executive communications, media relations, investor relations, public affairs, change management, international PR, communicating corporate social responsibility and sustainability, government relations, social and digital media, innovative thinking, fundraising and corporate philanthropy. The BPR prepares students to manage PR as a core business function and includes business courses to enable them to effectively develop and manage budgets and recruit, engage and retain PR professionals across sectors. Soundly anchored in PR theory and best practices, the BPR includes skills-based courses in planning, consulting, research, measurement, writing, social and digital media, presentations, project management, proposal development and more. Breadth courses enrich and extend students' understanding of the professional field and include courses in the arts and humanities, social sciences and natural sciences. The program emphasizes critical thinking, analytical skills, communications and leadership.

The degree:

- Is a professional degree with a very strong industry focus, the BPR is being developed with input from industry leaders across sectors and industries and support from both the International Association of Business Communications (IABC) and Canadian Public Relations Society (CPRS)
- Is built on the solid foundation of CPRS/ PRSA – Public Relations Society of America and IABC Professional Body of Knowledge necessary for accreditation in the PR profession
- Is market-responsive, with a future-focused curriculum including courses in innovative thinking, social and digital media, CSR and sustainability, change management, international PR and emerging issues.
- Combines management and communications skills and requires real-world assignments.

Graduates will be qualified for and able to pursue progressively more senior positions such as communications/public relations officer, corporate/marketing communications manager, and director, public relations/communications/public affairs. The degree will also prepare them for the full breadth of the profession, including such specialist roles as social media strategist, community relations manager, employee communications coordinator, change management

consultant, event management planner, public relations consultant and fundraiser.

The Bachelor of Public Relations builds on the strong foundation established by Humber's existing public relations programs. It contributes to the School's goal of offering a full-range of programming and providing opportunities for diploma graduates who wish to further their education.

The degree supports Humber's goal of being a leader in polytechnic education and responds specifically to three of the priorities and their supporting initiatives identified within Humber's strategic plan.

- Priority 1: Manage Enrolment Growth.

The proposed degree offering is the logical next step in Humber's growth as a vibrant and responsive post-secondary institution. It also contributes to Humber's plans as an Institute of Technology and Advanced Learning to include a broad range of programming, from skills training to specialized degrees that are responsive to market needs, and to provide educational pathways for graduates wishing to move from diplomas to degrees.

- Priority 2: Commitment to Teaching and Learning

In order to realize Humber's vision of "excellence in polytechnic education" and its commitment to a learner-centred culture, quality is the cornerstone of all the institution's activities. This degree program embraces this notion and contributes to the goals of enhancing the quality of the teaching and learning environment, augmenting resources, enhancing teaching skills, and providing a broad range of opportunities, such as Study Abroad options, for students.

- Priority 3: Commitment to Human Resource Planning and Professional Development

The program supports this priority through the recruitment of qualified candidates with advanced credentials and the enhancement of existing faculty credentials.

The program is responsive to the changing needs of industry. PR practitioners are facing a need for increased reporting and organizational transparency, an increasingly complex and difficult ethical environment and rapidly changing media and technology. In addition, PR is increasingly becoming a global profession in a progressively more connected world. The methodology of influencing opinion has become more sophisticated, as has the practice of PR itself. It is developing from a set of technical skills into a much more strategic, professional and management-focused endeavour. While technical skills such as strong writing abilities remain

fundamental, there is a need for people with greater research, problem solving, strategic and innovative thinking, planning, and management skills. The BPR is a progressive step toward meeting these demands and moving the industry forward. It draws its strength from:

- The broad based curriculum which covers the full spectrum in public relations from PR theory and practice, to law and ethics, research, measurement and evaluation, planning and management, writing and production and actions and implementation. The curriculum is enhanced by a global focus and the inclusion of a strong general education breadth component. Universities such as Mount Saint Vincent University, McMaster University, Carleton University, and McGill University have indicated their support for the program.
- The program focus which emphasizes a student-centred learning experience in which theoretical concepts are integrated with practical applications. Program content and outcomes are aligned with the professional standards, body of knowledge, ethics and accreditation criteria of major Public Relations professional associations. Special emphasis is placed on: the integration of a broad spectrum of knowledge and skills to promote strategic decision making; the applicability of the concepts to organizations in both the public, private and voluntary sectors; and the application of software as a learning aid. The applied aspects of the program are reinforced by a one-semester paid work term.
- Program delivery practices which emphasize learning through doing as both an investigative and summative activity.
- Expertise of faculty who bring both advanced academic credentials and a wealth of experience in the field to the program.
- Industry support evidenced by employers who have indicated their recognition and support for the program through their willingness to provide work placement opportunities for students, to hire future graduates, to participate in the program as guest lecturers and by their letters of support. In addition, industry associations such as the Canadian Public Relations Society, the International Association of Business Communications, The Communications and PR Foundation, and the Canadian Investor Relations Institute have indicated their support for the program.
- The diversified and highly experienced program advisory committee which guided the development of the degree.

Humber is planning for an annual cohort of 60 students.

3. Program Abstract

3.1 Program Abstract

The Bachelor of Public Relations (BPR) is a comprehensive degree program that prepares students to manage public relations in all sectors: corporate, non-profit, government and agency. It prepares students to plan, manage and implement a broad range of public relations programs including brand management and marketing communications, employee and executive communications, media relations, investor relations, public affairs, change management, international PR, communicating corporate social responsibility and sustainability, government relations, social and digital media, innovative thinking, fundraising and corporate philanthropy programs. The BPR prepares students to manage PR as a core business function and will include business courses to enable them to effectively develop and manage budgets and recruit, engage and retain PR professionals across sectors. Soundly anchored in PR theory and best practices, the BPR includes skills-based courses in planning, consulting, research, measurement, writing, social and digital media, presentations, project management, proposal development and more.

Graduates will be qualified for and able to pursue progressively more senior positions such as communications/public relations officer, corporate/marketing communications manager, and director, public relations/communications/public affairs. The degree will also prepare them for the full breadth of the profession, including such specialist roles as social media strategist, community relations manager, employee communications coordinator, change management consultant, event management planner, public relations consultant and fundraiser.

4. Program Degree-Level Standard

4.1 Degree Level

4.1.1 Degree-Level Summary

Degree Level Overview

Graduates of the Bachelor of Public Relations (BPR) program will achieve a sound understanding of the principles, programs and professional standards in their field of study and will learn to apply these widely. The program will also provide graduates with a range of theoretical frameworks drawn from a variety of disciplines as a sound basis for critical analysis and innovative decision-making. The courses will afford students the opportunity to examine, dissect, and reformulate the various principles of public relations, communications and business and their impact on organizational and individual performance. This analytical model will be accompanied by a multi-disciplinary approach where philosophical, historical, psychological, sociological and other key aspects will be scrutinized in order to derive a holistic understanding of PR. The degree is anchored in the ethical and professional standards and accreditation criteria of the Canadian Public Relations Society, the Public Relations Society of America and the International Association of Business Communicators and the Global Alliance for Public Relations and Communications Management, an umbrella organization of more than 60 PR professional associations worldwide. This, along with superior analytical and problem solving skills, developed in both the core courses and in the breadth component of the program, will enhance graduates' capacities to meet the challenges of managing the PR function in today's global environment.

Over the four years of the program, students will move through four stages of conceptual and skill development:

- Stage 1: Knowledge acquisition and awareness where students will be introduced to new areas of knowledge and experience to broaden and deepen their existing knowledge
- Stage 2: Development of a conceptual and critical understanding where students will engage in a critical analysis of texts, fields of knowledge, concepts and practices and where they will test their analyses against professional standards, market demands, known understandings, practices and simulated models.
- Stage 3: Practical experience where they will synthesize their knowledge and understanding, develop skill and opportunity for creative thinking in a range of activities

and environments, and where they will receive feedback on their performance; and give feedback on the performance of others.

- Stage 4: Critical reflection where students will reflect on their new knowledge and understanding and their learning experiences and performance to be able to independently develop a new awareness and higher level of understanding.

The program will cover both the conceptual and applied aspects of public relations. It will commence with the acquisition of an understanding of the underlying principles and key components of PR as well as some business skills. The development of appropriate skills will continue as the program progresses through staged development to increasingly independent and focused learning. Early courses in the program are designed to foster the skills and knowledge required for more advanced study. The initial courses will introduce disciplinary debates and methodologies and pay particular attention to the development of analytical skills.

The program will employ a wide range of teaching, learning, research and assessment tools. It will emphasize theory, concepts, simulations and data interpretation and is designed to develop students' intellectual powers and their ability to generate solutions in a collaborative team environment and communicate recommendations effectively.

Depth and Breadth of Knowledge in the Field

Public relations is an increasingly complex and professional field. It is rapidly developing from a set of technical skills into a more strategic and management focused endeavour. Public relations professionals require a broad knowledge of communications and must understand and relate to many facets of a business in order to build creative, communication strategies that respond to organizational and stakeholder needs. To accommodate this requirement, the professional core of the program encompasses courses which provide an understanding of business functions, specialized courses in communications, and courses focusing on research and statistical analysis. These courses provide a fundamental understanding of business processes as well as specialized knowledge in the public relations field. Within these courses, the theories and models that inform the key disciplines and both the explanatory power and limits of these models are addressed.

The theory, origins, principles and professional practice of public relations are introduced in early courses such *Introduction to PR: The Profession and the Practice* and *Communications: Theories and Models*, which cover the history and development of the field and the forces

affecting the profession and its practice. These courses introduce students to the PR function and begin the exploration of the principles and models which inform the discipline. These concepts are then extended in the many professional courses. The functioning of PR departments and counselling firms is addressed in *PR Management*, *PR Consulting Skills*, and *PR in the Not for Profit Sector*, while a variety of specializations in PR are covered in such courses as *Public Affairs*, *Investor Relations*, *Internal Communications*, *Fundraising/Philanthropy* and *Issues and Crisis Management*. *The Emerging Issues in PR* course in the final semester provides students an opportunity to explore future trends and their implications.

The nature and characteristics of organizations; the changing external environment in which organizations operate; and internal functions and processes of organizations are introduced in *Introduction to PR* and *PR in the Not for Profit Sector*, and specific concepts are extended in courses such as *PR Management*, *PR Consulting Skills*, and the specialized PR program courses which explore the field in more detail. These courses address the theories, models, frameworks, tasks and roles in the management of specific PR functions. The *Change Management* course in the 4th year requires students to demonstrate an in-depth understanding of the strategic issues faced by organizations and how to plan and implement change to support the strategic direction of the organization. In this way, students develop a clear understanding of the operation of business and the practice of PR within organizations today.

Public relations law and ethics are introduced in the *PR Ethics* and *Communications Law* courses. These courses provide a legal and ethical framework. Students explore ethical issues and professional codes of conduct, as well as issues such as privacy, defamation, copyright, liability, disclosure and legal and regulatory compliance. The ethical practice of public relations is reinforced in all the professional courses. Issues of corporate social responsibility are addressed in the fourth year course, *Communicating CSR and Sustainability*.

Public relations research, measurement and performance evaluation are addressed in such courses as *Research Methods*, *Statistics*, and *Strategic Communications Planning*. In these courses, student explore both quantitative and qualitative research design and analysis, processes and techniques such as survey research, public opinion polling, focus groups and interviews, social and communication audits, literature reviews, and media analysis. The evaluation of program effectiveness is covered in *Strategic Communications Planning*,

Communicating CSR and Sustainability, Integrated Marketing Communications, and Research Methods

Courses such as *Integrated Marketing Communications*, *Strategic Communications Planning*, *PR Management* and *Consulting Skills*, *Change Management and Communications* address the principles of PR planning and management, including setting goals and objectives, designing strategies and tactics, analyzing problems and opportunities, designing effective messages, budgeting, contingency planning, staffing, and managing projects.

Public relations writing and production skills are developed through a variety of courses. Writing skills are at the core of PR practice and students will take 5, progressively more complex and advanced levels of writing courses. In these courses, students will develop skills in different types of PR writing such as print media and writing for the web. They will develop competence in design, layout and graphics, in communicating with diverse audiences and across cultures, and in developing persuasive messages. Communication technologies and their appropriate use are imbedded within the courses. Students develop skills in message strategy and delivery to publics in all media channels. The course, *Communications: Theories and Models* in semester 1 provides a foundation in communication theories. The *Presentation Skills* course provides students with an understanding of rhetorical devices as well as on communicating messages to diverse and multiple stakeholders in a variety of PR contexts.

Elements of PR action and implementation are covered in courses such as *Events Management*, *Issues and Crisis Management*, *Change Management and Communications*, *Internal Communications*, and *Investor Relations*. The *Media Relations* course develops students' understanding of the role of media and how to handle the media professionally.

Strategic and critical thinking skills are developed throughout the program but are specially emphasized the in the *Innovative Thinking*, *Strategic Communications Planning* and *PR Management* courses.

Global perspectives are covered in courses such as *International PR* and *Cross-Cultural Communications*. *International PR* explores elements of the global business environment and how PR is practiced globally. It will sensitize students to Canada's place in the larger international marketplace. The *Cross Cultural Communications* course explores cultural values

and behaviour. Issues of diversity and how PR can respond to and advance diversity are reinforced in many of the professional courses.

Upper level courses such as *Senior-Level Thesis/Project/Directed Study* and *Emerging Issues in PR* provide opportunities for students to integrate, synthesize and extend their learning as well as to develop their ability to interpret, critically evaluate, and apply new material to the field of professional practice

Each course incorporates discussion of key issues, practice in applying concepts both orally and in writing, analysis and interpretation of material, and individual feedback on work produced. Students will be required to undertake independent reading to supplement and consolidate what is being taught and to broaden their individual knowledge and understanding of the subject area. As students move into the upper levels of the program, they will be expected to apply major and competing theoretical paradigms and models to the evaluation and resolution of business and PR problems.

Depth and Breadth of Knowledge Outside the Field

The program provides students with a range of theoretical frameworks drawn from business, the social sciences, arts, humanities and science as a basis for critical analysis and innovative decision-making. The blending of liberal arts with professional program specific curricula offers opportunities for the enhancement of the workplace skills of graduates from this program, and the knowledge and understanding they will need to take leadership roles in their professions and within the broader community. Breadth courses are organized into the following categories: Arts and Humanities, Social Sciences, Natural Sciences and Technology, and Interdisciplinary/Complementary Breadth. Students will take a total of 8 non-core courses. At least two courses will be at an advanced level.

The breadth courses offer students an analytical framework through which to observe and learn about themselves, their vocational area of study, society, and culture. These courses offer a perspective that encourages self-reflection and critique, and provide new opportunities for a rigorous exploration of the relationships between the self and others, social and political institutions, ethics and action, art and culture, and science and the natural world. They are centred in, but not necessarily limited to, the liberal arts and sciences. These courses may be

grounded in the modes of analysis of a particular discipline or they may assemble and integrate the insights of several subject areas in an interdisciplinary manner.

The original design and ongoing development of breadth courses is guided by five goals:

- **Lifelong Learning:** To afford students an opportunity to develop a foundation of knowledge and skills necessary to a life of learning and adaptation.
- **Self-knowledge:** To help students develop the ability to critically analyze the forces that shape their values, ideas, and personal circumstances so that they can cultivate a thoughtful, realistic, and positive sense of themselves.
- **Global Perspectives:** To help students understand the global forces that are shaping their local community, through an examination of diverse theories, narratives and histories about the environment, work, family, marketplace, politics, arts, sciences, and technology.
- **Citizenship:** To provide the community with educated graduates who are ethical, professional, and productive in the public workplace and who are informed and engaged citizens.
- **Relevance:** To evolve in a manner that is responsive and relevant to students and the changing circumstances in which they live.

Conceptual and Methodological Awareness

All of the courses are designed so that students develop and employ critical thinking skills as they acquire knowledge and skills associated with the content areas of the courses. In every course, students are exposed to current research, disciplinary debates, and modes of analysis used in the area of study. In the PR specialization courses, students are provided with a broad strategic, current overview of the area, the global best practices, and knowledge and skills required to plan and implement specific types of PR programs. The use of labs, case analyses, and visiting experts in many courses in the program will provide opportunities to explore issues and recent research findings which have implications for the current area of study.

Level of Analytical Skills

Throughout the program students will be required to assemble data from a variety of sources, discern and establish connections, and synthesize that information in order to gain a coherent understanding of theory and practice. Assignments will be designed to provide students with

opportunities to research issues and problems, evaluate findings, prepare conceptual arguments, draw conclusions and prepare papers and presentations. Case studies and/or research reports built into the professional courses provide opportunities for students to develop and demonstrate their mastery of these skills.

In early courses, students will be expected to communicate information, arguments and results of analyses and to begin to apply the concepts outside the context in which they were studied. By the third year, they will be required to critically evaluate evidence and arguments in support of conclusions and recommendations. In the fourth year, courses such *Emerging Issues in PR* and the *Senior-Level Thesis/Project/directed Study* require students to demonstrate a critical awareness of contemporary developments in theories and the application of concepts and frameworks, enabling the formulation of strategies and professional responses to practical issues in public relations. They will be required to challenge business orthodoxies, to critically evaluate research, scholarship and methodologies, to apply techniques of research and enquiry to their own investigations, and to demonstrate originality through the production of independent work. In the *Senior-Level Thesis/Project/Directed Study, Change Management and Communications*, and *Communicating CSR and Sustainability* courses, students will be expected to demonstrate high-level problem solving and decision-making skills relating to practical, complex issues. The case-based focus of the PR courses will provide opportunities for students, independently and in teams, to evaluate arguments and alternative approaches to real-life situations, issues and problems. They will learn to identify and rank issues in terms of relevance and importance. Students will be required to create solutions that expand or redefine existing knowledge and to develop new approaches to deal with the situations, issues and problems they encounter.

Courses such as Statistics and Research Methods will promote the ability to critically analyze and interpret data and to appraise its strengths and weaknesses. These skills will be further honed through research projects and case analyses.

In order to develop effective PR strategies for an organization, students must understand the requirements of the stakeholders with whom they communicate. Their work must reflect the complexity and diversity of the environments in which they operate. They must be able to synthesize research from a large and diverse range of sources in order to prepare strategies and respond effectively to the needs of the organization and its various departments. They

need to be aware of such diverse areas as social trends and demographics, economic forces, marketing trends, competitors' activities, political imperatives, regulatory requirements, and other environmental issues. Throughout the program, students will be challenged to undertake this type of analysis beginning with several case study assessments and simple analyses in lower level courses, and culminating with the *Senior-Level Thesis/Project/Directed Study*. The process will be enriched by the use of seminar groups, as well industry involvement. Visiting professionals from a variety of disciplines will bring different perspectives to the class, broadening students' viewpoints and contextual frameworks, and developing their fluency in interpreting meaning from multiple perspectives. Visiting professionals also allow practitioners to exhibit how theory does or does not work in practice and to describe the influences affecting such outcomes.

Research papers and case study analyses that require an in-depth and systematic inquiry into selected topics will be prepared throughout the program. These papers will require students to individually undertake a multi-disciplinary approach to issues. Drawing upon their experience in identifying and analyzing relevant issues, students will be required to present cogent, persuasive and well-researched papers on a variety of issues. They will be expected to integrate material from primary research with secondary sources using interpretive techniques developed through class discussions, case studies, and group and individual projects.

Level of Application of Knowledge

A focus of the program is the integration of the conceptual and the practical. Courses in the PR specialization and the work experience provide students with the opportunity to attain program outcomes that require the application of practical skills in both course assignments and ultimately through their work term. In addition, students will use industry technology throughout the program to develop and apply their PR skills and develop PR strategies based on a variety of scenarios.

The program will stimulate the development of an inquiring, analytical and creative approach to PR and will encourage the acquisition of independent judgment and critical self-awareness. The use of active learning through case analysis and project-based inquiry encourages the development of both students' capacities for independent learning and their ability to work with others. It not only develops students' abilities to solve problems in a creative way, but also to identify and redefine problems and to raise and address appropriate issues and make decisions.

In their discussions, research papers and case analyses, students will be required to present and evaluate relevant recent research findings, and to sustain persuasive and logical arguments that challenge underlying assumptions from a number of informed perspectives.

As previously discussed, courses such as Statistics, and Research Methods prepare students to evaluate the importance of specific facts, theories, paradigms, principles and concepts in terms of validity, significance and application, the depth of which is dependent upon their increasing ability to explain and solve problems. These skills are then applied in many other courses, culminating in the *Senior-Level Thesis/Project/Directed Study* course. This course requires students to operate in complex and unpredictable contexts which demand the informed selection and application of a range of approaches, and the demonstration of a capacity for creative and original insight into issues relevant to a professional context. In completing assignments in courses such as *Strategic Communications Planning, PR Consulting Skills, Change Management and Communications, and Issues and Crisis Management*, students are required to take a holistic approach in solving problems and applying professional judgments to balance risks, costs, benefits to meet both organizational goals and public and stakeholder interests. In applying their knowledge to progressively more complex situations, students will be challenged to produce multidisciplinary analyses and well-supported and workable conclusions and recommendations. Throughout the program, students will employ current PR and business practices to support their analyses.

Many of the individual courses require case analysis, presentations, research inquiry and papers, which provide increasingly sophisticated practice based exercises, culminating in the senior level applications required in the *Senior-Level Thesis/Project/Directed Study*.

Students participate in one mandatory paid work term of 14 weeks of professional experience, where they will be able to apply the knowledge and skills they have developed to real life applications. Students will be able to select from a wide variety of opportunities in public relations firms, government offices, not-for-profit organizations, major corporations, small businesses, and financial institutions.

Professional Capacity/Autonomy

The program has been designed to address generic employability as well as specific professional skills which provide the foundation for a student's academic, employment,

professional, and personal success. These skills include communications, personal appraisal, interpersonal, critical thinking, synthesis, mathematics, and computer applications.

Graduates of this program emerge with the following skills:

- Interpersonal skills derived from group assignments, interactions with faculty and industry representatives, and relevant work experience
- Communication skills developed from the wide variety of written and oral presentations students make throughout the program.
- Competency in generating and interpreting numerical or statistical information gained from such courses as Statistics, Research Methods, and through the application of business and communication models to solve communication problems.
- Skills in analyzing, synthesizing and evaluating complex material gained through courses such as *Research Methods*, *Statistics*, and the *Senior-Level Thesis/Project/Directed Study*.
- Independent research skills developed from the research projects built into various courses throughout the program.
- Problem solving strategies developed through using industry technologies and/or simulations and case analyses.
- Critical thinking processes developed through case analyses, simulations, and the discussions and debate that take place in courses such as *Innovative Thinking*, the PR specialization courses and the *Senior-Level Thesis/Project/Directed Study*.
- Negotiation skills developed through team assignments
- Time and project management skills gained through planning and completing a variety of projects and assignments.
- Self-awareness, openness and sensitivity to diversity in terms of people, cultures, and PR issues, through courses such as *Cross-Cultural Communications* and *International PR* team projects and the work experience.

The program infuses a clear understanding in students of the evolving nature of the PR field, with its continually changing technology and media, and that graduates' future professional development is contingent on their ability to stay current. The program emphasizes and promotes the need for independent and continuous learning. The program has been organized and will be delivered with this principle in mind, as well as with the need to strategically define areas of interest and expertise. This program will produce highly competent PR generalists

while affording students the opportunity to develop their special areas of interest and expertise through selected assignments, project choices, and the work experience.

Throughout the program, current standards of practice as well as legal, ethical and regulatory issues will be emphasized. At the same time, new issues can arise which are beyond their current knowledge. For example, students must be current in their understanding of the impacts on the organization of continued globalization, advances in technology, developing standards, and legislation. Throughout the program, students will be encouraged to visit key business, association and government websites and to review industry periodicals and academic journals in order to recognize new developments that require study.

The program prepares students to take increasing responsibility for the content and direction of their work. It has been designed to support individual development, as well as the progressive acquisition of independent learning skills by promoting the value of additional reading and research into areas of discussion, and through the use of increasingly complex and independent study projects in the final years of the program. The need for continual updating of industry knowledge will be emphasized in all core courses. Throughout the program, students will be made aware of opportunities to further their knowledge in the field, both through programs offered by professional associations as well as through graduate study. Continuing professional development and the need for currency and on-going learning will be stressed.

Through the review of industry and academic journals, discussions with industry leaders and ongoing review of publicly-available industry publications, students will be able to identify their role in the dynamic and increasingly complex field of public relations. They will be guided in when and where to turn for assistance if their ability to pursue an initiative is an issue. From exercises, case studies and core courses, students are equipped to assess and stretch the limits of their professional capabilities.

Level of Communication Skills

Strong communication skills, including the ability to present information in a systematic and persuasive manner, are important for PR. Verbal, written, and presentation skills will be developed through 5 levels of writing courses and a number of skills courses as well as through interaction with peers, faculty and industry representatives (both formally and informally); and by using standard formats such as journals, proposals, essays, and presentations in relation to

assigned work. These skills allow for the articulation, synthesis and effective application of knowledge and understanding. Most individual courses have a significant communication component to them requiring both written submissions and presentations. These extensive written assignments, oral presentations, and case analyses provide valuable experiences in the formulation and presentation of concepts and arguments. In preparing their analyses and recommendations and other written material, students will be encouraged to customize to stakeholders. The differing characteristics of stakeholders, ranging from senior management to employees, media, communities, and consumers with varying backgrounds and interests, will be emphasized in the context of presenting information and data in desired formats. The ability to summarize and simplify arguments in complex works, without forfeiting content, is developed throughout the program.

Awareness of Limits of Their Knowledge

Throughout the program, students will be made aware of the various schools of thought about communication and its related disciplines, their basis, explanatory power, limitations, external influences and areas requiring further study. As students investigate and use current research in the field to support any analysis they undertake, they will be challenged to consider both the limitations in the practical application of the information to actual problems, as well as areas that need to be investigated further.

4.1.2 Samples of Student Work

Not applicable to this submission.

With regard to students registered in the new consent program, Humber will have on file and available upon request samples of assessed, individual student work in the terminal stage of the program that reflects exemplary, average, and minimally acceptable performance, and demonstrates that the degree level standard has been achieved.

5. Admissions, Promotion, Graduation Standard

5.1 Direct Entry Admission

5.1.1 Admission Requirements Direct Entry

	Program Admission Requirements
Academic	<p>Ontario secondary school students must have completed a minimum of a secondary school diploma (OSSD) with six 12U, M (U/C) or OAC level courses, including Grade 12U English or OAC English 1, or equivalent and a 12U mathematics or OAC math or equivalent and a minimum average of 65%. In addition to the minimum average of 65%, the applicant must achieve a final grade of not less than 70% in Grade 12U English and 60% in each of the other published subject requirements for his/her program of interest.</p> <p>Offers of admission may be given to applicants who are deficient in the required math if they meet all other admission requirements. Such applicants will be required to complete a Grade 12 math or equivalent prior to the beginning of Semester 2.</p>
Related work/volunteer experience	N/A
Other (e.g. portfolio, specialized testing, interview, G.R.R., etc.)	An interview, portfolio submission and on-site writing assessment are required as part of the application process.

Program Admission Requirements - From the Humber Academic Regulations for Bachelor's Degree Programs:

Note: Elements of Humber's Academic Regulations have been edited for form, text and processes since the last degree submission; however, there have been no substantive changes to content.

1.2 Admissions Requirements for Degree Programs

1.2.1 Admission Requirements

Admission requirements for each of the degree programs are published in the College calendar.

Conditional Offers of Admission

Terms of the conditional offer of admission as stated in the approval letter must be met prior to beginning studies at Humber or as otherwise stated in the approval letter. Failure to complete the conditional requirements will result in withdrawal from the program.

1.2.2 Re-admission

Students, whose studies have been interrupted for any of the following reasons, will be required to petition the Humber Admissions and Study Committee (HASC) if they desire to continue studies in the same program:

1. Students who fail to register in four (4) consecutive terms.
2. Students who fail to graduate within 200% of the normal duration of the program.
3. Students suspended for academic misconduct.
4. Students who are suspended for academic failure.

1.2.3 Admissions Categories

You may apply for admission to Humber degree programs under one of the three categories listed below. In addition to the eligibility criteria listed, please refer to the detailed admission requirements for each program to confirm specific subject requirements. Admission is competitive and will be based on your overall qualifications and the availability of space in the program.

Admissions Category	Eligibility Criteria
Secondary School Graduate	If you have successfully completed a secondary school diploma (OSSD) with 6 12U, M (U/C) or OAC level courses and a minimum average of 65% including Grade 12 U English or OAC English 1, or equivalent, you may apply as a Secondary School Graduate. In addition to the minimum average of 65%, you must achieve a final grade of not less than 60% in each of the published subject requirements for your program of interest.
Mature Student	If you are at least 21 years of age and have not graduated from secondary school with the required 12 U, M (U/C) or OAC credits and have been away from secondary school studies for at least two years, you may apply for admission as a Mature Student provided: <ul style="list-style-type: none"> ▪ you possess the published subject requirements or equivalents ▪ you have not previously attempted any postsecondary studies
Transfer Student	If you have previously attended a postsecondary institution, you must apply as a Transfer Student. Admission will be based on the grade point average you achieved during your most recent postsecondary studies.

Please refer to the sections titled, Mature Student Applications and Transfer Student Applications for complete requirements for admission under each of these categories.

1.5 Admissions Appeals

An applicant who has been refused admission to Humber has the right to request an appeal within ten (10) days of the admissions decision. Such requests must be made in writing to the Associate Registrar, Admissions and Recruitment, 205 Humber College Boulevard, Toronto, Ontario, M9W 5L7. The request must include the reasons why you are appealing the decision.

5.1.2 Admission Policies and Procedures for Mature Students - From the Humber Academic Regulations for Bachelor's Degree Programs:

1.2.4 Mature Student Applicants

If you do not possess the published minimum requirements for admission but you can demonstrate the potential to study at the degree level, you may be considered for admission as a Mature Student provided:

1. You are at least 21 years of age at the beginning of the term in which you will commence study in the program.
2. You have been out of secondary school for at least two (2) years and have not previously attempted full-time postsecondary studies.
3. You possess the published subject requirements, or equivalents, and meet the minimum admission average of 65% based on these subjects.
4. You submit official copies of transcripts for your secondary school grades, or any other academic work.
5. You provide a letter outlining your reasons and motivations for wishing to study in the program. In the letter, you should outline:
 - why you feel you will be successful in an applied degree program
 - any experiences you believe have prepared you to undertake full-time study in the program
 - your career aspirations
 - your work experience since your most recent full-time attendance at school
 - leisure activities, volunteer work or community service demonstrating good citizenship and leadership qualities

The Humber Admissions and Study Committee (HASC) will review your application. Applications from Mature Students will be assessed in competition with other new applicants and admissions will depend on your qualifications and the availability of seats in the program. Your ability to meet the above criteria does not guarantee admission.

In the event that your application is not approved, the Humber Admissions and Study Committee (HASC) may recommend that you begin studies in specific courses on a part-time basis. Upon successful completion of the courses, you may reapply for admission.

Alternatively, if you do not meet the criteria, but would still like to study in a degree program, you are encouraged to consider preparing for degree level studies by applying for admission to the General Arts and Science, University Transfer Program.

Before applying as a Mature Student, please contact the Admissions Department to discuss your specific requirements and the details of your application.

5.2 Advanced Standing

5.2.1 Credit Transfer/Recognition Policies and Procedures – From the Humber Academic Regulations for Bachelor’s Degree Programs:

1.2.5 Transfer Applicants

If you have undertaken previous full-time postsecondary studies you must apply for admission as a Transfer Student.

If you fail to disclose previous postsecondary studies and are admitted based on incomplete information, you will be subject to a disciplinary hearing, the result of which may be expulsion from Humber.

1.2.5.1 Previous Studies in a Bachelor’s Degree Level Program

Your application will normally be considered for admission provided you meet *each* of the following criteria:

1. You possess the specific published subject requirements, or equivalents, for your program of interest. These may be obtained either from previous high school studies or from postsecondary courses.
2. You have completed at least one (1) year of study at the postsecondary level.
3. You are eligible to return to your most recent institution in good standing. (If you are ineligible to continue studies, your application will not be considered for admission until the period of rustication has expired.)

1.2.5.2 Previous Studies in a Diploma or Certificate Level Program

If you have previously been admitted to a postsecondary program that did not require you to meet Ontario Secondary School Diploma (OSSD) requirements at the university preparatory level, you may still be considered for admission provided:

1. You possess the specific published subject requirements, or equivalents, for your program of interest. These may be obtained either from previous high school studies or from postsecondary courses.
2. You have demonstrated your ability to study at the degree level through one of the following:
 - successful completion of a General Arts and Science, University Transfer Program in an Ontario college or university with a minimum average of 70%, or equivalent
 - on a case by case basis, graduates of an Ontario College Certificate program with a minimum average of 70% will be considered. Only preparatory certificate programs directly related to the degree discipline will be considered. Pre post-secondary certificate programs will not be considered.

Please note, as a Transfer Student Applicant, your application will be considered for admission in competition with other applicants.

1.2.6 Advanced Standing and Transfer Credit

Transfer credit for individual courses is awarded when a student is granted credit for course work completed which is equivalent in content to work covered in the course/unit in question, and no other course work needs to be substituted.

Students seeking Exemption Credits must provide official transcripts, course outlines, and/or other documentation or proof to the Office of the Registrar. The Registrar, on the recommendation of the appropriate Dean or Associate Dean will grant students transfer credit.

Degree students must apply for transfer credit using the Transfer Credit/Exemption form located at <http://admissions.humber.ca/exemptions.htm>

If you are a Humber student and wish to apply to transfer from one program to another program at Humber, you will be subject to this policy.

Transfer of credit for courses, including those obtained through Letter of Permission may normally replace no more than 75% of the course credits in any applied degree, diploma or certificate program. Credit for courses obtained through Prior Learning Assessment and Recognition (PLAR) may normally replace no more than 50% of the course credits in any applied degree program.

For degree programs, the limit on the number of credits that will be awarded for prior diploma level study, with and without affinity (Course affinity is based on similarity of course content and the level of learning outcomes), toward the degree program (excluding any work experience/internship requirements) such that the advanced standing to be awarded will not exceed:

- 65 % degree level credit for a four (4) year degree program from a completed three (3) year diploma program
- 40 % degree level credit for a four (4) year degree program from a completed two (2) year diploma program

If you have attended postsecondary institutions outside of the Province of Ontario, your application will be assessed on an individual basis.

Bridging Options for Diploma Students

If a Transfer Applicant is applying to a degree level program, and he or she has previously studied in the same or related discipline at the diploma level, Humber may offer bridging courses to assist the applicant in transferring to the degree level program. For this purpose, Humber keeps on file, an analysis of the requirements for specific bridging courses for selected programs. Bridging courses have been designed to allow qualified applicants to develop the competencies required to study at the degree level. In most cases, the courses will be in the following subject areas:

- a) Quantitative methods
- b) Breadth courses
- c) Statistics
- d) Calculus

- e) Research methods
- f) Academic Writing and Critical Reading
- g) Science (chemistry, biology, physics)
- h) Vocational content (program specific courses)

Courses a to g are generic and available to all students pursuing the diploma to degree transition. Bridging options and articulated transfer arrangements from a diploma program to a degree program in the same or related discipline will be reviewed by the Degree Council to ensure that the learning outcomes of the degree program are fully satisfied.

Although bridging courses may be approved for a specific program, the final admission decision and the amount of credit granted remains at the discretion of the Dean of the School within the confines of Humber's Academic Regulations.

The bridging courses may be available through continuing education formats. On-line versions of some or all of the courses may be available. Applicants are required to successfully complete the required course(s) prior to beginning their degree studies.

Bridging courses will be eligible for prior learning assessment challenge following normal Prior Learning Assessment and Recognition (PLAR) guidelines.

Applicants, who have attended postsecondary institutions outside of the Province of Ontario, will be assessed on an individual basis.

Applicants who fail to disclose previous postsecondary studies and are admitted based on incomplete information, will be subject to a disciplinary hearing, the result of which may be expulsion from Humber.

1.3 English Language Proficiency Policy

Since most activities (lectures, seminars, laboratories) at Humber are conducted in English, it is essential that all students possess the writing and speaking skills necessary to cope with the rigors of the academic curriculum and successfully complete the co-operative components of the programs. Therefore, if your first language is not English, or if your previous education has been conducted in another language, you will normally be required to demonstrate proficiency in English by undertaking and submitting the results of one of the following at the level relative to the program to which you apply:

1. A minimum of three consecutive English courses in a Canadian secondary school with a minimum grade of 60% grade in all three courses. To be considered for admission, secondary school courses must be completed at the following levels:

Certificate & Diploma programs:	C, M (U/C), general level or higher
Degree programs:	U, M (U/C), OAC or advanced level
Graduate Certificate programs:	Programs require a degree/diploma for admission

2. The Humber English Language Proficiency (HELP) test with an overall minimum placement score at:

- | | |
|---------------------------------|-------------------|
| Certificate & Diploma programs: | ESL 200 – Level 3 |
| Degree programs: | ESL 300 – Level 4 |
| Graduate Certificate programs: | ESL 300 – Level 4 |
3. Test of English as a Foreign Language (TOEFL) with a score at:
- | | |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Certificate & Diploma programs: | 550 for the paper based test or, 213 for the computer-based test or 80% + minimums of 20 for the Internet-based test. |
| Degree programs: | 560 for the paper based test or, 220 for the computer-based test, or 84+ minimums of 21 for the Internet-based test |
| Graduate Certificate programs: | 580 for the paper based test, or 537 for the computer-based test, or 88%+ minimums of 21 for the Internet-based test |
- Certificate & Diploma programs: Degree programs: Graduate Certificate programs:
4. The Canadian Academic English Language Assessment test with a score at:
- | | |
|---------------------------------|-----------------------------------------|
| Certificate & Diploma programs: | Overall Band Score of 60 |
| Degree programs: | Overall Band Score of 60 and Writing 60 |
| Graduate Certificate programs: | Overall Band Score of 70 |
5. International English Language Testing (IELTS) with a score at:
- | | |
|---------------------------------|-----------------------------------------------------------|
| Certificate & Diploma programs: | Overall minimum 6.0 (with no single test score below 5.0) |
| Degree programs: | Overall minimum 6.5 (with no single test score below 6.0) |
| Graduate Certificate programs: | Overall minimum 6.5 (with no single test score below 6.0) |
6. Michigan Test of English Language Proficiency (MELAB)
- | | |
|---------------------------------|----|
| Certificate & Diploma programs: | 76 |
| Degree programs: | 78 |
| Graduate Certificate programs: | 82 |
7. Completion of the Humber English for Academic Purposes (EAP) program:
- | | |
|---------------------------------|-----------------------------|
| Certificate & Diploma programs: | Level 8 with a 60% average |
| Degree programs: | Level 8 with a 75% average |
| Graduate Certificate programs: | Level 8 with an 80% average |

The above requirements are in addition to the Grade 12 U, M (U/C) or OAC English subject requirements, or equivalents. The above requirements are general guidelines

only. Humber reserves the right to require a successfully completed language proficiency test based on the requirements of the specific program.

For admission purposes, some programs require a higher score than the minimum stated above. The above requirements are general guidelines only. Humber reserves the right to require successfully completed language proficiency test based on the requirements of the specific program.

Applicants whose first language is French must present transcripts to indicate that they have taken three (3) years of English in a Canadian Secondary School, or equivalent in order to be admitted without an English as a Second Language Requirement.

All applicants to degree programs whose declared first language as not being English must meet the requirements of the English Language Proficiency Policy.

5.2.2 Advanced Placement Policies -- From the Humber Academic Regulations for Bachelor's Degree Programs:

1.4 Prior Learning Assessment and Recognition (PLAR)

Applicants who can demonstrate learning acquired through life and work experience that corresponds to a specific Humber course or program may apply for PLAR credit.

To receive credit for prior learning, an applicant will need to:

- analyze their prior learning and achievements
- compare the learning outcomes to specific course requirements
- credit will be awarded only for demonstrated learning and not for experience

Requirements will vary from program to program but generally, applicants will be required to demonstrate skills and knowledge gained through experience in the following ways:

- development of a portfolio (a collection of materials that document skills and knowledge)
- demonstration of a particular skill through role-playing or simulations
- written or oral tests and/or structured interviews
- completion of assignments that designed to demonstrate specific knowledge and skills in action
- development of a product to demonstrate skills

Applicants who wish to apply for PLAR must submit a PLAR Application along with the required documentation and assessment fees.

Depending on the method used to demonstrate and access the skills and knowledge the applicant has acquired, credits earned through PLAR will be recorded on the student's transcript either as a percentage grade or as SAT (Satisfactory).

5.2.3 Degree Completion Arrangements

Humber will allow diploma to degree transfer for qualified applicants of related diploma programs according to the policies articulated in Section 5.2.1 of this proposal and with the maximum amount of transfer credits falling within the Port Hope Accord guidelines.

Specifically, block transfer will be granted for:

- Qualified graduates of three-year Public Relations Ontario College Advanced Diploma programs, who will be eligible to enter the degree in Semester 4. They would follow a modified program of study in Year 3 which to allow them to pick up some required courses from Years 1 and 2. Graduates would receive a block credit transfer of up to 37.5% of degree-level credits. Graduates must have an overall GPA of 70 per cent or better to be considered for admission to the degree. Graduates must also possess ENG4U or Humber's Communications 200 and Communication 300 with an average grade of 70 per cent; plus any Grade 12 U level Mathematics or Humber's BMAT 220 and BSTA 300 with an average grade of 70 per cent.

Sample Program of Study for Degree Completion for Transfer Students from 3-year Public Relations Advanced Diploma Programs¹

	Program of Study for Direct Entrants	Proposed Program of Study for Transfer Students		Program of Study for Direct Entrants	Proposed Program of Study for Transfer Students
Year 1					
Semester 1	Intro to PR: The Profession & the Practice		Semester 2	PR Ethics	
	Communications : Theories and Models			Presentation Skills	
	Writing Lab 1: Intro to PR Writing			Marketing Communications	
	Social and Digital Media			Writing Lab 2: Writing for Media Relations	
	Recommended Breadth: Money, Markets & Democracy			Statistics	
Year 2					
			Graduates of 3-year PR Advanced diploma programs would enter the degree beginning in Semester 4. They would have a modified program of study to incorporate courses they need to pick up from years 1 and 2 (see below).		

	Program of Study for Direct Entrants	Proposed Program of Study for Transfer Students		Program of Study for Direct Entrants	Proposed Program of Study for Transfer Students
Semester 3	Communications Law		Semester 4	Internal Communications	Internal Communications
	Media Relations			PR Research Methods	PR Research Methods
	Writing Lab 3: Writing for Web 2.0			Writing Lab 4: Writing for Print Media	Social and Digital Media
	Strategic Communications Planning			Breadth: Innovative Thinking	Innovative Thinking
	Recommended Breadth: Canadian Studies			Breadth Elective	Statistics
Year 3					
Semester 5	PR Management	PR Management	Semester 6	Issues and Crisis Management	Issues & Crisis Management
	Event Management	Communications theories & Models		PR in the Non-Profit Sector	PR in the Non-Profit Sector
	Consulting Skills	Consulting Skills		Fundraising/Philanthropy	Fundraising/Philanthropy
	Writing Lab 5: Advanced PR Writing	Communications Law		Cross-Cultural Communications	Cross Cultural Communications
	Breadth: Finance	Breadth: Finance		Breadth Elective	Breadth Elective
Summer	Work Term				
Year 4					
Semester 7	International PR	International PR	Semester 8	Senior Level Thesis/Project	Senior Level Thesis/Project
	Change Management & Communications	Change Management & Communications		Building Communities	Building Communities
	Investor Relations	Investor Relations		Public Affairs	Public Affairs
	Communicating CSR & Sustainability	Communicating CSR & Sustainability		Emerging Issues in PR	Emerging Issues in PR
	Breadth Elective	Breadth Elective		Breadth Elective	Breadth Elective
	40 courses in				Most transfer

	Program of Study for Direct Entrants	Proposed Program of Study for Transfer Students		Program of Study for Direct Entrants	Proposed Program of Study for Transfer Students
	<p>degree</p> <p>Maximum transfer credit allowed = 26 courses or 65% of degree-level credit</p>				<p>students would take 25 degree-level courses and would receive block transfer for 15 courses or 37.5*% of degree-level credits¹</p> <p>Students who can successfully demonstrate they have achieved the outcomes of specific courses outside the block transfer outlined above may be eligible to receive additional transfer credits up to a maximum of 26 courses or 65% of degree-level credit. These requests will be reviewed on a case-by-case basis.</p>

- Qualified graduates of two-year Public Relations Ontario College Diploma programs, who will be eligible to enter the degree in Semester 3. They would follow a modified program of study in Semester 4 which to allow them to pick up some required courses from Year 1. Graduates would receive a block credit transfer of up to 27.5% of degree-level credits. Graduates must have an overall GPA of 70 per cent or better to be considered for admission to the degree. Graduates must also possess ENG4U or Humber's Communications 200 and Communication 300 with an average grade of 70 per cent; plus any Grade 12 U level Mathematics or Humber's BMAT 220 and BSTA 300 with an average grade of 70 per cent.

Sample Program of Study for Degree Completion for Transfer Students from 2-year Public Relations Diploma Programs¹

	Program of Study for Direct Entrants	Proposed Program of Study for Transfer Students		Program of Study for Direct Entrants	Proposed Program of Study for Transfer Students
Year 1					
Semester 1	Intro to PR: The Profession & the Practice		Semester 2	PR Ethics	
	Communications : Theories and Models			Presentation Skills	
	Writing Lab 1: Intro to PR Writing			Marketing Communications	
	Social and Digital Media			Writing Lab 2: Writing for Media Relations	
	Breadth: Money, Markets & Democracy			Statistics	
Year 2					
Graduates of 2-year PR diploma programs would enter the degree beginning in Semester 3. They would have a modified program of study to incorporate courses they need to pick up from years 1 and 2 (see below).					
Semester 3	Communications Law	Communications Law	Semester 4	Internal Communications	Internal Communications
	Media Relations	Statistics		PR Research Methods	PR Research Methods
	Writing Lab 3: Writing for Web 2.0	Social & Digital Media		Writing Lab 4: Writing for Print Media	
	Strategic Communications Planning	Strategic Communication Planning		Breadth: Innovative Thinking	Innovative Thinking
	Breadth:	Breadth:		Breadth Elective	Breadth Elective

	Program of Study for Direct Entrants	Proposed Program of Study for Transfer Students		Program of Study for Direct Entrants	Proposed Program of Study for Transfer Students
	Canadian Studies	Canadian Studies			
Year 3					
Semester 5	PR Management	PR Management	Semester 6	Issues and Crisis Management	Issues & Crisis Management
	Event Management			Consulting Skills	Consulting Skills
	PR in the Non-Profit Sector	PR in the Non-Profit Sector		Fundraising/Philanthropy	Fundraising/Philanthropy
	Writing Lab 5: Advanced PR Writing	Writing Lab 5: Advanced PR Writing		Cross-Cultural Communications	Cross Cultural Communications
	Breadth: Finance	Breadth: Finance		Breadth Elective	Breadth Elective
Summer	Work Term				
Year 4					
Semester 7	International PR	International PR	Semester 8	Senior Level Thesis/Project	Senior Level Thesis/Project
	Change Management & Communications	Change Management & Communications		Building Communities	Building Communities
	Investor Relations	Investor Relations		Public Affairs	Public Affairs
	Communicating CSR & Sustainability	Communicating CSR & Sustainability		Emerging Issues in PR	Emerging Issues in PR
	Breadth Elective	Breadth Elective		Breadth Elective	Breadth Elective
	40 courses in degree Maximum transfer credit allowed = 16 courses or 40% of degree-level credit				Most transfer students would take 28 degree-level courses and would receive block transfer for 12 courses or 30% of degree-level credits ¹ Students who can successfully demonstrate they have achieved the

	Program of Study for Direct Entrants	Proposed Program of Study for Transfer Students		Program of Study for Direct Entrants	Proposed Program of Study for Transfer Students
					outcomes of specific courses outside the block transfer outlined above may be eligible to receive additional transfer credits up to a maximum of 16 courses or 40% of degree-level credit. These requests will be reviewed on a case-by-case basis.

Graduates of all other programs will be considered on an individual basis.

¹Otherwise qualified graduates of the above diploma programs who exhibit a greater gap in either breadth or professional core courses may be required to take additional coursework to complete requirements for graduation from the degree.

5.2.4 Gap Analysis

5.2.4.1 Public Relations Advanced Diploma (3 year) to BPR

BPR Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
Knowledge of the Profession			
1. Describe the history and development of public relations and assess current trends and emerging issues in the profession and its practice.	2. Apply knowledge of PR and organizational theories and PR practices, strategies, and history to develop and execute PR plans.	Diploma graduates will have explored the history of the field, but need more exposure to emerging issues.	This will be addressed in the final year of the program through the Emerging Issues in PR course.
2. Assess global best practices in public relations.		This outcome has not been met.	Each course in the degree explores best practices so students will achieve this outcome through the final years of degree study.
3. Develop a portfolio that demonstrates expertise in a variety of PR disciplines (e.g., internal communications, media relations, social networking, public affairs, event management, investor relations)	7. Adapt to, work within and influence organizational policies and procedures 12. Coordinate the production of and produce, visually effective print, graphic and electronic communications.	This outcome has been met to a limited extent but diploma graduates will benefit from the broader experience and increased level of sophistication gained in the degree program.	Courses in the final two years of the degree and the work placement will enable students to fine tune and expand their portfolios.
4. Assess and plan for the impact of economic, environmental, ethical, legal, political, societal/ demographic and	2. Apply knowledge of PR and organizational theories and	Students have limited exposure in this area, but lack the higher level knowledge and	Courses in the final two years of the degree program such as Issues and Crisis Management, Cross

BPR Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
<p>technological factors upon organizations and their communications strategies.</p>	<p>PR practices, strategies, and history to develop and execute PR plans.</p>	<p>critical analysis of the factors demanded of degree graduates.</p>	<p>Cultural Communications, Change Management, International PR, Building Communities, Communicating CSR and Sustainability, Emerging Issues, the work placement and the senior level thesis will develop students' skills in critical analysis.</p>
Strategic Thinking			
<p>5. Develop, execute and measure comprehensive, multi-year communications plans that support strategic objectives and priorities.</p>	<p>2. Apply knowledge of PR and organizational theories and PR practices, strategies, and history to develop and execute PR plans.</p> <p>4. Apply creative approaches to complex communication s planning, execution and problem solving</p> <p>5. Conduct and coordinate research to develop communication strategies to meet information needs of internal and external</p>	<p>Students have been exposed to these concepts and have developed basic abilities in developing communication plans, but will not have the comprehensive range and advanced level abilities of degree graduates.</p>	<p>Years 3 and 4 of the degree program will enhance students' abilities to develop and measure strategic communications plans across a broad range of major PR programs such as Investor Relations, Cross-Cultural Communications, and International PR</p>

BPR Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
	<p>publics,</p> <p>6. Develop clear and measurable communications objectives and identify techniques to evaluate the achievement of these objectives.</p>		
<p>6. Critically analyze the forces that shape values, ideas and personal, professional and business decisions.</p>		<p>Students will have developed some basic abilities in this area through their general education courses, but the degree places a greater emphasis on research, PR Ethics, Communications Law, PR Management, Finance and on structured and sustained arguments.</p>	<p>Upper level breadth and core courses will further develop students' analytical abilities. The senior level thesis course will require students to demonstrate they have achieved this ability.</p>
<p>7. Generate ideas, concepts, proposals, solutions and communications vehicles that address specific organizational/communications problems, issues and objectives.</p>	<p>2. Apply knowledge of PR and organizational theories and PR practices, strategies, and history to develop and execute PR plans.</p> <p>4. Apply creative approaches to complex communication</p>	<p>Diploma graduates will have achieved this outcome to some extent, but will benefit from a much broader range of applications and further refinement</p>	<p>Specialist courses such as Issues and Crisis Management, Fundraising/Philanthropy, Change Management, Investor Relations, Public Affairs, and Communicating CSR will provide students with opportunities to develop and execute proposals to address specific communications</p>

BPR Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
	<p>s planning, execution and problem solving</p> <p>5. Conduct and coordinate research to develop communication strategies to meet information needs of internal and external publics</p> <p>Generic Skills Outcomes</p> <p>6. Evaluate his or her own thinking throughout the steps and processes used in problem solving and decision making.</p> <p>9. Create innovative strategies and/or products that meet identified needs.</p>		<p>problems.</p>
<p>8. Build campaigns and communities, assessing costs, benefits, risks and opportunities.</p>	<p>2. Apply knowledge of PR and organizational theories and PR practices, strategies, and history to develop and execute PR plans.</p> <p>4. Apply creative approaches to</p>	<p>Diploma graduates will have some basic experience in campaign tactics but will benefit from the higher level of strategic planning, social media and analytical and measurement skills expected of PR degree</p>	<p>Specialist courses such as Event Management, Building Communities, Issues and Crisis Management, Fundraising/ Philanthropy, Change Management, Investor Relations, Public Affairs, and Communicating CSR</p>

BPR Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
	<p>complex communication s planning, execution and problem solving</p> <p>5. Conduct and coordinate research to develop communication strategies to meet information needs of internal and external publics</p> <p>10. Build and maintain professional relationships with internal and external publics</p>	graduates.	will provide students with opportunities to build campaigns.
Management/Technical Skills			
9. Develop communications policy and plan, manage and evaluate PR departments, strategies, professionals, budgets, systems and resources.	9. Develop a project or tactical budget.	Diploma graduates have no experience in the management of PR departments. They will have some budgetary experience.	Third and fourth year courses such as PR Management, PR in the Non-Profit Sector and Change Management will provide students with the knowledge and skills to achieve this outcome.
10. Develop and execute communication strategies to meet the information needs of internal and external publics using the most suitable media and channels for the message, audience and purpose.	2. Apply knowledge of PR and organizational theories and PR practices, strategies, and history to develop and execute PR	Diploma graduates will have met a this outcome to a limited extent but will benefit from a more comprehensive range of applications and a higher standard of	Courses in the final two years of the degree will provide further experience for students.

BPR Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
	<p>plans.</p> <p>4. Apply creative approaches to complex communications planning, execution and problem solving</p> <p>5. Conduct and coordinate research to develop communication strategies to meet information needs of internal and external publics</p> <p>6. Develop clear and measurable communications objectives and identify techniques to evaluate the achievement of these objectives.</p> <p>10. Build and maintain professional relationships with internal and external publics.</p>	<p>execution and measurement.</p>	
<p>11. Write clear, targeted materials that are appropriate for the intended audience and medium.</p>	<p>1. Write clear, targeted communication materials.</p> <p>Generic Skills Outcomes</p> <p>1. Communicate clearly, concisely and</p>	<p>Diploma graduates will have achieved this outcome at a basic level and will develop the skills and ability to write progressively more complex written</p>	<p>The final years of the degree will provide students with broader, more complex opportunities to write targeted materials e.g, through the senior level</p>

BPR Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
	correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of audience.	communications across print, online and social media	thesis/project/directed study and more advanced writing labs.
12. Produce visually effective print, graphic and digital communications materials.	12. Coordinate the production of, and produce, visually effective print, graphic and electronic communications.	Diploma graduates will have achieved this outcome	No remediation required although the final years of the degree will provide students with additional experience, especially related to digital communications.
13. Monitor and measure program effectiveness against objectives.	6. Develop clear and measurable communication objectives and identify techniques to evaluate the achievement of these objectives.	Diploma graduates will have met this outcome at a basic level.	The final two years of the degree will provide more extensive knowledge and training in, for example, web analytics and such innovative tools as Radian6, as well more experience across PR sectors and programs.
14. Use media monitoring, primary qualitative and quantitative research to assess programs.	5. Conduct and coordinate research to develop communication strategies to meet information needs of internal and external publics. 6. Develop clear and measurable	Diploma graduates will have developed some skill in this area, but will lack the higher level research and analytical skills demanded of degree graduates.	The statistics course and the final two years of the degree will require students to engage in qualitative and quantitative research to monitor and evaluate programs. The senior-level thesis / project course will also require students to demonstrate strong research and

BPR Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
	<p>communication objectives and identify techniques to evaluate the achievement of these objectives.</p>		<p>analytical skills.</p>
<p>15. Execute project plans and work schedules that make effective use of resources.</p>	<p>7. Adapt to, work within, and influence organizational policies and procedures.</p> <p>Generic Skills Outcomes</p> <p>10. Manage the use of time and other resources to attain personal and/or project-related goals.</p>	<p>Diploma graduates will have met this outcome at a basic level.</p>	<p>Courses in the final two years of the degree and the work placement will enhance students' knowledge and skills.</p>
<p>16. Prepare cost-effective PR campaign proposals</p>	<p>2. Apply knowledge of PR and organizational theories and PR practices, strategies, and history to develop and execute PR plans.</p> <p>4. Apply creative approaches to complex communications planning, execution and problem solving</p> <p>5. Conduct and coordinate research to develop</p>	<p>Diploma graduates will have some experience in preparing campaign proposals but will benefit from additional experience in the degree.</p>	<p>PR Management, and Strategic Communications Planning, along with PR program courses in the final two years of the degree will address any gaps.</p>

BPR Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
	<p>communication strategies to meet information needs of internal and external publics</p> <p>10. Build and maintain professional relationships with internal and external publics</p>		
17. Manage a PR budget.	<p>9. Develop a project or tactical budget.</p> <p>Generic Skills Outcomes</p> <p>3. Apply a wide variety of mathematical techniques with the degree of accuracy required to solve problems and make decisions.</p>	This outcome has been met at a basic level but will be applied at more comprehensive levels (e.g. program-wide ,enterprise-wide and multi-year)	Finance and PR management courses will enhance students' skills.
Problem-solving			
18. Acquire, interpret, analyze, evaluate and use qualitative and quantitative data to understand issues and define problems.	<p>4. Apply creative approaches to complex communication s planning, execution and problem solving.</p> <p>5. Conduct and coordinate research to develop communication strategies to meet information</p>	Diploma graduates will have developed some skill in this area, but will lack the higher level research and analytical skills demanded of degree graduates.	The final two years of the degree will require students to engage in qualitative and quantitative research. The PR Research, PR Consulting Skills and Change Management courses will be particularly useful in developing students' abilities to identify issues and define problems. The senior-level thesis /

BPR Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
	<p>needs of internal and external publics.</p> <p>7. Adapt to, work within and influence organizational policies and procedures.</p> <p>Generic Skills Outcomes</p> <p>2. Reframe information, ideas, and concepts using the narrative, visual, numerical and symbolic representations which demonstrate understanding.</p> <p>6. Evaluate his or her own thinking throughout the steps and processes used in problem solving and decision making.</p> <p>7. Collect, analyze and organize relevant and necessary information from a variety of sources.</p> <p>8. Evaluate the validity of arguments based on qualitative and</p>		<p>project course will also require students to demonstrate strong research and analytical skills.</p>

BPR Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
	quantitative information from a variety of sources.		
19. Develop programs relevant to specific audiences demonstrating understanding of economic, environmental, ethical, legal, political, societal/ demographic and technological factors.	2. Apply knowledge of PR and organizational theories, and PR practices, strategies and history to develop and execute PR plans. 5. Conduct and coordinate research to develop communication strategies to meet information needs of internal and external publics.	Diploma graduates have know how to develop programs for specific audiences but lack the higher level knowledge and critical analysis of the factors demanded of degree graduates.	Courses in the final two years of the degree program such as Issues and Crisis Management, Change Management, International PR, CSR and Sustainability, Emerging Issues, the work placement and the senior-level thesis will develop students' skills in critical analysis.
20. Identify and analyze the strengths, limitations and potential of communication tools and trends.	11. Use computer hardware and software relevant to public relations. 12. Coordinate the production of, and produce, visually effective print, graphic, and electronic communications	Diploma graduates will have met this outcome to some extent but will benefit from additional knowledge about trends and current tools and techniques.	Courses in the degree program such as Building Communities and Emerging Issues will provide a greater depth of knowledge on the use of communication tools and trends.
21. Analyze mainstream , new and earned media for their effectiveness in reaching specific		Diploma graduates will have some knowledge and practical	This outcome will be greatly expanded and refined in the degree program.

BPR Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
audiences and goals.		experience in this area.	
22. Develop specific, clear and measurable communications objectives.	6. Develop clear and measurable communication objectives and identify techniques to evaluate the achievement of these objectives.	Diploma graduates will have met this outcome at a basic level.	The upper level degree courses will provide broader and more diverse experience in this area.
Personal Development/ Professionalism			
23. Uphold and demonstrate professional, ethical and legal standards.	3. Complete all work in accordance with PR codes of professional ethics, standards, and practices; and relevant law.	Diploma graduates will have met this outcome with regard to ethics, but will learn more about legal issues across a broader spectrum of major PR programs in the degree	Students will get further experience in employing professional, ethical and legal standards throughout the degree.
24. Work effectively in groups or teams to achieve desired goals, resolving issues and finding means to deal with differing points of view.	10. Build and maintain professional relationships with internal and external publics 13. Develop ongoing strategies and plans to enhance personal and professional development and to promote the development of the PR	Diploma graduates will have met this outcome at a basic level.	No remediation required, although students will be able to gain much more varied and expanded experience in the final years of the degree.

BPR Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
	<p>profession.</p> <p>Generic Skills Outcomes</p> <p>5. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</p> <p>11. Take responsibility for her or his own actions and decisions.</p>		
<p>25. Use resources to plan for and attain personal, career and work-related goals within the context of a changing environment.</p>	<p>13. Develop ongoing strategies and plans to enhance personal and professional development and to promote the development of the PR profession.</p> <p>Generic Skills Outcomes</p> <p>10. Manage the use of time and other resources to attain personal and/or project-related goals.</p> <p>12. Adapt to new situations and demands by applying and/or updating his or her knowledge and skills.</p>	<p>This outcome will have been met to some extent in the diploma, but will benefit from further refinement.</p>	<p>Students will be able to gain more advanced knowledge and broader competencies and additional experience in the final years of the degree, especially through the Emerging Issues, work placement and senior-level thesis/ project.</p>

BPR Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
<p>26. Demonstrate self-awareness, adaptability, self confidence and self management when facing new situations.</p>	<p>13. Develop ongoing strategies and plans to enhance personal and professional development and to promote the development of the PR profession.</p> <p>Generic Skills Outcomes</p> <p>6. Evaluate his or her own thinking throughout the steps and processes used in problem solving and decision making</p> <p>11. Take responsibility for her or his own actions and decisions.</p> <p>12. Adapt to new situations and demands by applying and/or updating her or his knowledge and skills.</p> <p>13. Represent her or his skills, knowledge, and experience realistically for personal and employment purposes.</p>	<p>This outcome will have been met in the diploma, but will benefit from further development and refinement.</p>	<p>Students will be able to gain additional experience in the final years of the degree, especially through the work placement and senior-level thesis/project.</p>
<p>27. Think innovatively and</p>	<p>4. Apply creative</p>	<p>This outcome will</p>	<p>Students will be able</p>

BPR Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
<p>extend learning in different contextual frameworks.</p>	<p>approaches to complex communication s planning, execution, and problem solving.</p> <p>13. Develop ongoing strategies and plans to enhance personal and professional development and to promote the development of the PR profession.</p> <p>Generic Skills Outcomes</p> <p>9. Create innovative strategies and/or products that meet identified needs.</p> <p>12. Adapt to new situations and demands by applying and/or updating her or his knowledge and skills.</p>	<p>have been met in the diploma at a basic level but will benefit from further refinement.</p>	<p>to gain additional skills and experience in the final years of the degree, especially through the work placement and senior-level thesis/project.</p>

Baccalaureate in Public Relations Breadth Requirements for PR Three-Year Diploma Graduates who transfer into the BPR Degree Program:

BPR Degree Non-Core Requirements	Diploma-Level Courses which meet the criteria for approved baccalaureate level credit transfer	Additional Degree Level Breadth Requirements	Explanation of Breadth Credit
Recommended Breadth Course: Money, Markets and Diplomacy		1 degree level breadth course: recommended - Money, Markets and Diplomacy	Completed as part of Semester 4 degree level studies
Recommended Breadth Course: Canadian Studies		1 degree level breadth course: recommended - Canadian Studies	Completed as part of Semester 7 degree level breadth course
Breadth Course: Innovative Thinking		1 degree level breadth course: Innovative Thinking	Completed as part of Semester 4 degree level studies
Breadth Free Elective	Humanities completed at 75% or above		Meets requirements for an unrelated breadth course
Breadth Course: Finance		1 degree level breadth course: Finance	Completed as part of Semester 5 degree studies
Breadth Free Elective	General Education elective completed at 75% or above		Meets requirements for an unrelated breadth course
Breadth Free Elective	General Education elective completed at 75% or above		Meets requirements for an unrelated breadth course
Breadth Free Elective		1 degree level breadth course	Completed as part of Semester 8 degree studies
Total: 8	The 8 degree level breadth course requirement is met through 3 equivalents from students' diploma studies plus additional degree-level study.		

5.2.4.2 PR Diploma to BPR

Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
Knowledge of the Profession			
1. Describe the history and development of public relations and assess current trends and emerging issues in the profession and its practice.	2. Apply knowledge of PR theories and practices to develop and execute PR plans.	Students have developed a basic understanding of the development of the field, but lack the advanced level knowledge expected of degree graduates.	Current trends and emerging issues are addressed in the final year of the program through the Emerging Issues in PR course.
2. Assess global best practices in public relations.		Not addressed in diploma.	Each course in the degree explores best practices so students will achieve this outcome through the final years of degree study.
3. Develop a portfolio that demonstrates expertise in a variety of PR disciplines (e.g., internal communications, media relations, social networking, public affairs, event management, investor relations)	2. Apply knowledge of PR theories and practices to develop and execute PR plans. 10. Use computer hardware and software relevant to PR. Assist in coordinating the production of, and produce, visually effective print, graphic and electronic communications.	Students will have developed a portfolio, but may lack experience or depth in some key areas such as Investor Relations, Building Communities Online, International PR and Cross-Cultural Communications.	Courses in the final two years of the degree will enable students to fine tune and expand their portfolios.
4. Assess and plan for the impact of economic,	2. Apply knowledge of	Students have limited exposure in	Courses in the final two years of the

Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
environmental, ethical, legal, political, societal/ demographic and technological factors upon organizations and their communications strategies.	PR theories and practices to develop and execute PR plans.	this area, but lack the higher level knowledge and critical analysis of the factors demanded of degree graduates.	degree program such as Issues and Crisis Management, Cross Cultural Communications, Change Management, International PR, Building Communities, CSR and Sustainability, Emerging Issues, the work placement and the senior level thesis will develop students' skills in critical analysis.
Strategic Thinking			
5. Develop, execute and measure comprehensive, multi-year communications plans that support strategic objectives and priorities.	2. Apply knowledge of PR theories and practices to develop and execute PR plans. 4. Apply creative approaches to communication s planning, execution and problem solving. 5. Use research skills to meet specified communication objectives. 6. Develop clear and measurable communication objectives and identify techniques to evaluate the achievement of	Students have been exposed to these concepts and have developed basic abilities in developing communication plans, but will not have the advanced level abilities of degree graduates.	Years 3 and 4 of the degree program will enhance students' abilities to develop and measure strategic communications plans.

Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
	these objectives.		
6. Critically analyze the forces that shape values, ideas and personal, professional and business decisions.		Students will have developed some basic abilities in this area through their general education courses, but the degree places a greater emphasis on strategy, management, financial and international communications, new media, research and on structured and sustained arguments.	Upper level breadth and core courses will further develop students' analytical abilities. The senior level thesis course will require students to demonstrate they have achieved this ability.
7. Generate ideas, concepts, proposals, solutions and communications vehicles that address specific organizational/communications problems, issues and objectives.	2. Apply knowledge of PR theories and practices to develop and execute PR plans. 4. Apply creative approaches to communications planning, execution and problem solving. 5. Use research skills to meet specified communication objectives. Generic Skills Outcomes 6. Evaluate his or her own thinking	Diploma graduates will have achieved this outcome at a basic level but will benefit from broader, more advanced knowledge and skills	Specialist courses such as Issues and Crisis Management, Fundraising/ Philanthropy, Change Management, Investor Relations, Public Affairs, and Communicating CSR will provide students with opportunities to develop and execute proposals to address specific communications problems.

Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
	<p>throughout the steps and processes used in problem solving and decision making.</p> <p>9. Create innovative strategies and/or products that meet identified needs.</p>		
<p>8. Build campaigns and communities, assessing costs, benefits, risks and opportunities.</p>	<p>2. Apply knowledge of PR theories and practices to develop and execute PR plans.</p> <p>4. Apply creative approaches to communication s planning, execution and problem solving.</p> <p>5. Use research skills to meet specified communication objectives.</p>	<p>Diploma graduates will have some experience in building campaigns but will benefit from learning about Building Communities Online and the higher level of analytical skills expected of degree graduates.</p>	<p>Specialist courses such as Event Management, Building Communities, Issues and Crisis Management, Fundraising/ Philanthropy, Change Management, Investor Relations, Public Affairs, and Communicating CSR will provide students with opportunities to build campaigns.</p>
<p>Management/Technical Skills</p>			
<p>9. Develop communications policy and plan, manage and evaluate PR departments, strategies, professionals, budgets, systems and resources.</p>	<p>8. work within, and contribute to the development of, a budget.</p>	<p>Diploma graduates have no experience in the management of PR departments. They will have some budgetary experience.</p>	<p>Third and fourth year courses such as PR Management, Marketing Communications, PR in the Non-Profit Sector and Change Management will provide students with</p>

Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
			the knowledge and skills to achieve this outcome.
<p>10. Develop and execute communication strategies to meet the information needs of internal and external publics using the most suitable media and channels for the message, audience and purpose.</p>	<p>2. Apply knowledge of PR theories and practices to develop and execute PR plans.</p> <p>4. Apply creative approaches to communications planning, execution and problem solving.</p> <p>5. Use research skills to meet specified communication objectives.</p> <p>6. Develop clear and measurable communication objectives and identify techniques to evaluate the achievement of these objectives.</p> <p>9. Build and maintain professional relationships with internal and external publics</p>	<p>Diploma graduates will have achieved this outcome at a basic level, but will benefit from further refinement.</p>	<p>Courses in the final two years of the degree will provide further knowledge, skills and experience for students.</p>
<p>11. Write clear, targeted materials that are appropriate for the intended audience and medium.</p>	<p>1. Write clear, targeted communication materials.</p> <p>Generic Skills</p>	<p>Diploma graduates will have achieved this outcome at a basic level but will</p>	<p>The final years of the degree will provide students with additional opportunities to write</p>

Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
	<p>Outcomes</p> <p>1. Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of audience.</p>	<p>acquire more advanced and broader skills and experience in the degree.</p>	<p>targeted materials.</p>
<p>12. Produce visually effective print, graphic and digital communications materials.</p>	<p>10. Use computer hardware and software relevant to PR. Assist in coordinating the production of, and produce, visually effective print, graphic and electronic communications.</p>	<p>Diploma graduates will have achieved this outcome at a basic level.</p>	<p>The final years of the degree will provide students with additional experience, especially related to digital communications embedded across a wider field of courses</p>
<p>13. Monitor and measure program effectiveness against objectives.</p>	<p>6. Develop clear and measurable communication objectives and identify techniques to evaluate the achievement of these objectives.</p>	<p>Diploma graduates will have this outcome at a basic level.</p>	<p>The final two years of the degree will provide additional experience.</p>
<p>14. Use media monitoring, primary qualitative and quantitative research to assess programs.</p>	<p>5. Use research skills to meet specified communication objectives.</p> <p>6. Develop clear and</p>	<p>Diploma graduates will have developed some skill in this area, but will lack the higher level research and</p>	<p>The statistics course, the PR Research course and the final two years of the degree will require students to engage in qualitative and</p>

Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
	measurable communication objectives and identify techniques to evaluate the achievement of these objectives.	analytical skills demanded of degree graduates.	quantitative research to monitor and evaluate programs. The senior-level thesis / project course will also require students to demonstrate strong research and analytical skills.
15. Execute project plans and work schedules that make effective use of resources.	8. Work within, and contribute to the development of, a budget. Generic Skills Outcomes 10. Manage the use of time and other resources to attain personal and/or project-related goals.	Diploma graduates will have met this outcome at a project, but not at the program and multi-year enterprise wide level in the degree courses	Courses in the final two years of the degree and the work placement will enhance students' skills.
16. Prepare cost-effective PR campaign proposals		Diploma graduates will have some experience in preparing campaign proposals but will benefit from additional skills and experience in the degree.	Finance, PR Management, along with other courses in the final two years of the degree will address any gaps.
17. Manage a PR budget.	8. Work within, and contribute to the development of, a budget. Generic Skills Outcomes 3. Apply a wide variety of mathematical techniques with the degree of accuracy	This outcome has been met in a limited and basic way	The Finance and PR Management courses will enhance students' skills.

Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
	required to solve problems and make decisions.		
Problem-solving			
18. Acquire, interpret, analyze, evaluate and use qualitative and quantitative data to understand issues and define problems.	<p>4. Apply creative approaches to communication s planning, execution and problem solving.</p> <p>5. Use research skills to meet specified communication objectives.</p> <p>Generic Skills Outcomes</p> <p>2. Reframe information, ideas, and concepts using the narrative, visual, numerical and symbolic representation s which demonstrate understanding.</p> <p>6. Evaluate his or her own thinking throughout the steps and processes used in problem solving and decision making.</p> <p>7. Collect, analyze and organize relevant and necessary</p>	Diploma graduates will have developed some skill in this area, but will lack the higher level research and analytical skills demanded of degree graduates.	The final two years of the degree will require students to engage in qualitative and quantitative research. The PR Research, Consulting Skills and Change management courses will be particularly useful in developing students' abilities to identify issues and define problems. The senior-level thesis / project course will also require students to demonstrate strong research and analytical skills.

Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
	<p>information from a variety of sources.</p> <p>8. Evaluate the validity of arguments based on qualitative and quantitative information from a variety of sources.</p>		
<p>19. Develop programs relevant to specific audiences demonstrating understanding of economic, environmental, ethical, legal, political, societal/ demographic and technological factors.</p>	<p>2. Apply knowledge of PR theories and practices to develop and execute PR plans.</p> <p>5. Use research skills to meet specified communication objectives.</p>	<p>Diploma graduates will know how to develop programs for specific audiences but lack the higher level knowledge and critical analysis of the factors demanded of degree graduates.</p>	<p>Courses in the final two years of the degree program such as Issues and Crisis Management, Change Management, International PR, CSR and Sustainability, Emerging Issues, the work placement and the senior-level thesis will develop students' skills in critical analysis.</p>
<p>20. Identify and analyze the strengths, limitations and potential of communication tools and trends.</p>	<p>10. Use computer hardware and software relevant to PR. Assist in coordinating the production of, and produce, visually effective print, graphic, and electronic communications</p>	<p>Diploma graduates will have met this outcome at a basic level but will benefit from additional knowledge about trends and tools.</p>	<p>Courses in the degree program such as Building Communities and Emerging Issues will provide a greater depth of knowledge on the use of communication tools and trends.</p>
<p>21. Analyze media for their effectiveness in reaching specific audiences and goals.</p>		<p>Diploma graduates will have some practical</p>	<p>This outcome will be fine tuned in the degree program.</p>

Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
		experience in this area.	
22. Develop specific, clear and measurable communications objectives.	6. Develop clear and measurable communication objectives and identify techniques to evaluate the achievement of these objectives.	Diploma graduates will have met this outcome.	The upper level degree courses will provide further experience in this area.
Personal Development/ Professionalism			
23. Uphold and demonstrate professional, ethical and legal standards.	3. Complete all work in accordance with public relations codes of professional ethics, standards, and practices; and relevant law.	Diploma graduates will have met this outcome.	Students will get further experience in employing professional, ethical and legal standards throughout the degree.
24. Work effectively in groups or teams to achieve desired goals, resolving issues and finding means to deal with differing points of view.	9. Build and maintain professional relationships with internal and external publics. 11. Develop ongoing strategies and plans to enhance personal and professional development and to promote the development of the public relations	Diploma graduates will have met this outcome at a basic level.	No remediation required, although students will be able to gain much more varied and expanded experience in the final years of the degree.

Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
	<p>profession.</p> <p>Generic Skills Outcomes</p> <p>5. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</p> <p>11. Take responsibility for her or his own actions and decisions.</p>		
<p>25. Use resources to plan for and attain personal, career and work-related goals within the context of a changing environment.</p>	<p>11. Develop ongoing strategies and plans to enhance personal and professional development and to promote the development of the public relations profession.</p> <p>Generic Skills Outcomes</p> <p>10. Manage the use of time and other resources to attain personal and/or project-related goals.</p> <p>12. Adapt to new situations and demands by applying and/or</p>	<p>This outcome will have been met to some extent in the diploma, but will benefit from further refinement.</p>	<p>Students will be able to gain more advanced knowledge and broader competencies and additional experience in the final years of the degree, especially through the Emerging Issues, work placement and senior-level thesis/ project.</p>

Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
	updating his or her knowledge and skills.		
26. Demonstrate self-awareness, adaptability, self confidence and self management when facing new situations.	<p>11. Develop ongoing strategies and plans to enhance personal and professional development and to promote the development of the public relations profession.</p> <p>Generic Skills Outcomes</p> <p>6. Evaluate his or her own thinking throughout the steps and processes used in problem solving and decision making</p> <p>11. Take responsibility for her or his own actions and decisions.</p> <p>12. Adapt to new situations and demands by applying and/or updating her or his knowledge and skills.</p> <p>13. Represent her or his skills, knowledge, and experience</p>	This outcome will have been met in the diploma, but will benefit from further development and refinement.	Students will be able to gain additional experience in the final years of the degree, especially through the work placement and senior-level thesis/project.

Program Level Learning Outcomes	Comparable Diploma Program Outcomes	Gap Analysis	Remediation of Gap
	realistically for personal and employment purposes.		
27. Think innovatively and extend learning in different contextual frameworks.	<p>4. Apply creative approaches to communications planning, execution and problem solving.</p> <p>11. Develop ongoing strategies and plans to enhance personal and professional development and to promote the development of the public relations profession.</p> <p>Generic Skills Outcomes</p> <p>9. Create innovative strategies and/or products that meet identified needs.</p> <p>12. Adapt to new situations and demands by applying and/or updating her or his knowledge and skills.</p>	This outcome will have been met in the diploma at a basic level but will benefit from further refinement.	Students will be able to gain additional skills and experience in the final years of the degree, especially through the work placement and senior-level thesis/ project.

Baccalaureate in Public Relations Breadth Requirements for Two-year Diploma Graduates who transfer into the BPR Degree Program:

BPR Degree Non-Core Requirements	Diploma-Level Courses which meet the criteria for approved baccalaureate level credit transfer	Additional Degree Level Breadth Requirements	Explanation of Breadth Credit
Breadth Course: Money, Markets and Diplomacy		1 degree level breadth course: recommended - Money, Markets and Diplomacy	Completed as part of Semester 4 degree level studies
Breadth Course: Canadian Studies		1 degree level breadth course: recommended - Canadian Studies	Completed as part of Semester 7 degree level breadth course
Breadth Course: Innovative Thinking		1 degree level breadth course: Innovative Thinking	Completed as part of Semester 4 degree level studies
Breadth Free Elective	Humanities completed at 75% or above		Meets requirements for an unrelated breadth course
Breadth Course: Finance		1 degree level breadth course: Finance	Completed as part of Semester 5 degree studies
Breadth Free Elective	General Education elective completed at 75% or above		Meets requirements for an unrelated breadth course
Breadth Free Elective	General Education elective completed at 75% or above		Meets requirements for an unrelated breadth course
Breadth Free Elective		1 degree level breadth course	Completed as part of Semester 8 degree studies
Total: 8	The 8 degree level breadth course requirement is met through 3 equivalents from students' diploma studies plus additional degree-level study.		

5.2.5 Bridging Courses

Not applicable to this submission.

5.3 Promotion and Graduation Requirements

The following requirements are taken from the Humber Academic Regulations.

Program Requirements	Level of Achievement	
	Promotion	Graduation
Courses in disciplines outside the main field(s) of study	<p>The minimum passing grade is 50%.</p> <p>A minimum term G.P.A. of 60% is required to progress to the next semester in the program.</p> <p>If a student's term average is below 65%, the student will be placed on probation.</p> <p>Probation rules are outlined in the overall achievement section.</p>	A 65% weighted overall program grade point average is required.
Courses in disciplines within the main field(s) of study	<p>The minimum passing grade is 50%.</p> <p>A minimum term G.P.A. of 60% is required to progress to the next semester in the program.</p> <p>If a student's term average is below 65%, the student will be placed on probation.</p> <p>Probation rules are outlined in the overall achievement section.</p>	A 65% weighted overall program grade point average is required.

Program Requirements	Level of Achievement	
	Promotion	Graduation
Work placement/ internship	<p>Rating of Satisfactory</p> <p>Degree students have one semester to complete any required work term assignments. Students who fail to do this will need to repeat the work term and will not be permitted to commence the final academic semester of study.</p> <p>Degree students who do not complete a work term prior to the final academic semester of study will be required to defer the final academic semester requirement until the work term requirement is successfully completed.</p>	Rating of Satisfactory
Overall achievement	<p>Courses that have a prerequisite may not be taken until the prerequisite course(s) have been taken and passed.</p> <p>Students who fail two (2) or more courses in any semester may be withdrawn for a period of two (2) consecutive semesters.</p> <p>Students will be evaluated at the end of each term of study.</p> <p>Academic Probation</p> <p>If a student's term average is below 65%, the student will be placed on probation. If the following term's average is again below</p>	<p>Candidates for graduation will be required to meet all of the following:</p> <p>Students must have completed the program within 200% of the normal program duration. For example a four (4) year program would have a maximum completion timeframe of eight (8) years. Failure to complete the program within the 200% timeframe would require the student to apply for re-admission. Students would then have their courses evaluated for currency and would be subject to the curriculum in place at the time of re-admission.</p>

Program Requirements	Level of Achievement	
	Promotion	Graduation
	<p>65%, but greater than 60%, probation will continue. If the average is below 60% while the student is on probation, the student may be withdrawn for a period of two consecutive terms.</p> <p>Further, if a student's term GPA is below 60% for three consecutive terms, the student will be withdrawn for a period of two consecutive terms. (For example, a student who is withdrawn at the end of the fall term will be eligible for re-admission at the beginning of the fall term in the subsequent year regardless of whether or not the program is offered during the spring term.)</p> <p>If a student is required to withdraw for probationary reasons, he/she will not be considered for admission to a program in a related discipline for a period of two consecutive terms.</p> <p>A student, who has been required to withdraw for academic reasons, will be placed on probation when he/she resumes study and must clear the probationary requirements in order to continue to study. Failure to clear the probationary status at the end of the first term following readmission will result in permanent withdrawal from the program.</p>	<p>A 65% weighted overall program grade point average.</p> <p>Successfully completed the requirements of the degree in effect at the time of graduation unless the Dean has approved alternate arrangement in writing. The graduation requirements will include any changes made to advanced semesters while the student is "in progress" in a program but would not include changes in semesters that have already been completed.</p> <p>Two of the breadth courses must be taken at the Advanced Level.</p> <p>20% of the courses taken must be breadth courses.</p> <p>Students must have taken at least twenty-five percent (25%) of their credits for the program at Humber in order to satisfy residency requirements</p> <p>No more than 50% of the program can be satisfied through the Prior Learning Assessment and Recognition (PLAR).</p>

6. Program Content Standard

6.2 Professional/Accreditation or Other Organization Support

6.2.1 Professional/Accreditation or Other Requirements

The Canadian Public Relations Society, Inc. (www.cprs.ca)

The Canadian Public Relations Society (CPRS) is an organization of men and women who practice public relations in Canada and abroad. It is a federation of 16 member societies. Members work to maintain the highest standards and to share a uniquely Canadian experience in public relations.

CPRS seeks to:

- Group all public relations practitioners in Canada and to foster their professional interests
- Advance the professional stature of public relations
- Regulate its practice for the benefit and protection of the public interest
- Serve the public interest by upholding a standard of proficiency and code of ethics and by providing ongoing professional development to its members and public relations practitioners across Canada.

Humber's program has been developed to reflect the CPRS body of knowledge and Code of Ethics.

Communications + Public Relations Foundation (www.cprs.ca/foundation)

The Communications + Public Relations Foundation is a not-for-profit charitable organization that:

- Is committed to increasing public knowledge and awareness of the role of communications and public relations through support to educational initiatives
- Promotes the advancement of communications and public relations as a vital function in society
- Is dedicated to the public interest

The Foundation works with partners to develop and implement educational project and initiatives to advance the profession.

Humber has partnered with the Foundation to establish a scholarship to support students in the proposed PR degree.

International Association of Business Communicators (<http://canada/iabc.com>)

The International Association of Business Communicators (IABC) enables a global network of communicators working in diverse industries and disciplines to identify, share and apply the world's most effective communication practices. IABC links communicators in a global network that inspires, establishes and supports the highest professional standards of quality and

innovation in organizational communication. IABC Canada represents more than 3,000 members served by 14 chapters. IABC has established a professional accreditation program that recognizes communicators who have reached a globally accepted standard of knowledge and proficiency in their field. Candidates meeting the requirements can earn the designation Accredited Business Communicator (ABC).

Humber's program is aligned with IABC's body of knowledge.

Canadian Investor Relations Institute (www.ciri.org)

The Canadian Investor Relations Institute is a professional, not-for-profit association of executives responsible for communication between public corporations, investors and the financial community. CIRI is dedicated to advancing the stature and credibility of the investor relations profession and the competency of its members.

6.2.2 Letters of Support: Professional/Accreditation or Other Requirements

Letters have been received from:

- The Canadian Public Relations Society, Inc.
- The Canadian Public Relations Society Toronto
- Communications and Public Relations Foundation
- International Association of Business Communicators
- Canadian Investor Relations Institute



The Canadian Public
Relations Society, Inc.
La Société canadienne
des Relations publiques, Inc.

June 18, 2009

Chitra P. Reddin, PhD.
Program Co-ordinator, Public Relations
School of Media Studies & Information Technology
Humber College
3199 Lake Shore Blvd West, Room 102F
Toronto, ON M8V 1K8

Dear Chitra,

I was pleased to learn of the proposed honours BAA in Public Relations at Humber College. This will be an exciting addition to the public relations education landscape in Ontario and Canada as a whole. The CPRS Education Council supports in principle the need for four-year degree programs for public relations education in Canada.

As you are aware, the Education Council is working to strengthen public relations education in Canada. The addition of a four-year bachelors degree in public relations in Ontario will help to raise the level of professionalism for public relations and meet employers' needs for formally trained public relations practitioners. Four-year degree programs provide the opportunity for ensuring students graduate with the depth of skills and competencies required to provide strategic public relations counsel to their employers and clients.

Thank you for your efforts in advancing the level of public relations education in Canada. The Education Council looks forward to including this program in future public relations education promotional initiatives.

Regards,

Colleen Killingsworth, APR, ABC, FCPRS
Presiding Officer
CPRS Education Council

National Office / Bureau national

Suite 346, 4195 Dundas Street West, Toronto, Ontario M8X 1Y4 • Telephone: 416-239-7034 • Fax: 416-239-1076 • www.cprs.ca • admin@cprs.ca
Bureau 346, 4195, rue Dundas ouest, Toronto, Ontario M8X 1Y4 • Téléphone: 416-239-7034 • Téléc.: 416-239-1076 • www.cprs.ca • admin@cprs.ca



the canadian public relations society toronto, inc.

one yonge street, suite 1801, toronto, ontario M5E 1W7 tel: 416-360-1988 fax: 416-369-0515
email: marshl@marsh-executive.com www.cprstoronto.com

July 29, 2009

Chitra Reddin
Professor and Program Coordinator
Humber School of Media Studies and Information Technology
3199 Lake Shore Blvd. West
Toronto, ON M8V 1K8

Dear Chitra:

I am writing on behalf of the Canadian Public Relations Society Toronto in support of the proposed Humber College Bachelor of Applied Arts in Public Relations (honours) degree.

As I think we would all agree, public relations has evolved from a tactical practice to a strategic management function. And it is more important than ever that students of public relations are equipped with a rigorous educational background in communications theory, ethics, business principles and practice, management techniques and emerging trends in order to effectively contribute to the industry.

We have reviewed the curriculum outline and believe it provides a strong balance of theory and practice, as well as instruction in all aspects of communications (private sector, government, not for profit, corporate social responsibility, marketing communications, investor relations, etc.). It will give your graduates the skills required to hit the ground running when they enter the workforce and help advance the profession.

The CPRS is committed to education through our professional accreditation program and to the ethical practice of PR. The proposed Humber BAA-PR program fits well with our philosophy and approach and will provide students with a strong grounding in the essentials.

CPRS Toronto highly supports and endorses the creation of the Humber College BAA-PR four-year academic program. And, we would like to offer our assistance by promoting the program to our members and community, encouraging our board and other members to be available for guest lectures and to help advise the course directors, encouraging our members to be mentors and offer students work placements.

Please keep us informed of the process and let us know if there's anything we can do to help in the development of this much-needed academic program.

All the best,

Martin Waxman, APR
President, CPRS Toronto

cc Barbara Sheffield, APR, Fellow CPRS

TOTAL P.02

**Communications
+ Public Relations
Foundation**

73 Widdowson Hill Blvd, Suite 1515
Toronto, Ontario, M9R 4B3

Phone:
(416) 242-6146

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Email:
foundation@prmedaconnection.com

Website:
www.cprn.ca

Directors emeritus:
Ruth Hammond, APR, ABC, Hon Fellow CPRS
Charles Tisdal, APR, Fellow CFRSPRSA

June 22, 2009

Chitra P. Reddin, PhD
Professor and Program Coordinator
Humber School of Media Studies & Information Technology
Humber College
3199 Lake Shore Boulevard West, Room 102F
Toronto, Ontario, Canada M8V 1K8

Dear Dr. Reddin:

The Communications and Public Relations Foundation was established some thirty years ago and is interested in supporting communications research and public relations education.

We are therefore encouraged by Humber College's intention to establish a BAA in Public Relations and fully support this initiative.

The Foundation's board comprises members from a variety of sectors, including business and academia, and is therefore in an excellent position to assess the need for public relations graduates at the bachelor's level.

The Foundation provides funds for original research, scholarships and other awards to worthy applicants from across the country and would be pleased to support Humber's new degree programme by offering its applicants an opportunity to compete for such Scholarships. We would also be pleased to work with the faculty at Humber to establish new scholarships and awards at Humber to recognize the academic achievement of its BAA students.

On behalf of the Board of Directors of the Communications + Public Relations Foundation, we look forward to the success of your initiatives and remain available for further consultation and support.

Yours most sincerely

T.A.G. Watson, APR
Vice Chair


Barbara Sheffield, APR, FCPRS
Chair

July 2, 2009

Ms. Joanne McLeod
Program Development Consultant
Planning & Development
Humber Institute of Technology & Advanced Learning
205 Humber College Blvd
Etobicoke, ON M9W 5L7

Dear Ms. McLeod,

This letter is provided on behalf of the International Association of Business Communicators' (IABC) Toronto chapter to indicate support of the Humber Institute of Technology & Advanced Learning's proposal to introduce a comprehensive four-year honours Bachelor of Public Relations degree program.

It is understood that the proposed program will offer a thorough curriculum that combines PR theory and best practices to help students hone the critical competencies needed to conceive, implement and manage PR/communications strategies that address business needs, with a high level of proficiency.

The addition of such a comprehensive undergraduate degree PR/communications program within the Toronto area will potentially help fill a need to equip students with the extensive strategic and technical skills today's managers need to spearhead PR/communications as a core business function, within an organization or agency, and in some cases, progress to executive levels within the profession.

As proposed, the program will offer in-depth courses integrated with other business functions to prepare students to handle a broad variety of business- and communications-related challenges, across sectors, to potentially a greater extent than diploma/certificate programs that provide focus on tactical PR/communications skills.

Such a program would complement the existing PR diploma and certificate programs that prepare students with the fundamental skills needed by the public relations profession, as well as communications and business administration programs offered at the post-graduate level.

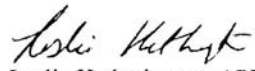
In keeping with IABC/Toronto's mandate to help further the profession, this program's graduates would qualify for potential inclusion within its current award programs, such as the Kay Staib Memorial Scholarship and Student of the Year award, as well as its mentoring and other student-focused initiatives.

IABC/Toronto
296 Jarvis Street, Unit 7
Toronto ON M5B 2C5
T. 416.968.0264
F. 416.968.6818
E. toronto-info@iabc.com

<http://toronto.iabc.com>

We welcome the addition of a Toronto-based undergraduate degree program in public relations to the options emerging communicators can pursue to prepare for the rigours of our profession.

Regards,



Leslie Hetherington, APR, MBA
Immediate Past President, IABC/Toronto

September 22, 2009

Mr. William Hanna
Dean, School of Media Studies & Information Technology
Humber College Institute of Technology and Advanced Learning
205 Humber College Boulevard
Toronto, ON
M9W 5L7

Dear Mr. Hanna:

I am pleased to have the opportunity to write this letter in support of Humber's pursuit of a Bachelor of Applied Arts in Public Relations program.

The Canadian Investor Relations Institute (CIRI) is dedicated to advancing the practice of investor relations, the professional competency of its members, and the stature of the profession. Investor relations, I'm sure you know, is the strategic management responsibility that integrates the disciplines of finance, communications and marketing to achieve an effective two-way flow of information between a public company and the investment community, in order to enable fair and efficient capital markets.

Public relations practitioners share these principles, and in many instances, investor relations professionals work alongside their counterparts in public relations to pursue common goals.

Sound communications between organizations and their stakeholder audiences is a basic fundamental of a democratic system and key to ensuring a healthy and ongoing national dialogue.

To this end, we applaud Humber in its bid to create a comprehensive degree program that will prepare students to manage communications in all sectors, including investor relations. By doing so, Humber is raising the bar and elevating public relations and all its disciplines to a new level that is in step with ongoing social change.

Sincerely,



Tom Enright
President & CEO
CIRI

6.3 Program Content Summary Material

6.3.1 Program Level Learning Outcomes

Program Level Learning Outcomes	Courses or course segments that contribute to achievement of outcome
Knowledge of the Profession	
1. Describe the history and development of public relations and assess current trends and emerging issues in the profession and the practice.	<ul style="list-style-type: none"> ▪ Intro to PR: The Profession and the Practice ▪ PR in the non profit sector ▪ Emerging Issues in PR
2. Assess global best practices in public relations.	<ul style="list-style-type: none"> ▪ Intro to PR: The Profession and the Practice ▪ Writing Lab 1: Intro to PR Writing ▪ Social and Digital Media ▪ Writing Lab 2: Writing for Media Relations ▪ Integrated Marketing Communications ▪ Media Relations ▪ Writing Lab 3: Writing for Web 2.0 ▪ Strategic Communications Planning ▪ Internal Communications ▪ Writing 4: Writing for Print Media ▪ PR Management ▪ Event Management ▪ Writing Lab 5: Advanced PR Writing ▪ Issues and Crisis Management ▪ Fundraising/Philanthropy ▪ Cross-cultural Communications ▪ International Public Relations ▪ Change Management and Communications ▪ Investor Relations ▪ Communicating CSR and Sustainability ▪ Building Communities ▪ Public Affairs
3. Develop a portfolio that demonstrates expertise in a variety of PR disciplines (e.g., internal communications, media relations, social networking, public affairs, event management, investor relations).	<ul style="list-style-type: none"> ▪ Intro to PR: The Profession and the Practice ▪ Writing Lab 1: Intro to PR Writing ▪ Social and Digital Media ▪ Presentation Skills ▪ Writing Lab 2: Writing for Media Relations ▪ Integrated Marketing Communications ▪ Media Relations ▪ Writing Lab 3: Writing for Web 2.0

Program Level Learning Outcomes	Courses or course segments that contribute to achievement of outcome
	<ul style="list-style-type: none"> ▪ Strategic Communications Planning ▪ Internal Communications ▪ Writing 4: Writing for Print Media ▪ PR Management ▪ Event Management ▪ Writing Lab 5: Advanced PR Writing ▪ Issues and Crisis Management ▪ Fundraising/Philanthropy ▪ Cross-cultural Communications ▪ International Public Relations ▪ Change Management and Communications ▪ Investor Relations ▪ Communicating CSR and Sustainability ▪ Building Communities ▪ Public Affairs ▪ Senior-Level Thesis Project
<p>4. Assess and plan for the impact of economic, environmental, ethical, legal, political, societal/ demographic and technological factors upon organizations and their communication strategies.</p>	<ul style="list-style-type: none"> ▪ Social and Digital Media ▪ Integrated Marketing Communications ▪ Strategic Communications Planning ▪ Research Methods ▪ Innovative Thinking ▪ PR Management ▪ PR Consulting Skills ▪ Issues and Crisis Management ▪ Cross-cultural Communications ▪ International Public Relations ▪ Change Management and Communications ▪ Communicating CSR and Sustainability ▪ Senior-Level Thesis/Project ▪ Building Communities ▪ Emerging Issues in PR ▪ Breadth courses
Strategic Thinking	
<p>5. Develop, execute and measure comprehensive, multi-year communications plans that support strategic objectives and priorities.</p>	<ul style="list-style-type: none"> ▪ Strategic Communications Planning ▪ PR Management
<p>6. Critically analyze the forces that shape, values, ideas, and personal, professional and business decisions.</p>	<ul style="list-style-type: none"> ▪ Communications; Theories and Models ▪ Social and Digital Media ▪ Communications Law ▪ PR Ethics ▪ Strategic Communications Planning

Program Level Learning Outcomes	Courses or course segments that contribute to achievement of outcome
	<ul style="list-style-type: none"> ▪ Research Methods ▪ Statistics ▪ PR Management ▪ PR Consulting Skills ▪ Issues and Crisis Management ▪ Cross-cultural Communications ▪ Change Management and Communications ▪ International Public Relations ▪ Communicating CSR and Sustainability ▪ Emerging Issues in PR ▪ Senior-Level Thesis/Project ▪ Breadth courses
<p>7. Generate ideas, concepts, proposals, solutions and communications vehicles that address specific organizational/communications problems, issues and objectives.</p>	<ul style="list-style-type: none"> ▪ Communications: Theories and Models ▪ Writing Labs 1- 5 ▪ Presentations Skills ▪ Social and Digital Media ▪ Integrated Marketing Communications ▪ Media Relations ▪ Strategic Communications Planning ▪ Internal Communications ▪ Event Management ▪ PR Consulting Skills ▪ Issues and Crisis Management ▪ Fundraising/Philanthropy ▪ Cross-cultural Communications ▪ International Public Relations ▪ Change Management and Communications ▪ Investor Relations ▪ Communicating CSR and Sustainability ▪ Senior-Level Thesis/Project ▪ Building Communities ▪ Public Affairs ▪ Work Placement
<p>8. Build campaigns and communities that assess costs, benefits, risks and opportunities.</p>	<ul style="list-style-type: none"> ▪ Social and Digital Media ▪ Integrated Marketing Communications ▪ Media Relations ▪ Strategic Communications Planning ▪ Internal Communications ▪ Event Management ▪ Issues and Crisis Management ▪ Fundraising/Philanthropy ▪ Cross-cultural Communications ▪ International Public Relations

Program Level Learning Outcomes	Courses or course segments that contribute to achievement of outcome
	<ul style="list-style-type: none"> ▪ Change Management and Communications ▪ Investor Relations ▪ Communicating CSR and Sustainability ▪ Senior-Level Thesis/Project ▪ Building Communities ▪ Public Affairs ▪ Work Placement
Management/Technical Skills	
9. Develop communications policy, and plan, manage and evaluate PR departments, strategies, professionals, budgets, systems and resources.	<ul style="list-style-type: none"> ▪ Strategic Communications Planning ▪ PR Management ▪ Finance
10. Develop and execute communications strategies to meet the information needs of internal and external publics using the most suitable media and channels for the message, audience and purpose.	<ul style="list-style-type: none"> ▪ Writing Labs 1 – 5 ▪ Presentation Skills ▪ Social and Digital Media ▪ Integrated Marketing Communications ▪ Media Relations ▪ Strategic Communications Planning ▪ Internal Communications ▪ Event Management ▪ Issues and Crisis Management ▪ Fundraising/Philanthropy ▪ Cross-cultural Communications ▪ International Public Relations ▪ Change Management and Communications ▪ Investor Relations ▪ Communicating CSR and Sustainability ▪ Senior-Level Thesis/Project ▪ Building Communities ▪ Public Affairs ▪ Work Placement
11. Write clear, targeted materials that are appropriate for the intended audience and medium.	<ul style="list-style-type: none"> ▪ Writing Labs 1 – 5 ▪ Social and Digital Media ▪ Integrated Marketing Communications ▪ Media Relations ▪ Strategic Communications Planning ▪ Internal Communications ▪ Event Management ▪ Issues and Crisis Management ▪ Fundraising/Philanthropy ▪ Cross-cultural Communications ▪ International Public Relations

Program Level Learning Outcomes	Courses or course segments that contribute to achievement of outcome
	<ul style="list-style-type: none"> ▪ Change Management and Communications ▪ Investor Relations ▪ Communicating CSR and Sustainability ▪ Senior-Level Thesis/Project ▪ Building Communities ▪ Public Affairs ▪ Work Placement
12. Produce visually effective print, graphic and digital communications materials.	<ul style="list-style-type: none"> ▪ Writing Labs 1 – 5 ▪ Social and Digital Media ▪ Integrated Marketing Communications ▪ Media Relations ▪ Strategic Communications Planning ▪ Internal Communications ▪ Event Management ▪ Issues and Crisis Management ▪ Fundraising/Philanthropy ▪ Cross-cultural Communications ▪ International Public Relations ▪ Change Management and Communications ▪ Investor Relations ▪ Communicating CSR and Sustainability ▪ Senior-Level Thesis/Project ▪ Building Communities ▪ Public Affairs ▪ Work Placement
13. Monitor and measure program effectiveness against objectives.	<ul style="list-style-type: none"> ▪ Strategic Communications Planning ▪ Social and Digital Media ▪ Integrated Marketing Communications ▪ Media Relations ▪ Internal Communications ▪ Event Management ▪ Issues and Crisis Management ▪ Fundraising/Philanthropy ▪ Cross-cultural Communications ▪ International Public Relations ▪ Change Management and Communications ▪ Investor Relations ▪ Communicating CSR and Sustainability ▪ Senior-Level Thesis/Project ▪ Building Communities ▪ Public Affairs

Program Level Learning Outcomes	Courses or course segments that contribute to achievement of outcome
14. Assess programs using media monitoring, and primary qualitative and quantitative research.	<ul style="list-style-type: none"> ▪ Research Methods ▪ Statistics
15. Execute project plans and work schedules that make effective use of resources.	<ul style="list-style-type: none"> ▪ Strategic Communications Planning ▪ PR Management ▪ PR Consulting Skills ▪ Work Placement ▪ Senior-Level Thesis/Project
16. Prepare cost-effective PR campaign proposals.	<ul style="list-style-type: none"> ▪ Strategic Communications Planning ▪ Writing Lab 5: Advanced PR Writing
17. Manage a PR budget.	<ul style="list-style-type: none"> ▪ PR Management ▪ Finance
Problem-solving	
18. Acquire, interpret, analyze, evaluate and use qualitative and quantitative data to understand issues and define problems.	<ul style="list-style-type: none"> ▪ Research Methods ▪ Statistics ▪ Innovative Thinking ▪ PR Consulting Skills ▪ Strategic Communications Planning ▪ Change Management and Communications ▪ Senior-Level Thesis/Project
19. Develop programs relevant to specific audiences, demonstrating understanding of economic, environmental, ethical, legal, political, societal/demographic and technological factors.	<ul style="list-style-type: none"> ▪ Integrated Marketing Communications ▪ Media Relations ▪ PR Ethics ▪ Communications Law ▪ Strategic Communications Planning ▪ Internal Communications ▪ PR Consulting Skills ▪ Issues and Crisis Management ▪ Fundraising/Philanthropy ▪ Investor Relations ▪ Communicating CSR and Sustainability ▪ International Public Relations ▪ Change Management and Communications
20. Identify and analyze the strengths, limitations and potential of communication tools and trends.	<ul style="list-style-type: none"> ▪ Social and Digital Media ▪ Presentation Skills ▪ Integrated Marketing Communications ▪ Strategic Communications Planning
21. Analyze media for their effectiveness in reaching specific audiences and goals.	<ul style="list-style-type: none"> ▪ Writing Lab 2: Writing for Media ▪ Social and Digital Media ▪ Media Relations ▪ Writing Lab 3: Writing for Web 2.0 ▪ Writing Lab 4: Writing for Print Media

Program Level Learning Outcomes	Courses or course segments that contribute to achievement of outcome
22. Develop specific, clear and measurable communication objectives.	<ul style="list-style-type: none"> ▪ Strategic Communications Planning
Personal Development/Professionalism	
23. Uphold and demonstrate professional, ethical and legal standards.	<ul style="list-style-type: none"> ▪ PR Ethics ▪ Communication Law ▪ Work Placement
24. Work effectively in groups or teams to achieve desired goals, resolving issues and finding effective means to deal with differing points of view.	<ul style="list-style-type: none"> ▪ All courses
25. Use resources to plan for and attain personal, career and work related goals within the context of a changing environment.	<ul style="list-style-type: none"> ▪ All courses
26. Demonstrate self-awareness, adaptability, self-confidence, and self-management when facing new situations.	<ul style="list-style-type: none"> ▪ Presentation Skills ▪ Event Management ▪ PR Consulting Skills ▪ Work Placement ▪ Senior-Level Thesis/Project
27. Think innovatively and extend learning in different contextual frameworks.	<ul style="list-style-type: none"> ▪ Innovative Thinking ▪ Work Placement ▪ Senior-Level Thesis/Project

6.3.2 Course Descriptions and Learning Outcomes

Year and Semester	Course Title	Calendar Course Description
YEAR 1		
Semester 1	Introduction to Public Relations: The Profession and the Practice	<p>This course offers students a historic and strategic overview of the vital management role public relations plays as a core business process in all sectors to create and maintain goodwill and understanding between organizations and their stakeholders, and to balance strategic objectives with public expectations. Major definitions, models, principles, perspectives and practices will identify the objectives of public relations. Students will appreciate the scope of the field by exploring the tasks and responsibilities of public relations professionals in corporate, non-profit, agency and government sectors. Students examine the diversity and range of public relations tasks from assisting with an organization's strategic plan and handling a crisis to launching a new product or conducting a special event.</p>
Semester 1	Communications: Theories and Models	<p>Students take a broad look at a variety of communication theories and models that influence communications today and examine public relations in this broader context. Models of stakeholder, interpersonal, non-verbal and cross-cultural communications are investigated. The impact of globalization and new media trends in communication are explored. James Grunig and Todd Hunt's public relations communications models of press agency, public information, two-way asymmetrical and two-way symmetrical communications are examined and analyzed. The course is delivered through practical examples, case studies, guest speakers and in-class discussions and presentations.</p>

Year and Semester	Course Title	Calendar Course Description
Semester 1	Social and Digital Media	<p>Social media is emerging, overtaking broadcast media as the dominant media form. It is reshaping institutions in all sectors everywhere, with special relevance for the profession of public relations. A powerful enabler focused on building communities of special interest, social media technology offers both risks and rewards. This course will contribute to the strategic basis that will permeate all aspects of the BPR by providing a strategic context and overview, defining best practices, critically analyzing major social media and their most effective use in PR in a broad range of applications: marketing, executive and employee communications, crisis communications, Corporate Social Responsibility. Students will learn to create a strategic plan and launch and evolve their personal brands designed to project their graduating personas. The course will foster a collaborative, peer to peer, open source, online, 24-7 culture that is essential to social media success. The course provides the foundation of knowledge and skills in planning, executing and measuring effective use of social media in PR. Evaluation will be based upon real world results, measured by digital footprint, as reviewed by peers as well as authorities.</p>
Semester 1	Writing Lab 1: Intro to PR Writing	<p>Strong writing skills are essential to succeed in PR. This course introduces principles of effective PR writing and major types and styles of PR writing. It sets the foundation for learning to write clearly and concisely according to Canadian Press style, as well as customizing writing for specific objectives and audiences. Basic writing and reporting skills, and identifying elements of newsworthiness from both media and PR perspectives are developed and</p>

Year and Semester	Course Title	Calendar Course Description
		practiced through E-blasts, summaries, features, 30-second commercials, Q&A's, PSAs.
Semester 1	Recommended Breadth Course: Money, Markets and Democracy	Over the past two-and-a-half decades, capital markets have markedly grown in influence, increasingly taking over from governments and banks the tasks of financing economic activity and serving the public's saving and retirement needs. After introducing students to the operational and regulatory framework of the currency, bond, equity, mutual/hedge funds, and derivative markets, the course poses the question: Do these markets, on balance, negatively or positively influence the social structure, economy, and politics of nations? In assessing this issue, the course surveys the debate surrounding theories of capital market efficiency and rationality, the history of recurring financial bubble and crash sequences, social justice issues raised by investment in morally suspect industries and emerging economies, the constraints imposed by the markets on governments' ability to manage their economies, the tension between democratic governance and central banking, the spread of an equity culture, and proposals for a new international financial architecture. Essentially, this course stresses the institutional details of capital markets, while placing them within their socio-economic and political contexts.
Semester 2	PR Ethics	PR professionals play vital management, counselling, communications and advocacy roles and have access to privileged and confidential information that affects multiple stakeholders. The newness, complexity and growth of the profession demand clear and transparent ethical principles and

Year and Semester	Course Title	Calendar Course Description
		<p>practice. This course defines PR ethics, its foundations and scope, and examines prescriptive, situational, professional and global ethics. Ethical frameworks, principles, standards, accountabilities and codes of conduct in the context of public relations are examined and analyzed. Ethical principles are applied to actual cases, issues and dilemmas common in PR practice. Students develop a framework for ethical decision-making and recommend solutions.</p>
Semester 2	Presentation Skills	<p>Effective presentation skills are essential in the public relations profession. The ability to confidently sell your ideas in person or as part of a team is essential in communicating key messages and ideas to diverse and multiple stakeholders. Public relations professionals are required to prepare presentations on behalf of others in a number of public relations contexts. These include employee and executive communications as well as presentations to boards, clients, investment analysts, media, government and communities. In this course, students develop critical listening and analytical skills by evaluating professional and peer presentations. Students learn to plan, deliver and evaluate the effectiveness of informative, motivating and marketing presentations.</p>
Semester 2	Communication Law	<p>Public Relations centres on an ongoing, multi-channel, two-way flow of communications between an organization and a universe of stakeholders. These include customers, employees, media, communities, investors, suppliers, members, government and more. Such communications involve issues of privacy, confidentiality, competition, disclosure and regulatory compliance.</p>

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		<p>This course focuses on the context, issues and legal considerations within which PR professionals operate. This is an overview course which informs students about general legal principles, requirements and best practices for communicators. Legal considerations for specific major programs such as internal communications, marketing, investor relations and Corporate Social Responsibility are detailed in the individual courses relating to these.</p>
Semester 2	Writing Lab 2: Writing for Media Relations	<p>Public Relations professionals have a close working relationship with new, mainstream and specialist media. This course examines how to generate news and the types and style of writing that best meet PR and media objectives. Planning, designing and writing for effective online media relations sites are examined. The focus is on developing skills in writing hard news stories, features and different types of media releases, backgrounders, fact sheets, profiles, photos and complete and integrated media kits and sites. This course reinforces the use of Canadian Press style and formats and the principles of effective PR writing.</p>
Semester 2	Statistics	<p>This is an introductory course in statistics. Emphasis is on the application of statistical methods in business. Topics include descriptive statistics, probability and probability distributions, estimation and hypothesis testing, correlation and regression, chi-square tests and analysis of variance.</p>
YEAR 2		
Semester 3	Integrated Marketing Communications	<p>Organizations must interact effectively with consumers, stakeholders, and other organizations and businesses in order to succeed. To do this, a skilful</p>

Year and Semester	Course Title	Calendar Course Description
		blend of communications is needed to support the strategic priorities of an organization. This course will familiarize students with key concepts and theories of the communications process in marketing, brand and reputation management and the analytical skills needed to plan, implement and evaluate an integrated marketing communications program (IMC). Students will explore IMC on many levels: B2B, B2C, and digital and social media.
Semester 3	Media Relations	This course examines the role of media relations as it aligns with public relations theory and practice. Reliance on conventional media is shrinking because the Internet allows organizations to distribute their message and engage directly with stakeholders. The course examines media relations practices in both conventional and social media settings.
Semester 3	Strategic Communications Planning	Public relations is a management function that makes strategic use of communication to achieve organizational goals while meeting public expectations. PR programs, projects and processes link and leverage communications to strategic priorities. Planning communications is “systematic, requiring research and analysis”. This course focuses on strategic communications planning across a wide range of sectors and analyzes best practices.
Semester 3	Writing Lab 3: Writing for Web 2.0	The Internet and World Wide Web have re-shaped the world of public relations and PR writing. This course equips students with the tools they will need to succeed in the PR 2.0 landscape. The course provides and tests specialized knowledge and skills to write for public relations initiatives across web-based platforms including

Year and Semester	Course Title	Calendar Course Description
		organizational websites, online media rooms, blogs, podcasts and social media sites. Students learn how to write for and evaluate the effectiveness of online media, and how to integrate PR 2.0 communications as a PR strategy.
Semester 3	Recommended Breadth Course: Canadian Studies	What does the twenty-first century hold in store for Canadians? In order to understand the challenges confronting us now, and in the future, it is necessary to understand how we got to be where we are. By concentrating on the development of Canadian political, economic, social, and cultural institutions, this course will assist us in understanding the serious challenges confronting Canada today and tomorrow-- challenges that are serious enough to put the future existence of Canada in question.
Semester 4	Internal Communications	This course focuses on the planning, implementation and management of a program targeted to keeping internal audiences informed and engaged. A comprehensive approach ensures students are exposed to all facets of employee communications, as well as the role communications plays in supporting the internal objectives of an organization. Foundation learning provides students with the principles and tools to coordinate a successful internal communications program as a one-person department or as part of a team within a fully staffed department.
Semester 4	Research Methods	This course focuses on the importance of formative monitoring and evaluative research in public relations. Students learn to plan, implement and use research as part of public relations strategy development and program/ project planning, monitoring and measurement. Students gain competence in choosing and using a

Year and Semester	Course Title	Calendar Course Description
		range of mainstream and new research methodologies, sampling strategies, data gathering and report writing and measurement practices to effectively manage major public relations functions, plans and programs.
Semester 4	Innovative Thinking	This course focuses on the process and tools necessary to generate constant creativity and innovation individually, in teams and organizations. A comprehensive approach ensures students understand the difference between innovation and creativity, how innovative ideas happen, potential barriers, the difference between individual and team innovation and what makes teams work. The learning provides students with a solid theoretical foundation as well as practical and tested processes and tools that can help them generate innovative ideas systematically, individually or as part of a team.
Semester 4	Writing Lab 4: Writing for Print Media	In this course, students continue to develop their professional public relations writing skills. Students enhance their skills by writing more complex material to tightly-targeted audiences. There is a stronger focus on audience analysis and how persuasive writing factors as a PR tactic. This course focuses on the planning, writing and design of print media used in public relations including letters to editors, op-eds, brochures, newsletters, advertising, magazines, proposals and reports. Students examine and critique real-world examples of PR print materials, examine best practices, and create print pieces for real organizations.
Semester 4	Breadth Elective	Students select from a wide variety of courses outside their discipline drawn from the fields of arts and humanities,

Year and Semester	Course Title	Calendar Course Description
		social sciences, and natural sciences. See descriptions for breadth electives.
YEAR 3		
Semester 5	PR Management	<p>This course investigates Public Relations as a core business function and process in organizations across sectors. It builds management knowledge and skills for PR professionals and includes a strategic overview of concepts of leadership, operational effectiveness, management models and processes. Also emphasized are hands-on management skills and best practices as applied to PR departments, plans, people, programs and budgets. The challenges, opportunities and solutions of managing PR inside different types of organizations and in agency settings will be examined. Emerging issues and best practices in PR management in leading organizations will also be explored. This course equips and encourages future PR professionals to take a leadership role in the growth and development of the field of public relations.</p>
Semester 5	Event Management	<p>This course focuses on best practices in event planning and execution and how these are implemented and measured in corporate communications, marketing and fundraising. The need for alignment with the organization's core values, vision, culture and strategy is upheld throughout. Students learn about effective models of event management, current theories and hands-on planning, execution and measurement of a range of special events.</p>
Semester 5	PR Consulting Skills	<p>All public relations professionals must take the role of the consultant at some point in their career – whether formally</p>

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		<p>or informally, as an internal consultant within an organization or as an external consultant with a consulting firm. Many professionals are also responsible for hiring and/or managing various types of consultants. This course provides students with an overview of public relations consulting, as well as with a methodology and skill-set to effectively consult with clients.</p>
Semester 5	Writing Lab 5: Advanced PR Writing	<p>This course builds on skills learned in previous writing courses and focuses on applying developed writing, planning and analytical skills to more complex writing assignments such as annual reports, communication audits, market research reports and policy and position papers. Where possible, students work with clients in the development of these strategic communications documents. Collaboration with PR professionals in a variety of organizations provides students with industry standards and feedback. Research and analysis of complex, award-winning PR writing will further identify and embed high standards of PR writing. This course is a requisite for the capstone course of the degree.</p>
Semester 5	Breadth Course: Financial Management	<p>Students examine the basic theoretical concepts of finance that are required for effective decision-making in a variety of business environments. Topics include financial-ratio analysis, budgeting, forecasting, evaluation of intangibles, short/long term financing, equity/non-equity financing arrangements, venture capital, capital budgeting, and cost/risk factors associated with capital budgeting.</p>
Semester 6	Issues and Crisis Management	<p>Activists and special interest groups marshal the power of publics to pressure organizations, influence policy and even disrupt organizational</p>

Year and Semester	Course Title	Calendar Course Description
		<p>practices to protect the environment, change corporate behaviour, pursue special interests and influence many other public issues.</p> <p>This course examines Issues Management, a strategic management process that identifies and anticipates emerging trends or changes in the economic or socio-political environments that could cause attention or concern among stakeholders of organizations across and in specific sectors. The course provides a framework and methodology to identify and analyze issues and build, maintain or repair relationships upon which an organization depends for its continuing existence. The course examines how Issues Management can help to reduce or eliminate the potential for disruptive crises to occur.</p> <p>The course also examines and provides hands-on experience in Crisis Communication, a fundamental function of Public Relations that involves rapid response and the use of all Public Relations tools available to protect and strengthen an organization's reputation and even its right to exist in today's highly-sensitized public environment.</p>
Semester 6	PR in the Non-Profit Sector	<p>Canada's charitable and non-profit sector is a dynamic part of our society that offers a unique environment for public relations professionals. The sector is a significant social and economic force, made up of more than 161,000 organizations, engaging more than 1.5-million full-time employees and generating more than 8.5% of the country's Gross Domestic Product (GDP). Correspondingly dynamic are the challenges posed by this environment that, depending on the</p>

Year and Semester	Course Title	Calendar Course Description
		<p>organization's focus, can vary widely from fundraising and volunteer management to crisis communication and social marketing.</p> <p>Students will explore various aspects of communications and public relations in Canada's non-profit sector, including health care, trade, industry and professional associations, special interest groups and more. They will review the size, scope and types of organizations that make up the sector and explore some of their most significant trends and issues. Students will learn how to respond to several of the key communications challenges faced by a variety of non-profit organizations, including fundraising, accountability, event support, crisis communications and behavioural change.</p>
Semester 6	Fundraising/Philanthropy	<p>PR professionals play a critical and dual role in philanthropy/fundraising: they plan communications to raise funds for non-profits; they also evaluate and determine which charities and causes to support from a corporate perspective. This course prepares students to master the key priorities and best practices of both perspectives. Individual Canadians, foundations and community-minded corporations donate more than an estimated \$10-billion each year to charities and nonprofit organizations. Strong growth in this area in recent years has seen fundraising become a sophisticated profession that increasingly relies on the skills of professional communicators to engage donors, demonstrate value and ensure accountability about the impact of the donations themselves.</p> <p>Students in this course explore the important role that strategic</p>

Year and Semester	Course Title	Calendar Course Description
		<p>communications plays in professional fundraising. They review the different types of charities and nonprofits that rely on fundraising and explore some of their most significant fundraising issues, including the competition between large and small organizations, the role of brand in supporting donations, the media focus on donor accountability and the challenge of social media and online donations. Students will acquire and demonstrate the skills required to plan, execute and measure communications for a range of major fundraising initiatives. They will also learn to write fundraising proposals and to evaluate such proposals from a corporate perspective using relevant and measurable criteria.</p>
Semester 6	Cross-Cultural Communications	<p>Knowledge, empathy and skill in cross-cultural and diversity communications are required competencies in today's PR professionals and a core value of PR codes of conduct. Professionals in Canada and globally increasingly communicate across cultures, geographies and diversities. The 2006 Canadian Census indicates that there are more than six-million foreign-born Canadians and a steady flow of immigrants. Within Canada's highly multicultural society, we have a galaxy of diverse stakeholders: executives, employees, customers, public servants, communities, citizens, investors and more. This course prepares students to communicate effectively not only across ethnicities, but also religion, gender, age, sexual orientation and ability. Successful techniques for cross-cultural communications in managing staff, working in teams and engaging employees are developed and analyzed. Best practice programs in</p>

Year and Semester	Course Title	Calendar Course Description
		diversity communications in corporate, non-profit and government environments are examined.
Semester 6	Breadth Elective	Students select from a wide variety of courses outside their discipline drawn from the fields of arts and humanities, social sciences, and natural sciences. See descriptions for breadth electives.
YEAR 4		
Semester 7	International Public Relations	This course focuses on defining international public relations and investigates major trends, issues and best practices in the field. It analyzes the drivers of the globalization of PR practice and theory, and the influence of political, economic, social, technological and cultural factors in shaping international PR. The course examines common themes and challenges that cut across geographies and cultures, as well as country/region specific differentiators. Public Relations as a profession and its practice is examined and analyzed in the Americas, Europe, Asia-Australasia and Africa. The course gives students a strategic overview of international Public Relations and examines critical success factors in effectively planning, executing and evaluating global PR initiatives within multinational corporations and NGOs, as well as international PR agencies. The impact and opportunities of social media in international PR are assessed. The course also discusses the implications of current moves to develop global standards for PR ethics and education.
Semester 7	Change Management and Communications	Organizations are experiencing unprecedented levels of change. Several external and internal factors are affecting how organizations operate. Such factors include mergers, acquisitions, downsizings,

Year and Semester	Course Title	Calendar Course Description
		<p>restructurings, new business models and strategies, expansion into new markets, the introduction of new products and technologies and economic booms and busts. Effective communication is critical in creating successful organizational change. This course investigates the nature of change in organizations and provides students with a framework, methodology and specific communication tools for communicating change. After understanding the framework of John Kotter's eight-stage change process, student learn how to assess an organization's readiness for change, develop an effective communication strategy, do a stakeholder analysis and consultations, identify and execute key factors for successful change implementation and measure change. A combination of lectures, case studies and guest speakers will serve as the key methods of instruction. This course enhances students' critical thinking ability, as well as their ability to work effectively on a change management team.</p>
Semester 7	Investor Relations	<p>Investor relations (IR) combines the disciplines of communications, finance and marketing to achieve an effective two-way flow of information between a public company and the investment community, in order to enable fair and efficient capital markets. Investor relations professionals (IRO's) are responsible for communicating the company's strategic messages and operational results to the market place via news releases to meet stock exchange regulatory requirements. In addition, IRO's can use other communication vehicles such as conference calls, webcasts, the annual report, the management information circular and the new emerging internet</p>

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		social media to disseminate corporate information. IRO's also gather market intelligence about what is being said about the company and then add value to the corporate decision-making process on how to adjust future communications messages. Accurate and clear information enables sell-side analysts and buy-side / retail investors to make informed decisions and leads to enhanced confidence in management strategies.
Semester 7	Communicating Corporate Social Responsibility and Sustainability	<p>More and more organizations are developing a sophisticated understanding of the social, environmental, and economic impacts of their business activities. Referred to as various terms such as sustainability or corporate citizenship, corporate social responsibility is increasingly seen as an integral part of overall corporate strategy and long-term performance. Public relations professionals play a fundamental role in building trust, including identifying relevant stakeholders, balancing expectations from diverse interests, and developing successful strategies for full engagement.</p> <p>This course will introduce the concepts of corporate social responsibility and the diverse communication needs of the various stakeholder groups that influence an organization's CSR strategy. Key communication tools including the CSR report will be used to analyze the elements of authentic and effective CSR communications.</p>
Semester 7	Breadth Elective	Students select from a wide variety of courses outside their discipline drawn from the fields of arts and humanities, social sciences, and natural sciences. See descriptions for breadth electives.
Semester 8	Senior-Level Thesis/Project/ Directed Study	PR is a dynamic, knowledge-based, creative profession attracting

Year and Semester	Course Title	Calendar Course Description
		<p>individuals of highly diverse interests with opportunities across many sectors and industries. The capstone course of the Humber BPR degree offers individuals choice in pursuing their own strengths and interests in PR, pulling together the sum of their learning and applying it meaningfully and substantively to one of three choices. The three choices are equally demanding. Students have the choice of doing an 40-page thesis on an approved topic, working on a semester-long PR project for a client, or partnering with a PR faculty member on a directed study. The capstone focuses PR research, knowledge, program and communications skills, acquired throughout the degree on a specific major PR topic that will further develop and test the capabilities of senior students, and leverage their individual strengths, interests and learning styles.</p>
Semester 8	Building Communities	<p>Building Communities through New Media is a specialized skill set public relations professionals will need to have in order to communicate effectively with stakeholders online. This course builds on the foundation of the Year 1 Social Media course while learning where online brands fit into online community development. In a collaborative environment, with guest lecturers, case studies and hands-on experience, students will learn to create strategic plans for building online communities from the ground up and communicating with online communities from the outside. Students will learn how to analyze conversations and cultures while having exposure to a wide-variety of communities, and gain insights into community culture and behaviours. The course provides the foundation of</p>

Year and Semester	Course Title	Calendar Course Description
		knowledge and skills in planning, executing and measuring effective interaction with online communities.
Semester 8	Public Affairs	<p>Public Affairs is the communication management function that helps organizations develop effective involvement in public policy, adapt to regulatory and public expectations and participate in democracy. This course examines major aspects of Public Affairs including understanding public policy and its development, government relations, lobbying, community affairs and public opinion research, and explains how Public Affairs is sometimes supported by issues management, media relations, employee communications and other public relations strategies and tactics. Course content also includes information about the structure of government in Canada's federal system and explains public policy development and the creation and implementation of legislation and regulations that govern business and society.</p> <p>A series of in-depth case studies demonstrates how Public Affairs professionals work as consultants, representatives of special interest groups or as part of a corporate communications staff in corporate or non-profit organizations to participate in policy, legislative or regulatory change, government procurement, funding and other scenarios.</p>
Semester 8	Emerging Issues in PR	This course is designed to keep students current with changing priorities and issues in public relations and make graduates of the program market-responsive and market-ready. The content of this course will be annually re-examined to ensure key issues in PR are covered in a timely

Year and Semester	Course Title	Calendar Course Description
		and useful way. A 2007 survey of CEOs by the Arthur W. Page Society revealed CEO expectations that PR professionals be “equipped to ‘see around corners’ and anticipate how different audiences will react to different events, messages and channels.” This course expands knowledge and competencies in public relations research and analysis of emerging issues, and strategies and solutions to address them.
Semester 8	Breadth Elective	Students select from a wide variety of courses outside their discipline drawn from the fields of arts and humanities, social sciences, and natural sciences. See descriptions for breadth electives.

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Breadth Electives		
	Principles of Anthropology	<p>Why do people in different cultures think and act differently than we do? Why do different cultures have such divergent economic systems and ways of life? Why do some cultures seem to embrace ‘modern development’ while others resist? Why do people engage in practices that seem, to Western eyes, unfair or violent? How are consumerism and the global economy reshaping cultural forms and beliefs? How do gender, social class, caste, race, age, and indigenous status shape people’s lives and the decisions they make?</p> <p>This course will seek to answer these questions from an anthropological perspective. While providing grounding in the various fields of anthropology – biological/physical, archaeological, and linguistic, the course focuses on the social/cultural</p>

Year and Semester	Course Title	Calendar Course Description
		<p>dimensions of anthropology. It uses these dimensions to examine people across nations and cultures, their socialization, the dynamics of their culture that shape the decisions they make, the impact of overarching forces, such as globalization, war, ethnic conflict, and nationalism and the various social categories of inequality, such as gender, class, ethnicity, and age, that shape these decisions. It exposes students to research methodologies that seek to explore and analyze human condition from as it is lived. Lastly, the course provides a focus on analyzing various forms of “development” and how they intersect with the impact of an integrating, global economic, political and cultural order.</p>
	Financial Management	<p>Students examine the basic theoretical concepts of finance that are required for effective decision-making in a variety of business environments. Topics include financial-ratio analysis, budgeting, forecasting, evaluation of intangibles, short/long term financing, equity/non-equity financing arrangements, venture capital, capital budgeting, and cost/risk factors associated with capital budgeting.</p>
	ECON 200 - Money, Markets and Democracy	<p>Over the past two-and-a-half decades, capital markets have markedly grown in influence, increasingly taking over from governments and banks the tasks of financing economic activity and serving the public’s saving and retirement needs. After introducing students to the operational and regulatory framework of the currency, bond, equity, mutual/hedge funds, and derivative markets, the course poses the question: Do these markets, on balance, negatively or positively influence the social structure, economy, and politics of nations? In</p>

Year and Semester	Course Title	Calendar Course Description
		<p>assessing this issue, the course surveys the debate surrounding theories of capital market efficiency and rationality, the history of recurring financial bubble and crash sequences, social justice issues raised by investment in morally suspect industries and emerging economies, the constraints imposed by the markets on governments' ability to manage their economies, the tension between democratic governance and central banking, the spread of an equity culture, and proposals for a new international financial architecture. Essentially, this course stresses the institutional details of capital markets, while placing them within their socio-economic and political contexts.</p>
	<p>ECON 402 - Business and Politics (Advanced Level)</p>	<p>The last two decades have witnessed a momentous shift in the relationship between business and the state. Amid talk of "the end of big government," the post-World War II consensus in favour of a strong public sector regulating and supervising economic activity has come under attack from economists, public policy analysts, journalists, politicians, corporate elites, and even segments of the public. This course investigates this evolution, adopting an interdisciplinary approach that synthesizes insights from history, political science, economics, and political theory. After setting out the theoretical framework underlying contemporary policy debates concerning government and business, the course will address specific issues such as macroeconomic stabilization policy, international trade, anti-trust law, environmental regulation, labour unions, pensions, corporate liability, consumer protection, health care and education, as well as fairness/equality policies. This course encourages students to reflect on the implications</p>

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		of the changing relationship between business and politics.
	ENGL 101 – Professional Business Communication	This course introduces students to the strategies of successful oral, written and interpersonal communication in business. The goals are to provide students with an understanding of communication theories, the various methods of communication that are available, and how to select appropriate communication strategies. Students are required to express ideas clearly, precisely and effectively; to develop skills in organizing the type of presentation based on purpose and audience; to develop an understanding of the interaction between individuals during the communication process; and to develop and present effective communications designed to persuade others. The principles learned in this course are applicable in other courses in the program.
	ENGL 102 - Academic Writing and Critical Reasoning: Business and Society	This course is an elective for students in Humber degree programs. It is designed to develop students' reading, writing, and critical skills through understanding, discussing, and writing about a variety of non-fiction essays drawn from different academic disciplines and focused on the theme of business and society. Its main objectives are to develop students' critical skills and academic writing abilities by 1) encouraging analytical depth in textual analysis and 2) developing students' breadth of understanding through a focus on the interrelatedness of the texts studied. These skills will be developed through lecture, class discussion, and a series of written essay assignments that will increase in complexity and evaluative weight as the term progresses. The principles of clear writing and

Year and Semester	Course Title	Calendar Course Description
		<p>reasoned argumentation will be emphasized in lectures and expected in all assignments. In the final essay and final exam, students will be expected to present a cumulative and synthetic understanding of all texts studied during the term.</p>
	<p>ENGL 103 – Academic Writing and Critical Reasoning: The Imagination: Self and Society</p>	<p>This course is an elective for students in Humber degree programs. It is designed to develop students' reading, writing, and critical skills through understanding, discussing, and writing about a variety of non-fiction essays drawn from different academic disciplines and focused on the theme of the imagination. Its main objectives are to develop students' critical skills and academic writing abilities by 1) encouraging analytical depth in textual analysis and 2) developing students' breadth of understanding through a focus on the interrelatedness of the texts studied. These skills will be developed through lecture, class discussion, and a series of written essay assignments that will increase in complexity and evaluative weight as the term progresses. The principles of clear writing and reasoned argumentation will be emphasized in lectures and expected in all assignments. In the final essay and final exam, students will be expected to present a cumulative and synthetic understanding of all texts studied during the term.</p>
	<p>ENGL 104 – Academic Writing and Critical Reasoning: Approaches to Literature</p>	<p>This course is an elective for students in Humber degree programs. It is designed to develop students' reading, writing, and critical skills through understanding, discussing, and writing about a variety of literary genres. Its main objectives are to develop students' critical skills and academic writing abilities by 1) encouraging analytical depth in textual analysis and</p>

Year and Semester	Course Title	Calendar Course Description
		<p>2) developing students' breadth of understanding through a focus on the interrelatedness of the texts studied. These skills will be developed through lecture, class discussion, and a series of written essay assignments that will increase in complexity and evaluative weight as the term progresses. The principles of clear writing and reasoned argumentation will be emphasized in lectures and expected in all assignments. In the final essay and final exam, students will be expected to present a cumulative and synthetic understanding of all texts studied during the term.</p>
	<p>ENGL 105 – Academic Writing and Critical Reasoning: Individuals and Communities</p>	<p>This course is an elective for students in Humber degree programs. It is designed to develop students' reading, writing, and critical skills through understanding, discussing, and writing about a variety of non-fiction essays drawn from different academic disciplines and focused on the theme of individuals and communities. Its main objectives are to develop students' critical skills and academic writing abilities by 1) encouraging analytical depth in textual analysis and 2) developing students' breadth of understanding through a focus on the interrelatedness of the texts studied. These skills will be developed through lecture, class discussion, and a series of written essay assignments that will increase in complexity and evaluative weight as the term progresses. The principles of clear writing and reasoned argumentation will be emphasized in lectures and expected in all assignments. In the final essay and final exam, students will be expected to present a cumulative and synthetic understanding of all texts studied during the term.</p>

Year and Semester	Course Title	Calendar Course Description
	ENGL 106 – Academic Writing and Critical Reasoning: Ecology, Nature and Society	<p>This course is an elective for students in Humber degree programs. It is designed to develop students' reading, writing, and critical skills through understanding, discussing, and writing about a variety of non-fiction essays drawn from different academic disciplines and focused on the theme of ecology, nature, and society. Its main objectives are to develop students' critical skills and academic writing abilities by 1) encouraging analytical depth in textual analysis and 2) developing students' breadth of understanding through a focus on the interrelatedness of the texts studied. These skills will be developed through lecture, class discussion, and a series of written essay assignments that will increase in complexity and evaluative weight as the term progresses. The principles of clear writing and reasoned argumentation will be emphasized in lectures and expected in all assignments. In the final essay and final exam, students will be expected to present a cumulative and synthetic understanding of all texts studied during the term.</p>
	ENGL 201 - Trauma and Memory in Literature	<p><i>“The term ‘trauma fiction’ represents a paradox or contradiction: if trauma comprises an event or experience which overwhelms the individual and resists language or representation, how then can it be made into a narrative, made into fiction?”</i> from Anne Whitehead’s <i>Trauma Fiction</i>.</p> <p>Telling stories is one of the main ways in which we make sense of our experiences. But what happens when experience is so harrowing that it overpowers the emotions and cannot be encompassed by the mind? What kind of stories can contain, explain and perhaps even transcend horrors that overwhelm human</p>

Year and Semester	Course Title	Calendar Course Description
		<p>consciousness? In this course we will read a range of fictional responses to trauma and hysteria and think about the relationship between narrative and memory. Can fiction provide what novelist Pat Barker calls “regeneration”—the recovery of psychic and emotional wholeness in the wake of shattering events?</p>
	<p>ENGL 202 - Betrayal in Contemporary Fiction</p>	<p><i>“A story is never true...but to try and stop telling stories is to entangle yourself in an even deeper level of untruth.” (from a review of Monica Ali’s Alentejo Blue)</i></p> <p>What does it mean to betray? To be betrayed? “Betrayal in Contemporary Fiction” examines some answers to these questions as reflected in fiction. From the German invasion of France to a lover’s picnic in the English countryside, from Noah’s Ark to the backlots of 1920s Hollywood, the novels we’ll be reading will take us to places where we can find out more about the moral, social, psychological, and emotional dimensions of betrayal. But we’ll also consider the extent to which fiction itself might be said to constitute a kind of betrayal of truth. To this end, we’ll examine a variety of narrative strategies and think about some of the ways in which novelists “betray” us in the interests of their fiction. Literary theory will help us to frame our findings, think critically, and begin to answer the question: Does fictional ‘betrayal’ take us further away from the truth or help us understand reality in entirely new ways?</p>
	<p>ENGL 403 - Love Stories (Advanced Level)</p>	<p>A young man and woman sit next to each other in a garden, reading a love story. They look up from the page, their eyes meet, and ... “we read no more in the book that day,” the young woman later tells the poet Dante, who</p>

Year and Semester	Course Title	Calendar Course Description
		<p>records their story in the <i>Divine Comedy</i>. Francesca and Paolo were condemned to hell for their adulterous affair, but they were not the first couple, nor the last, to be seduced by tales of sex, love and romance. In this course, we will enjoy stories of passion, obsession, perversity, sexual games and romantic transgression. From a proper English drawing room to a decidedly improper transsexual cabaret, from a sultan's bedchamber to a New Jersey funeral parlour, we'll meet some famous lovers and some infamous ones. We'll contemplate the diverse and sometimes ambiguous nature of passion, delve into the joys and pains of romance, and consider the connections between love, desire and storytelling.</p>
	<p>HIST 200 - Canadian Studies: The Challenge Ahead</p>	<p>What does the twenty-first century hold in store for Canadians? In order to understand the challenges confronting us now, and in the future, it is necessary to understand how we got to be where we are. By concentrating on the development of Canadian political, economic, social, and cultural institutions, this course will assist us in understanding the serious challenges confronting Canada today and tomorrow-- challenges that are serious enough to put the future existence of Canada in question.</p>
	<p>HIST 201- Hitler and Stalin: Architects of Evil</p>	<p>No understanding of the 20th century is complete without an awareness of the staggering crimes against humanity Adolf Hitler and Joseph Stalin committed in the name of communism and Nazism respectively. This course examines the social, political and economic conditions that produced these uniquely evil men and how, once they attained absolute power, their murderous policies resulted in the</p>

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		<p>deaths of untold millions – in war, in the slave labour camps of the Soviet Gulag and in the Nazi death camps in German-occupied Poland whose primary aim was to liquidate European Jewry. “Hitler and Stalin: Architects of Evil” raises fundamental questions about the nature of evil, the malevolent uses of propaganda and political terror, the ultimate crime of genocide, and the troubling question of assigning blame and bringing the guilty to justice.</p>
	<p>HUMA 200 – Film: Styles, Narratives and Techniques of the Moving Image</p>	<p>Cinema is the foremost art of the last 100 years and as viewers we have developed habits of watching that sometime obscure our awareness of how the art of cinema achieves its effects and tells its stories. In this class we carefully examine the techniques of the moving image -- mise en scène, cinematography, editing, sound -- and the early formation of the now easily recognizable styles of most cinema. In assembling a technical and analytic vocabulary to understand and assess style in film art, students begin to evaluate the formal and narrative properties of fictional film. Form relates to how we experience feeling and meaning as film audiences; it also relates to the formal properties of film (such as repetition and variation of distinct themes or elements, development, and the overall effects of unity and disunity). Narrative relates to the structure of plots and the flow of story information in cinema. Once students understand the stylistic, formal and narrative properties of film they can then fulfill a main objective of this course: the critical analysis and evaluation of recent examples of the cinematic art.</p>

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	HUMA 406 - Desire and Discontent (Advanced Level)	<p>Focusing on our experiences of passion, acquisitiveness, success, and their attendant emotions of happiness, despair, guilt, hope, shame, regret and anger, this course examines the role which desire and discontent play in motivating human behaviour and shaping personality. In so doing, students undertake a critical reading of texts in philosophy, psychoanalysis, and psychology, including in their analysis thinkers such as Plato, Epicurus, Hegel, and Freud.</p> <p>This interdisciplinary course examines the insights of philosophy, psychoanalysis, and psychology in the attempt to understand the human cycle of desire and discontent.</p>
	HUMA 407 – Popular Culture: A Sociological Perspective (Advanced Level)	<p>Exactly what is popular culture? We all see it, hear it, watch it, read it, dance to it, and even play it. But where does it come from? What role does it fulfill? Is it worth studying more closely? Many sociologists certainly think it is a worthwhile topic of study. This course will explore how popular culture intersects with other social aspects such as class, race, and gender, and how it shapes our social history and participates in creating what George Lipsitz calls our “collective memory.” By analyzing such areas of popular culture as popular film, narrative, music, and television, we shall evaluate how it formulates an important and often complex role in the cultural experience of our lives. We shall also examine how we can usefully apply the theoretical ideas of post-structuralism, Marxism, and feminism to help us analyze popular culture. Finally, we shall investigate popular culture’s relation to politics and consider the following question: Are we simply foolish and ignorant consumers</p>

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		manipulated by the mass culture industries, or can we actually draw on popular culture as a form of individual expression and engage in a productive dialogue with others in society?
	HUMA 408 - Good and Evil (Advanced Level)	Do good and evil really exist? In the early years of this century, we have been exposed increasingly to the idea that there are still indisputable evils in the world – terrorism, war, ethnic violence, and the destruction of the environment, just to name a few. But does it still make sense to talk about good and evil, or are these concepts too simplistic, especially when applied to complex social, political, and economic issues? Even if we think the terms still have meaning, are we as human beings responsible for the good and evil carried out in the world? Such questions have ancient roots. With this in mind, we will explore conceptions of good and evil selected from various philosophical and religions traditions. We will also apply the different perspectives we examine to modern ethical and political problems. The aim of this course will be to encourage students to think critically about what it means to be a responsible human being and a citizen of the world in the 21 st century.
	HUMA 412 – Justice: A Philosophical and Literary Approach (Advanced Level)	The demand for justice seems timeless and universal. Yet just what is it that we seek? What is the nature of justice? How can it be administered? Is it a realizable goal or an unachievable ideal? This course addresses these three issues through a reading of key texts in the philosophy and literature of law. Considering the relationship between law and morality, the nature of crime, the concept of due process, and the purpose of punishment, students explore the ideas of such legal

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		<p>scholars as Hart, Fuller, Posner and Dworkin through a study of Sophocles' <i>Antigone</i>, Dostoyevsky's <i>Crime and Punishment</i>, Kafka's <i>The Trial</i> and Camus's <i>The Outsider</i>.</p>
	<p>PHIL 201 - The Good Life: A Philosophic Investigation</p>	<p>Why have you chosen to study at Humber College this year? Do you think that doing so will make you more employable and therefore increase your income? Are you hoping to satisfy your intellectual curiosity or develop new skills? Do you hope that these skills will help you to make a difference in the lives of others? Or is school simply a good way to meet new friends and romantic partners?</p> <p>If you answered 'yes' to any of the above, you already have some ideas about "the good life" –you have some thoughts, that is, on what sort of things make our lives as good as they can be. Rather than assuming that we already know what ingredients go into making "the good life," however, we will take a big step backwards in this course in order to study a broad range of thinkers as each attempts to find the key to the good life. For some, it will be found in the happiness of pleasurable experiences (Epicurus, Fischer, and Montaigne). For others, it will found in overcoming physical, psychological, or political obstacles to happiness (Marx, Freud, Sacks). For Rousseau, the good life consists in a tranquil celebration of nature; for Nietzsche and Emerson, in artistic individualism; and for Plato, in wisdom and knowledge. Our task will be to determine if any of these approaches –alone or in combination –can offer us any guidance as we ourselves seek to achieve "the good life."</p>
	<p>PHIL 203 - Ethics & Moral Theory</p>	<p>Whatever our cultural and socio-economic backgrounds, all of us seek</p>

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		<p>to achieve a good life. Though most people immediately identify that with happiness, there can be little doubt that the good life must also include being a moral person. For no matter how much pleasure, money and power we happen to have at our disposal, most people will ultimately find it unsatisfying unless they feel that they deserve their situation in life by virtue of the acts they've performed and the causes they've supported. The purpose of this course is to examine and clarify the moral component of the good life. Our focus will be on contemporary issues of the sort that people are likely to come across in their everyday lives. Hence, the course considers moral dilemmas that arise in our relations with family, friends, lovers, work, business, law, health care, animals, and the environment. Moral theories are discussed to ensure students can thoughtfully engage the issues, but the emphasis will be on resolving practical dilemmas critically and thoughtfully.</p>
	<p>PHIL 402 - Knowing and Believing: Epistemology (Advanced Level)</p>	<p>Not only does the theoretical investigation of knowledge – epistemology – occupy one of the main branches of philosophical study, but as Louis Pojman has ventured, it is also arguably “the central subject in philosophy...basic to virtually everything else”. Epistemologists have wrestled with such age-old questions as: What is the difference between knowledge and opinion? How do I know the external world? What counts as adequate justification for my beliefs? And what, if anything, can I know for certain?</p> <p>But while the approach to such questions has grown increasingly refined in the Anglo-American world since the early part of the 20th century,</p>

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		<p>challenges from feminist and other post-colonial writers have been gaining momentum in recent times, threatening the “epistemological project” as it has traditionally been conceived. These challengers have insisted on new questions such as: What is the relationship between knowledge and power? What political interests underlie the quest for objectivity? And is the sex of the knower epistemologically significant?</p> <p>These and other such questions will be examined throughout the course, as we navigate a path through the history of epistemology – from a brief survey of its Ancient origins and Early Modern rebirth, to a more sustained investigation of its present-day concerns and outlook for the future.</p>
	<p>PHIL 404 - How is Society Possible? Conflict, Cooperation and Social Theory (Advanced Level)</p>	<p>What constitutes the social glue that binds individuals together to form a society? How is conflict accommodated and sufficient cooperation encouraged to ensure continuity? How is society best organized? Looking at issues such as the concept of human nature, the dynamics of group behaviour, the development of social institutions, the distribution of scarce resources, and the notion of power and punishment, students reflect on these questions in a critical manner. Through a study of the works of Marx, Durkheim, Weber, Mead, Parsons, and Mills, this course provides an introduction to social theory.</p>
	<p>PHIL 405 - Theories of Beauty (Advanced Level)</p>	<p>Beauty is mesmerizing. It captures our attention, fuels our imagination and leads us to risk our money, our time, our energy, our values, and even on occasion, our lives in its pursuit. Yet despite its influence and power, we rarely sit back and consider the</p>

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		<p>nature of beauty. What is beauty? Where is it to be found? And why is it so captivating? To a great extent, beauty remains to us a mystery.</p> <p>This course explores the answers to these questions offered by central figures in the history of aesthetics including Plato, Kant, Tolstoy, Bell, Benjamin, Danto and Bourdieu. In the course of this investigation students consider how beauty is constructed, how it is appreciated and why it is of such importance to us. What is the purpose or goal of creating a work of art? How do artists transform their ideas of/about beauty onto a canvas or into a poem? How do they judge the success or failure of their own works? Is beauty really in the eye of the beholder? How do we judge works of art? How do we address difference and diversity in the interpretation of artworks? Reflecting on these issues, students apply the theoretical ideas/concepts developed in the lectures and readings to works of art from the fields of fine art, music, film, architecture and literature.</p>
	PHIL 409 – Brainstorm: Ideas and Arguments (Advanced Level)	<p>We think and argue every day about matters both minor and important. But do we really know what it means to think? Do we know how to argue? Where do our thoughts and ideas come from? How do we judge which ones to accept and which to doubt or discard? In this course, we will critically examine what it means to think rationally and argue intelligently about a number of historically significant topics. The course will use original sources rather than secondary literature, thus strengthening student's ability to read and analyze university level academic material. We will consider applications of specifically philosophical thought to questions</p>

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		<p>about the existence of God, the nature and limits of human knowledge, our moral judgments of people and actions and, our aesthetic judgments of art.</p>
	<p>PHIL 412 - Person, Mind and Body: Selfish Thoughts (Advanced Level)</p>	<p>In our daily lives, we often claim that we care a great deal about “self-expression.” We might also worry about being “true to ourselves,” and about acquiring greater “self-knowledge.” Our bookstores are increasingly full of books described as offering “self help.” But what exactly is this “self” that needs to know itself, express itself, be true to itself, and why does it need so much <i>help</i> in doing so?</p> <p>In this course, we will explore some of the classic philosophical answers to the question of what makes a self. Some will say that it’s all about having a soul. Others will say that it’s our memories that make us who we are. We will even take a serious look at a theory which claims that there is no such thing as a self! But while we will have one eye trained on the grand philosophical visions of such figures as <i>Rene Descartes, John Locke, David Hume, and Jean-Paul Sartre</i>, we will have another eye directed towards the research of contemporary psychologists and neurologists such as <i>Stanley Milgram, Philip Zimbardo, Antonio Damascio, and Oliver Sacks</i>. These scientific perspectives sometimes support one or another of the philosophical theories about human nature, while at other times they give us excellent reason to think that the philosophers –and our common sense –has got things completely wrong. What they never do, however, is to put the philosophers out of work. The more that science has to tell us about human nature, the more deeply mysterious becomes that “self” that I think I am.</p>

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	POLS 200 - Introduction to Politics	Whether we like it or not, governments impinge on our lives, affecting our level of personal security, freedom, opportunities, and standard of living. This course is an introductory exploration of the forces determining the conduct of governments. After outlining the essence of government and the sources of its authority, the course examines the different forms of government, with a special focus on the institutions of Western liberal democracies and the struggles of emerging democracies. We then proceed to an analysis of the factors shaping public policy, such as interest groups, political parties, media, elections, and the courts. The course finishes with an analysis of the military, political, and economic facets of international relations.
	POLS 201 - Human Security and World Disorder	A survey of 20 th -century history reveals two disparate trends in world politics. States, nations, and individuals increasingly seem willing to abandon public goods in order to ensure a sense of security. Yet, even as such fundamental values as equality, liberty, and justice are bargained away in the name of peace and stability, the world seems to slip further into a state of disorder—a state in which the conditions for the possibility of security are undermined. How can security be achieved? What are citizens willing to surrender in order to meet this objective? And what cost are they willing to incur in order to feel secure?
	POLS 212 - The Corporation in Society	Traditionally, corporations have been permitted to operate free from the moral and social obligations imposed on other institutions. The maximization of profits for shareholders has long been seen as the only appropriate object for corporations. Recently,

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		<p>however, this view has been challenged. A growing movement insists that corporations ought to subordinate the pursuit of profit to the fulfilment of social responsibilities. This course explores how socially responsible corporations should conduct their business affairs. The course begins by laying out the general principles of corporate social responsibility, while identifying the parties, known as stakeholders, whose interests corporations ought to heed. Afterwards, the course proceeds through each of the stakeholders, analyzing the particular challenges each pose to the socially responsible corporation. At the end of the course, a framework for the comprehensive social evaluation of corporations is developed in the form of a social audit.</p>
	<p>POLS 250 - Power</p>	<p>Power. It is something that most of us strive for but few of us obtain. Why do we desire power? Why is it, that for many, power is allusive? In order to address these questions, it is first necessary to ask: What is power? How is power acquired? How is power maintained? In this course, we will examine the answers to these questions provided by some of the central figures in the history of political theory. In so doing, we will investigate underlying issues concerning the relation between ethics and politics, the notion of good government, the qualities of leaders, the rationality of the use of violence, the importance of property, and the relation between power and truth. Students will be asked to employ the theories and concepts studied in the analysis of issues in contemporary society and political issues.</p>
	<p>POLS 410 – Leadership (Advanced)</p>	<p>Leaders surround us – we find them in the political arena, the military,</p>

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		<p>families, and the workplace. The quality of our lives depends on how well our leaders perform. This course explores what it means to be an effective leader. Using both classical and contemporary writings, the course examines the psychological, moral, and socially acquired characteristics of leaders. We will consider the tasks and challenges leaders face, such as initiating change, motivating people, formulating strategy, communications, decision-making, negotiations, and crisis management. The course ends with a case study of a famous leader.</p>
	<p>POLS 451 - Power 2: The Question of Legitimation (Advanced Level)</p>	<p>When historians in the future stand back and reflect upon the 20th century, they will no doubt see it as a time period marked by violence. That this will be the legacy of this century is surprising, for as the philosopher Hannah Arendt noted, "All great nineteenth-century thinkers were convinced that the next century would be the one of progress and reason. And yet, from Auschwitz to the Gulag, the barbarians ruled." Why was this the case? Why, when the world had become smaller and we had mastered a vast array of technology, did we so vehemently turn against each other? And what will be the repercussions of this violence and its increasing acceptance as we enter the 21st century?</p> <p>This course attempts to address these issues focusing on the problem of legitimation. In a time in which violence infiltrates our public and private lives, it is important to question when and under what circumstances, if any, violence can legitimately be employed. However, before addressing these issues, it is first necessary to examine the meaning of the term violence, to look at the</p>

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		<p>conditions which give rise to violent action and to examine the variety of contexts in which violence flourished in the 20th century. Students will be challenged to reflect on these issues, considering how they inform not only our past but also our future.</p>
	<p>PSYC 200 - Introduction to Psychology</p>	<p>This course is designed to introduce students to the field of psychology. Students will be exposed to a discipline that is rich in theoretical diversity, research findings, and practical applications. They will be encouraged to think critically and challenge their preconceptions.</p>
	<p>PSYC 201 – Research Methods</p>	<p>The purpose of this course is to equip the students with a knowledge and understanding of key concepts and methodologies associated with both qualitative and quantitative data analysis and research design. The course will focus on the fundamental skills required to assess data generated and collected. It will provide a process for applying the basic steps required in sorting, organizing, summarizing and describing variables as well as testing and measuring different sorts of linkages and associations between and among variables. Additionally, the course will analyze experimental designs which are most effectively utilized in confirmatory research studies where the subject under investigation is well formulated, a theoretical paradigm exists to guide the research and testable hypotheses can be developed. These designs attempt to establish causal relationships between interventions and outcomes. The course will also investigate and interpret surveys which are research designs used to assess and quantify the predominance of problems, needs within the</p>

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		community or client populations/cohorts, utilization of patterns of service delivery and consumer satisfaction. Measurement, sampling and statistical techniques relevant to both surveys and experimental design will be addressed. In addition to covering ethical protocol in research, the course will investigate the interpretation of results, the writing up of findings and effective communication of data.
	PSYC 402 – Lifespan Development (Advanced Level)	This course is designed to introduce Bachelor of Nursing students to theory, methodology and research findings in the field of life-span developmental psychology. Organized topically, it will examine developmental changes from conception to death by focusing on biological, cognitive and socio-emotional processes. Students will learn about the development of intelligence, language, self, identity, personality, gender, sexuality, and morality across the human life span. Moreover, they will examine the social contexts of development including family relations, peer groups, and friendship. The course will end with an examination of death and grieving.
	PSYC 403 - Social Psychology (Advanced Level)	Social Psychology is an extremely diverse field that generally deals with people in social situations. Core topics include social behaviour such as aggression, obedience, conformity, intimate relationships, discrimination, and how groups function. They also include attitudes, social cognition, social perception, prejudice, and feelings of guilt, all of which are assumed to affect social behaviour. In addition, we will cover some applied areas, such as psychology and the law. We will also discuss basic methodological issues as they pertain

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		to the above topics. Class discussion will be an integral part of the course.
	PSYC 404- Personality Psychology (Advanced Level)	We spend every moment of our waking hours dealing with personalities (even if it's just our own). This course will introduce students to the field of Personality Psychology by examining the theoretical approaches, assessment instruments, and research findings that help us understand the fascinating complexity of human personality. Students will become familiar with the main theoretical approaches to understanding personality, including Psychoanalytic, Trait, Humanistic, and Social-Learning, and the research generated by these approaches that have, in turn, informed their development.
	SCIE 200 - Astronomy: Discovering Our Place in the Universe	Using both historical and contemporary data, students examine the planets, the life cycle of stars, the nature of galaxies, and the origin and future of the cosmos. An understanding of the scientific process, from raw data to the formulation of physical laws, provides an underlying thread to the course. Students describe and explain the evolution of astronomical knowledge, and apply their understanding through direct observation.
	SCIE 202 - Introduction to Environmental Studies	Each of us is part of various environments and form relationships with nature every day of our lives such that our memories, identities and knowledge are wrapped up in how we understand nature and our links to environments. Environmental studies is fundamentally an attempt to integrate understandings of the natural world with knowledge about the social (or human) world. How we form connections among ourselves and with nature, what values underlie our understandings of nature, and how we

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		<p>can improve the environment are all questions worthy of exploration in this context. This introductory course to environmental studies will challenge students to investigate these questions through the themes of social justice, technology, sustainability, activism, and ethics. The overall purpose of this course is to develop greater knowledge and critical awareness about the complex relationships between natural environments and people. We will do this by actively engaging with the lecture materials, readings, tutorial discussions and case studies and by relating these ideas to our daily lives and our future hopes.</p>
	<p>SCIE 403 – Scientific Achievements (Advanced Level)</p>	<p>The twentieth century was a period of outstanding scientific achievements. Breakthroughs answered ancient questions: the source of heredity in the DNA molecule and the explanation of earthquakes, volcanoes, and other geological mysteries through plate tectonics. There was an expansion of our universe from thousands to billions of light years and at the same time an implosion into the weird quantum features of the subatomic world, the mastery of which would lead to nanotechnologies that make GigaByte storage devices and GigaHz processors everyday terms by the end of the century. A shift occurred in our fundamental understanding of nature from the familiar, deterministic world of Newtonian Mechanics and Maxwell's Electromagnetism to the counterintuitive domains of Einstein's Relativity and Heisenbergs Uncertainty Principle. The productive reductionism of previous centuries was supplemented by the integrative approaches of ecology, systems and complexity theory. These themes and the breakthroughs that resulted are</p>

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		<p>explored in a manner accessible and interesting to all students, even those with minimal scientific backgrounds. Advanced mathematics is NOT required. Emphasis is be placed on a descriptive and numerical understanding of the themes and their implications to thought, society and our daily lives, rather than developing specific science skills.</p>
	<p>SOCI 200 - Sociology of Health</p>	<p>This course presents new ways to think about the body, health and illness and to see them not only as biological phenomena but also as culturally and socially mediated experiences. Students are asked to explore questions that frame mainstream views on health and health care, as well as perspectives that challenge these views. Medical practice traditionally sees the patient as a physical body, yet the social reality of the lived body is always present. The individual, and his/her family and friends, as well as nurses and other medical practitioners, play a key role in negotiating the contested territory between these two realities. Also, there are many different bodies—the body of the child, the pregnant woman, the athlete, the surgical body, the body in pain—and all are culturally framed.</p>
	<p>SOCI 201 - Principles to Sociology</p>	<p>In a dynamic society, it is important for everyone to understand the social forces, cultural values, and ideological beliefs that frame and shape their behaviour and the pace and direction of change. Sociology, as the scientific study of collective human life, attempts to understand why people think, function and behave the way they do. This course examines the classical sociological theories of Marx, Durkheim, and Weber, in addition to more contemporary social theorists.</p>

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		<p>This theoretical examination is then applied to understanding the importance of economic and political power, cultural and religious values, ethnic and racial identity, as well as gender, age, and class, in shaping who we are both as individuals and as members of a social group.</p>
	<p>SOCI 202 - Canadian Families: Past, Present and Future</p>	<p>No matter how it is organized, the family is the most basic social institution in all societies. Indeed, the family or more specifically “a married couple, or other group of adult kinfolk who co-operate economically, share in child rearing, and who usually share a common dwelling” can be traced back two million years (Conway 1990). The way the family is structured, how it functions, and who is considered a member may be factors that differ from one society to another, but all societies expect some form of family to be responsible for regulating long term relationships, reproduction, child development, and the care of aged relatives.</p>
	<p>SOCI 203 - The Influence of Mass Media on Canadian Society</p>	<p>This course will lead students through an investigation of the impact of mass media on culture; specifically Canadian culture. The role of mass communication in society will be examined in terms of its theoretical and practical applications. The transmission and transformation of mass media content will be discussed in terms of political and corporate interests, behavioural dynamics, national and international concerns, advertising and marketing agendas and technological implications. An emphasis on Canadian cultural goods such as television, radio, film, print media and the Internet will lay the groundwork for an extensive discussion on the overall impact of mass media on a national and global</p>

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		<p>scale particularly the US and Europe.</p> <p>The role of mass communications in socialisation, the formation of public opinion, critical journalism, democracy and social change will also be investigated.</p>
	<p>SOCI 204 - Sociology of the Everyday</p>	<p>Our everyday lives are taken up with a myriad of practical accomplishments, and we routinely carry out activities and conversations and patterns often without thinking about how the world is constituted and negotiated in such work. Sociology of the everyday topicalizes the ways in which we as social actors animate the world and establish its order and sensibility through our ongoing practices, while simultaneously acting <i>as if</i> the world is something outside and external to us. It makes a distinction between our orientation as everyday actors, who are caught up in successfully accomplishing and achieving what we need to do in the course of a day, and our orientation as social inquirers, who are interested in understanding the accomplishment of the world in and through what we routinely do and say. The readings and examples developed in this course will make vivid how we stand as both the everyday person who is immersed in the 'natural attitude' of daily life and the social inquirer who seeks to raise the question of what in such practices and talk is taken-for-granted. In this difference and tension, the 'seen but unnoticed' qualities and characteristics of everyday life can be brought into view, allowing us not only to orient to what actually occurs in our practices of living, but to what also could be. Sociology can then serve as an imaginative aid, inviting us to temporarily bracket our commonsense orientations in the interest of reflective</p>

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		understanding.
	SOCI 401 - Sociology of Consumption (Advanced Level)	<p>It's not who you know, but who you wear. Such is the advice from dedicated followers of fashion and others who might urge us to declare our identities and allegiances through the codes of consumption. The pursuit of the good life has been replaced by that of the "goods life." As the globalization process seeks to expand the market economy, this expansion requires the manufacture of desire for ever more "stuff" and an industry devoted to the creation of the false hope that just one more purchase may buy happiness. This course tackles some of the most compelling interpretations of the function of consumption. Through exposure to a variety of contemporary and classical theories, students reflect on the social patterns of consumption and how these patterns reproduce, subvert, or reformulate inequalities of class, gender, and ethnicity. In order to promote self-reflexivity about our own role in the marketplace, methods of resistance are studied and arguments for ecological constraint are considered.</p>
	SOCI 402 - Sociology of Technology (Advanced Level)	<p>The course introduces technology as a social concept rather than a term relating to the mechanics of artifacts. The main goal of this course is to explore the many ways in which technology enters into and structures our lives. Understanding technology as a social construct allows the students to uncover the economical, political and social characteristics of everyday technologies. A unique sociological understanding of technology will allow the students to view technology as a method of practice and as a social movement. This course will examine technology in</p>

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		<p>a variety of environments including local communities, the workplace and the marketplace, while analyzing diverse issues such as surveillance, gender issues, the information society and overall communication. The end result will be a well-rounded understanding of how technology affects our social systems and how social systems influence technology, thereby providing an understanding of technology as practice.</p>
	<p>SOCI 450 - City Life (Advanced Level)</p>	<p>As a result of their magnetic attraction, cities concentrate people, money and power so that now three out of four North Americans live within their confines. What began as the natural growth of settlements around agriculture evolved into regional market towns and has now transformed into a space where millions live and struggle and work and play. The city has been thought to offer a completely different form of life from that offered in alternate spaces like the country. This course will investigate the character of urban form and experience by inquiring into the city's particularity and its divergent shapes. The city has been celebrated for making possible the figure of the cosmopolitan, who took pleasure in the encounter with strangers. In its more recent forms, the city has been remade as both a pleasure garden and a fortress, necessitating both the free mobility of capital and the increasing surveillance of its citizens. The work of this course will be to raise the question of the form of the city, to consider its strengths and its limits and its influence on human social relations and experience. This course will examine how it feels to live in cities and how different cities encourage different experiences among its citizens. Students are expected to</p>

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		utilize different theoretical texts to reflect on their own experience of the city.

6.3.3 Academic Course Schedule Information

6.3.3.1 Program Hours/Credit Conversion Justification

1.	Does the program include laboratory components? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.	If “yes”, will the calculation of program breadth be based on a conversion of all program hours into program credits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3.	If “yes”, complete Table 6.3.3.1. If “no”, proceed to Appendix 6.4.2

Table 6.3.3.1

The applied nature of study of this program requires that additional labs or field work be added to many of the core courses such as the writing labs, event management, consulting skills. This form of delivery for these types of courses is consistent with the Communication, Culture and Information Technology program offered jointly by the University of Toronto and Sheridan College.

	Contact Hours	Credit Equivalency
Courses (core and breadth)	3 – 5 per week	3
Laboratories (list all laboratories if credit equivalencies are assigned differently)		No additional credit will be given for labs/field work/seminars
<p>Justification: Provide the following information as evidence to show that the conversion of laboratory hours to program credits is consistent with Ontario postsecondary educational credit standards for training in the subject/field.</p> <p>Institution: University of Toronto Program comparison: HBA - Communication, Culture & Information Technology Number of credits assigned to number of course hours: .5 credits = 1 course Number of credits assigned to number of laboratory hours: No additional credits for labs/seminars/tutorials</p>		

6.3.3.2 Academic Course Schedule

Year and Semester	Course Title	Total Core Course Credit Hours	Total Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
Year One						
Semester 1	Introduction to PR: The Profession and the Practice	3		None	Chitra Reddin Trilby Bittle	Ph.D. (English) M.A. (communications/journalism)
	Communications: Theories and Models	3		None	Ph.D. to be hired Andrea Tavchar Trilby Bittle Fraser Clark	Ph.D. (PR, communications, journalism, business, English) M.A., Ph.D. student M.A. (communications/journalism) Ph.D.
	Writing Lab 1: Intro to PR Writing	3		None	Kalene Morgan Jennifer Leonard Fraser Clark	M.A. (adult education) M.A. (adult education) Ph.D.
	Social and Digital Media			None	Andrea Tavchar Michael Cayley Connie Crosby	M.A., Ph.D. student M.B.A. M.A. (English), M.L.S.
	Recommended breadth: Money, Markets and Democracy		3	See summary of breadth electives below.	See summary of breadth electives below.	

Year and Semester	Course Title	Total Core Course Credit Hours	Total Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
Semester 2	PR Ethics	3		Intro to PR: The Profession and the Practice	Chitra Reddin	Ph.D. (English)
	Presentation Skills	3		None	Jennifer Leonard Marilyn Cresswell Trilby Bittle	M.A. (adult education) M.B.A. M.A. (communications/ journalism)
	Integrated Marketing Communications	3		None	Ph.D. to be hired Trilby Bittle Marilyn Cresswell Tracy Parker Kathrin Bohr	Ph.D. (marketing, PR, communications, journalism, business) M.A. (communications/ journalism) M.B.A. M.B.A. M.B.A.
	Writing Lab 2: Writing for Media Relations	3		Writing Lab 1	Kalene Morgan Andrea Tavchar Trilby Bittle	M.A. (adult education) M.A., Ph.D. student M.A. (communications/ journalism)
	Statistics	3		None	Svitlana Kyrychenko Alexei Gohkman Mohammed Hussain Gerard Leung	Ph.D. (math and physics) Ph.D. (Math) M.A. (Applied Math – Statistics) Master of Mathematics (Statistics)

Year and Semester	Course Title	Total Core Course Credit Hours	Total Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
					Midori Kobayashi	M.S. (Mathematics)
Year Two						
Semester 3	Communication Law	3		PR Ethics	Mark Hanna Hugh Lambe	LL.M. LL.M.
	Media Relations	3		Introduction to PR	To be hired	Ph.D. (PR, communications, journalism, business)
	Writing lab 3: Writing for Web 2.0	3		Writing Lab 2 Social and Digital Media	To be hired	M.A. (PR, communication, journalism, English)
	Strategic Communications Planning	3		Integrated Marketing Communications	Chitra Reddin Andrea Tavchar	Ph.D. (English) M.A., Ph.D. student
	Recommended breadth: Canadian Studies		3	See summary of breadth electives below.	See summary of breadth electives below.	
Semester 4	Internal Communications	3		Communication Theories and Models	Chitra Reddin or Ph.D. to be hired	Ph.D. (English) Ph.D. (PR, communications, journalism, business, English)
	PR Research Methods	3		Statistics	Ph.D. to be hired Anna Finn,	Ph.D. (PR, communications, journalism, business, English) M.A. (adult education)
	Writing Lab 4: Writing for Print Media	3		Writing Lab 3	To be hired	M.A. (public relations, communications, journalism)

Year and Semester	Course Title	Total Core Course Credit Hours	Total Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
					Chitra Reddin	Ph.D. (English)
	Innovative Thinking		3	None	Ph.D. to be hired Sarah Nasby Kevin Brandon	Ph.D. (PR, communications, journalism, business) M.F.A. (design) M.A. (communications)
	Breadth Elective		3	See summary of breadth electives below.	Depends upon course. See summary of breadth courses below.	
Year Three						
Semester 5	PR Management	3		30 credits from Years 1 and 2	Chitra Reddin or Ph.D. to be hired	Ph.D. (English) Ph.D. (PR, communications, journalism, business)
	Event Management	3		30 credits from Years 1 and 2	Emily McInerney	M.Sc. (public relations)
	Consulting Skills	3		30 credits from Years 1 and 2	Chitra Reddin Emith McInerney Tracy Parker	Ph.D. (English) M.Sc. (public relations) M.B.A.
	Writing Lab 5: Advanced PR Writing	3		Writing Lab 4	Chitra Reddin Fraser Clark	Ph.D. (English) Ph.D.
	Breadth Elective		3	See summary of breadth electives below.	Depends upon course. See summary of breadth courses below.	

Year and Semester	Course Title	Total Core Course Credit Hours	Total Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
Semester 6	Issues and Crisis Management	3		30 credits from Years 1 and 2	Chitra Reddin Scott Langdon	Ph.D. M.A. (communications/organizational communications)
	PR in the Non Profit Sector	3		30 credits from Years 1 and 2	Heather Ferguson Alex Gill Natalie Villegas	M.C.M. M.A. (communications) M.C.M.
	Fundraising/Philanthropy	3		30 credits from Years 1 and 2	Heather Ferguson Alex Gill	M.C.M. M.A. (communications)
	Cross-Cultural Communications	3		30 credits from Years 1 and 2	Chitra Reddin Natalia Villegas	Ph.D. (English) M.C.M.
	Breadth Elective		3	Depends upon selection	Depends upon course. See summary of breadth courses below.	
Year Four						
Semester 7	International Public Relations	3		60 credits from Years 1, 2 and 3	Chitra Reddin Victor Hayes	Ph.D. (English) M.A. (communications) student
	Change Management and Communications	3		60 credits from Years 1, 2 and 3	Chitra Reddin	Ph.D. (English)
	Investor Relations	3		60 credits from Years 1, 2 and 3	Jo-Anne Archibald	M.N.A., F.C.I.S.
	Communicating CSR and Sustainability	3		60 credits from Years 1, 2 and 3	Chitra Reddin Emily McInerney	Ph.D. (English) M.Sc. (public relations)

Year and Semester	Course Title	Total Core Course Credit Hours	Total Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
					Tracy Parker Alex Gill Heather Ferguson Kathrin Bohr Ntaalia Villegas	M.B.A. M.A. (communications) M.C.M. M.B.A. M.C.M.
	Breadth Elective		3	Depends upon selection	Depends upon course. See summary of breadth courses below.	
Semester 8	Senior-Level Thesis/Project	3		Senior Year Standing; Completion of all professional courses to end of Semester 7.	Chitra Reddin Additional Ph.D. to be hired	Ph.D. (English) Ph.D. (PR, English, communications, journalism, business)
	Building Communities	3		Social and Digital Media	Andrea Tavchar Connie Crosby	M.A., Ph.D. student Connie Crosby, M.A. (English), M.L.S.
	Public Affairs	3		60 credits from Years 1, 2 and 3	Fraser Clark Victor Hayes Scott Langdon	Ph.D. M.A. (communications) students M.A. (communications/organizational communications)
	Emerging Issues in PR	3		60 credits from Years 1, 2 and 3	To be hired	Ph.D. (PR, English communications, journalism, business)
	Breadth Elective		3	Depends upon selection	Depends upon course. See summary of breadth courses below.	

Year and Semester	Course Title	Total Core Course Credit Hours	Total Non-Core Course Credit Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
Subtotal Course Credits		96	24			
Total Program Credits		120				
Calculate the percentage of program offered in non core courses		20%		Must be at least 20% of total program		

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
Breadth Electives							
	Principles of Anthropology		3		None	Nitin Deckha	Ph.D. (anthropology)
	Financial Management		3		None	Ramesh Saxena	Ph.D. (economics) M.B.A., C.M.A.
	ECON 200 Money, Markets and Democracy		3		None	George Bragues Narine Grigoryan Arthur Younger	Ph.D. (Political Theory) Ph.D. in progress Ph.D. in progress
	ECON 402 Business and Politics		3		Successful completion of any two lower level breadth courses or letter of permission.	George Bragues	Ph.D. (Political Theory)
	ENGL 101 Professional Business Communications		3		None	David Wallace Elizabeth Jones Jim MacDonald	Ph.D. (English) Ph.D. (English) M.A. (English)
	ENGL 102 Academic Writing and Critical Reasoning: Business and Society		3		None	David Wallace Elizabeth Jones Jim MacDonald	Ph.D. (English) Ph.D. (English) M.A. (English)
	ENGL 103 Academic Writing and Critical Reasoning: The Imagination – Self and Society		2		None	David Wallace Elizabeth Jones Jim MacDonald	Ph.D. (English) Ph.D. (English) M.A. (English)

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
	ENGL 104 Academic Writing and Critical Reasoning: Approaches to Literature		3		None	David Wallace Elizabeth Jones Jim MacDonald	Ph.D. (English) Ph.D. (English) M.A. (English)
	ENGL 105 Academic Writing and Critical Reasoning: Individuals and Communities		3		None	David Wallace Elizabeth Jones Jim MacDonald	Ph.D. (English) Ph.D. (English) M.A. (English)
	ENGL 106 Academic Writing and Critical Reasoning: Ecology, Nature and Society		3		None	David Wallace Elizabeth Jones Jim MacDonald	Ph.D. (English) Ph.D. (English) M.A. (English)
	ENGL 202 Betrayal in Contemporary Fiction		3		None	Mary Ellen Kappler	Ph.D. (English)
	ENGL 201 Trauma and Memory in Literature		3		None	Mary Ellen Kappler	Ph.D. (English)
	ENG 403 Love Stories		3		Successful completion of any two lower level breadth courses or letter of permission.	Mary Ellen Kappler	Ph.D. (English)
	HIST 200 Canadian Studies: The Challenge Ahead		3		None	Greg Narbey	Ph.D. (Political Science) in progress
	HIST 201 Hitler and Stalin: Architects of Evil		3		None	Morton Ritts	Ph.D. (English)

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
	HUMA 200 Film: Styles, Narratives and Techniques of the Moving Image		3		None	To be recruited	Ph.D.
	HUMA 406 Desire and Discontent		3		Successful completion of any two lower level breadth courses or letter of permission.	Wendy O'Brien-Ewara	Ph.D. (Philosophy) in progress
	HUMA 407 Popular Culture: A Sociological Perspective		3		Successful completion of any two lower level breadth courses or letter of permission.	Ian Baird Marh Ihnat Kate Anderson	M.A. (criminology), Ph.D. ABD (criminology) M.A. (sociology) Ph.D. (sociology)
	HUMA 408 Good and Evil		3		Successful completion of any two lower level breadth courses or letter of permission.	Chris Irwin	Ph.D. (Social and Political Thought)
	HUMA 413 Justice: A Philosophical and Literary Approach		3		None	Wendy O'Brien-Ewara	Ph.D. (Philosophy) in progress
	PHIL 201 The Good Life: A Philosophic Investigation		3		None	Georges Bragues Doug Wright	Ph.D. (Political Theory) Ph.D. (Philosophy)
	Phil 203 Ethics and Moral Theory		3		None	Mary Takacs Doug Wright Chris Irwin	Ph.D. (Philosophy) Ph.D. (Philosophy) Ph.D. (Social and Political Thought)

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
	PHIL 402 Knowing and Believing: Epistemology		3		Successful completion of any two lower level breadth courses or letter of permission.	Doug Wright Mary Takacs Ian Gerrie Melanie Chaparian	Ph.D. (Philosophy) Ph.D. (Philosophy) Ph.D. (Philosophy) M.A. (Philosophy)
	PHIL 404 How is Society Possible? Conflict, Cooperation & Social Theory		3		Successful completion of any two lower level breadth courses or letter of permission.	George Bragues Wendy O'Brien-Ewara	Ph.D. (Political Theory) Ph.D. (Philosophy) in progress
	PHIL 405 Theories of Beauty		3		Successful completion of any two lower level breadth courses or letter of permission.	Wendy O'Brien-Ewara Doug Wright Mary Takacs	Ph.D. (Philosophy) in progress Ph.D. (Philosophy) Ph.D. (Philosophy)
	PHIL 409 Brainstorm: Ideas and Arguments		3		None	Chris Irwin Doug Wright Mary Takacs Alexa Lee	Ph.D., (Social & Political Thought) Ph.D. (Philosophy) Ph.D. (Philosophy) Ph.D. (Philosophy)
	PHIL 412 Person, Mind and Body: Selfish Thoughts		3		None	Doug Wright	Ph.D. (philosophy)
	POLS 200 Introduction to Politics		3		None	Chris Irwin	Ph.D. (Social and Political Thought)

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
						Greg Narbey George Bragues Aileen Cowen	Ph.D. (Political Science) in progress Ph.D. (Political Theory) M.A.(Political Science)
	POLS 201 Human Security and World Disorder		3		None	Chris Irwin Wendy O'Brien-Ewara Georges Bragues	Ph.D. (Social and Political Thought) Ph.D. (Philosophy) in progress Ph.D. (Political Theory)
	POLS 212 The Corporation & Society		3		None	Georges Bragues	Ph.D. (Political Theory)
	POLS 250 Power		3		None	Wendy O'Brien-Ewara George Bragues Chris Irwin Paul Corey	Ph.D. (Philosophy) in progress Ph.D. (Political Theory) Ph.D. (Social and Political Thought) Ph.D. (Philosophy)
	POLS 410 Leadership		3		Successful completion of any two lower level breadth courses or letter of permission.	Georges Bragues	Ph.D. (Political Theory)
	POLS 451 Power 2: The Question of		3		Successful completion of any two lower level breadth courses or letter	Wendy O'Brien-Ewara	Ph.D. (Philosophy) in progress

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
	Legitimation				of permission.	George Bragues John Elias	Ph.D. (Political Theory) Ph.D. in progress
	PSYC 200 Introduction to Psychology		3		None	Ann Wainwright Rena Borovilos Agnes Kopinska Jean Choi Dara Ogus	Ph.D. (developmental process psychology) M.A. (Psychology) Ph.D. (Psychology) Ph.D. (Psychology) Ph.D. (Psychology)
	PSYC 201 Research Methods		3		Statistics	Dan Andreae Agnes Kopinska Narine Grigoryan Arthur Younger	Ph.D. (adult education) Ph.D. Ph.D. in progress Ph.D. in progress
	PSYC 402 Lifespan Development		3		Successful completion of any two lower level breadth courses or letter of permission.	Ann Wainwright Rena Borovilos Agnes Kopinska Jean Choi Dara Ogus	Ph.D. (Psychology) M.A. (Psychology) Ph.D. (Psychology) Ph.D. (Psychology) Ph.D. (Psychology)
	PSYC 403 Social Psychology		3		Successful completion of any two lower level breadth courses or letter	Rena Borovilos	M.A. (Psychology)

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
					of permission.		
	PSYC 404 Personality Psychology		3		Successful completion of any two lower level breadth courses or letter of permission	Ann Wainwright Jean Choi Dawn Macaulay	Ph.D. (psychology) Ph.D. (psychology) Ph.D. (psychology)
	SCIE 200 Astronomy: Discovering our Place in the Universe		3		None	Tom Olien Tatiana Ouarova	Ph.D. (Biophysics) M.SC. (Astronomy)
	SCIE 202 Introduction to Environmental Studies		3		None	To be recruited	Ph.D.
	SCIE 403 Scientific Achievements		3		Successful completion of any two lower level breadth courses or letter of permission.	Tom Olien Tatiana Ouarova	Ph.D. (Biophysics) M.SC., (Astronomy)
	SOCI 200 Sociology of Health		3		None	Kate Anderson Dania Kagan Angela Aujla William Walcott	Ph.D. (sociology) Ph.D. (sociology) Ph.D. (sociology), in progress Ph.D. (sociology)
	SOC 201 Principles to Sociology		3		None	Danita Kagan Kate Anderson Angela Aujla	Ph.D. (Sociology) Ph.D. (Sociology) Ph.D. (Sociology) in progress

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
						Naomi Couto William Walcott Mark Ihnat Saeed Hydaralli	Ph.D. (Sociology) Ph.D. (Sociology) Ph.D. in progress Ph.D. in progress
	SOCI 202 Canadian Families: Past, Present and Future		3		None		
	SOCI 203 The Influence of Mass Media on Canadian Society		3		None	Mark Ihnat	Ph.D. in progress
	SOCI 204 Sociology of the Everyday		3		None	Kate Anderson	Ph.D. (Sociology)
	SOCI 401 Sociology of Consumption		3		Successful completion of any two lower level breadth courses or letter of permission.	Danita Kagan Angela Aujla Naomi Couto Mark Ihnat Saeed Hydaralli	Ph.D. (Sociology) Ph.D. (Sociology) in progress Ph.D. (Sociology) Ph.D. in progress Ph.D. in progress
	SOCI 402 Sociology of		3		None	Danita Kagan	Ph.D. (Sociology)

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Pre-requisites and Co-Requisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualification earned (or required of faculty to be hired) and, only where applicable, highest qualifications in progress
	Technology					Naomi Couto	Ph.D. (Sociology)
	SOCI 450 City Life		3		Successful completion of any two lower level breadth courses or letter of permission.	Danita Kagan Mark Ihnat Kate Anderson Saeed Hydaralli Mark Lede	Ph.D. (Sociology) Ph.D. (Sociology) in progress Ph.D. (Sociology) Ph.D. in progress Ph.D. in progress
	STAT *** Statistics		3		None	Svitlana Kyrychenko Alexei Gohkman Mohammed Hussain Gerard Leung Midori Kobayashi	Ph.D. (math and physics) Ph.D. (Math) M.A. (Applied Math – Statistics) Master of Mathematics (Statistics) M.S. (Mathematics)

6.3.3.3 Identification of Previously Assessed Subjects

Subject Title	Type	Previously Assessed	Consent Program
Intro to PR: The Profession and the Practice	Core	No	
Communications: Theories and Practice	Core	No	
Writing Lab 1: Intro to PR Writing	Core	No	
Social and Digital Media	Core	No	
PR Ethics	Core	No	
Presentation Skills	Core	No	
Integrated Marketing Communications	Core	No	
Writing Lab 2: Writing for Media Relations	Core	No	
Communication Law	Core	No	
Media Relations	Core	No	
Writing Lab 3: Writing for Web 2.0	Core	No	
Strategic Communications Planning	Core	No	
Internal Communications	Core	No	
Research Methods	Core	No	
Writing Lab 4: Writing for Print Media	Core	No	
Innovative Thinking	Non Core	No	
PR Management	Core	No	
Event Management	Core	No	
PR Consulting Skills	Core	No	
Writing Lab 5: Advanced PR Writing	Core	No	
Issues and Crisis Management	Core	No	
PR in the Non Profit Sector	Core	No	
Fundraising/Philanthropy	Core	No	
Cross-Cultural Communications	Core	No	
International Public Relations	Core	No	
Change Management & Communications	Core	No	

Subject Title	Type	Previously Assessed	Consent Program
Investor Relations	Core	No	
Communicating CSR and Sustainability	Core	No	
Senior-Level Thesis/Project	Core	No	
Building Communities	Core	No	
Public Affairs	Core	No	
Emerging Issues in PR	Core	No	
Breadth Courses			
Principles of Anthropology	Non Core	No	
Financial Management	Non Core	Yes	B.A.B. eBusiness
Money, Markets and Democracy	Non Core	Yes ²	Pilot project submissions, B.A.A. Creative Advertising
Business & Politics	Non Core	Yes ²	Pilot project submissions, B.A.A. Creative Advertising
Professional Business Communications	Non Core	Yes	B.A.B. Manufacturing Management
Academic Writing and Critical Reasoning: <ul style="list-style-type: none"> • Business and Society • The Imagination, Self and Society • Approaches to Literature • Individuals and the Communities • Ecology, Nature and Society 	Non Core	Yes	B.A.B. Tourism Management
Trauma & Memory in Literature	Non Core	Yes	UNB (Humber) Bachelor of Nursing
Betrayal in Contemporary Fiction	Non Core	Yes ²	B.A.A. Creative Advertising
Love Stories	Non Core	Yes	B.A.A. Criminology and Corrections
Canadian Studies: The Challenge Ahead	Non Core	Yes	Pilot project submissions, B.A.A. Creative Advertising
Hitler and Stalin: Architects of Evil	Non Core	Yes	B.A.B. Accounting
Film: Styles, Narratives and Techniques of the Moving Image	Non Core	Yes	Pilot project submissions, B.A.A. Creative Advertising
Desire and Discontent	Non Core	Yes ²	Pilot project submissions,

Subject Title	Type	Previously Assessed	Consent Program
			B.A.A. Creative Advertising
Popular Culture: A Sociological Perspective	Non Core	Yes	B.A.B. Accounting
Good and Evil	Non Core	Yes	B.A.A. Criminology and Corrections
Justice: A Philosophical and Literary Approach	Non Core	Yes	Pilot project submissions, B.A.A. Creative Advertising
The Good Life: A Philosophic Investigation	Non Core	Yes	B.A.A. Creative Advertising
Ethics and Moral Theory	Non Core	Yes	B.A.T. Industrial Design, B.A.A. Creative Advertising
Knowing and Believing: Epistemology	Non Core	Yes	Pilot project submissions, B.A.A. Creative Advertising
How is Society Possible? Conflict, Cooperation and Social Theory	Non Core	Yes	B.A.A. Creative Advertising
Theories of Beauty	Non Core	Yes	Pilot project submissions, B.A.A. Creative Advertising
Brainstorm	Non Core	Yes	Pilot project submissions, B.A.A. Creative Advertising
Person, Mind and Body: Selfish Thoughts	Non Core	Yes	B.A.B. Accounting
Introduction to Politics	Non Core	Yes	B.A.A. Creative Advertising
Human Security and World Disorder	Non Core	Yes ²	4 pilot project submissions, B.A.A. Creative Advertising
The Corporation and Society	Non Core	Yes	B.A.B. Human Resources Management
Power	Non Core	Yes	B.A.A. Creative Advertising
Leadership	Non Core	Yes	B.A.B. Tourism Management
Power 2: The Question of Legitimation	Non Core	Yes	B.A.A. Creative Advertising
Introduction to Psychology	Non Core	Yes ²	B.A.A. Creative Advertising
Research Methods	Non Core	Yes	B.A.B. Creative Advertising
Lifespan Development (Developmental Psychology)	Non Core	Yes	B.A.A. Creative Advertising
Social Psychology	Non Core	Yes	B.A.A. Creative Advertising
Personality Psychology	Non Core	Yes	B.A.B. Accounting
Astronomy	Non Core	Yes ²	Pilot project submissions, B.A.A. Creative Advertising

Subject Title	Type	Previously Assessed	Consent Program
Introduction to Environmental Studies	Non Core	Yes	B.A.B. Human Resources Management
Scientific Achievements	Non Core	Yes ²	Pilot project submissions, B.A.A. Creative Advertising
Sociology of Health	Non Core	Yes	UNB (Humber) Bachelor of Nursing
Principles of Sociology	Non Core	Yes ²	B.A.A. Creative Advertising
Canadian Families: Past, Present and Future	Non Core	Yes	B.A.B. Accounting
The Influence of Mass Media on Canadian Society	Non Core	Yes	B.A.A. Creative Advertising
Sociology of the Everyday	Non Core	Yes	B.A.B. e-Business Consent Renewal
Sociology of Consumption	Non Core	Yes ²	Pilot project submissions, B.A.A. Creative Advertising
Sociology of Technology	Non Core	Yes	B.A.A. Creative Advertising
City Life	Non Core	Yes ²	Pilot project submissions, B.A.A. Creative Advertising
Statistics	Core	Yes	B.A.A. Creative Advertising

Notes:

¹The outlines for these courses may have been updated as part of the normal review of relevant and current topics as well as upgrades to text books and other resource materials. There have been no significant additions or changes to the content or method of delivery.

²These courses have also been reviewed by the joint curriculum committee of Humber and the University of Guelph, the Board of Undergraduate Studies at the University of Guelph and the University of Guelph Senate and deemed to be baccalaureate-level courses for degrees offered through the University of Guelph-Humber.

6.5 Work Experience Required for Degree Completion

6.5.1 Program Structure Requirement

Year	September	January	April
	Semester 1	Semester 2	Semester 3
Year One	On-campus studies	On-campus studies	Vacation
Year Two	On-campus studies	On-campus studies	Vacation
Year Three	On-campus studies	On-campus studies	Paid full-time work term
Year Four	On-campus studies	On-campus studies	GRADUATION

Paid full-time work term = 14 consecutive weeks

6.5.2 Support for Work Experience

Students will participate in one mandatory paid work term of 14 weeks of professional experience. Students will select from a wide variety of opportunities in corporate, non-profit, government or agency settings. During their work placement, students may have an array of responsibilities at a variety of employers. These employers can range from large multi-nationals to small proprietorships.

On their work placements, students can be expected to complete some or all of the following tasks:

- Perform PR functions in a variety of areas such as internal communications, media relations, social and digital media, public affairs fundraising, special events
- Generate ideas, concepts, proposals, solutions and communication vehicles that address specific organizational/communications problems, issues and objectives
- Develop and execute (as part of a team or alone) communications strategies to meet the information needs of internal and external publics
- Write clear, targeted materials for the Web, employees, customers, donors, media
- Produce visually effective print, graphic and digital communication materials
- Use media monitoring, primary, qualitative and quantitative research to assess programs
- Monitor and measure program effectiveness against objectives
- Analyze media for their effectiveness in reaching specific audience and goals
- Organize and promote a special event
- Liaise with media representatives
- Prepare PR campaign proposals and plans

Students are expected to be able to report and present results in an effective and efficient manner, both verbally and in writing. The expectation is that students will enhance their planning skills and be able to prioritize within time frames and demonstrate that work is carried out in an ethical and professional manner in accordance with Public Relations ethical and professional standards.

Humber has a history of successfully finding quality work placements for students in its Public Relations programs. Typically, we are able to offer about 300 sponsors for cohorts of 80 students at a time. We fully expect that many of the employers who have provided placements in the past will provide opportunities for degree students. In addition, employers surveyed as part of our market research have indicated an interest in accepting a student for a paid work placement.

Work Placement Support

Students will be supported by the School of Media Studies and Information Technology's Placement Office, which provides tools and resources for securing placements. Each year, the School establishes new Public Relations contacts, permitting students to be better informed about market trends and career opportunities. Students are responsible for applying for the co-operative work term opportunities offered on the Humber co-op website, setting up an interview with the industry partner and discussing and agreeing to the job functions and proposed learning outcomes from the job experience, and gaining faculty approval. This process prepares students for real life job search skills.

In order to ensure that the work placement is a positive experience for the student, it is important that there be a three-way partnership between Humber, the employer and the student. It is acknowledged that the student will be supported throughout the work placement experience. The support is provided in the following forms:

- Students participate in a mandatory, non-credit workshop to prepare them for their work placement.
- A placement advisor is assigned to the program to help find appropriate placements.
- The Sponsor Work Placement Supervisor is the person employed with the work placement organization. It is this person's responsibility to provide direct supervision to the student including regular feedback and final evaluations.

The responsibilities of each of the three parties are detailed as follows:

RESPONSIBILITIES OF PLACEMENT ADVISOR (representing Humber College):

1. To assess organizations and positions within those organizations as possible work placement sites.
2. To maintain a database of up-to-date information concerning work placement sites, where students are placed, emergency contact information, and any other information relevant to the Employer, Sponsor Work Supervisors, Program Coordinator, and students.
3. To be available to the Program Coordinator for consultation with regard to student issues and concerns in placement.
4. To participate in any meetings and process in the event of a placement breakdown.
5. To establish a regular means of communicating with Sponsor Work Placement Supervisors concerning organization requirements and developments.
6. To assist all students who are eligible for entry to Work Practice , in locating and being placed in businesses that are appropriate to and compatible with their level of ability, maturity, and interests.
7. To advise the Program Coordinator of any issues affecting students or Employer Work Supervisors that may require a due diligence response.
8. To regularly update the Work Placement Manual.
9. To be available for individual student meetings as necessary for the student.
10. To ensure data sheets are completed within two weeks of the start of placement.
11. To manage student placement concerns and respond to issues.
12. To maintain a Blackboard site for students to access work placement materials.
13. To act as the main contact for the Sponsor Work Placement Supervisor while the student is on placement.
14. To communicate with the Sponsor Work Placement Supervisor in order to obtain feedback concerning the student's progress in work placement.
15. To be supportive and readily available for consultation with the Sponsor Work Supervisors.
16. To respond to emergency situations as identified by students and/or Sponsor Work Placement Supervisors by telephone, e-mail or in person when required.
17. To communicate to the Program Coordinator any concerns related to the ability of an organization or supervisor to perform their supervision responsibilities.
18. To maintain all student placement documentation in a student portfolio.
19. To ensure that student portfolios are up to date and placed in the student files upon completion of the placement.
20. To recommend to the Program Coordinator a grade of Satisfactory or Unsatisfactory for each student for Work Placement by the grades deadline at the end of each semester.

21. To write thank-you letters to each Sponsor Work Placement Supervisor at the end of the placement.

RESPONSIBILITIES OF SPONSOR WORK PLACEMENT SUPERVISORS (representing the work placement organization):

1. Prepare the organization staff for the arrival of the student.
2. Negotiate a Work Contract, in consultation with the student, at the beginning of the placement.
3. Provide the student with an initial orientation to the organization.
4. Inform the student of all organization policies and procedures, and any and all legal and professional requirements within the organization.
5. Introduce the student to other staff as a "professional in training" and seek their support in helping the student to learn their role and responsibilities.
6. Orient the student to the nature of the business.
7. Provide graduated responsibilities and an expanded role based upon the student's performance and capabilities.
8. Offer constructive criticism, when appropriate, as well as feedback on the student's areas of strength.
9. Provide supervision and review the student's progress on a regular basis.
10. Complete the student evaluation at the completion of the placement.
11. Review and sign the student's timesheets.
12. Notify the Placement Advisor immediately should a student be absent from placement and not call, or should any other unprofessional or improper conduct occur on the part of a student.
13. Promptly inform the Placement Advisor if a student is not performing according to organization standards, if a student has been injured, or if there is a serious incident requiring a due diligence response from the College.

RESPONSIBILITIES OF STUDENTS PRIOR TO AND DURING PLACEMENT:

1. Report immediately to their Placement Advisor, any matters, issues, or concerns that may have a negative impact on their ability to perform professionally and competently in the Work Placement.
2. Submit Timesheets and any other documentation required by the Program or the organization to their Placement Advisor.
3. Abide by organization policies and procedures and any legal requirements at all times.
4. Conduct themselves in a professional manner, by observing appropriate boundaries and confidentiality, appropriate dress and demeanour, and respectful communications with clients, co-workers and supervisors, being punctual, fulfilling assigned roles and responsibilities, and attending the placement as required.
5. Notify the Employer Work Supervisor and Placement Advisor immediately of any expected absence or inability to perform required duties in placement. Make up any time lost due to absence.
6. Take direction from the Employer Work Supervisor and seek regular feedback concerning performance and any areas requiring improvement.
7. Always represent the organization in a professional manner in the community.
8. Act as a positive ambassador for the Bachelor of Public Relations degree program and Humber College while in placement.
9. Thank the organization and supervisor in person and by letter at the end of the placement.
10. Complete and submit a report on the work experience.

Bachelor of Public Relations

Year Three, Semester One

Course Outline

Course Name:	Business Career Development
Pre-requisite(s):	None
Co-requisite(s):	None
Course Restrictions:	N/A
Credit Value:	0
Hours of Instruction:	14
% of course that will be delivered on line:	0%
Minimum qualifications required to facilitate/supervise course:	Degree in PR, communications, business or related field, and experience in career advising
Facilitator/Advisor Name / Credentials:	
Course Developer / Credentials:	<input checked="" type="checkbox"/> Course designed by faculty eligible to teach in degree programs.

1.0 Course Description

This non-credit course provides students with the skills and knowledge necessary to prepare for a PR work placement in today's challenging employment market. Preparation for the work placement includes job search techniques and discussion of such issues as employer expectations, company policies, professionalism and self management. The need for career planning, lifelong learning and interpersonal communication skills will also be discussed.

Students conduct a self-assessment of their personality and skills and perform occupational and company research. Students prepare covering letters and resumes, create their own database of potential employers within their sector of interest, and practice their interview skills in mock interviews and by conducting information interviews. Guest speakers from business and industry will provide students with a range of perspectives on current and future trends in business and priorities and competencies required in corporate, government, non-profit and PR agency sectors.

2.0 Course Learning Outcomes

Upon completion of this course, students will be able to:

1. Develop a personal career plan by identifying areas of interest, preferences, values, strengths, weaknesses, aptitudes, and transferable skills.
2. Complete the components of a job search including researching potential employers, developing networks, making cold calls to uncover opportunities in the hidden job market, and following up on applications submitted.
3. Effectively use the telephone and Internet to research the labour market, employers, occupations, salaries, and job opportunities.
4. Prepare a professional resume and cover letter targeted to a specific employer, company and position.
5. Develop future employment contacts through networking and information interviews.
6. Formulate personal choices and goals based on a self-assessment of personal traits, interests, preferences, values, strengths, and aptitudes.
7. Demonstrate time management skills and professional behaviour with respect to punctuality, attendance, and appropriate attire.
8. Identify potential employers within the sector of interest.
9. Role play in a mock interview situation.

3.0 Methods of Instruction/Delivery Format

- Lectures, seminars, workshops, guest speakers, and on-line research.
- Role plays
- Course notes, resources, assignments and job postings are available on-line (Blackboard), allowing students access to information and communication with the facilitator and each other, outside regularly scheduled class hours.

4.0 Reference Texts and Supplies

Greene, Susan D., Martel, Melanie C.L., *The Ultimate Job Hunter's Guidebook Fifth Edition*, Houghton Mifflin, 2008.

Recommended:

Current related literature, related web sites, career directories.

5.0 Evaluation

Assignment One (self-assessment)	15%
Assignment Two (informational interview and report)	15%
Assignment Three (resume and cover letter)	15%
Assignment Four (strategies and portfolio)	25%
Assignment Five (simulated job interviews)	15%
Professionalism	15%

The course and the assignments within it are graded on a satisfactory/unsatisfactory basis.

6.0 Course Schedule

Weeks	Topics	Readings/Assignments
1	Planning Your Job Search: Researching the job market	Chapter 1, Greene & Martel
2	Conducting a Self-Assessment Assignment One Completing self-assessment module	Chapter 2, Greene & Martel
3	Targeting Potential Employers	Chapter 7, Greene & Martel
4	Have You Considered...?: Different types of employment Backdoor Your Way Into a Job: Various ways of gaining experience in your field Assignment Two Informational interview and report	Chapters 9 & 10, Greene & Martel
5-6	Preparing Your Resume	Chapter 4, Greene & Martel
7	Writing Cover Letters Assignment Three Resume and cover letter in response to job posting	Chapter 5, Greene & Martel
8	Obtaining References and Assembling a Portfolio	Chapter 6, Greene & Martel
9	Planning and Organizing the Job Hunt Taking Your Job Hunt Online	Chapters 3 & 8, Greene & Martel

Weeks	Topics	Readings/Assignments
10	Interviewing: Preparation and Strategies Assignment Four Strategies for job interview	Chapter 12, Greene & Martel
11	Evaluating Job Offers	Chapter 13, Greene & Martel
12	Learning Your New Job	Chapter 14, Greene & Martel
13-14	Assignment Five Simulated job interviews	

7.0 Classroom and Equipment Requirements

Standard classroom

6.5.3 Work Experience Outcomes and Evaluation

Work Experience Outcomes	How work experience puts into practice the program outcomes
	<i>During their work experience, students may perform some or all of the following types of tasks which support achievement of program outcomes:</i>
Generate ideas, concepts, proposals, solutions and communication vehicles that address specific organizational/communications problems, issues and objectives	<ul style="list-style-type: none"> ▪ Prepare PR campaign proposals ▪ Write clear, targeted materials ▪ Produce visually effective print, graphic and digital communication materials ▪ Participate in broad level business decisions by being a member of departmental teams and work groups
Develop and execute (as part of a team or alone) communications strategies to meet the information needs of internal and external publics	<ul style="list-style-type: none"> ▪ Analyze media for their effectiveness in reaching specific audience and goals ▪ Prepare PR campaign proposals ▪ Write clear, targeted materials ▪ Produce visually effective print, graphic and digital communication materials ▪ Contribute to social media
Monitor and measure program effectiveness against objectives	<ul style="list-style-type: none"> ▪ Use media monitoring, primary, qualitative and quantitative research to assess programs
Manage special events	<ul style="list-style-type: none"> ▪ Prepare event proposals ▪ Set goals and objectives ▪ Organize logistical details ▪ Promote the event ▪ Negotiate with suppliers ▪ Handle registration and on-site details ▪ Evaluate the event
Liaise with media representatives	<ul style="list-style-type: none"> ▪ Identify and develop a list of media representatives ▪ Prepare media releases/kits ▪ Organize/host a media event
Use quantitative and qualitative data to understand issues and define problems	<ul style="list-style-type: none"> ▪ Research issues, analyze data and make recommendations ▪ Identify and analyze needs and goals
Describe the organizational and operational functions of the workplace.	<ul style="list-style-type: none"> ▪ Observe, record and evaluate existing conditions, behaviours and decisions made within the business and/or organization.
Demonstrate and evaluate the components of professionalism at work.	<ul style="list-style-type: none"> ▪ Adhere to company standards of work excellence and timeliness, appropriate conduct, dress code and communication styles.

Work Experience Outcomes	How work experience puts into practice the program outcomes
Communicate clearly, concisely and correctly as appropriate to the requirements of the position.	<ul style="list-style-type: none"> ▪ Prepare memos, letters, e-mail or other written documentation. ▪ Participate in meetings. Meet with clients. ▪ Communicate with managers, team colleagues and employees. ▪ Assist with presentations using computer technology. ▪ Communicate interpretations, conclusions and recommendations to all parties involved.
Manage effectively the use of time and other resources to attain work goals within established timelines.	<ul style="list-style-type: none"> ▪ Assist in the preparation of project schedules, adhering to deadlines and business timeframes and monitoring progress. ▪ Adjust timeframes if necessary or redesign work assignments, etc. to meet deadlines. ▪ Complete assigned work on schedule.
Identify combination of personal skills, work ethics, positive attitude and behaviours required to secure, maintain and advance on the job.	<ul style="list-style-type: none"> ▪ Build relationships based on shared values to participate in business decision-making. ▪ Discuss requirements of job and performance with supervisor. ▪ Identify behaviours of team members that contribute to success.
Demonstrate improvement after receiving constructive feedback and take responsibility for own actions and decisions.	<ul style="list-style-type: none"> ▪ Solicit and respond to supervisor feedback on performance. ▪ Refine work output in line with internal managerial and external customer feedback.
Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of mutual goals.	<ul style="list-style-type: none"> ▪ Meet with managers to determine organizational relationships, department functionality and decision-making processes. Participate in and contribute to team meetings. ▪ Collaborate with technical specialists and liaise with suppliers/customers to enhance mutual relationships.
Employ current techniques, methods, technologies and tools supporting the PR function while observing generally accepted working practices.	<ul style="list-style-type: none"> ▪ Use business technologies, software, Internet, etc to facilitate work requirements, test concepts and articulate recommendations.
Articulate ideas and information comprehensibly in oral and written forms.	<ul style="list-style-type: none"> ▪ Prepare presentation materials in a concise and easily useful format.
Apply, consolidate and extend learning in different contextual frameworks and situations.	<ul style="list-style-type: none"> ▪ Apply learning from program to contribute to managerial challenges on the job. ▪ Conduct research, summarize data and report findings.

Methods of Evaluating Student During Placement

All on-the-job performance will be evaluated as follows:

A written learning contract outlining types of work and expected outcomes will be agreed upon by the employer, student and Humber.

The employer will (using a format provided by Humber):

- review the agreed upon outcomes and the records maintained by the student and evaluate the student's performance against each of those outcomes, providing specific examples of tasks the student performed related to each objective and a rating of how well he/she performed them
- provide a written assessment of both student strengths and competency areas which need to be further developed

The student will prepare a report on the work experience to include:

- a summary of major job responsibilities
- a summary of agreed upon work outcomes and an analysis of the extent to which each outcome was accomplished
- a record of job tasks completed during the work experience and an assessment of how they contributed to achieving the learning outcomes
- an assessment of classroom learning used to complete job-related tasks during the work experience
- a list of new learning acquired on the job
- a discussion of problems encountered on the job and how they were resolved
- a self-assessment of performance on the job based on the agreed upon work outcomes
- identification of personal strengths and competency areas needing additional work.

Both employer and student reports will be reviewed by Humber faculty and staff and a final grade of satisfactory or unsatisfactory will be assigned.

The degree placement advisor will be the student's point of contact for the work placement. The advisor will contact the student at least once during the work term. In addition to discussing expectations and performance with the student, the advisor holds similar discussions with the employer. The advisor serves as a mediator in the event of problems with the work experience and ensures that the experience is meaningful and at an appropriate level.

7. Program Delivery Standard

7.1 Quality Assurance for Program Delivery

7.1.1 Quality Assurance Policies

Policies, Guidelines and Practices Pertaining to Quality Assurance of Program Delivery Methods

Humber ensures the quality of degree program delivery through a number of practices, processes and strategies. These include:

1. The development of business plans for new programs
2. A formal process for the review of new programs by institutional committees and councils, program advisory committees and the Board of Governors.
3. Formal processes for course development, course outline review and curriculum changes
4. Annual Review of Student Satisfaction Data
5. Other mechanisms identified in other sections of the submission as follows:
 - Review of student feedback data (attached as Appendix 7.1.3)
 - Faculty development and review process (attached as Appendix 8.5)
 - A formal program review process (attached as Appendix 11.1)

1. The Development of Plans for New Programs

At Humber, program quality starts with the development of new programs. New program ideas for degrees are initially reviewed by the Vice President Academic, the Academic Deans and the Associate Vice President of Planning and Development. The first step in the development of a new degree program is to address a number of key variables including which are then further researched and analyzed as needed for the development of the full submission.

Background, Program Description and Rationale:

- Title and description of the program (What type of program is it? How does it fit with other programs? What opportunities exist for students to experience industrial placements, field placements and/or cooperative education?)
- The identification of occupations toward which the program is directed
- The identification of relevant licensing and regulatory requirements
- An analysis of the strategic fit of the new program (How is the proposed program relevant to Humber's mission and goals and specific school mandate. What impact will this program have on other current Humber programs? How does it complement other program areas? Will it overlap with any other Humber program areas? What adjustments are needed in other programs offered by the school in order to accommodate the new program? (e.g., decreases in enrolment, program rationalization)
- Target Market (Define the target market and rationale. What type of student is likely to enrol in the program? (e.g., high school graduates, college/university graduates, those already employed, international students). Where are they likely to come from (e.g., GTA, outside GTA)?

Market Research and Competitive Analysis:

- Labour Demand - What are the economic trends in the industry? What is the level of employer demand for this program? What job opportunities exist for graduates?
- Student Interest - What is the level of student or graduate (if appropriate) interest in the proposed program? Include KPI student related employment data (relative comparison) if appropriate (program similar). Establish enrolment estimate for start-up and steady state.
- Analysis of Competition - How does the program compare with those offered by other colleges and Ontario universities?

Capacity to Deliver / Resource Identification:

- Human Resource Requirements - Identify the human resources needed to complete the development and implementation of the program. Will the program rely on existing faculty or will there be new hires? Define additional assistance that will be needed to develop and implement the program. If a degree, does the school have the faculty members with the appropriate academic and professional credentials to develop and deliver the program? If not, what will be required?
- Physical Resource Requirements - What new physical resources, facilities and equipment are required to deliver the program (renovations, lab and office space, installation, capital costs such as new equipment, furniture)? Is there current space for the program? Are space improvements required? How will space for the program be accommodated?
- Library Resources Required - What library resources are available and/or need to be purchased to support the new program?

Financials and Profit/Loss

The following are the key elements addressed in this section of the plan:

- A cash flow statement for 6 years that includes all of the revenue that is available and needed and all of the costs of the program. The statement addresses a number of questions listed here. What is the proposed funding model? What external partnerships exist to help support the program and the effect of these partnerships on program costs? What are the specific start up costs ((estimated program development costs (e.g., faculty release time), library costs, capital costs (furniture, new lab, equipment), renovations, installation costs, marketing costs)? What are the estimated delivery costs (faculty, technicians salary and benefits) for each year? What are the operating expenses (e.g., lab supplies, new software, chemicals)? What are the direct administrative costs (includes direct support costs)? What is the level of risk (sunk costs)? How will start-up be funded (by the School from current revenues or other sources)?

The development of the degree submission is managed by the Planning and Development office whose staff members work with the academic schools and program advisory committees to prepare the submissions.

2. A formal process for the review of new programs by institutional committees and councils, program advisory committees and the Board of Governors.

Institutional Operations and Advisory Committees

New programs are reviewed by the following operations committees and councils:

- The Vice President Academic and the Deans
- The President's Executive Committee
- The Vice Presidents' Operations Committee
- The Academic Operations Committee
- The Academic Council of the College
- The Board of Governors

New programs are presented at both the conceptual stage as well at the proposal stage. At the conceptual stage for degree programs, the presentation and discussion normally addresses the following:

- Program description
- An analysis of why Humber wants to offer the degree program (How does it fit with the College Mission, strengths of the College and School, and College and School strategic plans? What are the indications that there is an economic and educational need for such a program?)
- An analysis of how the proposed degree program will affect any related diploma program(s) as well an evaluation of the relationship of the proposed degree program to programs in other Schools?
- The identification of when is the proposal expected to be ready and when the program is likely to be offered.

Once a program proposal has been prepared, executive summaries are prepared for review by the Academic Council and the Board of Governors. These summaries include:

- Program description
- Credential to be awarded
- Strategic fit analysis
- Evidence of need
- Competitive analysis
- Entrance requirements
- Academic course schedule
- Target market analysis
- Costs

In addition the Board of Governors requires confirmation that the program has passed through all of the approval stages and that it is satisfied with the projected enrolment and student satisfaction rates. Formal approval of the program by the Board is required before programs may be submitted to the Minister for referral to PEQAB for review.

Additional Advisory Committees & Reviews

New programs and courses are reviewed by program advisory committees and licensing, professional or regulatory groups. Advisory committees play a vital role in the development of the new program. Every program (or cluster of programs) has an active voluntary Advisory Committee of 8 to 12 members. Membership reflects both the private and public sector and includes representatives from companies, trade and professional associations, accreditation bodies, government and program graduates in the same or related program areas. In the case of degrees every effort is made to have university academics join the advisory committees or provide some level of external consultation. Advisory Committees help to ensure that the curriculum is both current and relevant.

Desk Reviews by University Academics

In addition to the input from advisory committees, at the development stage the degree curriculum is normally sent out for a desk review by a university faculty member in a related field of study. This independent review is to help assure that the program is at the degree level, is comprehensive in depth and scope and relevant to the field of study.

Degree Council

In addition, Humber has a Degree Council which was struck by the President in September of 2002 to assist with the review of new degree ideas. The Council also consulted with a variety of committees struck to support the degrees as well as the Humber community at large. The role of the Council has evolved and the membership in the Council has grown. The majority of the Council members are faculty members from across the eight academic schools who teach in the degree programs offered directly by Humber and/or in partnership with the University of New Brunswick and the University of Guelph.

The Council serves in an advisory capacity to the office of the Vice President, Academic by reviewing and advising on new program ideas and degrees including those to be offered in partnership with other postsecondary institutions. The Council's scope includes degree granting programs and courses, related policies and academic processes with particular attention given to the following roles:

- Reviewing new degree program ideas and advising on areas and direction as well as learning pathways and program clusters in which degree programs and courses are offered.
- Monitoring Humber degree development processes to ensure that the developers have taken appropriate steps so that:
 - the program and the content of the courses meets the degree level standard and is appropriate to the field of study;
 - the program includes the required balance of breadth and professional courses;
 - the course outlines meet the requirements of the degree course outline template;
 - the program meets regulatory, accreditation or association requirements (where applicable);
 - the program and courses have been approved by an advisory committee; and
 - the program includes a paid work placement.
- Reviewing changes to degree program and course related policies, standards and student regulations.

- Monitoring the development and approval processes associated with any degrees offered in partnership with other postsecondary institutions.
- Contributing to the development of best practices to address Ministerial Consent renewal requirements.
- Receiving program review findings on degree programs and advising on recommendations for program changes.

3. Formal Processes for Course Development, Course Outline Review and Curriculum Changes

Course Development & Course Review:

The Degree Council and the Planning and Development Office are kept up to date with respect to the development and the delivery of the courses for the programs. For PEQAB applications, the academic Dean or his/her designate is responsible for ensuring that the courses are delivered as per the degree submission. Any program changes beyond changes which are permitted during the period of consent, must be documented and submitted to the Minister for consideration.

Every year, program coordinators and faculty members review the degree program courses to ensure that the most up to date textbooks and course materials are included in the delivery of each of the courses. Detailed plans and schedules are developed annually for the renewal and upgrading of program related resources such as library, computers, classrooms, labs and equipment.

Any changes beyond the requirements set by the Ministry require that the school notify the Planning and Development Office. No curriculum changes for any program in the college can be entered into the registration system without approval from the academic school and the Planning and Development Office. .

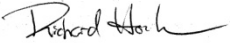
4. Annual Review of Student Satisfaction Data

Each year the student satisfaction data from the key performance indicator surveys is reviewed. Program satisfaction is analyzed across schools, across the college and across the system. Humber reviews its degrees against other degrees to determine the drivers of satisfaction. In addition, student success is measured course by course across the degree programs as are enrolment and financial projections. The Associate Vice President of Planning and Development reviews this data with the Vice President Academic and the Academic Dean responsible for each degree area.

5. Other mechanisms which contribute to the quality of program delivery include

- The review of student feedback data (attached as Appendix 7.1.3)
- Humber's faculty development and review process (attached as Appendix 8.5)
- A formal program review process (attached as Appendix 11)

7.1.2 Policy on Student Feedback

Title/Subject:	Student Feedback Survey		
Authority:	Board of Governors	Code:	0202-3
Contact:	Director of Research	Approval Date:	Feb. 11, 2002
		Amended:	September 2007
		Approval By:	VP Academic 

7.1.2 Policy on Student Feedback

The College is committed to measuring students' perceptions of their learning context to help professors and the College maintain high quality learning experiences for Humber students. A Student Feedback Questionnaire (SFQ) is used to measure students' perceptions of the learning context.

To implement this policy, the student feedback process is guided by the following principles.

- All learning at Humber may be surveyed with a "Student Feedback Questionnaire".
- All procedures associated with data analysis will be free from bias.
- All procedures associated with reporting survey results will recognize the sensitive nature of the information being provided.
- The survey instrument will be relevant for each learning context at Humber.
- Each survey instrument, while somewhat unique for each context, will contain a common core of items to be answered by all respondents.
- A student feedback questionnaire will be administered in each course section offered in all full-time day programs at Humber, offered during the Fall, Winter and Spring/Summer semesters.
- The distribution of a student feedback questionnaire may be adjusted at the discretion of academic managers.

7.1.3 Student Feedback: Criteria and Instruments

The data from a student feedback questionnaire are compiled and the information is then returned to the professor in both aggregate and individual form. School heads and key senior managers receive this feedback in aggregate form. Should the data reveal areas for improvement in teaching approaches, these are discussed with the individual professor. Each year the Vice President, Academic and the academic managers of each school review faculty whose performance falls short of college expectations, discuss development plans, and consider other interventions.

Background information about the Student Feedback Questionnaire developed for classroom- and/or lab-based instruction.

In the Spring of 2006, a committee of faculty members and academic administrators developed a Student Feedback Questionnaire for classroom- and/or lab-based instruction that would be administered in full-time, part-time, or continuing education credit and non-credit courses offered at Humber.

The feedback forms were developed in consultation with a broad range of stakeholders within the College community, including student focus groups, faculty focus groups, Academic Council, the Academic Operations Committee, and the President's Executive Committee.

The Student Feedback Questionnaire developed for classroom and/or lab-based instruction focuses on the quality of instruction, including perceptions about whether or not:

- the professor was prepared for classes;
- instructional material was presented in a clear manner;
- the pace set for the course was appropriate;
- the professor helped student think critically about topics;
- a variety of teaching methods were used;
- students were treated with courtesy;
- professor provided clear explanation about how student work would be evaluated;
- useful feedback was provided about student progress in the course
- the professor was available for consultation outside of the classroom;
- the professor managed student classroom behaviour well;
- assignments were returned within a reasonable time.

The Student Feedback Questionnaire also asks students to rate their own effort in the course and for feedback about what they liked most about the course, and how it might be improved. In addition, a section was added to the questionnaire to accommodate up to three (3) professor-generated questions, specific to a particular course or course section. These items are not to be used for other types of research unrelated to the course itself.

STUDENT FEEDBACK QUESTIONNAIRE



<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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The Student Feedback Questionnaire is a means for students to provide information to faculty and administrators to acknowledge teaching excellence and strengthen teaching effectiveness. As such, it is a developmental / formative tool. Please answer thoughtfully and honestly by using the response scale provided for each question.

MARKING INSTRUCTIONS

- use H.B. pencil only, erase errors completely & fill in response bubble completely

CORRECT

SA ● D SD NA

INCORRECT

SA X D SD NA

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. The professor was well prepared for each class/lab.	SA	A	D	SD	NA
2. The professor presented his/her materials in a clear manner.	SA	A	D	SD	NA
3. The pace the professor set for the course was appropriate for me.	SA	A	D	SD	NA
4. The professor helped me think critically about the topics in the course.	SA	A	D	SD	NA
5. The professor used a variety of teaching methods (e.g., group work, multi-media, case studies, lecture, etc.).	SA	A	D	SD	NA
6. The professor treated me with courtesy.	SA	A	D	SD	NA
7. The professor provided clear explanation about how student work would be evaluated in the course.	SA	A	D	SD	NA
8. The way the professor taught helped me learn.	SA	A	D	SD	NA
9. The professor provided me with useful feedback about my progress.	SA	A	D	SD	NA
10. The professor managed student classroom behaviour.	SA	A	D	SD	NA
11. The professor motivated me to learn.	SA	A	D	SD	NA

	Always	Almost Always	Rarely	Never	Not Applicable
12. The professor responded to my course-related voice message(s) or email message(s) within 2 school days.	A	AA	R	N	NA
13. The professor returned assignments and tests within a 2-week period.	A	AA	R	N	NA

	Greater than in Other Courses	The Same as in Other Courses	Less than in Other Courses
14. Compared with other courses I have taken this semester, my effort in this course was...	G	S	L

	Excellent	Above Average	Below Average	Poor
15. Overall, the learning experience in this course was...	E	AA	BA	P

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
YOUR PROFESSOR'S QUESTIONS Answer any additional questions provided by your professor using bubbles 16-18.					
16.	SA	A	D	SD	NA
17.	SA	A	D	SD	NA
18.	SA	A	D	SD	NA

See Back for Comments Section

COMMENTS

Your comments are **highly valued** and will assist the professor with this course.

What did you like about the course?

What would make this course a better learning experience?

NOTE: There are no new online learning courses included in this submission.

7.2 On-Line Learning

The Humber policies and practices included in 7.2.1 and 7.2.2 are based on Seneca College's "On-Line Learning Policies and Practices" and are used with permission. Appendix 7.3.1 also includes copies of Humber's HCnet Acceptable Use and Information Technology Security Policies.

7.2.1. On-line Learning Policies and Practices

Humber ITAL has on file and available upon request, copies of current software, hardware, and systems agreements that pertain to the delivery of electronic/on-line learning.

As part of the professional development requirements of faculty members during their 2 year probationary period, they are expected to identify a personal learning plan related to educational technology. All new faculty members are trained in the Learning Management System which is used for on-line delivery.

e-Learning Goals

Humber ITAL will use technology to enhance teaching and learning – both in and beyond the classroom. Our goals are to improve students' learning and to develop our graduates' abilities to learn and work independently and collaboratively using electronic resources.

Humber's focus on technology in education is also part of the College's commitment to be a leader in innovation.

The Scope of e-Learning

E-learning involves three components:

1. technology-based learning resources that enhance teaching and learning in the classroom, the laboratory, the library and the Open Learning Centre;
2. web-based resources that faculty and students use for reference, communication, collaboration and research; and
3. on-line learning, either as a course component (i.e. "mixed mode) or for an entire course.

The College will make classroom and web-based resources available to support all full- and part-time courses. Schools will develop on-line learning for selected courses, permitting the professor and his/her students to work in a non-traditional environment as well as in the classroom.

Within the College approved template, e-learning is customized to reflect the nature and objectives of individual programs. Customization of programs and courses also responds to student background and expectations and to faculty strengths.

Requirements

Academic

- Sound pedagogy, including a progression of expectations from first to senior semesters
- Realistic activity level targets and implementation plans
- Faculty input at every stage from planning to development to delivery
- Appropriate combination of College-developed and purchased or licensed learning materials
- Valid means for evaluating student performance in on-line learning courses
- Fair means for dealing with intellectual property and workload
- Means for students and faculty to provide feedback on e-learning resources and materials
- All academic policies cover both fact to face and on-line courses

Service

- Provision of high quality infrastructure, hardware and software
- Comprehensive, readily-available and timely service and support for faculty and students
- Training to develop faculty and staff expertise
- Appropriate combination of College-developed and purchased or licensed services
- Means for students and faculty to provide feedback on e-learning environments and resources
- Collaborative decision-making on infrastructure, service, support and training involving academic representatives and technical experts
- Local project teams to provide technical support at each campus

In addition to the Academic and Service requirements listed above, a sound administrative structure is provided.

Likewise, the College must regularly and consistently measure its e-learning systems and products against demands for access, ease-of-use and effectiveness.

Customer Care Technical Support Capability for Online Learning

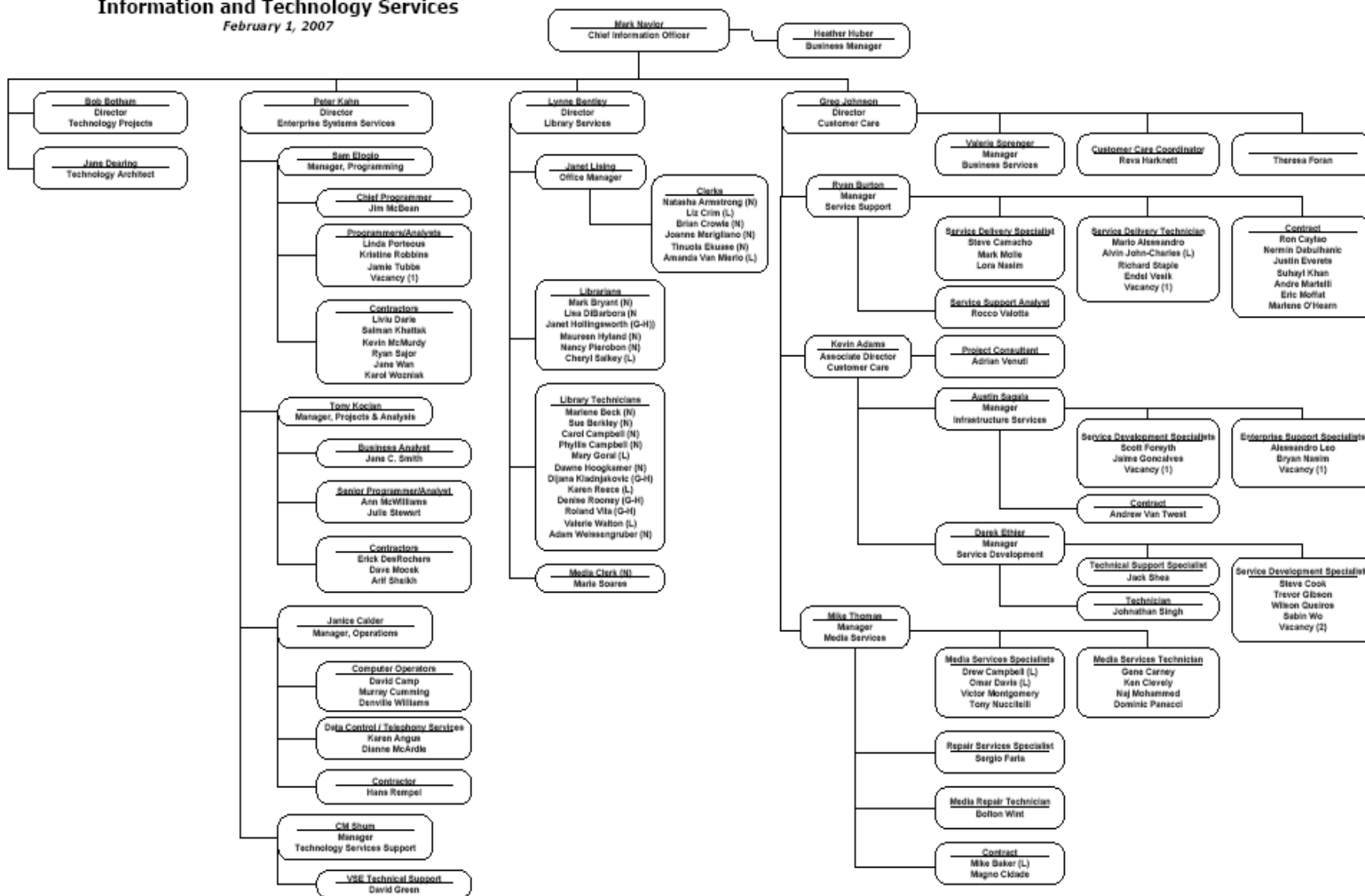
- I&TS Customer Care provides a number of core IT services within Humber. Customer Care's vision is to provide the best IT services in any college through a commitment to operational excellence. Customer has a staff complement of 55 and an annual \$200,000 professional development program for its technical staff.
- Online learning environments require support from three technical areas. Support of the learning management system, support of the underlying IT infrastructure, and service support for students and faculty.
- Learning Management Systems support – Currently WebCT/Blackboard
 - Customer Care has one Application Administrator (WebCt/Blackboard)
 - 5 years applications support experience.
 - MCP certification.
 - Customer Care has one Application Integrator to integrate other systems with WebCT/Blackboard (ex. Central directory of students and faculty)

- 7 years development experience.
 - 4 years specific experience in application integration.
 - Attended SANS, PHP, .Net and Java training courses.
 - Application specific training
 - Attended two annual Blackboard developer conferences
- Infrastructure Support
 - Linux/Unix Administration (Operating platform for Blackboard and student record system)
 - Two RHCEs (Red Hat Certified Engineer)
 - Windows Administration (Operating platform for other core IT services)
 - Two MCP/MCSE (Microsoft Certified Systems Engineer)
 - Network Storage Administration
 - Three DELL/EMC SAN certified enterprise support specialist
 - Certifications in SAN Management and SAN Protection
 - Backup Administration
 - One CommVault trained service development specialist
 - Network Administration
 - Two Extreme Networks (ENA/ENS eligible) trained enterprise support specialists
 - Two Aruba (wireless) Networks trained enterprise support specialists
 - Two Fortinet Firewall trained enterprise support specialists
 - Information Security
 - Numerous members of the group have received SANS Institute training in topics ranging from Windows Active Directory to Deep Packet Analysis.
- Technical Service Desk support
 - Drop-in, phone, and e-mail support
 - Six full-time and contract Level-1 Agents on staff (no students)
 - Two of six Agents dedicated to WebCT/Blackboard support
 - 85% of staff fully certified in ITIL (Information Technology Infrastructure Library - collection of industry best practices)
 - Open Mon-Fri 8:00AM – 11:00PM and Sat/Sun 9:00AM – 6:00 PM
 - 97.5% client satisfaction rating in latest feedback survey

The organizational chart for the Information and Technology services department follows.

Information and Technology Services

February 1, 2007



Current Status of e-Learning

The list below reflects an overview of some of the e-learning projects, creations, developments and initiatives that are currently on-going at the College. This has been achieved through the participation with the College of constituents in several committees and other collaborative mechanisms dedicated to the implementation and creation of e-learning initiatives.

Academic

- Faculty use of a variety of e-learning options in course delivery, communication and course management supported by WebCT/Blackboard.
- “e-“training available to all faculty through the Centres for Learner Support and the Open Learning Centre.
- Over two hundred Humber courses available on-line, with thousands of students enrolled annually.
- Participation and leadership in provincial e-learning consortia such as Ontario Learn.
- The creation of many well-designed on-line courses supported by the technical and design expertise offered through the Centres for Learner Support.
- Continued investigation and acquisition of high quality on-line materials.
- Development of an on-line teaching clinic for all faculty delivering in an on-line environment.

Service

- Direct on-going technical, tutorial and general inquiry supports provided through ITS Help Desk and the Open Learning Centre and various School-based initiatives.
- Continued development of infrastructure and on-going support for e-learning activities.

Humber College Policy Manual

HCnet Acceptable Use

Authority: Vice President, Business Development
Code: 655
Contact: Chief Information Officer
Approval Date: May 22, 2002
Approval By: Kris Gataveckas, Vice President, Business Development

1. Definitions

HC is Humber College of Applied Arts and Technology. HCnet is the entire Humber College computer and telecommunications system, including all Humber-owned and Humber-leased computer hardware and software, the campus data and voice networks, the campus Internet and Intranet circuit(s), and all dial-up, other remote-access hardware and software or other computer facilities.

2. Policy Requirement

All users of HCnet must comply with the terms outlined in this Policy, as well as any additional guidelines established by the administrator of the system. By using any of these systems, users agree that they will comply with these policies.

3. Purpose

In support of its mission of teaching and serving the community, Humber College provides access to information technology resources to students, faculty and staff, within institutional policies, priorities and financial capabilities. All members of the Humber College community who use HCnet must do so responsibly. All users of college-owned, college-leased or operated information technology including voice systems, must respect the rights of other users, respect the integrity of physical facilities and controls, and comply with all pertinent licenses and contractual agreements. All users of information technology are bound by applicable local, provincial and federal laws and regulations, and by other Humber policies and procedures.

4. Acceptable Use

It is acceptable to use HCnet:

- For purposes relating directly to the learning process.
- In the case of employees and contractors, for the performance of necessary job-related tasks
- For reasonable amounts of personal use of e-mail, telephones, voice mail and Internet access providing such activity does not interfere with the person's job responsibilities or the mission of the college.

5. Unacceptable Use

Examples of unacceptable use are:

- For any illegal purposes.
- To interfere with or disrupt network users, services, or equipment, either within or outside the College.
- To gain unauthorized access to hardware or software resources, either within or outside the college.

- For business or political reasons, which are not directly in support of learning or the administration of the college.
- To distribute unsolicited advertising unless prior approval is received from the College.
- To intentionally transmit, receive or display threatening, obscene, hate, and anonymous or harassing materials.
- To propagate computer worms or viruses or other disruptive or destructive constructs.

The foregoing list is illustrative and should not be construed as exhaustive.

6. Privacy Guidelines

All reasonable attempts have been made to ensure the privacy of user accounts and user electronic mail. This is not a guarantee that user accounts or user electronic/voice mail are private. Programs and files (including email/voice mail files) are confidential unless they have been made available, with the owners' written permission, to other authorized individuals. Humber College reserves the right to access all information stored on HCnet. Files may be released as required by the Courts. File owners will be notified of file access and/or maintenance, in advance, if such notice is practical. When performing maintenance, every effort is made to respect the privacy of a user's files. However, if policy violations are discovered, they will be reported immediately to the appropriate systems administrator for appropriate action.

7. Enforcement

Suspected violations of this policy will be confidentially reported to the appropriate systems administrator and an individual's computer/telephone privileges may be suspended if warranted.

Violations of these policies will be dealt with in the same manner as violations of other Humber College policies and may result in disciplinary review. In such a review, the full range of disciplinary sanctions is available including the loss of computer/telephone use privileges, dismissal from Humber College, and legal action. Violations of some of the above policies may constitute a criminal offence.

INFORMATION TECHNOLOGY SECURITY MANAGEMENT

1.0 Introduction

Humber's mission to provide an educational environment that is responsive to the needs of our students, faculty, staff, and community depends on the reliable access and use of information. Information can exist in many forms, such as electronic databases, magnetic and optical media, printed or written on paper, and can be transmitted through computer networks, the mail, or even in conversation. Information managed electronically requires additional information technology resources including databases, computer application and file servers, software, voice services, network services and all associated equipment. This information is the property of Humber and may be used within the limits of the Freedom of Information and Privacy Protection Act (FIPPA)

Information can range from open, public data intended for distribution to a wide audience to sensitive data requiring legislated privacy protection. Similarly, the information technology resources used to support the academic and administrative business functions of the college have varying degrees of protection requirements. Security measures put in place must be appropriate to the importance of the information, the level of threat and the degree of acceptable risk.

As more information is stored electronically, as information technologies advance and develop, and as network bandwidth both within the campus and to the Internet increase, the need to be vigilant and pro-active about protecting and securing the information technology resources also increases. Exploits such as computer viruses, denial of service attacks, unauthorized intrusions, malicious misuse or inadvertent compromise not only threaten our own information technology resources, but could also threaten other sites reachable from our network.

Information Security is the preservation of:

- **Availability:** ensuring the information or resource is available to authorized users
- **Confidentiality:** ensuring only those authorized can access the information or resource
- **Integrity:** ensuring the information is accurate and complete

Humber is committed to providing a secure, yet open learning environment, while protecting its information technology resources assets from a wide range of threats.

1. Policy Statement

Each member of the Humber community is responsible for the security and protection of information technology resources over which he or she has control. Each member of the Humber community is granted the privilege to use information technology resources to access the information they need. In addition, each member of the Humber community has the right to expect that their personal and private information, managed by Humber will be adequately protected and secured.

The Information Security Policy consists of this policy and associated controls that include Federal and Provincial Laws, Humber Policies, Standards, Guidelines and Procedures that act together to safeguard Humber's information resources. These controls address broad categories that include Security Organization, Information Asset Classification and Control, Personnel Security, Physical and Environmental Security, Communications and Operations Management, System Access Control, Systems Development and Maintenance, Business Continuity Planning and Compliance with Federal and Provincial Laws. It is assumed that references to the Information Security Policy include **all** of these associated controls.

2. Roles and Responsibilities

Responsibilities range in scope from security controls administration for an enterprise-wide system to the protection of one's own access password. An individual can have more than one role.

- 2.1. **Humber Administration** (individuals with administrative responsibility for organizational units [e.g. President, Vice Presidents, Deans, Associate Deans, Directors, Managers] or individuals having functional ownership of data) are responsible for securing the information technology resources within areas under their control (e.g. computer labs, applications, databases, servers, networks)
- 2.2. The **Chief Information Officer** (CIO) is responsible for advising the Humber Administration, Technical staff, and other suitable persons on how to comply with this policy and the associated Security Principles, Controls, Policies, Standards and Guidelines
- 2.3. **Technical Staff** (individuals who design, manage and operate electronic information resources, e.g. System Analysts, Project Leaders, Application Programmers, Computer Operators, System Administrators or individuals assigned responsibility for information technology resources) are responsible for preserving information technology security as job duties require access to Humber information resources
- 2.4. **Users** (individuals who have access to and use Humber electronic information resources) are responsible for protecting the resources under their control, such as access passwords, computers and the data accessible to them

3. Key Security Elements

3.1. LOGICAL SECURITY

Devices (computers, servers, network components, etc.) connected to the network must comply with the associated device standard. Device standards describe how a device should be configured to preserve the security of our information technology resources, by minimizing the chances for a device to participate in a security incident.

3.2. PHYSICAL SECURITY

Controls must be in place to protect physical access to resources, based on acceptable risk. These may range in scope and complexity from extensive security installations to protect a room or facility where servers or network components are located, to simple measures taken to protect a user's display screen.

4. Privacy and Confidentiality

Applications must be designed and computers must be used so as to protect the privacy and confidentiality of the electronic data they process, in accordance with applicable laws and policies.

Users who are authorized to obtain data must ensure it is protected to the extent required by law or policy after they obtain it. For example, when sensitive data is transferred from a central database to another location, adequate security measures must be in place to protect this "downstream data".

Technical staff may have confidential access to sensitive information. Technical staff may be requested by the Humber Administration to search the contents of electronic communications or related transactional information in diagnosing or investigating suspected breaches.

Humber's information resource usage is monitored and logged. This information may be used in security incident investigations.

5. Compliance with Law and Policy

Additional policies that apply to the Humber information technology resources include, but are not limited to

- [HCnet Acceptable Use Policy](#)
- [Copyright Policy](#)
- [Intellectual Property Policy](#)

Information is subject to laws including, but not limited to

- Freedom of Information and Privacy Protection Act
- Copyright Act

Safeguarding the information and resources available is a responsibility shared by everyone in the Humber community. Freedom to access information for which you are authorized, to distribute this information as part of the learning environment, and to maintain Humber information databases is integral to our mission, and such activities are supported and endorsed.

However, the following activities are specifically prohibited under this policy

- Disclosing or distributing any information/electronic data you do not have the right to disclose because of privacy, copyright or intellectual property rights
- Unauthorized downloading or distribution of materials that are protected by copyright or intellectual property rights
- Knowingly enabling inappropriate levels of access or exploitation of resources by others

- Downloading sensitive or confidential or protected electronic information/data to computers that are not adequately protected from unauthorized access

7. ENFORCEMENT

Insufficient security measures at any level may cause resources to be damaged, stolen, or become a liability to Humber. Therefore, responsive actions may be required. Information and Technology Services (I&TS) will negotiate a satisfactory solution that meets legal and policy requirements with the user of the resource so that service can be restored as quickly as possible. If a situation is deemed serious enough, device(s) posing a threat may be temporarily blocked from network access to prevent an extension of the attack.

Suspected violations of this policy will be confidentially reported to the Humber Administration.

I&TS will monitor network activity, reports from Humber Administration and reports from security agencies and will take action appropriate for the security risk.

Violations of these policies will be dealt with in the same manner as violations of other Humber policies and may result in a disciplinary review.

Appendix 7.2.2 Building Academic Community in an On-line Environment

Description of how on-line learning methods etc., contribute to and enhance the creation of academic community among students and between students and faculty

- The synchronous and asynchronous discussion tools promote enhanced discussion among learners and between the teachers and the learners. Before students respond to an instructor's discussion question or to classmates' posted comments, they can refer to their course materials and think through their answers. As a result, students have the opportunity to post well-considered comments without the demands of the immediate anxiety-producing face to face (F2F) discussion. Shy students are also more likely to participate in a discussion in an on-line environment. Discussion boards/forums provide opportunity for teachers/learners to tackle topics in more depth at a higher level (i.e., Bloom's); students with physical disabilities say they feel they are participating more as equals in the on-line environment than in face to face discussions. On-line courses also assist second language learners as they may reread and/or repeat parts of the lesson and can work at their own pace.
- Blackboard (CMS) tools allow the creation of sub-groupings of learners who have their own on-line space for small group learning activities and group project collaboration.
- The collaboration tools used to live "chat" help build community and extend learning by creating a structure whereby learners can learn from formal as well as "informal" interactions.
- Synchronous chat/conferencing provides access for a wide range of learners (local, national, international) to interact and build community.
- In asynchronous class discussions, student can attend class from anywhere and they can do so at anytime that fits their schedule, which is ideal for a geographically dispersed group.
- E-mail provides a means for enhanced and timely feedback.
- Course Management Systems (CMS) localizes and organizes course material creating a virtual learning environment (safe and inviting). The "Classroom" is open 24/7.
- Learners can share ideas with one another through e-mail and document exchange.
- Web quests and on-line research assignments promote interactive, active, creative and independent learning as well as collaboration among students.

8. Capacity to Deliver Standard

8.1 Demonstrated Strengths of Program

Humber College's Mission Statement

Humber develops broadly educated, highly skilled and adaptable global citizens who significantly contribute to the educational, economic and social development of their communities. We accomplish this by:

- *preparing learners for careers through a comprehensive choice of educational credentials in a broad range of programming;*
- *developing informed and engaged citizens through an applied and liberal education;*
- *enabling organizations to enhance their effectiveness through customized training and lifelong learning opportunities and*
- *supporting the capacity of our local communities through outreach activities.*

Mission and culture: Humber's emphasis on offering a comprehensive range of educational opportunities, from apprenticeship training through to baccalaureate degree and graduate certificate programs, sets the tone for a constructive learning environment that is facilitated through excellence in the classroom. Our mission promotes a culture that encourages broad dissemination of ideas that are nurtured through a liberal education coupled with market-responsive, professional skills development. It develops well-rounded citizens with a breadth of knowledge and intellectual capabilities who are ready for a highly-skilled, technological and global economy. It encourages learner success and the development of partnerships with business, industry and a wide range of educational institutions. This is evidenced by a strong commitment to curriculum relevance and currency, seamless transfer for students, and ease of transition into the working world. It promotes lifelong learning by fostering a learning culture through its broad array of part-time and continuing education programs and their integration with full-time programming. The mission also encourages active, informed and involved citizens who, along with Humber itself, reach out to support our communities.

Changing needs: Humber's dedication to anticipating the changes in our society and economy and responding to the changing needs in our community leads to the development of new and innovative programming such as this Bachelor of Public Relations program. Offering degree programs is a direct response to the needs of our students, alumni, and society today and to the economic needs of Ontario.

Over the past decade, Humber has increasingly worked to develop strong ties with university partners so that multiple pathways to degree completion are created. This development is illustrated by a number of innovative, college-university partnerships such as:

- the University of New Brunswick and Humber ITAL Bachelor of Nursing degree program,
- articulated diploma/degree completion partnerships such as the one between Daimler Chrysler Corporation, Humber, and Thompson River University, and
- the creation of a new option in higher education – the University of Guelph-Humber. Students attending the University of Guelph-Humber earn a university honours degree and a college diploma after completing four years of full-time study in one of the following eight program areas: business, computing, early childhood, family and community social services, justice studies, kinesiology, media studies or psychology.

Risk taking and a participative decision-making structure have led to innovations in other areas such as customized training through corporate and continuing education initiatives designed to support continuous learning in the workplace. By using flexible delivery systems, which include advanced information technologies, Humber has greatly increased access to learning and successfully accommodated different learning styles. Many of Humber's programs are recognized as being of international calibre, and this has led to numerous cooperative international activities aimed at promoting human resource development for our students, staff, and international partners.

All of these innovations are encouraged by the values set out in Humber's Mission Statement, and these values form the underpinnings and lead to the generation of standards of quality assurance in every aspect of Humber's work.

The proposed degree offering is the logical next step in our growth as a vibrant and responsive post-secondary institution. It also contributes to Humber plans as an Institute of Technology and Advanced Learning to include a broad range of programming, including degrees.

The program is responsive to the changing needs of industry. The public relations profession continues to grow and become more complex and professional. It has rapidly developed from a set of technical skills into a much more strategic, professional and management-focused endeavour. This has resulted in the need for a changing, broader, more extensive skill set.

While the need for strong technical skills still exists, PR professionals also need greater management, strategic planning, innovation, research, problem solving, and advanced technological knowledge. Globalization is having a significant impact on the profession, requiring trained professionals to plan and execute public relations for multinational corporations, NGOs and government agencies. It is increasingly international and intercultural. The PR workforce and the stakeholders it serves are becoming far more diverse. The global nature of business is hastening the need for PR professionals with an understanding of global practices. The increased focus on corporate transparency and accountability has had an impact on the profession, as have the rapid changes in communications technology. These conditions have led to the need for a broader skill set. The BPR is a progressive step toward meeting these new market and competency demands and moving the profession and industry forward.

This degree supports Humber’s goal of being a leader in polytechnic education and responds specifically to three of the priorities and their supporting initiatives identified in Humber’s strategic plan. The chart below highlights the relevant initiatives from the strategic plan and explains how this degree supports the initiatives.

Priority 1: Manage enrolment growth.	
<p>Develop and implement new programs to ensure a balance of credentials that are responsive to market needs.</p>	<p>This degree, if approved, will add to the complement of Humber degrees, bringing the number of current consents to 14, and will be the third Humber degree to be offered by the School of Media Studies and Information Technology.</p> <p>This program has been designed to respond to workplace needs in the public relations field while maintaining the strong academic focus of an honours degree. An active advisory committee representing corporate, agency, government and not for profit sectors as well as various sizes and types of organizations reviewed and provided important feedback on the curriculum. The curriculum was also reviewed in its entirety by a former professor and chair of the Department of Public Relations, recently retired from Mount Saint Vincent University to ensure its quality and academic rigour and by representations of five major Canadian, North American and international industry associations to ensure it</p>

	met requirements for students entering the field.
Develop and implement pathways between credentials.	Pathways have been developed to allow qualified graduates of related public relations diploma programs offered at colleges across the province to transfer into this degree program.
Priority 2: Commitment to Teaching and Learning Excellence	
Develop and implement an applied research strategy.	Faculty members within the School of Media Studies and Information Technology are actively engaged in applied research projects. This commitment to research will continue with the degree.
Enhance teaching skills through professional development.	New degree faculty members are able to take advantage of many professional development activities to enhance their teaching skills, beginning with the orientation program for new faculty.
Increase international academic partnerships.	Humber's International Office is currently developing agreements with universities in Japan, Korea and Germany that will promote faculty exchanges and applied research opportunities.
Design and launch Study Abroad Program.	The School is exploring Study Abroad opportunities for students and has made initial contact with several institutions.
Priority 3: Commitment to Human Resource Planning and Professional Development	
Recruit and retain faculty and staff with appropriate credentials and core values.	To support the offering of this degree the School developed a plan for recruiting faculty members with doctorate degrees.
Enhance faculty and support staff credentials specific to their discipline.	Faculty members who wish to pursue advanced credentials are encouraged to do so and are supported by the College through sabbaticals and tuition assistance.

Relevance to School Vision and Goals

At the departmental level, this degree is an integral part of the strategic plan for the School for Media Studies and Information Technology. The School has the largest college-level combination of media-sector programs in Canada and comprises approximately 15% of the student body at Humber. It delivers a wide range of traditional and new media programs. The degree complements existing programs in the School and enables it to expand its range of

programs. Currently the School delivers 28 programs from Photography and Journalism to Multimedia Design and Production and Game Programming. The School also offers two degree programs: a B.A.A. (Creative Advertising) and a B.A.A. (Film and Media Production) degree and has recently submitted an application to offer a Bachelor of Journalism. It jointly manages a diploma/degree program with the University of Guelph through the University of Guelph-Humber.

The Bachelor of Public Relations builds on the strong foundation established by Humber's existing programs in public relations, journalism and media studies. It contributes to the School's goal of offering a full-range of programming and to provide opportunities for graduates of the related full-time diploma programs who wish to further their education. The School has an established reputation within the public relations field in the Greater Toronto Area for producing sought after graduates who are able to contribute rapidly to their organizations. Employers have expressed their satisfaction with the training, education and preparation that students of this School receive.

Humber strengths:

The cornerstones of the degree will be strong industry support, degree recognition by Master's programs in other Canadian universities, high academic standards, motivated students and excellent faculty. In short, it will prepare students simultaneously for high professional standards in the field, as well as advanced academic studies in the discipline. The BPR is designed to meet the needs of students, employers, education and society.

The program sets high academic and professional standards and has a strong student focus with measurable outcomes in each program subject.

High standards of teaching and learning in our diploma, degree and graduate certificate programs are evidenced through the provincial Key Performance Indicators and Student Feedback Questionnaires. Prominence is given to having highly skilled, dedicated faculty members who project professionalism and provide positive role models for students. Our commitment to excellence will continue in this degree program. The Bachelor of Public Relations will meet Humber's mission to provide high standards of teaching and learning.

The strength of the BPR comes from a number of sources:

- The Broad-Based Curriculum – The program covers the full spectrum in public relations from PR theory and practice, to law and ethics, research, measurement and evaluation, planning and management, writing and production and actions and implementation. The curriculum is enhanced by a global focus and the inclusion of a strong general education breadth component. The focus is to train knowledgeable PR strategists who are current in global best practices and can competently plan, manage, implement and measure effective public relations across sectors, programs and cultures.
- The Professional Program Focus – The program emphasizes a student-focused learning experience where theoretical concepts are integrated with practical applications. Program content and outcomes are aligned with the professional standards, body of knowledge, ethics and accreditation criteria of major Public Relations professional associations. Special emphasis is placed on: the integration of a broad spectrum of knowledge and skills to promote strategic decision making; the applicability of the concepts to organizations in both the public, private and voluntary sectors; and the application of software as a learning aid. The applied aspects of the program are reinforced by a one-semester paid work term.
- Program Delivery Practices – The program emphasizes: learning through doing as both an investigative and summative activity; the extensive use of case studies, projects, expert panels, and simulations to apply knowledge to new situations and to allow students to interpret and synthesize their knowledge into public relation strategies and plans that are strategic in nature and that respond to organizational goals; learning through understanding in a context which situates knowledge and focuses on the relationship between facts; personal development through student representation of their ideas about public relations and corporate communications and their practical work experiences; and problem-based learning. Students are given many opportunities to research topics and make “live” presentations where they are assessed on methods of delivery, professionalism, flow of content, creativity, quality, accuracy and completeness of content, thereby simulating experiences they might encounter on the job.

- The Program Advisory Committee - A highly diversified and experienced advisory committee, with representation from PR leaders from a broad range of industries, guides the program.
- The Support from Industry –Employers have indicated their recognition and support for the program as evidenced by their letters of support and their willingness to provide work placement opportunities for students, hire future graduates, provide industry-sponsored awards or scholarships, participate as guest lecturers, offer their facilities for student tours, or serve as student mentors. In addition, major industry associations have indicated their support for the program. The CPRS Foundation and APEX Public Relations have jointly supported the BPR with a four-year scholarship expressly dedicated to students of the proposed degree.
- The Program Location - Humber is located in Canada’s economic heartland with a diversified manufacturing and services base which offers opportunities for site visits, guest speakers, and paid work placements.

The BPR builds on an area of strength of The School of Media Studies and Information Technology and complements existing diploma programs. These programs have a well-earned reputation for excellence. The degree will open up greater opportunities for graduates and enhance the current strong foundation of our diploma programs by adding a program with an additional level of intellectual rigour in both discipline-specific and general education breadth courses. The program will also provide an opportunity to meet the needs of the many School of Media Studies and Information Technology diploma graduates who currently must go elsewhere for degree completion.

The move to a baccalaureate degree in the public relations field is enthusiastically supported by the BPR program development advisory committee and the Humber Board of Governors.

8.2 Resources

8.2.1 Library Resources

	Number of Holdings (print) Relevant to the Field of Study	Number of Holdings (electronic) (include program-specific databases)
On-site Library Resources Relevant to Degree Program Areas (for students/faculty)	Core curriculum: # of books (print) 3,785 Lakeshore + 7,692 North = 11,477 # of journal (print) Lakeshore 3	Core curriculum # of books (online) 150 # of journal subscriptions (online) 17 # of databases 5
	Electives curriculum: # of books (print) 6,485 Lakeshore + 17,389 North = 23,874 # of journal subscriptions (print) 0	Electives curriculum: # of books (online) 1984 # of journal subscriptions (online) 1496 # of databases 11
Other Library Access (e.g., web-based, inter- library arrangements)	ILL support Direct Borrowers Agreement	
Provide a summary of the currency of the holdings at each location specified. Include a list of the program-specific databases.		
Program Specific Databases	Name	Content Description
Core	Communications and Mass Media Complete	Offers full text articles for over 200 journals in the fields of communication and mass media studies.
	Communication & Media Collection	Provides current information from more than 100 journals on all aspects of the

		communications field. Examples of topics covered include: advertising, linguistics and public relations.
	Cision's MediaSource	Contains media company contacts from all over Canada.
	Encyclopaedia of Major Marketing Campaigns	Looks at 500 major marketing and advertising campaigns of the 20th century from a historical perspective and several related initiatives of earlier years that developed the basis for present day advertising.
	iWave	Contains global foundation or corporation information, as well as donor and board lists.
Electives	Academic Search Premier	This comprehensive multi-disciplinary database has thousands of scholarly publications. Coverage includes business, social sciences, music, humanities, general academic, general science and more.
	Canadian Newsstand: Major Dailies	Contains full text 17 Canadian daily newspapers
	Canadian Reference Centre	Provides full text access to 150 Canadian journals, magazines, newspapers & newswires, reference books, and company information plus over 400 international periodicals.
	CBCA Full-text Reference	In depth access to a wide range of Canadian journals, ranging from academic titles to special interest publications to general magazines. Indexing is provided for over 640 publications; 206 of these are available in full text.
	CPI.Q	CPI.Q is a database with Canadian focus. 240 journals are available in full text and 650 Canadian and

		international journals and magazines are indexed.
	Expanded Academic ASAP	Provides access to a wide range of indexed and full-text academic periodicals in humanities, social sciences, science and technology.
	Humanities Full-Text	This comprehensive database delivers full-text feature articles, interviews, obituaries, reviews of plays, books and more. Subjects covered include Archaeology, Area Studies, Art, Classical Studies, Communications, Dance, Film and more.
	Social Sciences Full-text	Full text access to journals in the Social Sciences field. Coverage includes Addiction Studies, Anthropology, Area Studies, Community Health & Medical Care, Corrections, Criminal Justice, Criminology, Economics, Environmental and more.
	CBCA Full-text Business	This collection provides in depth access to a broad range of Canadian business periodicals. It satisfies the information needs of business professionals, journalists, students, and teachers interested in business issues.
	Business Source Premier	Contains 2300 full-text business journals. The database also includes Harvard Business Review, country economic reports from the EIU, Global Insight, ICON Group and Country Watch and detailed company profiles.
	ABI/Inform Global	Contains 1800 international business journals for in-depth coverage of business and economic conditions, management techniques, and theory.

Library Support for the Degree Program

General Collections

Humber Library collections statistics:

Books (print): 80,000 (North) + 20,000 (Lakeshore) = 100,000 print book volumes

Books (online): 11,400 online book volumes

Journals (print): 332 (North) + 160 (Lakeshore) = 492 journal subscriptions

Journals (online): 8,260 online journal subscriptions

Databases: 68

DVD/Videos: 2,784 (North) + 565 (Lakeshore) = 3,349 items

The majority of core print books and journals needed to support this degree are housed at the North Campus. Lakeshore library print resources need to be strengthened.

Core Books (Print)

An analysis of core books for public relations compared the core titles presently at North and Lakeshore libraries that support the proposed degree. Lakeshore has 3,785 and the North Campus library has 7,692.

One-time start up

An estimated 100 titles should be purchased for a one-time start up to support the proposed core courses for this degree. The average cost of a media book is \$80.00. The suggested cost for the one-time start up to support monographs for the Bachelor of Public Relations degree at Lakeshore campus is \$8,000.00

Annual

The BPR degree program needs an annual collections budget of \$7,320 to upgrade library collections to meet the specific needs of the degree program. The specific allocation would be as follows:

Books (including Reference): \$80.00 x 50 books = \$4,600.00 *

Journals: \$500.00 x 6 journals = \$3,000.00 (see explanation below)

Online databases: (cost absorbed by existing programs)

AV resources: \$2,000

* This figure represents \$4,000.00 for core collections and \$600.00 for

electives.

Core Journal Subscriptions (Print)

North Print Journal Subscriptions	Lakeshore Print Journal Subscriptions
3-D World Advertising Age American Cinematographer Aperture Applied Arts Magazine B&W Black & White Boards Broadcaster Canadian Screenwriter Cineaction Communication Arts Computer Art Computer Arts Project Digital Imaging Dynamic Graphics Film Comment Graphis How Marketing Magazine Media Media Methods Metropolis Photo Marketing Popular Photography & Imaging Professional Photographer Ryerson Review of Journalism Strategy Studio Photography & Design Take 1	Special Events Magazine Public Relations Strategist Marketing Magazine

It is recommended that the Lakeshore library should subscribe to 6 additional titles to support the proposed degree:

Journal of Public Relations Research
(formerly *Public Relations Research Annual*)

PR News
(or *Public Relations News*)

Profile
(formerly *Institute of Public Relations Journal*)

Public Relations Quarterly

Public Relations Review

Public Relations Tactics

The average cost of a PR journal subscription is \$500.00 .

Journals: \$500.00 x 6 = \$3,000.00

Services

The Lakeshore Library has been recently renovated and now has more capacity to handle larger print collections, more computers and increased student study space. The total square footage is 15,580. Student seating now totals 219. Student computers number 28 and there is wireless throughout the library.

Lakeshore's Library's new features include 3 individual DVD/Video viewing stations, 5 group study rooms (3 of which have high-end computer/media equipment), an adaptive technology room and a multipurpose library/quiet study room.

The library is open 7 days a week during the fall and winter semesters. Library staff is available to provide circulation, reference/research support (in person, by phone, email or online chat) and class instruction upon faculty request.

Intercampus loan services (resources sharing among Humber's three campuses) and interlibrary loan service (resources sharing with external libraries) are provided to Humber students and faculty. Students and faculty can also take advantage of the Direct Borrowing Agreement. This agreement allows Humber students and faculty to directly borrow library materials from any Ontario community college library.

The Library's content rich website (<http://library.humber.ca>) provides both on campus and remote access to the Library's catalogue and online resources. A number of technology enhanced services have been introduced in the last two years including virtual reference chat, streamed videos, a federated search engine, a faculty blog newsletter and online library content (journal articles and databases) embedded into Humber's online WebCT courses.

8.2.2 Computer Access

Year	Number of Students (cumulative)	Number of Computers Available to Students in Proposed Program	Number of Computers with Internet Access Available to Students in Proposed Program	Location of Computers	
				On Site (√)	Other (specify)
1	60	2400	2400	√	
2	111	2400	2400	√	
3	156	2400	2400	√	
4	194	2400	2400	√	
5	194	2400	2400	√	

Note: These computers are in open access labs available to all students at Humber.

8.2.3 Classroom Space

Year	Number of Students (cumulative)	Number of Classrooms*	Location of Classrooms	
			On Site (√)	Other (specify)
1	60	1 (60 seat) 2 (30 seat)	√	
2	111	1 (60 seat) 2 (30 seat)	√	
3	156	1 (60 seat) 2 (30 seat)	√	
4	194	2 (60 seat) 4 (30 seat)	√	
5	194	2 (60 seat) 4 (30 seat)	√	

Note: Humber has established standards for academic space and computer labs. These standards are in conformity with those of the University of Guelph and guide all college renovations and new construction.

8.2.4 Laboratories/Equipment

Year	Number of students (cumulative)	Type and Number of Labs	Specifically Equipped Workstations and/or Specialized Equipment*		Location of Laboratories/ Equipment	
			Number	Ratio of Students * to Equipment	On Site (√)	Other (specify)
1	60	2 computer labs	40/lab	1:1	√	
2	111	2 computer labs	40/lab	1:1	√	
3	156	2 computer labs	40/lab	1:1	√	
4	194	2 computer labs	40/lab	1:1	√	
5	194	2 computer labs	40/lab	1:1	√	

* Students will be separated into groups of no more than 40 for any courses requiring computer labs.

Computers are equipped with the following software:

- Microsoft Office 2007
- Dreamweaver
- Flash
- Illustrator
- InDesign
- Photoshop
- ArtiosCAD
- BBM
- IMS
- Raiser's Edge
- Raiser's Income Manager

The School is investigating adding Radian6 to the available software.

Students will also have access to a new communication centre that will be built at the Lakeshore campus to support the journalism and PR degrees.

Note: Humber has established standards for academic space and computer labs. These standards are in conformity with those of the University of Guelph and guide all college renovations and new construction.

8.3 Resource Renewal

Library

The BPR degree program needs an annual collections budget of \$7,320.00 to upgrade library collections to meet the specific needs of the degree program. The specific allocation would be as follows:

Books (including Reference)	\$80.00 x 50 books	\$4,600.00 *
Journals	\$500.00 x 6 journals	\$3,000.00
Online databases	(cost absorbed by existing programs)	
AV resources	\$2,000.00	

* This figure represents \$4,000.00 for core collections and \$600.00 for electives.

Computer Labs

Humber replaces computer workstations in open access labs every four years. The average age of workstations currently is 1.4 years. Software is upgraded regularly.

Classrooms/Labs

Humber has been working on upgrading its classrooms to create a better learning environment. Classrooms are painted on an ongoing basis. Carpet, window coverings, chalkboards, projection screens and furniture have been replaced and some classrooms have been converted to electronic classrooms.

Classroom upgrades are funded through a variety of programs. Academic Capital has been allocating funds for furniture replacement. All of the classroom furniture at the Lakeshore Campus has been replaced with the exception of one or two classrooms in building L. Physical classroom upgrades have been funded jointly through the Facilities Renewal Grant and the Building Maintenance Budget. Classrooms that have been converted to electronic classrooms have been funded by the Academic Capital Budget as well as through individual school operating budgets.

Humber reviews its classroom inventory annually to ensure that the learning environment remains conducive to a positive learning experience.

8.4 Support Services

Student Services is committed to ensuring that the quality of student life at Humber is conducive to intellectual and personal growth and to the achievement of academic success. Student Services' departments provide advising, counselling and support services to assist all students to achieve their personal, academic and career goals. Qualified and trained staff work directly with individual students and in partnership with faculty and others in contributing to student development.

The functions in Student Services include: Alumni Services, Athletics and Recreation, Awards, Career Services, Chaplaincy, Counselling Services, Disability Services, Health Services, International Student Services, Orientation, Peer Services, Residence Life, Student Responsibilities and Rights and linkage with student government.

Support Service	Brief Description of Service
Counselling Services Overview	Counselling Services assists a diverse community of students to function effectively as individuals and as learners. The primary function of Counselling is to provide students with services that optimize their psychological well-being by addressing their emotional, developmental and adjustment needs thus enabling them to focus on their goals and to achieve academic success. The various domains of Counselling are Academic Advising, Academic Counselling, Career Counselling and Personal Counselling.
Academic Advising	Counsellors assist students to accurately assess their strengths, limitations and abilities and to make academic decisions and plans that will lead to the realization of their life/career goals. Further advisement involves assisting students to identify and work through academic difficulties, teaching skills and strategies to enhance learning, and aiding students to locate resources to research further education options and careers.
Career Counselling	Counsellors assist students in formulating career goals by helping them to identify their interests, skills and aptitudes and by helping them to make the connection between themselves and the qualities and education/training necessary to be successful in their chosen career.
Personal Counselling	Counselling Services offers confidential,

Support Service	Brief Description of Service
	<p>professional counselling to help students deal with personal or psychological problems in order to foster personal and academic growth. Areas of expertise include: trauma, relationship issues, stress, anxiety, depression, sexual harassment, eating disorders, substance abuse and others.</p>
Placement	<p>Career Services offers many different programs and services to assist students in their career planning and job search. The service is provided directly by staff on both a one-to-one and group basis and includes the use of appropriate technology. Programs and services include career and labour market information and resources, employment preparation tools and techniques such as resume writing, interview practice and self-marketing tips as well as a job posting and referral service for part-time, summer and permanent employment. A Graduate Employment Plan provides a systematic service outreach to all graduating students through in-class presentations, the distribution of a Grad Toolkit, and individual student follow-up, where requested, matching service responses to specific needs. Career Services co-ordinates the Work Study Program to assist approximately 900 students to find part-time jobs on campus.</p>
Services for Students with Disabilities	<p>Postsecondary education should be open to every student who is academically qualified. Humber's Services for Students with Disabilities works towards removing physical and educational barriers and encouraging healthy open communication among faculty, staff and students regarding disabilities.</p> <p>To assist the Humber community with its shared commitment to an open, supportive learning environment, the Disability Services Office has produced a Policies and Procedures Manual on Disabilities. In addition, Disability Services staff work directly with students who have hearing, visual, learning, medical, physical or psychological disabilities to arrange accommodations that are intended to offset the effects of the student's particular disability. The goal is to assist students to function as independently as possible within the academic</p>


Support Service	Brief Description of Service
	<p>and social context of Humber. Services include assessment, disability-related counselling and support, referral to community agencies, test invigilation, notetakers, interpreters, computer assisted technology, learning strategy instruction, advocacy and help with accessing financial resources to cover the cost of equipment and services.</p>
Tutoring	<p>Humber's Peer Tutoring program offers one-on-one assistance to any student who wants to improve his/her grades. Extra practice and review of previously taught material is provided by fellow students outside of regularly scheduled class time. Tutors are students who have demonstrated high levels of competence in the subject to be tutored and they have the necessary interpersonal skills to be effective tutors. Tutors receive specific training in teaching and group skills, and they are monitored and supported by Humber staff during their employment as tutors. Tutors also take on the role of mentors to the students that they work with and in this role they may identify other issues or concerns and either provide peer advice or refer to appropriate Humber services. Tutors are available in all learning labs where they provide on-call support.</p> <p>Humber hires and trains students to provide peer services in many different departments. There are peer Resume Assistants, peer Web Helpers, peer Lab Monitors, peer Guides/Ambassadors, peer Event Organizers, peer Advisors and others.</p>
Student Awards	<p>The Awards Office, with the assistance of an Awards Committee, administers a large program of over 500 donor awards and over 600 College awards that recognize and reward student achievement. The awards are presented at a series of evening celebration ceremonies in October/November each year attended by the donors, parents and friends of recipients and Humber staff, faculty and administrators. The awards are in the form of money, plaques and trophies and educational materials and equipment. Additionally, the Awards Office coordinates two events each year that recognize</p>

Support Service	Brief Description of Service
	<p>student creative talent with the Juried Art Show and student contribution to student life outside the classroom with the Student Appreciation Banquet.</p>
<p>Alumni Services</p>	<p>While still pursuing their diploma or certificate studies, Humber students are introduced to the benefits of staying connected to the organization after graduation through an alumni affiliation. The Alumni Office offers the usual range of personal and business services, reunion events and publications as well as ongoing access to Humber facilities and services such as the Athletics Centre, the Library and the Career Centre for job search assistance. To further Humber's strategic priority of lifelong learning, an educational and career planning service for Alumni has been developed. The Career Advancement Service offers career coaching/counselling, testing and assessment, the development of a career and educational plan and the building of a lifelong learning portfolio.</p>
<p>Athletics – Varsity/Intramural</p>	<p>The Athletic Department offers a wide range of quality activities and programs to complement any student's leisure time and to maximize personal growth in the areas of fitness, recreation, varsity/intercollegiate, intramural, sports and instruction. There is something for everyone whatever the level of individual skill and interest.</p> <p>Varsity/Intercollegiate – for skilled and competitive student athletes dedicated to the pursuit of excellence, men's and women's programs are offered in basketball, volleyball, soccer, golf and men's hockey. Humber's varsity teams have a history of competing and winning at both the provincial and national level.</p> <p>Intramural Sports and Recreation – There is an organized program of male, female, co-ed and individual activities both of a friendly competitive nature and "just for fun" that includes basketball, volleyball, hockey, swimming, indoor soccer badminton, squash and gymnasium activities.</p>

Support Service	Brief Description of Service
	<p>Fitness –Many students take advantage of fitness classes as well as pursuing personal training programs in the Athletic Centre. Jogging, walking and cycling are popular activities on Humber’s extensive system of trails.</p> <p>Instruction – The Athletic Department offers a number of certificate programs in the areas of fitness leadership, outdoor education and coaching. In addition, the Athletic Department provides a range of student support and developmental services including: the Student Athletic Association, a peer leadership organization; the PASS program which provides academic advising and tutoring for student athletes; athletic scholarships, awards, recognition events and part-time jobs for approximately 80 students in the Athletic and Recreation facility.</p>
Chaplaincy Services	The Chaplaincy Service exists to respond to the spiritual needs of students. Humber’s chaplains are committed to an interfaith and intercultural ministry. All contact by appointment, telephone or email is confidential. An Interfaith Prayer Room is available for use by all students.
Health Services	Health Services provides the support and resources to enable students to address and solve health problems that may interfere with their ability to learn. Health Services encourages students to take responsibility for their own health and to adopt a healthy lifestyle that will improve their ability to learn. The nurses and physicians of the Health Centre provide primary health care for the treatment of physical illness and the treatment of mental/emotional health. Health Services is also involved in health education, sexual education and preventive medicine.
Residences	Residence Life is a Student Services function within Humber’s Residence. The role of Residence Life is to provide not only a convenient, secure living/learning community environment but to also provide highly trained staff and social and educational programs that are responsive to student needs and that

Support Service	Brief Description of Service
	<p>support the personal and academic growth of students in residence. The Residence Life staff (a live-in Residence Life Co-ordinator and 20 student Resident Assistants) are responsible for providing counselling, advising, programming, room assignments, conduct monitoring/discipline and emergency response. A Humber Counsellor is assigned to the residence to assist with peer training, counselling/advising and crisis intervention.</p>
<p>Student Government</p>	<p>The more than 17,000 full-time students at Humber are represented by the Humber Students' Federation (HSF) – the official student association elected by all full-time students every year. HSF represents the full-time students of Humber to the provincial and federal governments, Humber Administration, the Board of Governors and various Humber Committees, Task Forces and Councils as they arise. HSF provides a range of services and activities to enhance the campus life experience for students.</p>

8.5 Policies on Faculty

Title/Subject:	Faculty Academic/Professional Credential Requirements		
Authority:	Board of Governors	Code:	0202-1 (R)
Contact:	Director of Human Resources	Approval Date:	Feb. 11, 2002
		Revision Date:	Dec 03, 2004
		Approval By:	VP Academic  Dr. Terry Piper

FACULTY ACADEMIC/PROFESSIONAL CREDENTIAL REQUIREMENTS

1.0 Academic Credentials: The faculty teaching all components of the program consist of (a) persons with appropriate qualifications and fields of expertise, and (b) where relevant, practitioners.

1.1 Faculty Teaching in the Professional or Main Field of Study:

All faculty teaching in the professional or main field of study (a) hold an academic credential at least one degree higher than that offered by the program in the field or in a closely related field/discipline and (b) no fewer than 50 percent of the faculty hold the terminal academic credential in the field or in a closely related field/discipline¹

1.2 Faculty Teaching Outside the Professional or Main Field of Study:

All faculty teaching courses outside the professional or main field of study (breadth courses, whether linked or not linked to the main field) (a) hold an academic credential at least one degree higher than that offered by the program in the field or in a closely related field/discipline and (b) no fewer than 50 percent of the faculty hold the terminal academic credential in the field or in a closely related field/discipline.


Any exceptions to 1.1. or 1.2 above must be (a) based on the absence of a related program credential in a university or other extraordinary circumstances, and (b) justified in writing with specific reference to the credential requirements of this policy and approved by the President, or, on explicit delegation, the college's senior academic officer.

¹ The doctorate is normally the terminal academic credential in all fields or disciplines with the exception of studio disciplines where a master's degree in the field/discipline is more typical.

2.0 Verification of Highest Academic Credential Claimed: The college will obtain and hold on file verification, supplied directly to the college by the awarding institution, that the highest academic credential claimed was actually awarded.

3.0 Professional Credentials: Normally, faculty teaching in those fields where a professional accreditation or licence is required will be expected to hold that accreditation or licence to teach. For example, faculty teaching Nursing subjects are required to be registered nurses; faculty teaching accounting are required to hold a CGA, CA, CMA, or the equivalent. In those fields where accreditation is not mandatory, faculty will be expected to hold the related accreditation or commit to pursue it within a five-year period.

4.0 Work Experience: Normally, faculty teaching courses that are directly workplace related are required to have a minimum of five years' appropriate experience in the field.

Title/Subject:	Faculty Evaluation		
Authority:	Board of Governors	Code:	0202-1 (R)
Contact:	Director of Human Resources	Approval Date:	Feb. 11, 2002
		Revision Date:	Dec 03, 2004
		Approval By:	VP Academic  Dr. Terry Piper

FACULTY EVALUATION:

Humber is committed to both educational excellence and to the development of its people. All collective agreement clauses that are specific to faculty evaluation will be aligned with the following evaluation policies, as they apply:

Full-Time Faculty Who Have Completed Probation

- For each faculty member, a minimum of three classes per year will complete the Student Feedback Questionnaires (SFQ). Results are reported to the faculty member and appropriate academic administrators.
- At least every three years, the appropriate academic administrator will conduct a formal review. Elements that may be included in the review consist of:
 - Class visit reports
 - Summary review of student feedback (to include but not be limited to data drawn from the SFQ's)
 - Review of professional development during the period
 - Review of faculty dossier/portfolio which will include
 - Samples of new course outlines or classroom materials
 - Graded student work
 - Other relevant teaching and learning materials
 - Self assessment
 - Professional designations and/or licences

Other potential evaluation tools are available and sample instruments are found in the "Faculty Evaluation Toolkit" (On file and available upon request, Humber 2002)

A written summary of the above will be signed by the faculty member and academic administrator and filed with Human Resources.

Probationary Faculty

- Student Feedback Questionnaires are to be administered to all classes each term. Results are reported to the faculty member and appropriate academic administrators.
- Every four months probationary faculty are to be formally evaluated by an academic manager. These evaluations are to be written, signed by both the faculty member and academic manager and filed with Human Resources. Such evaluations will typically consist of a class visit, review of student feedback questionnaires, and educational materials developed.

Contract Faculty

- Student Feedback Questionnaires are to be administered to all classes each term. Results are reported to the faculty member and appropriate academic administrators.
- A class visit by a coordinator or academic manager will be completed at least once per year.
- Additional review policies may be developed at the school or program level in order to address special circumstances such as clinical, fieldwork, labs, etc.

The above policy is intended to be developmental and not punitive. It is expected that appropriate professional development areas will be identified through this process and a personal professional development plan articulated. Should significant issues or problems become apparent through the review process or other events, it is understood that the academic manager will engage in further assessments and development of a plan to remedy the problems.

Professional Development:

Humber is committed to supporting faculty in the pursuit of professional development activities, both within and outside of the college, in order to ensure currency of faculty and promote curricular and instructional innovation. Faculty may also pursue further academic, professional, or technical education or maintain currency in their fields by participating in conferences, meetings, industry placements, job shadowing or exchanges. (Please see the Professional development philosophy statement on file, Humber 2002)

The college supports a range of corporate learning opportunities for faculty to advance this policy:

1. Professional Development Leaves (sabbaticals) - Humber annually grants a minimum of 2% of full-time faculty a sabbatical leave. (See Collective Agreement for details.) Each year a limited number of faculty are eligible to apply for a professional development leave. This may allow them to pursue Humber-approved academic, technical, industrial or other learning opportunities, which will enhance the ability of the teacher, counselor or librarian upon return to Humber.
2. Professional Development Days - All full-time faculty receive 10 days, with a minimum of 5 consecutive days, for professional development activities which are to be mutually agreed upon between the Dean of the School or designate and the faculty member. (See the Collective Agreement for details)
3. Tuition Assistance Program (TAP)
 - a) Faculty wishing to take a Humber course may do so for a considerably reduced rate. (See Collective Agreement for details)
 - b) Faculty wishing to pursue further education external to the college may apply for a tuition reimbursement grant up to a maximum of \$1,000. per year. Any postsecondary credit course is eligible. (Details on file and available upon request, Humber 2002)
4. Secondment Positions - Providing opportunities for faculty to learn more about the college and to acquire or use a different set of skills is one reason Humber makes use of a secondment model. Faculty are seconded from their home teaching area for specified lengths of time to take on different responsibilities or projects. Examples of secondments are: consulting in Professional Development, coordinating the Humber Showcase conference, developing generic skills curriculum, program development, university or secondary school articulation, staff computer training, multi-media course design and development, and college planning.
5. New Faculty Orientation Program –New full-time faculty (probationary) are required to participate in a two-year in-service teacher education program which includes an intensive one-week residential program with micro-teaching sessions, courses in adult education and college issues, a mentorship program and a major educational project. The Faculty Probationary Program at Humber is a mandatory, multi-faceted program that faculty members begin as soon as they are hired full-time. The program is cyclical in nature and can be entered in to at any time. This ensures faculty are provided with the opportunity to meet with the professional development staff as soon as possible, regardless of when in the cycle they begin their employment. An Adult Education

Course (18 weeks/3hours/week) is incorporated into this program which is offered during the fall and winter semesters. The curriculum addresses the preparation, delivery and evaluation of instruction as well as opportunities for the participants to become familiar with current issues and initiatives occurring at Humber.

Assignments are embedded within this component of the program and faculty must identify their individual learning needs. Faculty visit classrooms for observation and report, share issues and effective teaching strategies and present an outline of an educational project to be completed in the second year of their probationary program. There is an expectation that participants will actively engage in an on-line component within the program.

6. Mentorship Programs- A mentorship component is included in both the full and part-time faculty orientation program allowing faculty structured, formal access to an excellent professor. This allows for questions and issues to be discussed in a confidential setting. The mentor may also visit the faculty member's classroom and provides feedback on strengths and suggestions for improvement.

Additional Information on Humber College Professional Development Practices

Humber's Professional Development Office has, for many years, offered teaching staff educational support in numerous ways. This practice will serve us well as we develop applied degree programming. Some optional corporate examples are:

1. Degree Programs – Humber staff are able to participate in on campus degree courses leading to a B.Ed. (Brock University), and M.A. (Central Michigan/OISE/UT) or PhD (OISE/UT). In many instances, Humber faculty have been contracted to teach courses in these programs. This provides them with an additional professional development opportunity.
2. Humber Showcase- The Professional Development Department organizes an annual college-wide professional development day called Showcase at which time a combination of keynote sessions and small workshops highlighting innovative or successful practices are offered. Sponsored yearly by the President's Office, Humber Showcase is a conference which highlights the work of Humber staff. It is a day of academic exchange during which the teaching/learning process receives a primary focus.
3. Professional Development Council - The Council meets several times a semester to identify development needs. This committee sponsors a variety of corporate initiatives and has representation from faculty, support and administration. The council was instrumental in providing the Tuition Assistance Program with its framework and operational processes.
4. International Opportunities - Faculty have opportunities to participate in international projects or exchanges. This provides them the opportunity to work in different cultures and educational settings.
5. Instructional Support Studio – The Center for Learner Support sponsors a small learning lab where staff can obtain the necessary technical support in gaining understanding of a

variety of software programs or corporate technology initiatives (WebCT). Faculty participate in these initiatives on an as need basis.

6. Awards and Recognition events - Humber recognizes and celebrates teaching excellence, and curricular and instructional innovation in a number of ways: the annual College Innovator of the Year Awards, the League for Innovation Innovator of the Year Award, and Distinguished Faculty Awards. Distinguished faculty are recognized and celebrated at the annual President's Breakfast. The League Innovator of the Year recipient is sponsored to attend a League conference.
7. Departmental Initiative – Many learning activities are facilitated under the direction and sponsorship of individual schools. Academic Deans are responsible for these initiatives which vary year-to-year as strategic issues are identified.

Professional Development Philosophy Statement (2002)

Humber College values and is committed to supporting and providing professional development opportunities for staff. The College recognizes that an investment in its people is crucial to achieving its mission and goals and to maintaining a positive and productive work environment. The college expects that all professional development activities will:

- Reflect Humber values, be strategic, planned, future-directed and consistent with college goals
- Promote collegial and collaborative work
- Be recognized and supported
- Demonstrate good adult teaching and learning principles and recognize that people learn in a variety of ways
- Be viewed as a shared responsibility between the college and the individual
- Be meaningful and accessible to all
- Enhance employees' knowledge, skill and confidence by supporting life-long learning of employees
- Build on employees' strengths
- Meet the learning needs of the college and of the employee

8.7 Enrolment Projections and Staffing Implications

			Staffing Requirements - Projected			
	Cumulative Enrolment		Cumulative Full-time Faculty Equivalents (F.T.E.)	Cumulative Part-time Faculty Equivalents (F.T.E.)	Classroom support technicians	Ratio of Full-time Students/ Full-time Faculty
	Full-time	Part-time				
Year 1	60		1.5	1	.4	40/1
Year 2	111		2.7	1.8	.7	41/1
Year 3	156		3.9	2.6	1	40/1
Year 4	194		5.1	3.4	1.3	38/1

Method used to calculate cumulative enrolment:

Year	Retention Rate	Year 1	Year 2	Year 3	Year 4
		2007/08	2008/09	2009/10	2010/11
1		60	60	60	60
2	80%	-	51	51	51
3	88%	-	-	45	45
4	86%	-	-	-	38
		60	111	156	194

9. Credential Recognition Standard

9.1 Program Design and Credential Recognition

The design of this program is expected to facilitate credit transfer to and credential recognition by other postsecondary institutions. This is based on the content and academic rigour of the program, the expertise of the faculty and the fact that many individual courses offered by Humber are already recognized by universities in Canada, the United States and Australia.

Issues of transferability and equivalence of credit have been a focus of Humber's attention in order to facilitate the mobility needs of its graduates in a global economy. Efforts have been made to ensure that courses are commensurate with undergraduate instruction (both at the lower and upper levels) at other postsecondary institutions. For example, the curriculum designers have compared the proposed curriculum to the professional bodies of knowledge of the Canadian Public Relations Society and the International Association of Business Communications and to other baccalaureate-level public relations programs to ensure the curriculum is at a comparable level. Additionally, the program content was reviewed by Marie Riley, Ph.D., retired professor of public relations at Mount Saint Vincent University, to assess if the program content was both appropriate for the field of study and at a baccalaureate degree level. She concurred that it met these two criteria. A copy of the assessment is included as Appendix 17.

In addition, the breadth courses should, in most cases, be transferable. Many of Humber's existing courses (for example, courses offered through our Liberal Arts and Science Division) have already been recognized by universities such as the University of Guelph, University of New Brunswick, York University, and the Open University of British Columbia as well as various universities in the United States and Australia, as being equivalent to their instruction.

Rigorous assessments have been built into each course of the Bachelor of Public Relations program including examinations and a variety of assignments such as documented research papers, case analyses, simulations, journals, exams and a senior level thesis/project. These assessment strategies parallel degree course requirements in other jurisdictions and will provide graduates with samples of degree-level work to include in their applications to other postsecondary institutions.

Consultation

University Consultation

Humber has approached a number of universities in Canada and internationally concerning credential recognition for this program. Ontario universities, through a statement issued by the Council of Ontario Universities, have indicated that they will consider graduates of college degree programs on an individual basis (see attached letter). In addition, the School of Media Studies and Information Technology has received confirmation of credential recognition and letters of support from:

- Mount Saint Vincent University
- McMaster University
- McGill University
- Carleton University

Subsequent to receiving these letters, the Postsecondary Education Quality Assessment Board released its new degree nomenclature standard. As a result of that release, the title of the proposed degree was changed but no changes were made to the schedule of studies.

The School will continue discussions with other universities to see if they would consider accepting:

- students of this program as transfer students into an appropriate undergraduate program, as they would consider any other applicant from an accredited degree program, and
- graduates of this program who might apply for admission to an appropriate program at the graduate level, just as they would consider applicants from other accredited degree programs.

Humber fully anticipates that this program will be recognized as equivalent to other accredited degrees in Ontario.

Humber has demonstrated its commitment to developing articulation and transfer credit arrangements with universities and university programs. Evidence of this can be seen in the annual publication of the Humber College University Transfer Guide, available in print upon request and on the web at <http://universitytransfer.humberc.on.ca/>. In addition over the years,

Humber has developed several examples of innovative and extensive credit transfer/recognition arrangements with universities. They include:

- the degree completion opportunity at Thompson River for graduates of Humber's Music: Jazz Studies program which provides for transfer credit of 95% of their credits required for a degree;
- the University of Guelph-Humber which offers students an opportunity to earn both a diploma and a degree in four years;
- the General Education electives which have been approved by the York University Senate so that students receive credit for them at Humber and then credit for them at York University when they register at York.

PR Sector Consultation

The major PR associations were contacted about the program to determine if they believed it was relevant to the profession and to see if they would support Humber's application to offer this degree. Letters of support from these organizations are included in Section 6.2.2.

Finally, Humber consulted the advisory committee and surveyed potential employers regarding the need for a baccalaureate program in Public Relations and their potential recognition of the credential and support for the program. The advisory committee enthusiastically supported the introduction of a baccalaureate program in Public Relations. In addition, 42% percent of employers surveyed indicated a degree is mandatory when considering the qualifications of new hires and the remainder indicated it was highly valuable. Letters of support from employers are included in Section 14.

COUNCIL OF
ONTARIO UNIVERSITIES

CONSEIL DES
UNIVERSITÉS DE L'ONTARIO

The COU Statement on Advanced Study at Provincially Assisted Ontario Universities is intended to serve as a guide for answering questions about the eligibility and admissibility of students with undergraduate degrees to university graduate and professional programs.

**COU Statement on Advanced Study at
Provincially Assisted Ontario Universities**

Ontario's provincially assisted universities are committed to maintaining high quality graduate and professional programs and to admitting students who are best qualified and most likely to succeed in these programs.

The universities are autonomous and make individual decisions to determine their admission requirements. As enrollment in graduate and professional programs is typically limited in number by institutional and departmental capacity, it is not possible to accept everyone who applies. Thus many applicants who meet the minimum entrance requirements are not admitted to these programs.

Applicants to provincially assisted universities in Ontario are considered for admission on an individual basis in a process whereby the appropriate range of academic and other relevant evidence is weighed.

Each applicant is considered on his or her own merits, according to standards set by each institution, program by program.

Council of Ontario Universities
December 7, 2006

180 Dundas Street West, Suite 1100, Toronto, Ontario M5G 1Z8
Tel 416 979-2165 Fax 416 979-8635
Email cou@cou.on.ca Web Site www.cou.on.ca



Department of Public Relations

William Hanna
Dean, School of Media Studies
Humber College
205 Humber College Boulevard
Toronto, ON M9W 5L7

July 27, 2009

Dear Dean Hanna,

Please consider this letter as support for the proposed Bachelor of Public Relations (BA-PR) at Humber College.

As coordinator of the Graduate Studies in Public Relations at Mount Saint Vincent University, I am pleased to support the BA-PR. Graduates from this program will be considered for admission to study at the graduate level, just as we would consider applicants from Canadian public universities and other accredited postsecondary institutions.

I commend the chair and committee for developing such a strong program, and look forward to the continued relationship between our institutions.

If you have any questions, please feel free to contact me at denel.rehbergsedo@msvu.ca.

Sincerely,

DeNel Rehberg Sedo, PhD
Associate Professor
Graduate Studies Coordinator

Halifax Nova Scotia B3M 2J6 Canada
Tel 902.457.6478 • Fax 902.457.1216
www.msvu.ca



DR. TERRY FLYNN, APR, FCPRS
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October 2, 2009.

Dr. William Hanna
Dean, School of Media Studies
Humber College
205 Humber College Boulevard
Toronto, ON, M9W 5L7

Dear Dr. Hanna,

It is my understanding that Humber College is in the final stages of preparing an application to the Postsecondary Education Quality Assessment Board seeking approval for a new, four-year Bachelor of Public Relations degree program.

I have reviewed the proposed curriculum and congratulate your program development committee on designing a sound program that balances both the theoretical and practical needs of both the students and the marketplace. The curriculum provides the students with the depth and breadth of knowledge and skills necessary to succeed in today's public relations profession.

As you know, the DeGroot School of Business offers Canada's only Master of Communications Management degree program. Applicants for this program must have an undergraduate degree from a recognized institution. As a part-time, executive program, our students must also have a minimum of five years of direct work experience in public relations and write a GRE/GMAT examination. Once your students have achieved the necessary work experience and written the GRE/GMAT, your Bachelor degree would help them to qualify for our program.

Therefore, graduates of your program would be considered for admission, pending completion of the other program requirements, just like graduates from any other recognized degree-granting institution.

Congratulations on achieving this milestone and I look forward to the program's approval.

Sincerely,

Terence (Terry) Flynn, Ph.D., APR, FCPRS
Assistant Professor and Director
Master of Communications Management Degree Program





Centre for Continuing Education
McGill University
688 Sherbrooke Street West, Suite 1122
Montreal, Quebec, Canada H3A 3R1

Centre d'éducation permanente
Université McGill
688, rue Sherbrooke ouest, bureau 1122
Montréal (Québec) Canada H3A 3R1

www.mcgill.ca/conted

October 13, 2009

William Hanna
Dean, School of Media Studies,
Humber College
205 Humber College Boulevard
Toronto, ON M9W 5L7

Dear Dr. Hanna:

This letter is written in support of the proposed Bachelor of Public Relations program at Humber College.

As Coordinator of the Public Relations Programs at McGill University's Centre for Continuing Education, and an active member of the Education Council of the Canadian Public Relations Society, I have some familiarity with public relations programs across Canada, and believe the proposed Humber BPR has the potential to be among the leading programs in Canada. Its solid foundation and broad range of subject matter can be expected to turn out graduates who will be sought-after employees and entrepreneurs in the field.

The program's strength is no doubt attributable in large part to the superior professional credentials of the Program Development Committee and of the current Coordinator, as well as to Humber College's long experience in turning out excellent public relations graduates.

I look forward to meeting the new BPR graduates as they join the profession.

Yours truly,

Elizabeth J. Hirst, MA, APR, FCPRS
Faculty Lecturer and Coordinator, Public Relations Programs
McGill Centre for Continuing Education
688 Sherbrooke St. W., suite 1140
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Email: akcollege@carleton.ca

December 7, 2009

William Hanna
Dean, School of Media Studies,
Humber College
205 Humber College Boulevard
Toronto, Ontario
M9W 5L7

Dear Dean Hanna,

Congratulations on the design of your four-year Bachelors degree in Public Relations. I know from experience how difficult and complicated it can be to create an entirely new degree stream, and I compliment you on a laddered curriculum that is clearly crafted to meet explicit learning outcomes.

I have no doubt, too, that the program will attract bright and enthusiastic students. There is a tremendous appetite – on the part of both students and employers – for the skills that this degree will cultivate, and I am sure the graduates will go on to rewarding careers.

As well, this degree, along with the professional experience with which it will equip its students, would certainly prepare its graduates for study at the Master's level at Carleton, should they be interested in pursuing graduate study in Journalism or media studies, or in the more academically oriented M.A. in Communication.

I wish you all the best with this new venture.

Sincerely,

Christopher Dorman, Ph.D.
Director, Arthur Kroeger College of Public Affairs
Associate Dean, Faculty of Public Affairs
Associate Professor, School of Journalism and Communication

10. Regulation and Accreditation Standard

10.1.1 Current Regulatory or Licensing Requirements

Not applicable to this submission.

10.1.2 Letters of Support from Regulatory/Licensing Bodies


Not applicable to this submission

11. Program Evaluation Policies and Procedures

11.1 Periodic Review Policy and Schedule

Humber College

Policy Manual

Title/Subject:	Program Review		
Authority:	Board of Governors	Code:	2002-04-24
Contact:	Vice President, Academic	Approval Date:	Peer Review Process April 22, 2002
		Amended Date:	April 2005
		Amended Date:	November 2009
		Approval By:	 Vice President, Academic

It is Humber's policy to review academic programs every five years through a process of program self-assessment and internal and external review. The process of the review for degree programs is as follows:

- a. A Self Study
- b. Review by a Program Evaluation Committee
- c. Receipt of Report of the Committee

a) The Self Study

Faculty members, program coordinators and administrators of the program complete a self-study. The self-study is managed by the Program Coordinator of the relevant department and the school head. In conformity with the PEQAB requirements, the self study includes an assessment of:

- The strategic fit of the program with the organization's mission, educational goals, and long-range plans.
- The learning outcome achievements of students/graduates by comparison with:
- the program's stated learning outcome goals and standards;
- the degree-level standard;
- the opinions of employers, students/graduates; and
- the standards of any related regulatory, accrediting or professional association;

- (where appropriate) i) graduate employment rates, (ii) graduate satisfaction level, (iii) employer satisfaction level, (iv) student satisfaction level, (v) graduation rate, (vi) the default rate on the Ontario Student Assistance Program or other student loan plan; and (vii) student retention rates.
- the continuing relevance of the program to the field of practice it serves, including evidence of revisions made to adapt to changes in the field of practice;
- the continuing appropriateness of the method of delivery and curriculum for the program's educational goals and standards;
- the continuing appropriateness of admission requirements (i.e. achievement level, subject preparation) for the program's educational goals and standards;
- the continuing appropriateness of the program's structure, method of delivery and curriculum for its educational goals and standards;
- the continuing adequacy of the methods used for evaluating student progress and achievement;
- the efficient and effective utilization of existing human, physical, technological and financial resources;
- indicators of faculty performance, including the quality of teaching and supervision and demonstrable currency in the field of specialization; and
- individual student work in the terminal stage of the program, that reflects exemplary, average, and minimally acceptable performance, and demonstrates that the degree level standard has been achieved.

A template for the completion of the self study is provided to the department by the Planning and Development office. Additional data relating to KPI findings and program enrolment is also provided by the Planning and Development office. Focus groups with students are also conducted by this office for inclusion in the self-study data.

b) Review by a Program Evaluation Committee

As per the PEQAB requirements, the committee is identified by the senior administration to evaluate the program based on (a) the self-study and (b) a site visit. For degree programs, the committee is composed of one member from industry, one senior academic peer from a degree program within the discipline, and one from a degree level institution who has experience in doing assessment. Copies of the self-assessment report are distributed to the program evaluation committee prior to the site visit. At the site visit the committee members normally meet with faculty members, students, graduates, employers and administrators to gather information. A majority of the members must be senior academic peers with relevant expertise from outside the institution and free of any conflict of interest.

A template for the assessment of the program is provided to the Program Evaluation Committee.

c) The Report of the Committee

As per the PEQAB requirements, the purpose of the committee is to assess program quality and recommend any changes needed to strengthen that quality. The self-assessment reports, internal and external review assessments, and the program response are forwarded to the Vice

President Academic and the Program Administrators. The results of the program reviews are used to make appropriate planning decisions and changes to the program.


A summary of each review is presented to the Academic Council and Board of Governors with any plans of action required.

12. Academic Freedom and Integrity Standard

12.1.1 Academic Freedom Policy

Humber College Institute of Technology and Advanced Learning

Policy

Title/Subject:	Academic Freedom		
Authority:	Board of Governors	Code:	0149
Contact:	Director of Human Resources	Approval Date:	Dec 02, 2004
		Approval By:	VP, Academic  Dr Terry Piper

ACADEMIC FREEDOM

In accordance with Humber's *Academic Regulations for Bachelor's Degree Programs* academic freedom includes the freedom of research, of legitimate classroom discussion, and of the advocacy of alternative opinions to those presented in Humber's learning environments. All members including faculty, staff, and students shall support and protect this fundamental principle and work collaboratively to provide an environment of tolerance and mutual respect. Every member of the college should be able to work, teach, and learn, in an atmosphere which is free from harassment and discrimination

Humber requires that its members exercise academic freedom responsibly. Academic freedom does not relieve any member of the college from his/her obligations or duties inherent in the roles associated with the teaching and learning process or Ontario Human Rights policy and legislation.

It is recognized that while all employees of Humber have rights as citizens, they should make every effort when speaking or writing as citizens that they are not representing the college on matters of public interest.


Related Policies/Regulations:

- Humber Academic Regulations for Bachelor's Degree Programs
- Humber Code of Ethics
- Humber Policy on Academic Honesty

12.1.2 Academic Honesty Policy

Humber College Institute of Technology and Advanced Learning

Policy

Title/Subject:	Academic Honesty		
Authority:	Board of Governors	Code:	0150
Contact:	Director of Human Resources	Approval Date:	Dec 01, 2004
		Approval By:	VP, Academic  Dr. Terry Piper

ACADEMIC HONESTY

Academic honesty is central to the learning environment enjoyed by all members of Humber. Humber expects high standards of education and training and requires that all faculty and staff are committed to scholarly integrity in their professional activities relating to teaching, supervision, research, administrative, and consultative work. When an act of academic dishonesty occurs, it is considered to be an offense against the academic integrity of the learning environment. All members of Humber including faculty, staff, and students are responsible for taking appropriate action when it is believed that an act of academic dishonesty has taken place. Academic dishonesty includes, but is not limited to, the following examples: misrepresentation of personal credentials or achievement, plagiarism, and undisclosed conflicts of interest.

Allegations of Academic Dishonesty Pertaining to Faculty and/or Staff:

Any allegations of academic dishonesty pertaining to faculty or staff shall be made in writing and directed to the President or his/her designate. The President or designate will notify the individual(s) named in the allegation and determine whether an investigation is required. The privacy of all individual(s) will be protected during the complaint process.

Investigation

The President will convene an investigative committee that will determine an investigative procedure suitable to the circumstances. The committee shall report to the President, in writing, as to its findings and the President shall determine the appropriate course of action in accordance with the college's governing policies and agreements.

Allegations of Academic Dishonesty Pertaining to Students:

The college has very specific regulations for students pertaining to acts of academic dishonesty, misrepresentation of personal performance, and damage to the integrity of scholarly exchanges. These are referred to as acts of academic misconduct and are included in detail in the ***Academic Regulations for Bachelor's Degree Programs***. Penalties, investigative procedures and requirements, and documentation of offences for student academic misconduct, are also identified in the ***Academic Regulations for Bachelor's Degree Programs*** (Section 13.4 – 13.6). Faculty members, invigilators and other academic staff members have very specific responsibilities pertaining to the detection and management of student academic misconduct.

Related Policies/Regulations:

- Academic Regulation for Bachelor's Degree Programs at Humber
- Humber Intellectual Property Policy
- Humber Code of Ethics

12.1.3 Academic Honesty Procedure

ACADEMIC FREEDOM AND INTEGRITY - FACULTY AND STUDENTS

Faculty:

Faculty are informed about college policies in a variety of ways. By the time a policy is developed, it has been reviewed by a number of internal operational committees and councils. Humber policies are typically included in faculty orientation sessions and appear on the Humber web site, Intranet and in an internal communications bulletin published by the President's office.


Students:

Regulations pertaining to academic honesty are published in the Academic Regulations for Bachelor's Degree Programs. A copy of the academic regulations pertaining to the degree level programs is sent to all registered students who must respond in writing (see Appendix 13.4.)

12.2 Policy on Intellectual Products

Humber College Institute of Technology and Advanced Learning

Policy

Title/Subject:	Intellectual Property – Interim Policy		
Authority:	Board of Governors	Code:	0151
Contact:	VP, Administration	Approval Date:	February 6, 2004
		Approval By:	VP, Administration  John Davies

Humber's policy on intellectual property was adapted from George Brown's policy on Rights and Responsibilities Regarding Intellectual Property and is used with permission. It is also recognized that George Brown's policy was adapted from material prepared by Tufts Computing and Communication Services Department, Tufts University and from material prepared by Steven J. McDonald, Associate Legal Counsel for Ohio State University.

1 INTRODUCTION

Humber College Institute of Technology and Advanced Learning College seeks to encourage creativity and invention among its faculty, students, and staff. Humber invests in this endeavor by making available its own facilities, equipment, personnel, and information resources. Humber also actively seeks specific support for creative activity from external sources, both public and private.

Patents, inventions and creative works developed by individuals at Humber may have commercial as well as scientific and scholarly value. The intent of this policy is to provide for incentives that foster creative activity, and to help assure that any intellectual property produced will be exploited for the benefit of the creators, Humber research enterprise, and the public². To help meet these policy objectives, Humber makes available from the Vice President, Academic office technical and legal assistance in procedures necessary to protect ownership of intellectual property and to aid in its commercial development.

The rights and responsibilities of intellectual property are covered in this policy.

1.1 Goals of Policy

The specific aims of this policy include the following:

² This is in contrast to normal practice in the business world, where works created by employees are usually owned by the employer under work-for-hire rules.

- encourage creativity among the faculty, students and staff ;
- increase the likelihood that ideas, inventions, and creative works produced at Humber are used to benefit the public;
- protect the traditional rights of scholars with respect to owning the products of their intellectual endeavors;
- assure compliance with the provisions of contracts with external sponsors; and
- provide that, when intellectual property is introduced for commercial development, the creator(s) and Humber share any net profits.

1.2 Changes to this Policy

Humber reserves the right to change this policy from time to time. Proposed changes normally will be developed by the Vice President, Administration, in consultation with appropriate representatives or committees of Humber.

2 WHO IS COVERED: COLLEGE PERSONNEL

For purposes of this policy, College personnel refers to College faculty, administrators, office and technical staff, students, visitors, contractors, consultants and all others whose primary work affiliation is with Humber, whether compensated by Humber or not.

2.1 Scope of Coverage

College personnel are covered to the extent that their creative work involves the use of College resources such as space, facilities, equipment, staff, or funds, as stipulated for the particular circumstances described in the sections below "Determination of Rights...." for both patentable and copyrightable material³.

3 WHAT IS COVERED: INTELLECTUAL PROPERTY

All intellectual property produced at Humber by personnel (defined in 2. above) is covered by this policy.

3.1 Definition

Intellectual property shall consist of, for example and without limitation:

- inventions;
- creative works;
- patentable subject matter;
- copyrightable materials;
- know-how, electronic or paper documents;
- software (including source code and object code);
- multimedia or audiovisual materials; and
- photographs.

For purposes of this policy, intellectual property is divided into two categories.

³ As a condition of affiliation with Humber, members of Humber community are bound by all College policies, including this one.

3.2 Patentable Intellectual Property

This includes, without limitation, all inventions, discoveries, know-how (despite the fact that these may not benefit from patent protection) and discoveries or other materials that are patentable under Canadian law (whether or not produced in the Canada), as well as all software that is excluded from "copyrightable material" (whether or not patentable under Canadian law).

3.3 Copyrightable Intellectual Property

This includes, without limitation, all creative works, electronic or paper documents, software (including source code and object code), multimedia or audiovisual materials, and photographs, and any other materials that may be copyrightable under Canadian law (whether or not produced in the Canada). Copyrightable material shall include educational or research software, but shall not include software other than educational or research software.

4 PATENTABLE INTELLECTUAL PROPERTY

4.1 Responsibility for Disclosure of Patentable Intellectual Property

College personnel who alone, or in association with others, create patentable subject matter with any use of College resources are responsible for disclosing the patentable subject matter to Humber. Disclosure must be made when it can be reasonably concluded that a patentable subject matter has been created, and sufficiently in advance of any publications, presentation, or other public disclosure to allow time for possible action that protects rights to the intellectual property for the creator and Humber.

4.2 Determination of Rights to Patentable Subject Matter

Except as outlined below, the creator of patentable intellectual property retains his/her rights, and Humber shall not assert ownership rights.

Humber will assert ownership rights to patentable intellectual property developed under any of the following circumstances:

- Development was funded by an externally sponsored research program or by any agreement which allocates rights to Humber.
- Development required use of College resources (e.g. facilities, equipment, funding) or more than minimal use of College personnel.⁴
- The creator was assigned, directed, or specifically funded by Humber to develop the material.
- Material was developed by administrators or staff in the course of employment duties and constitutes work for hire under Canadian law.

⁴ Humber has rights to patentable material derived from research carried out with any use of its resources. However, patentable material developed independently by the creator outside of normal duties associated with the creator's position and with no use of Humber's resources is vested with the creator and/or with the organization whose resources were used, such as a hospital.

5 COPYRIGHTABLE INTELLECTUAL PROPERTY

5.1 Responsibility for Disclosure of Copyrightable Intellectual Property

In contrast to historical business practice, the tradition of academic institutions is to give staff the right to retain ownership of their copyrightable products. This policy protects that traditional right and staff are not obligated to disclose the creation of copyrightable material, even when the product might have commercial value, unless the material was developed under one of the qualifying conditions listed in the next section (5.2). In this case, the creator is responsible for timely disclosure. However, staff are encouraged to disclose any copyrightable material that has commercial value to the extent that they may wish assistance in copyright protection and marketing in exchange for profit sharing with Humber.

5.2 Determination of Rights to Copyrightable Intellectual Property

Except as outlined below, the creator of copyrightable intellectual property will retain his/her rights, and Humber shall not assert ownership rights. However, creators will be expected to grant non-exclusive, royalty-free, perpetual licenses to Humber for copyrightable material that is developed for College courses or curriculum, so that Humber's continued use of such material for educational purposes would not be jeopardized.

Humber will assert ownership rights to copyrightable intellectual property developed under any of the following circumstances:

- development was funded as part of an externally sponsored research program under an agreement which allocates rights to Humber
- a staff member was assigned, directed, or specifically funded by Humber to develop the material, and Humber has negotiated an understanding or formal contract with the creator
- material was developed by administrators or other non-faculty employees in the course of employment duties and constitutes work as a condition of employment under Canadian law
- the material was developed with extraordinary or substantially more use of College resources than would normally be provided for the creator's employment duties. This might occur as disproportionate use of staff time, networks, equipment, or direct funding.

6 INTELLECTUAL PROPERTY DEVELOPED UNDER SPONSORED RESEARCH AGREEMENTS

Ownership of copyrightable and patentable intellectual property developed pursuant to an agreement with any sponsor will be governed by the provisions of that agreement.

Sponsored research programs funded by private sponsors will generally provide for Humber to retain title to all intellectual property that arises in the course of the research program with the sponsor retaining an option to acquire commercialization rights through a separate license agreement. Government and nonprofit sponsors generally allow rights to intellectual property

that arises from the research program to vest with Humber, subject to certain retained rights held by the sponsoring agency.

7 SPECIAL AGREEMENTS

Since Humber aims to encourage creativity, it reserves the right to allow some flexibility in applying this policy on a case-by-case basis. In such cases, ownership of materials developed pursuant to a special agreement between Humber and the creator will be governed by the provisions of any such agreement.

8 WAIVER OR RETURN OF RIGHTS

Humber may in its sole discretion waive, transfer, or license to the creator its rights in any intellectual property when such action does not conflict with obligations to other interested parties. This could occur for instance, if the costs for protecting and developing the intellectual property are not likely to be matched by anticipated income. If at any time Humber shall terminate its effort to seek protection of intellectual property, or to discontinue commercial development, the inventor shall, upon filing a request with Humber and completing appropriate transfer of rights, be free at his or her expense to seek a patent or copyright, and/or develop, license, and otherwise use the material, subject to Humber's rights to reimbursement of incurred costs and sharing of future royalties, in amounts to be negotiated between Humber and the creator on a case-by-case basis.

9 ADMINISTRATION OF INTELLECTUAL PROPERTY

The Vice President, Administration will be responsible for day-to-day management of all College intellectual property issues, and shall be empowered to negotiate Humber's rights under these policies.

9.1 Disclosure

Intellectual property disclosable hereunder shall be disclosed to the Vice President, Administration, who will be responsible for timely review of all disclosures.

This Office will:

- complete a review of the patentability and marketability of the intellectual property and prepare a recommendation for the Vice President, Administration and Innovation regarding the protection and the commercialization of the intellectual property
- be responsible, working with creators, for obtaining patent, copyright, or other protection of intellectual property owned by Humber hereunder, and for marketing and licensing of all such intellectual property rights
- set up and manage individual expense and income accounts for intellectual property that is vested in Humber under this policy.

College personnel who wish to pursue the commercialization of their independently developed and owned intellectual property through Humber may offer such intellectual property to Humber by disclosing the intellectual property to the Vice President, Administration. The Vice President Administration or his/her designate will evaluate the

commercial potential of the intellectual property and make a recommendation regarding the acceptance of the intellectual property. Acceptance of such intellectual property by Humber will be made at the sole discretion of Humber and will require creator(s) to accept all provisions of this policy, including the assignment of rights and income distributions.

10 INCOME DISTRIBUTION

10.1 Costs and Net Royalty Income

Unless otherwise agreed, Net Royalty Income shall mean gross royalties in the form of cash or cash proceeds whether from the sale of equity or obtained in licensing transactions, less commercialization costs, including but not limited to billed costs for protection of intellectual property, marketing, legal fees and other licensing costs, as well as a share of royalties for non-reimbursed costs as follows: 10% of Net Royalties up to the first \$150,000 and 2% of Net Royalties over \$150,000.

10.2 Distribution of Net Royalty Income

With respect to intellectual property owned by Humber hereunder Net Royalty Income shall be distributed (usually annually) as follows:

- 40% Creator(s) (personal)
- 20% Creator's Department or equivalent unit (for support of research and other creative activity)
- 20% Creator's School (Dean's fund for support of research and other creative activity)
- 20% College (Institution-wide funds for discretionary support of research and other creative activity)

In the event of joint creators, the payments made to the inventor under the above schedule shall be divided equally among the creators, except as may be otherwise agreed to by the creators and approved by the Vice President, Administration.

In the event Humber receives other than monetary consideration in connection with any license, such as equity, such consideration shall be considered Gross Royalties and shall be apportioned according to the above schedule. Any equity received by Humber may be held by Humber until such time that Humber decides to liquidate such equity. Humber has the sole right to determine the disposition of intellectual property in which it has equity. Payments for research or contributions of equipment shall not be considered Gross Royalty Income but shall be the sole property of Humber.

Humber may postpone the distribution of Net Royalty Income when future expenses relating to the applicable technology, such as patent prosecution costs, or an infringement suit, are reasonably anticipated.

10.3 Creator Equity Participation

College personnel who are planning to direct or participate in a research program sponsored by a company in which they hold equity must disclose their equity position,

and agree to periodic review of their participation in the project, by the or her/his designee. The purpose of such review is to assess potential conflicts between company-sponsored research and other research programs undertaken by the creator and to monitor compliance with College policies.

10.4 Conflict Resolution

The Vice President, Administration is responsible for the administration of this policy.

The Vice President, Administration will handle questions regarding the application, interpretation or implementation of the policy, or regarding disagreement among creators concerning assignment of rights or sharing of royalties.

Disagreement with any determination made by that Office may be directed to the Vice President, Administration and Innovation or his/her designee for a final determination.

11 USE OF HUMBER COLLEGE INSTITUTE OF TECHNOLOGY AND ADVANCED LEARNING NAME, MARK, OR INSIGNIA

The Humber College Institute of Technology and Advanced Learning name, seal, and logo may not be used:

- in conjunction with any private or commercial enterprise;
- in tandem with the advertisement of any product; or
- by any individual or group promoting itself.

Use of Humber name, seal or logo on letterhead and business cards is standardized and regulated by the Marketing and Communications Department.

Any questions regarding the use of Humber name, seal, or logo in circumstances other than the ones listed above should be referred to the Director of Marketing.

12.3 Policy on Ethical Research Practices

Humber College Institute of Technology and Advance Learning

Policy

Title/Subject:	Policy on Research Contracts, Grants and Fund Administration		
Authority:	Board of Governors	Code:	0152
Contact	Director, Research	Approval Date:	Nov. 20, 2003
		Modification Date:	June 29, 2004
		Approval By:	VP, Academic  Dr. Terry Piper VP, Administration John Davies

POLICY ON RESEARCH CONTRACTS, GRANTS AND FUND ADMINISTRATION

1. INTRODUCTION

In February 2003, the Ontario Ministry of Training, Colleges and Universities (MTCU) designated Humber College as an *Institute of Technology and Advanced Learning* (ITAL). This designation reflects Humber's new role as a provider of four-year baccalaureate degree programs with an applied focus, which complement the College's traditional post-secondary certificate and diploma program offerings. As with other degree-granting institutions in Ontario, Humber is expected by the Ministry to engage in research activities, as part of its ITAL designation, which will advance the knowledge base of the disciplines in which degree programs are offered. Humber is fully committed to meeting this expectation in an ethical and financially responsible manner.

Despite the anticipated benefits to staff and students of engaging in research, obligations associated with research contracts or grant awards can expose Humber to significant financial and legal liability. Therefore, it is necessary to establish a formal review and approval process at Humber that will identify and avoid or limit any liability that might be involved with research contracts or grants.

2. PURPOSE

This policy specifies the terms and conditions by which research contracts and grants will be reviewed and approved and by which research funds will be administered at Humber College Institute of Technology and Advanced Learning.

3. DEFINITIONS

The following definitions, whether used in the singular or plural, will apply in this policy.

“Direct Cost” refers to a cost that is easily and accurately identified in research proposals or contracts. Examples of direct costs include, but are not limited to, wages and benefits of research personnel, materials, supplies, travel, equipment, and rental of space.⁵

“Indirect Cost” refers to a cost in a research project that cannot be easily identified and charged to a particular research project but which is incurred by the college and allows research projects to take place. Indirect costs can include such financial considerations as: depreciation of building and equipment, maintenance (including utilities, waste disposal, and security), insurance, financial administration (including purchasing and accounting), and libraries.⁶

“Principal Researcher” refers to an individual whose participation is essential to the performance of the research activities supported by the contract or grant. If the Principal Researcher is other than an administrative staff member, a Project Manager will be included in the research project.

“Project Manager” refers to an administrative College staff member who is responsible within the College for the administration of a research contract or grant.

“Research Contract” refers to an agreement to perform research or research-related activities for a sponsor under specified conditions in exchange for payment of direct and indirect costs. Normally, a sponsor requires that certain guidelines be followed with regards to the direction of the research and/or to the use or publication of research results. Sponsors of research may include private companies, federal government departments (e.g., Human Resources Development Canada) or federal funding agencies (e.g., Canada Foundation for Innovation), and provincial government ministries (e.g., Ministry of Training, Colleges and Universities) or provincial funding agencies (e.g., Ontario Innovation Trust).⁷

1.

“Research Grant” refers to a fund provided in aid of the independent research activities of a faculty or staff member. Normally, grant recipients are only required or expected to use the funds as outlined in the grant proposal and to contribute the results from the research to the public domain without undue delay. Grant programs may be offered by federal or provincial agencies (e.g., Social Sciences and Humanities Research Council, Workplace Safety and Insurance Board), non-profit organizations, or foundations (e.g., Ford Foundation, Fulbright Foundation).⁸

Endnotes

⁵ Adapted from University of Toronto’s *Policy on Research Contracts and the Recovery of Indirect Costs of Research*.

⁶ Adapted from University of Toronto’s *Policy on Research Contracts and the Recovery of Indirect Costs of Research*.

⁷ Adapted from University of Ottawa’s policy on *Grants and Contracts Administered by the University*.

⁸ Adapted from University of Ottawa’s policy on *Grants and Contracts Administered by the University*.

4. SCOPE

This policy applies to all research contracts and grants that propose the use of any of Humber's services or resources (including human, physical, and financial).

5. STRUCTURE OF THE POLICY

Research contracts and grants will be addressed separately in this policy to facilitate ease of reference for individuals interested in the terms and conditions of one or the other. Details concerning research contracts will be specified in section 6 and details concerning research grants will be specified in section 7.

6. RESEARCH CONTRACTS

6.1 Policy

Any Humber staff member who wishes the College to enter into a research contract with another organization will prepare a proposal for internal review and approval as outlined in section 6.5 below. This review will provide the opportunity to identify: acceptable use of Humber services and resources, compliance with other relevant Humber policies (such as intellectual property policy), and any liability associated with the proposed contract.

6.2 Research Contract Proposals

Proposals must contain, at a minimum, the following details or items:

- the name of the Principal Researcher (and Project Manager, if applicable) and the names and roles of other individuals directly involved in the research;
- a description of the major activities and timelines of the research;
- the names of partnering agencies, organizations, or companies (if any), details about their role in the research project, and any potential benefits or liabilities associated with their participation in the research project;
- a list of College services and resources (including human resources) to be used during the research and how they will be used;
- the terms for rights to ownership and exploitation of intellectual property resulting from the research;
- a budget for the project that includes direct and indirect costs;
- the signature of the Principal Researcher (and Project Manager, if applicable) and a statement indicating that s/he understands and agrees to the terms and conditions outlined in the proposal and accepts responsibility for the contract, as stipulated in subsections 6.3 (and 6.4, if applicable) of this policy, should it come into effect; and
- the resume of the Principal Researcher (and Project Manager, if applicable) included as an attachment.

6.3 Principal Researcher's Responsibilities

The Principal Researcher identified in the research proposal will be responsible for the following after the proposal has been approved and the contract has been secured:

- the performance and completion of the work, including submission of reports and other deliverables according to the terms and conditions outlined in the contract;
- ensuring that everyone working on the research project is aware of and agrees to comply with all applicable terms and conditions of the research contract, especially those relating to publication, intellectual property, and confidentiality; and
- ensuring that the Dean(s) associated with the project and the VP, Academic and VP, Administration are informed as soon as possible of any circumstances which could prevent satisfactory completion of the contract.

If the Principal Researcher is an administrative staff member, he or she will also be responsible for:

- the management of the research fund account, once it is established, which includes authorizing expenditures in accordance with the budget.

6.4 Project Manager's Responsibilities

In all cases where a Project Manager is required, the Project Manager will be responsible for the following after the proposal has been approved and the contract has been secured:

- the management of the research fund account, once it is established, which includes authorizing expenditures in accordance with the budget.

If a Project Manager is included in a research project, he or she will share responsibility with the Principal Researcher for the following:

- ensuring that the Dean(s) associated with the project and the VP, Academic and VP, Administration are informed as soon as possible of any circumstances which could prevent satisfactory completion of the contract; and
- ensuring that everyone working on the research project is aware of and agrees to comply with all applicable terms and conditions of the research contract, especially those relating to publication, intellectual property, and confidentiality.

6.5 Approval Process for Contract Proposals

Research contract proposals require (1) School/Department Approval, (2) Research Department Approval, and (3) Executive Approval, which must be obtained in the sequence listed. The following subsections provide details about each type of approval.

6.5.1 School/Department Approval

Research contract proposals require initial approval by the Dean(s) of the school(s) or department(s) of the individual(s) proposing the research contract. Approval by the Dean(s) verifies that the terms and conditions of the research contract are suitable to the school(s) or department(s) but does not represent final approval for entering into a research contract. Formal approval provided by the Dean(s), by signature, will constitute:

- acceptance that the research is consistent with the school's or department's strategic objectives and will benefit students and faculty;
- assurance that the research will be accommodated within the constraints of the available College facilities and resources;

- assurance that the research will not interfere with the other responsibilities at the College of the Principal Research (and Project Manager, if applicable); and
- acceptance that the school or department will be financially responsible for covering all shortfalls in revenue resulting from failure to submit deliverables to the contracting organization and for all overspending on contract accounts.

• Contract proposals that obtain School/Department Approval will be forwarded to the Research Department for review and approval before it is forwarded for Executive Approval.

6.5.2 Research Department Approval

The Research Department will review the research contract proposal to ensure that:

- (1) it is consistent with Humber's Research Plan;
- (2) it conforms to applicable institutional policies, including ethics and intellectual property policies; and,
- (3) all appropriate, relevant, elements are addressed in the proposal and that complete details are provided.

Formal approval provided by the Director, Research, by signature, will constitute that the preceding three criteria have been met in advance of executive review.

6.5.3 Executive Approval

- The signature of an authorized official is required at Humber for final approval of all contracts. For this policy, the signatures of the Vice President (VP), Academic and VP, Administration will be required for final approval to enter into a research contract.
- As authorized officials responsible to the College's Board of Governors, the VP, Academic and VP, Administration will use their discretion regarding implications of the research contract proposal on the College, particularly as it concerns institutional liability. Therefore, along with authority to approve research contract proposals, the VPs, at their sole discretion, may seek counsel about, propose modifications to, or reject the research contract proposal, as deemed necessary.

6.6 Record Keeping

The Director, Financial Services and Planning, will keep on file an original of authorized research contracts. The Director, Research, will maintain a copy of authorized research contracts.

6.7 Management of Funds

After a contract has been approved, the Principal Researcher (if an administrative staff member) or Project Manager will be responsible for research contract funds and will authorize expenditures in accordance with the budget outlined in the contract. Financial Services and Planning will establish an account for the research contract funds and will provide accounting services for the funds, according to generally accepted accounting principles. Financial Services and Planning will also provide an audited financial statement of the contract fund accounts, as may be required.

6.8 Recovery of Indirect Costs

Provisions for the recovery of indirect costs of performing research activities will be included in all Humber research contracts, where permitted by the funding agency or sponsor. The indirect costs will be calculated at 40% of the total direct costs of the project. Also, the VP, Academic and VP, Administration have the authority collectively to adjust this rate on a case-by-case basis, as may be deemed appropriate.

6.9 Allocation of Indirect Costs

The revenue received by Humber, as a recovery of indirect costs, will be distributed as follows:

- 50% to Humber's General Revenues;
- 50% to the development fund of the Principal Researcher's department or school.

6.10 Change in the Status of Grant or Award Holders

The Dean shall immediately notify the Director of Research of any change in the employment status of a grant or award holder (i.e., Principal Researcher) so that the appropriate sponsoring agencies can be notified in a timely manner.

7. RESEARCH GRANTS

7.1 Policy

Although grants normally come with fewer obligations compared to research contracts, they often involve substantial use of institutional resources and sometimes require a financial contribution made by the host institution in order to qualify. Therefore, any Humber staff member who wishes to apply for a research grant will prepare a proposal for internal review and approval as outlined in section 7.5 below. This review will provide the opportunity to identify: acceptable use of Humber services and resources, compliance with other relevant Humber policies (such as intellectual property policy), and any liability associated with the proposed grant proposal.

7.2 Research Grant Proposals

Proposals must contain, at a minimum, the following details or items:

- the name of the Principal Researcher (and Project Manager, if applicable) and the names and roles of other individuals directly involved in the research;
- a brief description of the proposed research and its timelines;
- a brief description of how the funds from the research grant will be used;
- a list of College services and resources (including human resources) to be used during the research and how they will be used;
- the terms for rights to ownership of intellectual property resulting from the research; and
- a copy of the project budget that includes provisions for the recovery of indirect costs, where permitted by the granting agency; and
- the signature of the Principal Researcher (and Project Manager, if applicable) and a statement verifying that s/he accepts responsibility for the proposed research and other

responsibilities, as stipulated in subsection 7.3 (and 7.4, if applicable) of this policy, should the grant be awarded.

7.3 Principal Researcher's Responsibilities

The Principal Researcher will be responsible for abiding by the terms and conditions outlined in the grant proposal. Specifically, the Principal Researcher will assume responsibility for:

- the performance and completion of the work;
- ensuring that everyone working on the research project is aware of and agrees to comply with all applicable terms and conditions of the research contract, especially those relating to publication, intellectual property, and confidentiality; and
- ensuring that the Dean and VPs, who provided approval for the grant proposal, are informed as soon as possible of any circumstances which could prevent satisfactory completion of the research.

If the Principal Researcher is an administrative staff member, he or she will also be responsible for:

- the management of the research fund account, once it is established, which includes authorizing expenditures in accordance with the budget.

7.4 Project Manager's Responsibilities

In all cases where a Project Manager is required, the Project Manager will be responsible for the following after the proposal has been approved and the grant has been secured:

- the management of the research fund account, once it is established, which includes authorizing expenditures in accordance with the budget.

If a Project Manager is included in a research project, he or she will share responsibility with the Principal Researcher for the following:

- ensuring that the Dean(s) associated with the project and the VP, Academic and VP, Administration are informed as soon as possible of any circumstances which could prevent satisfactory completion of the contract; and
- ensuring that everyone working on the research project is aware of and agrees to comply with all applicable terms and conditions of the research contract, especially those relating to publication, intellectual property, and confidentiality.

7.5 Approval Process for Grant Proposals

Research grant proposals require (1) School/Department Approval, (2) Research Department Approval, and (3) Executive Approval, which must be obtained in the sequence listed. The following subsections provide details about each type of approval.

7.5.1 School/Department Approval

Research grant proposals require initial approval by the Dean of the school or department of the individual applying for the grant. Approval by the Dean verifies that the terms and conditions of the proposed research outlined in the grant application are suitable to the school or department but does not represent final approval for submission of grant applications. The Dean's formal approval, provided by signature, will constitute:

- acceptance that the research is consistent with the school's or department's strategic objectives and will benefit students and faculty;
- assurance that the research will be accommodated within the constraints of the available College facilities and resources;
- assurance that the research will not conflict with the other responsibilities at the College of the Principal Researcher (or Project Manager, if applicable); and
- acceptance that the school or department will be financially responsible for covering all shortfalls in revenue resulting from overspending on grant accounts.

Grant proposals that obtain School/Department Approval will be forwarded to the Research Department for review and approval before it is forwarded for Executive Approval.

7.5.2 Research Department Approval

The Research Department will review the research grant proposal to ensure that:

- (1) it is consistent with Humber's Research Plan;
- (2) it conforms to applicable institutional policies, including ethics and intellectual property policies; and,
- (3) all appropriate, relevant, elements are addressed in the proposal and that complete details are provided.

Formal approval provided by the Director, Research, by signature, will constitute that the preceding three criteria have been met in advance of executive review.

7.5.3 Executive Approval

- The signature of an authorized official is required at Humber for final approval of all research grant applications. For this policy, the signatures of the Vice President (VP), Academic and VP, Administration will be required for final approval to submit grant applications. Furthermore, the VPs will only review and consider research grant applications that have been signed by the Principal Researcher and Dean.

- As authorized officials responsible to the College's Board of Governors, the VPs will use their discretion regarding implications of the grant proposal on the College, particularly as it concerns institutional liability. Therefore, along with authority to approve research grant proposals, the VPs, at their sole discretion, may seek counsel about, propose modifications to, or reject the research grant proposal, as deemed necessary.

7.6 Record Keeping

The Director, Financial Services and Planning, will maintain an original of approved research grant applications. The Director, Research, will maintain a copy of approved research grant applications.

7.7 Management of Funds

After a grant proposal has been approved, the Principal Researcher (if an administrative staff member) or Project Manager will be responsible for grant funds and will authorize expenditures in accordance with the budget outlined in the grant proposal.

Financial Services and Planning will be authorized to open an account for the research grant fund and will provide accounting services for the fund, according to generally accepted accounting principles.

7.8 Recovery of Indirect Costs

Provisions for the recovery of indirect costs of performing research activities will be included in all Humber research grant proposals, where permitted by the granting agency. The indirect costs will be calculated at 40% of the total direct costs of the project. Also, the VP, Academic and VP, Administration have the authority collectively to adjust this rate on a case-by-case basis, as may be deemed appropriate.

7.9 Allocation of Indirect Costs

The revenue received by Humber, as a recovery of indirect costs, will be distributed as follows:

- 50% to Humber's General Revenues;
- 50% to the development fund of the Principal Researcher's department or school.


7.10 Change in the Status of Grant or Award Holders

The Dean shall immediately notify the Director of Research of any change in the employment status of a grant or award holder (i.e., Principal Researcher) so that the appropriate sponsoring agencies can be notified in a timely manner.

8. POLICY ADMINISTRATION

The Director, Research will be responsible for the administration of this policy and to monitor its effectiveness. The Director will provide an annual report to the Applied Research Council and the VP, Academic and VP, Administration about the effectiveness of this policy to accommodate research proposals, which may include recommended changes to the policy that are considered necessary. Any changes to this policy will require approval by Humber's Board of Governors.

Ethical Research Practices

Title/Subject:	Policy and Procedures for Research Involving Human Subjects		
Authority:	Board of Governors	Code:	0153
Contact	Director, Institutional Research	Approval Date: Updated	Nov 20, 2003 June, 2005
		Approval By:	VP, Academic  Dr. Terry Piper

See following pages.

**POLICY AND PROCEDURES FOR
ETHICAL REVIEW OF RESEARCH INVOLVING HUMANS**

**DEVELOPED BY
THE COLLEGE RESEARCH COMMITTEE (CRC)**

August 2004
Revised: March 6, 2006

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Humber Institute of Technology and Advanced Learning

POLICY AND PROCEDURES FOR ETHICAL REVIEW OF RESEARCH INVOLVING HUMANS

1. INTRODUCTION

The purpose of ethical review is to ensure that the rights of humans that participate in research are respected and that such research is conducted ethically. Humber Institute of Technology and Advanced Learning is committed to ethical conduct in all of its research activities, including research involving all *members of the Humber community**, whether as a researcher or participant / subject in primary or secondary research.

The ***Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans*** has been adopted as the basis for ethical review conducted at Humber. Furthermore, the policy and procedures outlined in this document are based on the Tri-Council Policy Statement (TCPS). Members of the Humber community who wish to conduct research or individuals or groups outside of Humber who wish to conduct research involving members of the Humber community are advised to thoroughly review the TCPS and this policy when preparing an application for ethical review. The TCPS is available online at:

<http://www.pre.ethics.gc.ca/english/policystatement/policystatement.cfm>

2. TERMS AND DEFINITIONS

The following terms and definitions, whether used in the singular or plural, will apply in this policy.

* The term “Members of the Humber Community” is used in this policy to refer to any individual categorized and functioning in the role of employee or student, regardless of status. This term also applies to any individual who is affiliated with Humber through participation (voluntary or otherwise) in Humber clubs or services (e.g., children in Humber’s daycare centre). As it regards students, members of the Humber community includes, but is not limited to, full-time, part-time, and visiting students. As it regards employee, the term covers all three employee or staff classifications (administration, faculty, and support) and any employment or affiliation status that may be found at Humber, which includes, but is not be limited to, full-time, part-time, and contract. As it regards faculty, the status covered by the term also includes, but is not limited to, sessional and visiting faculty.

“Primary Research” refers to information that is collected directly from participants/subjects, regardless of the method used to collect the information.

“Secondary Research” refers to the collection of information about human subjects from existing records collected for purposes other than for the research itself.

3. PROVIDING ETHICAL REVIEW AT HUMBER

3.1 Mechanism for Ethical Review

A **Research Ethics Board (REB)** has been established to provide ethical review at Humber, in accordance with article 1.3 of the TCPS. The REB will have the appropriate financial and administrative independence to fulfill its primary duties.

3.2 Authority of the REB

The REB is responsible for conducting an ethical review of any research activity that involves individuals categorized and functioning in the role of employee or student (i.e., members of the Humber community). This applies regardless of where the research takes place (whether in Canada or in other jurisdictions or countries) and whether the involvement is as a researcher or participant / subject in primary or secondary research. The REB is also responsible for reviewing research that is proposed to involve human remains, cadavers, tissues, biological fluids, embryos or fetuses.

The REB will review and make decisions about whether or not research that is proposed to involve members of the Humber community can be conducted. This decision will be based on the ethical considerations involved in each proposal according to the principles and guidelines outlined in the TCPS.

The REB must approve proposals before research can begin or before funding can be received, if funded. The REB has the authority to approve, reject, propose modifications to, or terminate, any proposed or ongoing research involving members of the Humber community.

Any individual or group that wishes to conduct research involving members of the Humber community is advised to thoroughly review the TCPS, as well as the policies and procedures in this document, when preparing an application for ethical review. The TCPS is available online at:

<http://www.pre.ethics.gc.ca/english/policystatement/policystatement.cfm>

3.2.1 Ongoing Review

As well as reviewing new research proposals, the REB will review the ethical conduct of approved research activities involving Humber through *notices of change to research design*, *notices of research completion*, and *annual renewal of continuing research projects* (refer to section 6, Review of Ongoing Research, for more details).

3.3 Individuals, Groups & Activities Subject to Review

The following list of individuals, groups, and research activities subject to ethical review is intended to be illustrative and not exhaustive.

A submission to Humber's REB should be made whether:

- the research is conducted by students for personal interest, as part of course work, or for other reasons

- the research is conducted by faculty independently or as part of a team of researchers for personal interest, academic, professional, or other reasons
- the research is conducted by graduate students and doctoral candidates who are not otherwise affiliated with Humber
- the research is conducted by graduate students and doctoral candidates who are affiliated with Humber
- the research is multicentered (e.g. team projects involving more than one institution; research participants are from more than one institution or location; researcher is affiliated to more than one institution)
- the research is funded or not
- the funding is from internal or external sources
- the participants/subjects are from inside or outside Humber
- the participants/subjects are paid or unpaid
- the research is conducted inside or outside Canada (e.g. ethical review is conducted by Humber's REB and the group or body with legal responsibility for ethical review within another country or jurisdiction)
- the research is conducted inside or outside Humber
- the research is conducted by individuals not associated with Humber
- the research is conducted in person or remotely (e.g., by mail, electronic mail, fax, or telephone)
- the information is collected directly from participants/subjects (primary research) or from existing records not in the public domain (secondary research)
- the research is to be published or not
- the focus of the research is the participant/subject
- the research is observational, experimental, correlational, or descriptive
- a similar project has been approved elsewhere or not
- the research is a pilot study or a fully developed project
- the research is to acquire basic or applied knowledge
- the research is to develop skills and/or advance practice
- the research is primarily for teaching or training purposes, or the primary purpose is the acquisition of knowledge.

3.4 Exemptions from Ethical Review

Ongoing research that is conducted to facilitate the management of Humber, its programs and services as part of its normal operation--such as first-year student surveys, course evaluations, student evaluations--and data collection mandated by the provincial government for quality assurance--such as *Key Performance Indicator* surveys--DO NOT require a review by the REB⁹.

4. THE STANDARD OF MINIMAL RISK

The Tri-Council Policy Statement outlines the standard of **minimal risk**, which provides the basis for two primary types of ethical review: **full review** and **expedited review**. The Tri-Council Policy defines minimal risk as follows:

⁹ Adapted from Appendix 2, Article 1.1 (d), Tri-Council Policy Statement and Algonquin College's *Ethics In Research* statement.

If potential subjects can reasonably be expected to regard the probability and magnitude of possible harms implied by participation in the research to be no greater than those encountered by the subject in those aspects of his or her everyday life that relate to the research, then the research can be regarded as within the range of minimal risk. Above the threshold of minimal risk, the research warrants a higher degree of scrutiny and greater provision for the protection of the interests of prospective subjects. (Section 1, C1, Tri-Council Policy Statement)

5. TYPES OF ETHICAL REVIEW

5.1 Full Review

Individuals or groups who believe their proposed research **does not** meet the standard of **minimal risk** will submit their application to the REB for a full review.

5.1.1 Application Procedures – Full Review

Applicants submitting proposals for full review will be required to submit:

- (a) an *Application for Research Involving Human Subjects* that has been signed and dated by the researcher(s) involved (see Appendix A);
- (b) a sample *Information Letter* and *Free and Informed Consent Form*, if applicable to the proposed research (see companion document, Appendix B, *Guidelines for Free and Informed Consent*); and
- (c) a brief cover letter addressed to the Chair of the REB that clearly outlines the ways in which the proposed research is **beyond** the standard of **minimal risk** (see Appendix C).

All submissions are to be sent to the Research Department, North Campus, Humber Institute of Technology and Advanced Learning, 205 Humber College Boulevard, Toronto, Ontario, M9W 5L7. Fax # (416) 675-6681.

5.2 Expedited Review

The REB may provide an **expedited review** of research proposals that meet the standard of **minimal risk**. For expedited review, the Chair of the REB, or other individuals designated by the REB, may approve and provide a statement of approval for applications that are confidently expected to involve no more than minimal risk. Where the Chair, or designated official, believes the application does not clearly meet the standard of minimal risk, the application will be brought to the REB for a full review.

All applications that are approved through expedited review will be reported in a timely manner to the full REB in order for the REB to maintain surveillance over the decisions made on its behalf¹⁰.

¹⁰ The procedure outlined for expedited review is adapted from Section D1, Article 1.6, Tri-Council Policy Statement.

5.2.1 Application Procedures – Expedited Review

Individuals who believe their proposal meets the standard of minimal risk will be required to submit:

- (a) an *Application for Research Involving Human Subjects* that has been signed and dated by the researcher(s) involved (see Appendix A);
- (b) a sample *Information Letter* and *Free and Informed Consent Form*, if applicable to the proposed research (see companion document, Appendix B, *Guidelines for Free and Informed Consent*); and
- (c) a brief cover letter addressed to the Chair of the REB (or the designated official) that clearly states that you believe your research proposal meets the standard of minimal risk (see Appendix D).

All submissions are to be sent to the Research Department, North Campus, Humber Institute of Technology and Advanced Learning, 205 Humber College Boulevard, Toronto, Ontario, M9W 5L7. Fax # (416) 675-6681.

5.3 Types of Expedited Review

The REB may provide three types of expedited review: *School Level Review*, *Expedited Review by Chair of REB*, and *Annual Renewal*. The first two types of expedited review are intended for different individuals or groups based on their affiliation with Humber. The third type of expedited review focuses on the status of on-going research. Details of all three types of expedited review are as follows.

5.3.1 School Level Review

In accordance with article 1.4 of the TCPS, a School Level Review (SLR) mechanism has been established that allows academic Schools to provide ethical review of their students' or faculty's proposals for research involving humans that students carry out as part of their course work. This mechanism is not for research conducted by students as part of a faculty member's own research.

For SLR, the REB has established criteria for determining which categories of research proposal are suitable for consideration through this mechanism, which are outlined below in **Appendix E**, *Guidelines for Determining Whether Ethical Review is Required for Course-Based Projects or Activities*.

Guidelines and application procedures for course-based research are outlined in **Appendix F**.

Those within academic school responsible for providing SLR will report their activity in a timely manner to the REB.

5.3.2 Expedited Review by Chair of REB

The Chair of the REB may provide expedited review for research projects carried out by individuals or groups of researchers (other than Humber students) that involve no more than minimal risk.

5.3.2.1 Common Cases of Expedited Review by Chair of REB – Requests by Graduate Students and Doctoral Candidates

Graduate students and doctoral candidates who have had their proposals reviewed by their own university's REB **must** also have their proposal reviewed by Humber's REB. A copy of the university's REB approval is required with the submission to Humber's REB.

5.3.3 Annual Renewal

An up-date on the status of research must be provided to the REB at least once every twelve months (until the research is complete) for any research that continues beyond a one-year period. This is required for research proposed to take more than one year to complete, as well as any research originally expected to be complete within one year, but which continues beyond a year.

With annual renewal, it is **expected** that there has been no change in the research design specified in the most recent proposal approved by the REB. Where there has been no change in the research design, this will be stated explicitly in writing in a brief memo from the principal researcher addressed to the Chair of the REB.

6. REVIEW OF ONGOING RESEARCH

The REB will review the status of ongoing research to verify that it conforms to the research proposal approved by the REB. The principal researcher will be responsible for providing any of the following types of up-dates that may apply to them during the life of the research. The three primary types of up-dates are: **annual renewal**, **notice of change to research design and/or methods**, and **notice of research completion**.

6.1 Annual Renewal

Annual renewal serves as a mechanism for expedited review and provides the opportunity for the REB to review the status of on-going research. See subsection 5.3.3 for a full description of annual renewal.

6.2 Notice of Change to Research Design

The principal researcher will immediately notify the Chair of the REB in writing of any changes to the research design and/or methods specified in the most recent proposal approved by the REB. The principal researcher will identify and explain in writing the way in which the research design has changed and clearly state whether the change **meets or is beyond** the standard of **minimal risk** (outlined in section 4 above). When the research exceeds the threshold of minimal risk, the REB may need to conduct additional reviews.

6.3 Notice of Research Completion

The principal researcher will promptly notify the Chair of the REB in writing of the completion of research within one month of completion. Within this written communication, the principal researcher will:

- (a) identify the number of subjects who participated in the research, and
- (b) detail any adverse effects observed that was associated with subjects' participation in the research.

7. APPLICATION REQUIREMENTS

Administrative approval is required to access members of the Humber community as prospective research participants and must be obtained before an application for ethical review is accepted.

Administrative approval alone does not constitute permission to conduct the proposed research. In addition to administrative approval, Humber's Research Ethics Board must approve the proposed research project.

7.1 Administrative Approval

Administrative approval must be obtained from the appropriate individual responsible, as outlined in items 1 to 3 below, under the heading, *Administrative Approval*.

- You must provide the individual responsible for administrative approval with a 1-2 page outline of your project that includes, at a minimum, the following details:
 - A brief description of the proposed research project;
 - The number and a description of the prospective research participants sought;
 - The proposed method of recruiting prospective research participants (please refer to subsection ? for details on limits to and examples of acceptable recruitment methods and); and
 - The project timelines.
- Documentation of administrative approval for access to members of the Humber community must be included with the ethical review application.
- Graduate and doctoral students, in addition, must include with their application approval notification from their home institution's Research Ethics Board.
- Ethical review applications must be completed in full, signed, dated, and include free and informed consent forms (if used) and any surveys or other instruments that are to be used in the research project.

7.2 Individuals Responsible for Administrative Approval

1. Researchers who wish to access Humber faculty, staff or students from more than one academic School or Department as research participants or subjects must seek administrative approval from the VP, Academic. Approval of ethical review applications does not constitute permission to access Humber faculty or students.

2. Researchers who wish to access Humber faculty, staff or students from one academic School or Department as research participants/subjects must seek administrative approval from the appropriate Dean or Department head, or VP, Academic where issues of confidentiality or conflict of interest arise. Approval of ethical review applications does not constitute permission to access Humber staff.

3. Researchers who wish to access other members of the Humber community not listed in items 1 or 2 above should contact the Research Department for assistance with identifying the appropriate party responsible for administrative approval.

8. RECRUITMENT OF RESEARCH PARTICIPANTS

8.1 Limits to Recruitment Methods

In accordance with Ontario's privacy legislation, any personal information collected from individuals by Humber can not be provided to a third party.

Research projects that propose obtaining personal information (e.g., names, email addresses, telephone numbers, etc.) from Humber about members of the Humber community for recruiting research participants will not be considered or reviewed by the REB.

9. FREE AND INFORMED CONSENT

Researchers are required to obtain free and informed consent from each prospective participant or subject they wish to use in their research project or study. In accordance with the Tri-Council Policy Statement, an exception to this requirement of free and informed consent is research conducted through naturalistic observation (refer to article 2.3, TCPS, for details about naturalistic observation). The use of the naturalistic observation method does not exempt a research proposal from ethical review. Researchers who intend to use the naturalistic observation method must have their research reviewed by the REB.

Free and informed consent lies at the heart of ethical research involving human participants. It encompasses a process that begins with the initial contact and carries through to the end of the involvement of research participants in the project. As used in the TCPS, the process of free and informed consent refers to the dialogue, information sharing and general process through which prospective subjects choose to participate in research involving themselves.

Researchers are advised to thoroughly review section 2 of the TCPS, as well as Appendix B of this document, to ensure requirements are met regarding free and informed consent. The TCPS is available online at:

<http://www.pre.ethics.gc.ca/english/policystatement/policystatement.cfm>

9.1 Research Involving Individuals Not Legally Competent

In accordance with the TCPS, subject to applicable legal requirements, individual who are not legally competent shall only be asked to become research participants when:

- (a) the research question can only be addressed using individuals within the identified group(s); and
- (b) free and informed consent will be sought from their authorized representative(s); and
- (c) the research does not expose them to more than minimal risks without the potential for direct benefit for them.

9.2 Consent Requirement for Individuals Not Legally Competent

For research involving individuals not legally competent to provide consent independently, the REB shall ensure that as a minimum, the following conditions are met:

- (a) The researcher shall show how the free and informed consent will be sought from the authorized third party, and how the subjects' best interests will be protected.
- (b) The authorized third party may not be the researcher or any other member of the research team.
- (c) The continued free and informed consent of an appropriately authorized third party will be required to continue the participation of a legally incompetent subject in research, so long as the subject remains incompetent.
- (d) When a subject who was entered into a research project through third-party authorization becomes competent during the project, his or her informed consent shall be sought as a condition of continuing participation.

9.3 Dissent from Participation of Individuals Not Legally Competent

Where free and informed consent has been obtained from an authorized third party, and in those circumstances where the legally incompetent individual understands the nature and consequences of the research, the researcher shall seek to ascertain the wishes of the individual concerning participation. The potential subject's dissent will preclude his or her participation.

10. RESEARCH IN EMERGENCY HEALTH SITUATIONS

If there is research proposed involving individuals in emergency health situations, the REB will review such applications in accordance with the criteria outlined in article 2.8 of the TCPS.

11. ASSESSMENT CRITERIA AND REB DECISIONS

11.1 Guidelines for Assessing Applications

In accordance with the TCPS, Humber's REB will be guided by considerations regarding the acceptability of a proposed research project involving human participants that include the following:

- Is it clear who is conducting the research and who will be responsible for its supervision and conduct?
- Is it clear who the actual participants will be?
- Is it clear what information will be provided to prospective participants?

- Are prospective participants provided with enough information to make an informed decision about voluntary participation?
- Are participants easily able to provide consent voluntary refuse consent or withdraw from participation at any time?
- Are all procedures outlined clearly and do they adequately protect the integrity and health of human subjects?
- Is confidentiality safeguarded?
- Are the benefits and risks clearly outlined and are the risks outweighed by the benefits?
- Are the purposes and rationale of the research clear?
- Is the research design outlined clearly?
- Is conflict of interest avoided?
- Are any direct benefits to the researcher or participants evident and acceptable?

Individuals preparing applications for ethical review are advised to consult the Tri-Council Policy Statement for more detail about the ethical considerations involved in ethical review. The Statement is available online through the following website:

<http://www.pre.ethics.gc.ca/english/policystatement/policystatement.cfm>

11.2 Scholarly Review as Part of Ethical Review

When appropriate, the REB will include scholarly review as part of ethical review in accordance with article 1.5 of the TCPS. (Refer to article 1.5 of the TCPS for criteria used to determine inclusion of scholarly review.)

The REB will conclude that the proposed research has already passed appropriate peer review when it is provided by a funding agency. In the absence of scholarly review by a funding agency, the REB will establish and *ad hoc* independent external peer review.

11.3 REB Decisions

Where feasible, the REB will endeavour to reach decisions by consensus. In accordance with the Tri-Council Policy, in the event that consensus cannot be attained, a decision will be reached under the procedural rules mandated by Humber. The procedural rules at Humber require a simple majority of fifty percent plus one, which will be the standard required in a vote by the REB to approve or reject a research proposal. The principal researcher will be given written communication of the REB's decision (with reasons for negative decisions) as soon as possible.

11.4 Reconsiderations

An applicant has the right to have a negative REB decision reconsidered. The REB responsible for the original rejection will provide the reconsideration. The applicant will be invited to be present to discuss the application with the REB prior to making a decision. If the decision of the REB remains negative, on reconsideration, the applicant may file an appeal with the Research Ethics Appeal Board

11.5 Appeals

A Research Ethics Appeal Board (REAB) will be established to review cases in which the REB decision, after reconsideration, remains negative. Humber's Board of Governors will appoint members to the REAB. Membership and procedures of the REAB will be equivalent in all respects to the REB; however, current members of the REB will not be eligible for membership in the REAB. The REAB has the authority to sustain, modify, or reverse a decision of the REB. Furthermore, the decision of the REAB is final and will be communicated promptly to the applicant and to the REB.

12. CONFLICT OF INTEREST

Researchers and REB members will disclose conflict of interest in accordance with article 4.1 of the TCPS. (Refer to article 4.1 of the TCPS for details regarding conflicts of interest.)

12.1 Conflicts of Interest Involving Researchers

Researchers will disclose actual, perceived or potential conflicts of interests in the ethical review application (Appendix A).

12.2 Conflicts of Interest by REB Members

REB members will disclose actual, perceived or potential conflicts of interest in relation to an ethical review application, which will be noted in the minutes of the REB meeting. REB members that have an actual, perceived or potential conflict of interest will withdraw from the REB when such applications are under consideration.

12.3 Institutional Conflicts of Interest

In accordance with article 4.1 of the TCPS, the REB must act independently and maintain an arms-length relationship with the parent organization to avoid and manage real or apparent conflicts of interest. The institution will respect the autonomy of the REB and ensure that the REB has the appropriate financial and administrative independence to fulfill its primary duties.

13. ALLEGATIONS OF MISCONDUCT

Allegations of misconduct in research will be handled in the manner set out in Humber's policy on *Integrity in Research and Scholarship*.

14. RESEARCH ETHICS BOARD

14.1 Membership

In accordance with the Tri-Council Policy Statement, Humber's REB will consist of at least five members, including both men and women, of whom:

- (a) at least two members have broad expertise in the methods or in the areas of research that are covered by the REB;

- (b) at least one member is knowledgeable in ethics;
- (c) for biomedical research, at least one member is knowledgeable in the relevant law; this is advisable but not mandatory for other areas of research; and
- (d) at least one member has no affiliation with the institution, but is recruited from the community served by the institution.

14.2 Meeting Protocol

The REB will meet regularly to review research applications and to discuss issues pertaining to their mandate. Minutes of the meetings will document clearly all decisions of the REB in reviewing research applications; reasons for rejection of applications shall be recorded with particular care¹¹.

In the case of quorum, the REB will ensure that when there is less than full attendance, decisions requiring full review will be adopted only if members attending possess the range of background and expertise stipulated in TCPS article 1.3.

14.3 Schedule of REB Meetings

The REB will meet once a month, from September to June if needed, or at the call of the Chair during July or August.

15. RESOURCES AND ENDNOTES

The policies of the following institutions and organizations were consulted in developing Humber's *Policy and Procedures for Research Involving Human Subjects*.

- Algonquin College
(<http://www.algonquincollege.com/lowband/services/public/public.htm>)
- Niagara College (<http://www.niagarac.on.ca/info/research/research.html>)
- The Tri-Councils: Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and the Social Sciences and Humanities Research Council of Canada.
<http://www.pre.ethics.gc.ca/english/policystatement/policystatement.cfm>
- University of New Brunswick (<http://www.unb.ca/faculty/forms.html>)

• ¹ Adapted from Appendix 2, Article 1.1 (d), Tri-Council Policy Statement and Algonquin College's *Ethics In Research* statement.

¹¹ Adapted from Appendix 2, Articles 1.7 and 1.8, Tri-Council Policy Statement and the University of New Brunswick's *University Policy on Research Involving Humans*.

- ² The procedure outlined for expedited review is adapted from Section D1, Article 1.6, Tri-Council Policy Statement.
- ³ Adapted from Niagara College's *Research@Niagara* policy statement.
- ⁴ Adapted from Appendix 2, Articles 1.7 and 1.8, Tri-Council Policy Statement and the University of New Brunswick's *University Policy on Research Involving Humans*.

APPENDIX A

APPLICATION FOR RESEARCH INVOLVING HUMAN SUBJECTS

For Use by Internal and External Applicants

Humber Institute of Technology and Advanced Learning

IMPORTANT

You are advised to make note of section 7, *Application Requirements*, and section 8, *Recruitment of Research Participants*, when developing your application.

In addition, applications for ethical review at Humber must be submitted using this form without modification to the format. Questions about this policy and application may be directed to the research office.

Date of Submission:

Date of Revision(s), if applicable:

SECTION I. TYPE OF REVIEW REQUESTED

* Refer to Humber's *Policy and Procedures for Research Involving Human Subjects* for guidance on type of review to request

- Departmental Level Review
 - Expedited Review by Chair
 - Full Review by Research Ethics Board (REB)
-

SECTION II. BACKGROUND INFORMATION

1. Name, Contact Information, and Educational or Other Affiliation of Principal Researcher

2. Name(s) of Other Researcher(s) or Collaborator(s) Involved in the Proposed Research

3. Title of Proposed Research Activity

4. Dates Proposed for Start and Completion of Project

5. List of Funding Sources (including status of funding applied for and approved, if applicable)

AND

Explanation of whether the research, as proposed in this application, will proceed even if funding is not received.

SECTION III. DETAILS OF PROPOSED RESEARCH PROJECT

***Information in this section may be provided in point form**

6. Rationale for the Research and Description of Research Objective(s) (in 10 lines or less)

7. Outline of Research Plan - including description of research design, research methods, location of the research, project timelines, and outline of how human subjects will be used (in 20 lines or less)

8. Description of the Benefits of the Research and Risks to Human Subjects Associated with Participation (in 15 lines or less)

9. Description of Anticipated Results of the Research (in 5 lines or less)

10. Outline of Where Research Results Will Be Reported or Published

11. Explanation of How the Presentation of the Data/Results Will Not Compromise the Anonymity of Human Subjects

12. Description of Any Ethical Implications and Considerations Raised by the Research

13. Value of Research to the Researcher's Discipline/Field and to Society (in 5 lines or less)

14. Description / Characteristics of Your Target Group (number of participants, age range of participants, number of male and/or female participants, and any other relevant characteristics that apply to the research and interpretation of the results).

NOTE: Whether Potential Language or Communication Barriers Exist between Researcher and Prospective Subject(s) and Whether the Researcher Intends to Use Human Subjects Considered Legally Competent Must Be Identified in this Section of the Application.

15. Explanation of How Human Subjects Will Be Selected for the Research

16. Outline of the Method of Gaining Consent and Ensuring Privacy of Human Subjects.

If an Information Letter and Free and Informed Consent Form will be used in the project, copies must be included with this application and attached as an Appendix.

17. Description of Tests, Questionnaires, Interview Protocols, or Other Items Used in the Research (in 5 lines or less)

Copies of Questionnaires or Interview Protocols must be included with this application and attached as an Appendix.

18. Outline of Procedures Available to Human Subject Who Wish to Withdraw From the Project at Any Time in the Research Initiative

19. Description of the Potential for Infringement of Human Rights or Harm to Human Subjects and How Risks Will Be Minimized

20. Outline of Method for Ensuring Privacy of Human Subjects

21. Description of Incentives Offered to Human Subjects for Participating in the Research

22. Description of Researcher's Professional and/or Personal Relationship to Your Target Group(s)

23. Is There a Possibility that the Research Findings Will Be Commercialized? If So, Please Describe How and When You Might Expect This to Happen.

24. Description of Any Actual, Perceived or Potential Conflicts of Interests Related to This Application

25. Outline of How Data Will Be Stored and Destroyed Upon Completion of the Research

Your signature below verifies that you have read and understood Humber's *Policy and Procedures for Ethical Review of Research Involving Humans*. It also verifies that you understand your obligation to conduct research in an ethical manner and to provide any updates, as outlined in section 4 of the Policy, that may apply to your research activities throughout the duration of the research.

_____	---	<u>PRINCIPAL RESEARCHER</u>
(Print Name)		(Position)
_____	---	_____
(Signature)		(Date)

_____	---	<u>Research Collaborator/Co-Investigator</u>
(Print Name)		(Position)
_____	---	_____
(Signature)		(Date)

APPENDIX B

GUIDELINES FOR FREE & INFORMED CONSENT

Humber's Research Ethics Board (REB) requires that researchers obtain free and informed consent from each prospective subject or participant they wish to use in their research project or study¹². Free and informed consent is normally obtained in writing through the use of a two-part document: an *information letter* and a *free and informed consent form*. A copy of each of these documents must be submitted with the application for ethical review.

- The information letter is intended to provide the prospective subject with the details of your project, with particular emphasis on what participation will involve for the subject.
- The free and informed consent form is used to obtain written confirmation from the subject that s/he has received an explanation of your project, understands what participation will involve, and consents to participate in the research.

Where prospective human subjects may not have the capacity to provide informed consent due to a language or communication barrier or where prospective subjects are not legally competent to provide informed consent, informed consent must be obtained from an authorized third party who may not be the researcher or other member of the research team.¹³ Furthermore, if a participant who has entered into a research project through third party authorization becomes competent during the conduct of the research, his or her informed consent shall be sought as a condition of continuing participation.

- In the case of a language or communication barrier, informed consent must be sought using an interpreter of the prospective human subject's choosing who is fluent in the prospective subject's language of preference or fluency and in the researcher's language of preference or fluency.
- In the case of a prospective human subject who is not legally competent, informed consent must be obtained from an individual who is responsible for decisions concerning the well-being of the subject (e.g. parent, guardian, or care-giver).

Where a third party is used to gain free and informed consent, the design of the information letter and free and informed consent form must reflect this fact.

Designing the Information Letter and Free and Informed Consent Form

Humber's REB requires that you address or include the following 15 items in any information letter that you develop.

¹² In accordance with the Tri-Council Policy Statement, an exception to the requirement of free and informed consent applicable at Humber will be research conducted through naturalistic observation (refer to article 2.3, Tri-Council Policy Statement, for details about naturalistic observation). Please note: use of the naturalistic observation method does not exempt a research proposal from ethical review. Researchers who intend to use the naturalistic observation method must have their research reviewed by Humber's REB.

¹³ Adapted from Dalhousie University's *Submission Guidelines for Faculty and Graduate Thesis Research: Social Sciences and Humanities Research Ethics Board*

1. The name of the principal researcher, co-investigators (if any), and research supervisor (if supervised).
2. The researcher's educational affiliation, or sponsoring agency.
3. The title of the research project (as written on the application to the REB).
4. Notice to the prospective subjects that you have obtained ethical review approval for your project from your home institution (if applicable) and from Humber's REB.
5. A clear statement indicating that the prospective subject is asked to participate in the research project.
6. A clear statement indicating that the subject's participation is voluntary and not binding, and that s/he has the right to decline or withdraw participation at any time without negative consequences.
7. A clear statement of the purpose or goals of the research, description of the procedures that will be involved in the research project and how the goals of the project will be achieved.
8. A clear description of the potential benefits to the prospective subject that may arise from participation, if any.
9. A clear and complete description of what the research subject will be asked to do (including a description of any test or instruments used in the study).
10. A realistic estimate of the expected length of time that the subject would be involved in the study.
11. A clear description of any foreseeable harms to the subject (physical, emotional, or psychological) that may arise from participation, or a statement that there are no known harms anticipated, if that is the case.
12. A clear explanation of how the subject's confidentiality will be protected or of how the subject's anonymity cannot be guaranteed.
13. A clear statement of how the researcher plans to dispose of the data collected during the project.
14. Complete details of any compensation that the prospective subject will receive for participating, including when the subject will be compensated.
15. Details about how the subject can obtain a completed copy of the research results or report.
16. The name and contact information of the researcher and research supervisor/thesis advisor (if applicable), whom the subject can contact at anytime during the project with inquiries or concerns about the research project.

Humber's REB requires that you include the following 4 items in the free and informed consent form that you develop.

1. The title of the research project (as written on your application to the REB).
2. The subject's name.
3. A statement that the subject has read the detailed description of the research project, has had any questions answered to his/her satisfaction, and has agreed to participate in the research project as it has been described.
4. A space for the date and for the subject to print and sign his/her name.

Humber's REB also requires that no statement appear in the information letter or the free and informed consent form that subjects or participants consent to limit or waive their legal rights or that indicates that subjects or participants can or will release the researcher, the researcher's sponsor and/or affiliated institution from liability for negligence.

Example of an Information Letter and Free and Informed Consent Form

The sample below contains an information letter and free and informed consent form that you can use as a template to develop these items for your research project. Electronic versions of these templates may be obtained via the Applied Research conference in FirstClass.

Information Letter

for

1. [Title of Research Project]

2.

Date

Dear Madam/Sir,

I am requesting your voluntary participation in my research project, which is entitled (in bold) _____.

My name is [**Principle Researcher (PR)**] and I am a Master's student in the [**department & school**]. I am independently conducting a qualitative research project, which will fulfill partial requirement for my Master of [**discipline**] degree. This research project is supervised by my advisor, _____, who is professor of [**discipline**] in the [**department & school**]. [**Rresearch supervisor/professor's name**] can be reached at anytime during this research project to verify everything that I outline in this information letter, to answer any questions about the project that you may have, and verify that I have received ethical review approval from my home institution for this project. His/her contact information is listed at the bottom of this letter along with my contact information.

In addition, I have been granted approval to conduct this research by Humber's Research Ethics Board, which you may verify through Humber's Research Department. You may also contact Humber's Research Department to discuss any issues or concerns that may arise regarding your participation in this project.

The purpose of my research project is to learn more about...[**outline details of the purpose**]

What I learn as a result of this research may benefit...[**if applicable, outline how groups may benefit from the research and how the subject may benefit directly**].

I intend to accomplish the goal(s) of the research by [**specify the general approach to the research, e.g., conduct interviews with approximately x subjects over a x-month period...**] The project will begin...[**specify start and end dates for the research project**].

As indicated in the opening sentence above, participation in this research project is voluntary and not binding. If you choose to participate, you may decline or withdraw from further participation at any time during the research project without negative consequences.

As a participant in this research project, you will be asked to do the following:

[provide a **clear and complete** description of what subjects will be asked to do, including a description of any test or instruments used in the study]

Example of Descriptions:

1. Complete a questionnaire to provide background and demographic information (age, gender, education...) [provide complete details including why this information is collected];
2. Take part in two interviews concerning [subject matter of interview], which will take place...; and (continue description of procedures)

Your participation in all of these activities will take approximately...[specify total amount of time and the amount of time required for each activity].

[Specify whether there are any known harms that might arise from participation for the subject. If there are harms anticipated, specify what they might be, how serious they might be, the probability of occurrence, the precautions that will be taken to minimize the probability of occurrence, and the actions that will be taken to minimize harm if it should occur.]

The information you provide/Your identity...[explain how confidentiality will be handled in the project].

Once I have had my thesis/research report accepted by advisor/faculty research committee...[explain how the data collected about the subject will be disposed].

Once my thesis has been accepted, you can obtain a free copy of it by...[specify when and how the subject can obtain a copy of the research].

You will be compensated for your participation...[provide details of any compensation that might be offered, including conditions that may apply and when the subject will be compensated].

I have listed my contact information for you below. Should you choose to participate in the research, you can contact me at any time during the research project with any questions that you have not yet considered. Also listed is the contact information for my Research Supervisor, Professor _____, whom you can contact at any time to verify the accuracy of this information letter.

Thank you for considering participation in my research project.

Sincerely,

[PR's Name]

[PR's Contact Information]

[Research Supervisor's Name]

[Research Supervisor's Contact Information]

3.

4.

**Free and Informed Consent Form
for
[Title of Research Project]**

I, _____, have carefully read the attached Information Letter for the [title of research project]. [PR's name] has explained this project to me and has answered all of my questions about it. I understand that if I have additional questions, I can contact [PR] at any time

during the research project. I also understand that I may decline or withdraw from participation at any time without negative consequences.

My signature below verifies that I have agreed to participate in the **[title of research project]** as it has been described in the Information Letter. My signature below also verifies that I am fully competent to sign this Consent Form and that I have received a copy of the Information Letter and the Informed Consent Form for my files.

Agreement to Participate

Participant's Signature

Date

Print Name

APPENDIX C

SAMPLE COVER LETTER – FULL REVIEW

Chair, REB
Humber Institute of Technology
and Advanced Learning
Research Department
205 Humber College Blvd.
Toronto, Ontario
M9W 5L7

Re: Ethical Review of **[Title of Project]**

To the Chair of the REB:

In accordance with Humber's application procedures, I am writing to inform you that I believe my research proposal is beyond the standard of minimal risk outlined in your ethical review policy. Based on the guidelines provided by your policy and those of the Tri-Council Policy, the proposed research is beyond the standard of minimal risk in the following ways.

1. **[using an itemized list, provide a clear and complete description for each way in which the proposed research is beyond the standard of minimal risk]**
2. ...
3. ...

Despite the risks that I have outlined...**[provide a clear and complete explanation for why you believe your proposed research should be approved]**

I appreciate the REB's consideration in this matter and look forward to receiving feedback about the status of my application.

Sincerely,

APPENDIX D

SAMPLE COVER LETTER – EXPEDITED REVIEW

Chair, REB
Humber Institute of Technology
and Advanced Learning
Research Department
205 Humber College Blvd.
Toronto, Ontario
M9W 5L7

Re: Ethical Review of **[Title of Project]**

To the Chair of the REB:

In accordance with Humber's application procedures, I am writing to inform you that I believe my research proposal involves no more than minimal risk, as outlined in your ethical review policy and the guidelines provided by the Tri-Council Policy.

I appreciate your consideration in this matter and look forward to receiving feedback about the status of my application.

Sincerely,

APPENDIX E

SAMPLE ADMINISTRATIVE APPROVAL NOTICE

[Date]

Research Ethics Board
Humber Institute of Technology
and Advanced Learning
Research Department
205 Humber College Blvd.
Toronto, Ontario
M9W 5L7

Re: Administrative Approval for the Proposed Research Project of **[Name of Researcher]**

To the REB:

I hereby grant administrative approval for access to **[staff/students/other members of the Humber community]** within my jurisdiction for the purpose of the proposed research as described in the attached project outline. This project outline was provided to me by **[name of researcher]** from **[educational or other project-related affiliation]**.

Regards,

APPENDIX F

Guidelines For Determining Whether Ethical Review Is Required For Course-Based Projects Or Activities

1. Projects That Do Not Require An Ethical Review

Projects and activities that do not require ethical review include:

- Projects involving the use of records or information that is in the public domain, including the use of anonymous secondary data and surveys or questionnaires that have already been published;
- Projects involving the use of naturalistic observation where the participants are seeking public visibility and participant confidentiality and anonymity are ensured;
- Practicums or job training projects where students are fully integrated into the organization's operational practices and are not conducting research;
- Projects where the intent is to use information collected to provide advice, diagnosis, identification of appropriate interventions or general advice for a client;
- Projects where the intent is to develop skills that are standard practice within a profession (e.g. observation, assessment, intervention, evaluation, interviewing) and the development of generalizable knowledge is not the focus
- Projects where the information gathering processes are part of the normal relationship between the student and the participant(s) (e.g., classroom teacher and student(s); nurse and patient(s); lawyer and client(s)).

2. Projects That Are Eligible for School-Level Review

Student projects that have the following characteristics are subject to review but may be approved through school-level review:

- Projects where primary data is being collected and organized for analysis and distribution or publication;
- Projects designed to answer research questions;
- Projects involving a risk of disclosure, publication, or use of data outside the classroom or outside the organization being studied;
- Projects where students are asked to sign a non-disclosure or confidentiality agreement;
- Projects where students require consent to use individual identifiers in reports or classroom presentations because of confidentiality or privacy concerns;
- Projects where "ownership of information" or "product development" as a result of a project may become an issue.

3. Projects That Require Expedited Or Full Review

Projects that have any of the following characteristics are subject to expedited or full review (depending on the nature of the project) and are not eligible for school-level review:

- Projects that are a direct extension of the course instructor's research;
- Projects involving more than minimal risk as defined by the Tri-Council Policy Statement;
- Projects applicable to a Ph.D. or Masters student's own work;
- Projects involving vulnerable participants, such as children, persons who are not legally competent to consent, mentally incompetent persons, legal wards, or the therapeutically dependent;
- Projects that involve any personal, sensitive or incriminating topics or questions which could put research participants or the researcher at risk;
- Projects that involve deception;

- Projects that involve manipulation of research participant behaviour beyond the range of “normal” classroom activity or daily life;
- Projects that involve physically invasive contact with research participants.

* If you have questions or would like advice about ethical review, please contact the research office.

APPENDIX G

Guidelines and Procedures for Course-Based Research Activities Involving Human Participants¹⁴

Some Humber courses include class projects or activities designed to develop research skills, which might be carried out by individual students, small groups, or as a single class project. These class projects or activities might not fit the standard definition of research in the sense that the results are not intended for publication or for generalization to other situations. However, if the potential exists for risk to humans who participate in these course-based projects or activities, these projects or activities should undergo ethical review.

Course-based research projects or activities vary in scope but may include:

- having students conduct interviews, administer standard tests, or distribute questionnaires to develop interview or questionnaire design skills;
- conducting mini research projects where students pose research questions, gather data from human participants, and analyse the data for presentation; or
- other activities that would be considered research within the disciplinary traditions in which the course is taught.

A. Distinguishing Research from Professional Practice/Skill Development

Students engaged in professional practice are not considered to be engaged in research. A student is engaged in professional practice when learning or doing the work of the profession. In general, professional practice for students involves the development of skills which are considered standard practice within a profession or field and includes information-gathering processes that are typically a part of the normal relationship between a student in a field and the people the student interacts with in that context. Examples of this include clinical practice in nursing, the collection of information for journalistic purposes, marketing surveys, the provision of advice to a client, and the process of evaluating or auditing in conjunction with professional course work or field placement. Activities considered to be professional practice should follow the ethical standards and guidelines found within the profession.

2.

Notwithstanding the above, ethical review will be required for course research projects involving humans where research is part of professional practice and ethical review is standard practice in the profession or field.

The following criteria can be used to assess whether information-gathering activities within a Humber course are part of a research project OR are for the teaching of professional skills (i.e., for pedagogical purposes) alone.

Information gathering activities are classified as **research** when:

- the intent is to educate students on research processes used to explore and expand existing theories and conceptual knowledge;
- students compare new techniques, practices, programs with standard approaches to determine which is more effective;

¹⁴ Humber's Research Department wishes to thank McMaster University and Ryerson University for permission to use their guidelines upon which appendices E and F are based.

- the results or findings are written in a format that would be acceptable for a research journal or academic conference presentation; or
- primary data is collected and organized for analysis and distribution or dissemination/publication.

Information gathering activities are classified as **professional development** and not research when:

- the intent is to use the information to provide advice, diagnosis, identification of appropriate interventions, or general advice for a client;
- the intent is to develop skills which are considered standard practice within a profession (e.g., observation, assessment, intervention, evaluation, auditing); or
- the information gathering processes are part of the normal relationship between the student and participants (e.g., classroom teacher and students, nurse and patient, lawyer and client).

Instructors who are uncertain if their classroom project or activity is research, according to the criteria outlined above, should contact the Research Department.

B. Criteria for Student Research

If a class project falls under the definition of research described in section A above, the following guidelines and procedures may be applied.

The instructor may oversee the conduct of his or her individual student's research by requesting a School Level Review and completing the Application for Research Involving Humans. The completed application is submitted to the ethical review officer within the instructor's academic school.

Requests for approval of course-based research projects must comply with the following criteria.

- The research project must involve no more than minimal risk. The standard of minimal risk is defined as follows:

If potential participants can reasonably be expected to regard the probability and magnitude of possible harms implied by participation in the research to be no greater than those encountered by the subject in those aspects of his or her everyday life that relate to the research then the research can be regarded as within the range of minimal risk.

- The research participants must be drawn from the general adult population, capable of giving free and informed consent, and may not include vulnerable subjects such as children, persons who are not legally competent to consent, mentally incompetent persons, legal wards or the therapeutically dependent.
- The student project must not involve any personal, sensitive or incriminating topics or questions that could place participants or researchers at risk.
- The student project must not manipulate behaviour of participants beyond the range of "normal" classroom activity or daily life.

- The student project must not involve physically invasive contact with research participants.
- The student project does not involve deception.

If the class project falls under the definition of research described in section A above and any of the preceding criteria are not met, the project or activity must be reviewed by Humber's Research Ethics Board (REB).

C. The Application Process – For A Single Or Uniform Class Project

1. The course instructor takes the role of principal researcher and submits Humber's *Application for Research Involving Humans* on behalf of his/her class.
2. The course instructor signs the Application form and includes samples of free and informed consent forms, information letters for participants, questionnaires/surveys or other research instruments that might be used in the research project.
3. The Application is submitted to ethical review officer within the instructor's academic school.

The Application Process – For Different Projects Within A Class

1. A separate application should be submitted for each unique research project conducted in the class. Instructors should have their students complete and submit Humber's *Application for Research Involving Humans*.
2. The instructor should review each of these applications and ensure that they have been completed appropriately and include samples of free and informed consent forms, information letters for participants, questionnaires/surveys or other research instruments that might be used in the research project.
3. The application is submitted to the ethical review officer within the instructor's academic school.

D. Considerations For A Single Class Project and Different Projects Within A Class

1. If a student project is to be carried out at another institution or agency (such as a school, hospital, government agency, etc.), students should be aware that approval or permission to access the premises or obtain private information from another institution might be required. Such approval should be obtained in advance, where appropriate, of a submission for ethical review at Humber.
2. Ethical review approval for single or uniform class projects can be maintained for three years, provided that there are no changes to the course assignments. If changes are made, a new ethical review application must be submitted. New applications for course-based research must be re-submitted every four years. All sections of the course, whether on campus or not, must follow the procedures and all instructors must ensure that these policies are followed.

3. Questions and clarifications concerning the interpretation of these guidelines should be directed to the research office.

13. Student Protection Standard

13.1 Academic Calendar Information

Current Academic Calendar Page Number	Information
On web site (www.humber.ca); not in print version of academic calendar.	The organization's mission and goals statement
On web site; not in print version of academic calendar.	A history of the organization and its governance and academic structure
On web site and in Printed Calendar	If the organization currently offers degree programs, a general description (e.g., purpose, outcomes, length) or each degree program
All diploma and degree programs are listed on web site and in calendar.	If the organization does not currently offer degree programs, a general description (e.g., purpose, outcomes, length) of each diploma program
On web site (www.humber.ca); not in print version of academic calendar.	Academic credentials of faculty
On web site; not in print version of academic calendar.	Individual descriptions of all subjects in these programs, and their credit value

13.2 Student Protection Policies

A copy of the current Humber calendar and a complete version of the academic regulations are included in this submission.

13.2.1 Dispute Resolution

Drawn from Section 13 of the Admission Requirements and Academic Regulations for Degree, Diploma and Certificate Programs.

13 Academic Complaints and Academic Appeals

It is the intent of the Academic Complaint and Academic Appeal policy to provide a reasonable, efficient and effective process to facilitate the resolution of matters affecting a student's academic performance and, where relevant, his or her standing in a program.

An Academic Complaint or Academic Appeal is deemed to be an appeal of an academic decision of Humber, and not a complaint against an individual Professor, Program Co-ordinator or Dean.

The academic decisions dealt with through this policy are:

- a) Decisions on grades
- b) Decisions based on academic misconduct, including suspension or expulsion.
- c) Decisions arising from the methods and criteria used by a professor in assigning a final mark.
- d) Decisions regarding academic probation and withdrawal or special consideration on the basis of medical, psychological or compassionate grounds.
- e) Decisions regarding denial of a request for re-admission to a program. **Note:** Where re-admission to a program has been denied, the student must be able to present, for consideration, evidence of the ability to perform at an acceptable level in the program in question.

Humber is organized into a number of Schools, for example, The Business School or the School of Health Sciences. The intent of this policy is to allow the student and the School the opportunity to attempt to resolve the issue through the **Academic Complaint** process before proceeding to a college-level **Academic Appeal**.

A student who wishes a formal review of any of the decisions outlined above should refer to the following sections of this document.

Section 13.1.1 Academic Complaint, Category 1 – This section of the appeal policy governs concerns relating to grades assigned for in-course work such as assignments, clinical placements, final examinations or a final course grade. All issues involving grades must be dealt directly with the School that delivered the course through the processes outlined in this section. Normally, there is no further right of appeal once the School has completed a *Formal Grade Review* and made a final decision.

Section 13.1.2 Academic Complaint, Category 2 – This section of the appeal policy governs appeals of an academic decision regarding probation, academic withdrawal and expulsion as well as appeals relating to academic misconduct or a request for special consideration on the basis of medical, psychological or compassionate grounds. The Academic Complaint allows the School to review the decision and provide the perspective of the School in writing to the Student. If a student is not satisfied with the decision, the student may then proceed to a final Academic Appeal.

Section 13.2 Academic Appeal – If a major academic decision is not satisfactorily resolved between the student and the School through the Academic Complaint process,

or a student who is subject to the Professional Suitability Policy disputes the decision of the School, the student may file a formal Academic Appeal through the Office of the Registrar. **All appeals must be filed within ten (10) working days following the written decision of a Dean or designate regarding an Academic Complaint.**

In the event the academic decision being appealed is not upheld through Academic Complaint or Academic Appeal, resolutions may include, but are not limited to student reinstatement or other corrective actions for the benefit of the student but may not include the awarding of monetary compensation, the arbitrary awarding of a final mark different from that given by the School or disciplinary action against any employee of Humber arising out of information presented at an academic appeal.

This policy does not apply to conflicts connected with student employment by Humber (other than required work experience components of a program) or actions covered under Humber's Human Rights Policy.

Humber shall be responsible for ensuring that all students are made aware of the Academic Complaint and Academic Appeal Process by publishing the policy in the Academic Regulations on the Humber website.

All parties to an appeal shall understand that any postponement and/or delay of an appeal, regardless of the stage, may reduce the range of options available to the student.

Student Services Advisor -- A student has the right to access a Student Services Advisor during the Academic Complaint and Academic Appeal processes. The function of the Student Services Advisor is outlined under the section of this policy titled, "Role of the Student Services Advisor." A student may contact an Advisor through the Office of the Registrar.

13.1 Academic Complaints – Category 1 and Category 2

The term Academic Complaint refers to the process that a student must initiate within the School before considering a formal Academic Appeal by a college level Academic Appeal Panel.

13.1.1 Academic Complaint, Category 1

Academic complaints relating to grades for course work, assignments, clinical placements, examinations and final course grades.

Academic Complaints related to grades received in any assessment must be initiated within ten (10) working days after the receipt of the graded work or release of grades.

Preliminary steps toward resolution

If a student has questions or concerns regarding a grade on an assignment or test, the student should discuss the matter with the professor/trainer. The Program Co-ordinator and/or Dean or Associate Dean may be asked to assist if the professor/trainer and student are unable to resolve issues.

Note: If an assignment or test is not normally returned to the student, the School will ensure that the student has the opportunity to review the assignment or test under the supervision of the professor or designate.

Formal Request for a Re-Assessment of an Individual In-Course Piece of Work or Final Exam

If a student is not satisfied with the outcome of the preliminary step toward resolution referenced above, he or she may make a formal request for a ***Re-Assessment of the In-Course Grade***. ***This process applies to major assignments or tests worth at least 20% of the final grade or to cases where a student has failed the assignment or believes there is a major discrepancy, of at least 10% in the grade.***

In such cases, a student may request a re-mark by completing a **Request for Re-Assessment of In-Course or Final Exam Form*** and submitting it to the Dean or Associate Dean responsible for the course in question.

The Dean or Associate Dean will arrange for two (2) professors other than the professor teaching the course to individually re-mark the assignment/exam/paper, based on established criteria as outlined in the assignment. The original grade/marks by the course professor are to be obscured in the photocopy provided for re-grading.

The average of the two (2) assessors' grades will be used as the grade. This grade may stay the same or be lower or higher than the original course grade.

The School and student shall ensure that the re-assessment of the grade is to be completed within ten (10) working days unless an extension has been mutually agreed to by both parties. It is incumbent upon both parties to make every effort to meet the revised deadline.

The assignment of grades is a School level jurisdiction and a student may not appeal the resulting grade on an individual in-course piece of work except for reasons relating to breach of process in the handling of the Academic Complaint.

Formal Request for a Review of a Final Course Grade

A student has the right to review a final course grade with the Professor. A review of the final course grade will normally be premised on a miscalculation of the final grade or deviation from the evaluation procedures described in the course outline. If a student is not satisfied with the outcome of the review with the Professor, the student may submit a request in writing to the Dean or Associate Dean requesting a ***further review no later than ten (10) working days after the end of the term or training period within which the course or unit of instruction was offered***. The request should be submitted on a **Request for Review of a Final Grade Form***. The Dean or Associate Dean will provide a written decision within ten (10) working days of receipt of the request unless an extension has been mutually agreed to by both parties. A student may not challenge a final course grade on the basis of an individual in-course piece of work that has or has not previously been re-marked.

The assignment of a final course grade is a School level jurisdiction and may not be appealed to an Academic Appeal Panel except for reasons relating to breach of process in the handling of the Academic Complaint or if the decision has a direct impact on a student's standing relating to academic probation or withdrawal from a program. The Academic Appeal must be filed within 10 working days of the student's receipt of the decision of the Final Grade Review.

* Forms are available from the Office of the Registrar or online at <http://fulltimestudents.humber.ca/academicregulations.htm>

13.1.2 Academic Complaint, Category 2

Academic complaints regarding an academic decision pertaining to probation, academic withdrawal, expulsion, academic misconduct or special consideration on the basis of medical, psychological or compassionate grounds

If a student has a concern relating to any of the issues identified above, the student shall discuss the matter with the responsible professor/trainer who shall provide the student with the reasons for the decision. The Program Co-ordinator may be asked to assist if the professor and student are unable to resolve issues.

If a student is not satisfied with the outcome of the discussions, he or she may initiate an Academic Complaint by requesting the Dean or Associate Dean responsible for the delivery of the course or program to review the concerns. This request must be initiated in writing by the student on a **Request for Review of an Academic Complaint Form*** no later than ten (10) working days after the end of the term or training period within which the course or unit of instruction was offered. In this request, the student shall provide any and all documentation, (e.g. medical reports) which may impact on the resolution of the complaint.

The Dean or Associate Dean will review the Academic Complaint or accusation of Academic Misconduct and provide a written decision to the student within ten (10) working days of the receipt of the student's written request unless an extension has been mutually agreed to by both parties. It is incumbent upon both parties to make every effort to meet the deadlines.

The appropriate Dean (or designate) is responsible for ensuring that the results (and reasons why) of any and all levels of an Academic Complaint shall be documented and kept on file by the School.

The student faced with termination from a program shall be given written notice, including the reason(s) for termination, and shall be given an opportunity to respond to the School making the decision prior to the student launching a formal Academic Appeal should the student elect to do so.

* Forms are available from the Office of the Registrar or online at <http://fulltimestudents.humber.ca/academicregulations.htm>

13.2 Academic Appeal

13.2.1 Filing an Academic Appeal

If a major academic decision is not satisfactorily resolved between the student and the School through the Academic Complaint process, or a student who is subject to the Professional Suitability Policy disputes the decision of the School, the student may file a formal Academic Appeal through the Office of the Registrar. All appeals must be filed within ten (10) working days following the written decision of a Dean or designate regarding an Academic Complaint.

Academic Appeals normally apply only to academic decisions relating to an Academic Complaint, Category 2.

Academic Appeals must be filed in writing to the Office of the Registrar on the Application for an Academic Appeal Hearing Form. The form is available from the Office of the Registrar or online at <http://fulltimestudents.humber.ca/academicregulations.htm>. Prior to filing for an Academic Appeal, students are encouraged to consult with a Student Services Advisor by contacting the Assistant to the Registrar in the Office of the Registrar.

At the time of filing the appeal, a student must:

- a) State the grounds for the appeal and the resolution being sought.

- b) Provide a copy of the written decision from the appropriate Dean (or designate) indicating the outcome of the Academic Complaint or the decision confirming the charge of Academic Misconduct.
- c) Include copies of all documentation supporting the argument.
- d) Indicate if they will represent themselves at the Appeal Hearing or if they wish to have someone present the argument. If being represented, the student must provide the name and status of the individual who will represent the student.
- e) Indicate if anyone will accompany them at the Academic Appeal Hearing (maximum of 2 people).
- f) Indicate the name of the Student Services Advisor, or, if they have not contacted Student Services, indicate if they would like Humber to make available a Student Services Advisor to assist them in preparing for the Hearing.

Once a formal appeal is filed, the Office of the Registrar shall:

- a) Schedule the appeal date and time.
- b) Distribute the application and the supporting documentation according to the appropriate timelines.

The School will, within a maximum of five (5) working days of the time the Appeal was filed, provide the following to the Office of the Registrar:

- a) a written response to the student's issue.
- b) all documentation to be presented at the Academic Appeal Hearing.
- c) the name of the individual(s) who will be representing the School at the hearing, and the name(s) of any witnesses the School will be calling. The professor directly involved in the academic decision being appealed, is expected to appear as a witness. In the event that the professor is unable to attend the Academic Appeal Hearing, a signed statement, which explains the involvement in the situation and the absence, shall be provided to the Office of the Registrar.

Upon receipt of the response from the School, the Office of the Registrar shall distribute the complete package of documentation along with the names of all participants to the student, the Academic Appeal Panel and the School. The student shall have a minimum of five (5) working days to review the School's submission prior to the Academic Appeal Hearing.

Extension(s) to the above time frames may be granted if extenuating circumstances can be shown. Requests for extension(s) from the student and/or from the School shall be made in writing through the Office of the Registrar to the Chair of the Academic Appeal Panel. The Chair shall respond to the request through the Office of the Registrar.

No new documentation from either the student or the School may be submitted on the day of the scheduled hearing, unless otherwise directed by the Chair of the Academic Appeal Panel, following consultation with the Panel members.

13.2.2 Role of the Office of the Registrar

The Office of the Registrar shall be responsible for co-ordinating all of the activities associated with an Academic Appeal, including but not necessarily limited to:

- co-ordinating the Academic Appeal Hearing according to the Academic Regulations and distributing all documentation
- scheduling the Academic Appeal Hearing and notifying the participants
- distributing the decision
- secure holding of appeal documentation for a period of 5 years

13.2.3 Role of the Student Services Advisor

A Student Services Advisor shall be made available to advise the student throughout the process and during the Academic Appeal Hearing. A student may contact an Advisor by contacting the Office of the Registrar.

With the student's written request and permission, the Advisor may, on behalf of the student, communicate with the School prior to the scheduled hearing. The Advisor will provide guidance or advice but will not represent the student or the School at the Academic Appeal Hearing. The Advisor may, with the student's written permission, accompany the student to meeting(s) with School personnel and/or the Appeal Hearing. Confidential information may at times be shared by the School and/or student with the Advisor. The Advisor shall respect this confidentiality at all times. It is understood that at no time during either the Academic Complaint or Academic Appeal stages will the Advisor compromise Humber's academic standards/regulations.

It is assumed that the student will disclose all relevant information to the Advisor and that the student shall prepare and present all relevant material to the Academic Appeal Panel. The Advisor shall listen to ensure all material is presented fully and fairly.

If the student discloses to the Advisor any issues which, in the Advisor's opinion seem discriminatory or harassment in nature, the Advisor is obligated to inform the student of Humber's Human Rights policy and related procedures.

Should the student elect a representative to present the case at the Appeal, the Student Services Advisor's role in the preparation for the Appeal shall cease. The representative named by the student may request information regarding college policies and the appeal procedures by contacting the Office of the Registrar.

13.2.4 Composition of the Appeal Panel

Humber shall ensure that an Academic Appeal Panel is comprised of five (5) individuals (including the Chair of the Appeal Panel) selected from Schools other than the School in which the student is registered, and the School in which the academic decision being appealed originated, if the two are different.

Humber will designate a cross section of full-time administrators, faculty members and students to serve on Academic Appeal Panels. Humber provides an orientation to the Panel members to ensure the Academic Appeal Policy and corresponding Procedures are correctly administered.

Academic administrators and faculty volunteers shall serve for a three (3) year period. Approved student volunteers shall serve for a period of three (3) years provided they maintain status as a student or have graduated from a program within the last 6 months. Normally, each Academic Appeal Panel will include at least one (1) student and one (1) faculty member.

To ensure consistency of process, each Academic Appeal Panel shall be chaired by the standing Chair(s) designated by Humber.

When a student in a degree program files an academic appeal, the Academic Appeal Panel shall be comprised of individuals actively involved in that level of study.

If deemed relevant by the Academic Appeal Panel, the Chair may invite participation from a relevant professional regulatory body or professional association where the Panel recommends that such participation would provide information required to render an informed and fair decision.

13.2.5 Dismissal of an Academic Appeal

An Academic Appeal may be dismissed if the student had previously submitted the same, or substantially the same complaint to any other formal College grievance

procedure; if the appeal is not timely; if the Student had improperly omitted a prior step(s) of the Academic Complaint process (see Section 13.1.1. and Section 13.1.2) or the student has commenced civil or other litigation with Humber on the decision in question.

If any of these circumstances exist, the Registrar will refer the student's written Request for an Academic Appeal and the student's accompanying written documentation to the Academic Appeal Panel for review. If the Panel agrees that the Appeal is beyond the normal timelines or does not conform to the appeal policy, the Appeal Panel may dismiss the appeal and provide the reasons for the dismissal to the student in writing. A student may withdraw his or her request for an Academic Appeal prior to the scheduled hearing date.

13.3 Academic Appeal Hearing Protocol

The student has the right to representation throughout the various stages of the Academic Appeal procedure. The student shall advise Humber of their intent to retain a representative at the time an Academic Appeal is filed. Regardless of the outcome of any Academic Appeal Hearing, any costs incurred by the student as a result of being represented are the sole responsibility of the student. In the event the student retains legal representation, Humber has the option to do the same, at its own expense. Those representing the student and/or Humber shall be allowed to present their client's case, and may direct questions for clarification through the Chair, once the person providing the information has completed his or her formal presentation.

A student may request a maximum of two people (including the Student Services Advisor) to accompany them at the Academic Appeal Hearing. These individuals shall not actively participate in the actual hearing or present information. A student must indicate if anyone will accompany them at the time an Academic Appeal is filed.

The School will be represented by the Dean or the Associate Dean and the Professor directly involved.

Prior to the Academic Appeal Hearing, the Chair of the Appeal Panel will direct the Office of the Registrar to confirm the participants at the hearing with the Academic Appeal Panel, the student and the School.

An Academic Appeal Panel member having any prior knowledge of the student or of the nature and circumstances of an appeal must withdraw from the Panel.

Academic Appeal Hearings shall be conducted in private.

Recording devices are not permitted during an Academic Appeal Hearing.

All information presented and/or discussed at an Academic Appeal Hearing is deemed confidential and the Chair of the Panel will advise participants of their responsibility to maintain the confidentiality of the proceeding.

Once an Academic Appeal Hearing is in session, all participants must remain until all information has been heard and the meeting formally adjourned and/or concluded. Witnesses called by either the student or the School shall be dismissed by the Chair of

the Academic Appeal Panel once they have presented their information and have been questioned by the other party to the Appeal, and by the Academic Appeal Panel.

The decision of an Academic Appeal Panel shall be by majority vote and is final and binding on all parties. The student and/or School are precluded from seeking subsequent review of the appeal decision under any office, or in accordance with any policy or procedure within Humber.

One copy of all materials presented at an Academic Appeal Hearing shall be kept on file until graduation or five (5) years from the last date of attendance. This material shall be held in the Office of the Registrar.

If two (2) or more formal appeals are submitted at the same time which involve the same or similar questions, the Chair may:

- combine the appeals or any part of them, with the consent of the parties
- hear the appeals at the same time, with the consent of the parties
- hear the appeals one immediately after the other
- stay one or more of the appeals until after the determination of one of them

In the event of an Academic Appeal from a group of students, two (2) students, with the written permission of the other members of the group, shall represent the interests of the group at the Academic Appeal Hearing. The decision rendered by the Academic Appeal Panel in a group appeal shall be considered binding on all members of the group identified as students in the appeal.

The format for the Academic Appeal Hearing shall be as follows:

- a) The Chair shall introduce the members of the Academic Appeal Panel and review the format of the meeting and any rules of process that are appropriate. All procedural questions shall be directed to the Chair of the Academic Appeal Panel, and are subject to the final decision of the Chair.
- b) The Chair shall ask each participant to confirm that they are willing to maintain the confidentiality of the information presented at the proceeding.
- c) The Chair shall ensure that sufficient time is provided to cover all points that are relevant to the appeal.
- d) The Chair shall ensure that all documentation tabled was submitted prior to the Academic Appeal Hearing and was received by all participants within the allotted time period unless otherwise ordered.
- e) The Office of the Registrar shall provide a certified copy of the student's full academic record if it is requested by either the student and/or the School for their submission and is deemed by the Academic Appeal Panel as being relevant to the appeal being heard.
- f) The School named in an Academic Appeal shall provide a copy of the outline(s) for the course(s) and all course materials cited in the appeal along with a copy of the appropriate curriculum in the event the course is part of a program.
- g) The student (or the student's representative) is required to clearly state the nature of the appeal, present the case referring to any relevant documentation previously submitted and state the resolution being sought.
- h) The School (or its representative) shall state its position and speak to any relevant documentation.
- i) The student (or the student's representative) and the School (or its representative) shall have the opportunity to question persons providing information through the

Chair once the person providing the information has completed their formal statement.

- j) Members of the Academic Appeal Panel may raise questions through the Chair at any time to ensure that all points are clearly understood and are relevant to the Appeal.
- k) Based on the information provided, the School and the student shall be provided with an opportunity to summarize their position.
- l) After confirming that all relevant information has been presented by both parties and the student has had the final opportunity to speak, the meeting shall adjourn and the Academic Appeal Panel shall caucus privately and in confidence to reach a decision. The decision shall be determined by majority vote of the Panel.
- m) If an appeal is dismissed, the decision of the School stands and is written as such.
- n) If an appeal is granted, the Panel may award the resolution being sought or may take any action it deems appropriate including but not necessarily limited to:
 - o Directing the School to administer and/or accommodate the student with respect to a new final examination, assignment or paper in the course; or
 - o Directing the School to reinstate the student to the program status he or she was at prior to the academic decision being appealed.

Note: The Panel has no authority to provide any monetary award, to impose an actual mark, or to reprimand or take disciplinary action against any individual as a result of information presented at an appeal.

- o) The decision and reasons of an Academic Appeal Panel shall be forwarded in writing to the student, School and the student's Advisor, if applicable, within ten (10) working days of the Academic Appeal Hearing.
- p) In the event that an Academic Appeal Panel finds in favour of the student, the School cited in the appeal shall be responsible for implementing the decision of the Panel and for ensuring the student's academic record is corrected if necessary.
- q) In the event that an Academic Appeal Panel upholds the academic decision of the School, other than a College initiated withdrawal/expulsion, the decision is not made part of a student's permanent academic record, but shall become part of a student's confidential record. Upon graduation, a student's confidential record is expunged. Should a student not graduate, a student's confidential record is expunged five (5) years after the disposition of an appeal.

13.2.2 Fees and Charges

Drawn from Admission Requirements and Academic Regulations for Degree, Diploma and Certificate Programs.

Course/Program Fees and Refunds

3. Tuition and non-tuition related fees for all programs are revised each year and are available from the Office of the Registrar. Courses or fees paid for courses not taken in the semester for which they were originally scheduled are not transferable.

3.1 Refunds

A refund for a course or program will only be issued if a student applies in writing to the Office of the Registrar by the close of business on or before the tenth (10) school day after the start date of the course. Students who have paid for advanced semesters will be eligible for a refund for that semester if they formally withdraw before the tenth (10) day of the term. A non-refundable withholding fee applies.

3.2 Late Fees

4. If a student misses a prescribed payment date, a late fee will apply. In addition, if students wish to split annual fee payments an extra charge will apply.

Specific information pertaining to fees is available in the enclosed Humber Full-Time Postsecondary Academic Calendar and on the Humber website. The following is an excerpt from the web site pertaining to degrees

FEES AND FINANCIAL ASSISTANCE

Fees

Full-Time Studies

As a general reference guideline, the fees for **most** degree programs for the 2009-2010 academic year are:

Full-Time Postsecondary Degree Programs	
Domestic	International
Tuition Fee \$4,819.48	
Mandatory Non-Tuition Related Incidental Fee \$849.52	
Total Annual Fee \$5669.00	\$11,730.00

*Fees may vary for programs that are shorter or longer than the standard two-semester duration or for programs with deregulated fee schedules.

Equipment deposits and/or a co-operative education fee (co-op fee) and/or lab fees may apply to some programs.

Annual fees are due at the billing date (usually late June).

Part-Time Studies

As a general reference guideline, the fees for **most** courses for the 2009-20010 academic year are:

5. Part-Time Postsecondary Degree Courses (Based on a 42 Hour Course- all fees are pro-rated)	
Domestic – Per Course	International
Tuition Fee \$587.16	\$1,298.38
Mandatory Non-Tuition Related Incidental Fee \$72.66	\$72.66
6. Total Fee per Course \$659.82	\$1,370.04

Ministry Non-Funded Programs

Humber has developed several programs that are not funded by the severely restricted budgets of the Ontario government. Therefore, the tuition fees for these programs must

cover the full cost of development and delivery. Fees range from \$5,000 per year to \$11,500 per year. Students may apply for OSAP assistance for many of these programs in the same manner as applicants for Ministry approved postsecondary programs.

Explanation of Mandatory Non-Tuition Related Incidental Fee 2009-2010

Mandatory fees are collected in addition to the standard tuition fee. Through a formal procedure that includes students and college staff new fees and increases to these fees are approved by a Fee Protocol Committee that involves a majority of student representatives, and is forwarded to Humber's Board of Governors for final approval. Details are available in the Office of the Registrar and Enrolment Management.

Fees for the 2009-2010 academic year are:

Student Government and Activity Fees including dental plan	\$296.00
Athletics	124.64
Technology Fee	165.74
College Services Fee: (Convocation, I.D. Card, Transcripts, Administrative Services, Orientation)	263.14
Total Fee Allocation (per two semesters)	\$849.52

Note: There is a similar pro-rated breakdown of fees for part-time courses. Details are available in the Office of the Registrar.

7. Method of Payment

Fee payments for full-time programs are accepted through our website at srs.humber.ca. Alternatively, you may set up web banking through your personal bank. We also accept certified cheques, money orders, bank drafts, Visa, MasterCard or Interac. Payments are to be made payable to Humber. **Note** that we do **not** accept cash payments or uncertified personal cheques.

Tax Receipts

Official receipts for tuition are only available online at srs.humber.ca.

Failure to Pay Fees

Failure to pay fees may result in the withdrawal of an offer of admission. It is essential that students pay fees by the stipulated deadline dates.

8. Application for Refund

A refund for a course or program will be issued only if a student applies in writing to the Office of Registrar by the close of business on or before the tenth school day after the start date of the course or program.

Note: \$100 (\$500 for International students) is non-refundable along with any penalty charges (eg. late, split, deferral fee).

9. Other Fees

The following additional fees and service charges may apply to some students. These fees are updated annually and currently include the following:

Co-op Fees

An additional fee of \$409.80 - \$624 (in some cases added to the academic semesters) will be charged to all qualified students. Co-op fees are non-refundable in the event the student does not qualify for the co-op placement for academic reasons or if they withdraw after the last day to receive a refund in that semester.

Students may be required to complete specific courses or achieve specific grades before being allowed to proceed with a co-op or work term.

Note: Fees for international placements may be higher.

Lab Fees

Some programs include lab fees as part of the tuition. The charge is listed on the Fee Invoice and is due by the Tuition Fee Due Date.

Equipment Deposit

An equipment deposit is levied for several programs and covers breakage of equipment used by students. This amount is refundable at the end of the year after clearance authorization is received from the program coordinator. This deposit will be identified in the information mailed to all students prior to enrolment.

Extra courses will require the payment of additional fees.

Service Charges

Additional charges will apply when:

- Deferrals are granted (\$25);
- Students fail to pay fees by the published deadlines (\$75);
Note: Late payment of fees may result in the loss of a program seat. Humber is not obligated to hold seats for students who fail to pay fees by the due date. Late payments are accepted only if space remains in the program.
- Annual tuition fees are paid by semester instead of the full academic year (\$40).

13.2.3 Student Dismissal

Drawn from the Admission Requirements and Academic Regulations for Degree, Diploma and Certificate Programs.

Academic Misconduct

12.1 Definition

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines Humber's ability to evaluate students' academic achievements, or restricts the College's ability to accomplish its learning objectives. Humber takes a serious view of academic misconduct and will severely penalize students who are found guilty of offences associated with academic dishonesty, misrepresentation of personal performance, restrictions of equal opportunities for access to scholarly resources, or damage to the integrity of scholarly exchanges.

12.2 Responsibilities

It is the responsibility of Humber faculty, students, and staff to be aware of what constitutes academic misconduct and to do as much as possible to prevent such offences from occurring. Furthermore, all members of Humber's community including students, faculty and staff have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes giving due consideration to the deterrent effect of reporting such offences when they do occur, making one's disapproval of such behaviour obvious, and helping to ensure that the Humber community does nothing to encourage or facilitate academic misconduct.

Humber students are responsible for familiarizing themselves with and abiding by the policy on student academic misconduct. Students have the responsibility to create an environment that discourages misconduct.

12.3 Offences

Academic misconduct is broadly defined as an offence against the academic integrity of the learning environment. This includes, but is not limited to, the following examples.

12.3.1 Academic Dishonesty

- a) Plagiarism, in the broadest sense, is misrepresenting the work of others as one's own. Plagiarism can be understood as the act of copying, reproducing or paraphrasing significant portions of someone else's published or unpublished material, and representing these as one's own thinking by not acknowledging the appropriate source or by the failure to use appropriate quotation marks. Students have the responsibility to learn and use the conventions of documentation, and, if in any doubt, are encouraged to consult with the faculty member of the course, or the Program Co-ordinator.
- b) Copying another person's answer(s) to an examination question.

- c) Copying from or using prohibited material in an assignment or examination including, but not limited to textbooks or other documentary, electronic equipment, personal notes or other aids not approved by the faculty member.
- d) Improper academic practices including the falsification, fabrication or misrepresentation of material that is part of academic evaluation, the learning process, or scholarly exchange. This offence would include reference to resources that are known not to exist or the listing of others who have not contributed to the work.

12.3.2 Misrepresentation of Personal Performance

- a) Submitting false or fraudulent or purchased assignments, research or credentials; or the falsifying or withholding of records, transcripts, or other academic documents.
- b) Impersonation by having someone impersonate oneself, either in person or electronically, in class, in an examination, or in connection with any type of course assignment or material or availing oneself of the results of such impersonation. Both the impersonator and individual impersonated (if aware of the impersonation) are subject to a penalty. In this context, plagiarism is simply another form of impersonation that misrepresents personal performance.
- c) Submitting a false medical or compassionate certificate, or presenting other such documentation under false pretences.
- d) Improperly obtaining, through theft, bribery, collusion or otherwise, access to privileged information, or examination paper or set of questions.
- e) Submitting the same course work, research, or assignment for credit on more than one occasion in two or more courses without the prior written permission of the faculty members in all of the courses involved.

12.3.3 Damage to the Integrity of Scholarly Exchanges

- a) Altering, destroying, hiding, or generally restricting the access to academic materials intended for general use.
- b) The unauthorized removal, destruction, or theft of library or other Humber resources.
- c) Inappropriate distribution of restricted material.
- d) Obstructing the academic activities of others. This may involve interfering with the scholarly activities of another or altering or falsifying the work of others, in order to harass or gain unfair academic advantage. This includes, but is not limited to, interfering or tampering with experimental data, with a written or other creation, with a chemical used for research, or with any other object of study.
- e) Aiding or abetting academic misconduct. Knowingly aiding or abetting anyone in committing any form of academic misconduct is itself academic misconduct. This may include, but is not limited to, offering for sale essays or other assignments with the intention that these works be subsequently submitted for assessment.

12.4 Penalties

If a student is found guilty of academic misconduct, one or more of the following penalties may be assessed:

- a) Required submission of a new piece of work; partial or total loss of marks on the exam/assignment; partial or total loss of marks for the course in which the offence occurred; a notation on the student's transcript.
- b) An official warning that the penalty for a subsequent offence will be suspension from Humber for a period of up to two years or expulsion.
- c) The rescinding of Humber-funded scholarships or bursaries.
- d) Suspension from Humber for a period of between two (2) and six (6) consecutive semesters. A student who wishes to be considered for readmission after this period must make an application for readmission that will be judged on the basis of eligibility to continue. A student who is suspended for academic misconduct and also fails to meet the continuation of study requirements will normally be required to serve the associated penalties consecutively.
- e) A recommendation for expulsion from Humber. A student who has been expelled from Humber is not eligible for readmission to Humber for at least five (5) years.
- f) A recommendation for revocation/rescinding of a degree/diploma. A person, who is found guilty of academic misconduct after having been approved for graduation, or after having a degree/diploma conferred, may have the degree/diploma rescinded or revoked.

Note: Students who have been expelled or suspended will not receive credit for any studies during that time.

12.5 Detection and Responding to Suspected Academic Misconduct

12.5.1 Examinations

Invigilators will be present at all examinations to supervise the delivery of the examination and detect any signs of academic misconduct. The invigilators may use reports from others to assist them in detection.

In cases of suspected impersonation, the invigilator shall require the student concerned to remain after the examination until the student is satisfactorily identified.

In other cases of suspected academic misconduct, the invigilator shall allow the student to complete the examination and may take action by:

- a) Requesting that the student complete the examination in another location or setting if it is deemed that such action will cause the least disruption to those taking the examination; or
- b) Confiscating the suspect material and requesting that the student make contact with the faculty member responsible for the course once the examination period is over. In cases where the faculty member responsible for the course is not invigilating the exam, the invigilator shall give a full report, together with any confiscated material, to the appropriate faculty member. This documentation is also used in consultation with the Office of the Registrar when preparing a formal complaint.

12.5.2 Term Assignments Including Research

The responsibility for detecting academic misconduct on term assignments, etc., lies with the faculty member, who may make use of reports from others to assist in detection. Where academic misconduct is suspected, the instructor:

- a) shall retain possession of suspect material
- b) may seek to interview the student to allay suspicion or to confirm it

In any case, the instructor shall make a full report in writing together with any confiscated material to the Dean or Associate Dean.

12.5.3 Cases outside the Domain of Examinations or Assignments

The responsibility for detecting academic misconduct in the context of an academic environment that is not part of the formal examination or assignment process must rest with the entire Humber Community. Where academic misconduct is suspected, but where it is unclear whether it is directly related to a specific course, or where the specific course is unknown, those with knowledge of an offence should contact the Registrar. If the suspected offence appears to be related to a specific course, then the faculty member of the course should be contacted.

12.6 Documentation of an Offence of Academic Misconduct

Where there is evidence of suspected academic misconduct, the faculty member or person aware of the issue should consult with the Dean or Associate Dean to determine whether the offence and the associated evidence/documentation merit a formal

complaint. If it is deemed that a formal complaint is likely and that further investigation is required, the Dean or Associate Dean shall:

- a) Notify the student in writing of the suspected academic misconduct.
- b) Notify the Office of the Registrar to freeze changes to the student's record.
- c) Delay the submission of the grades for the student.
- d) Interview the student, unless the student is unavailable or unwilling.
- e) Consult with the Office of the Registrar to ascertain if any record of previous academic offences exists.
- f) Seek further information concerning any reported incidents from faculty members or any other parties involved.

If the Dean or Associate Dean deems the student is not guilty at this stage, no penalties will be assessed, no record of the suspected offence or complaint will be kept, and all parties involved will be informed by the Dean or Associate Dean.

If the Dean or Associate Dean **determines that the student is guilty** they shall:

- a) Notify the student in writing of the charge of academic misconduct ***including the offence, the penalty, the effective date and the student's right to appeal. (See Section 12.4 on Penalties)***
- b) Notify the Office of the Registrar for purposes of documenting the student's record.

In cases where Revocation/Rescinding of a credential is recommended - the Dean or Associate Dean shall consult with the Vice President, Academic and the President's Executive Committee.

Note: A student charged with the offence of academic misconduct in a particular course or courses will not be allowed to drop the course(s) in question during the period of the investigation. If the student is found to be guilty of the academic misconduct and receives a penalty other than an official warning, the student will not be allowed to drop the course(s). If the penalty selected is an official warning, the student will be allowed to drop the course(s).

12.7 Appeal Process

If a student charged with academic misconduct wishes to appeal the decision, they may submit a request for an appeal to the Office of the Registrar within ten (10) days of the date indicated on the written copy of the formal complaint specifying the offence and penalty.

The appeal process for Academic Misconduct follows the Formal Appeal Process. Details are available in Section 13.2 of the Academic Regulations.

12.8 Record of Academic Misconduct and/or Expulsion

12.8.1 Academic Misconduct

- a) The Office of the Registrar will place a record of all academic misconduct for which the student is penalized on the student's record. This notation shall be expunged from the student's file upon graduation.
- b) Students who do not graduate from Humber may submit a request to an Academic Appeal Panel to have the record expunged no sooner than five (5) years after the date of the student's last registration.

12.8.2. Expulsion

The record for expulsion is permanent, unless removed by petition to the President of Humber College.

12.8.3. Confidentiality

Access to the record of academic misconduct will be limited to those involved in processing appeals and those involved in processing additional complaints against the student.

Appendix 13.2.4 Withdrawals and Refunds

Drawn from the Admission Requirements and Academic Regulations for Degree, Diploma and Certificate Programs.

2.6 Voluntary Withdrawal (Hiatus)

A student may withdraw from a course or program without academic penalty up to the “Last Day to Withdraw without Academic Penalty” as listed in the Calendar of Important Academic Dates for each semester. This deadline date is the two-thirds point of the course. Procedures for withdrawal from a course or a program (in whole or in part) must be initiated with the Office of the Registrar.

Students who drop all of their courses prior to the last day to withdraw without academic penalty will be considered to be withdrawing from the program. This will be considered as a voluntary suspension of studies. Students who withdraw in this manner and do not register for the following four (4) terms will require re-admission to the program.

Withdrawn courses will appear on the official transcript with the notation “WTH”. Withdrawn courses will not be counted as course attempts or be used in the calculation of Grade Point Averages (GPA).

3.1 Refunds

A refund for a course or program will only be issued if a student applies in writing to the Office of the Registrar by the close of business on or before the tenth (10) school day after the start date of the course. A non-refundable withholding fee applies. Students who have paid for advanced semesters will be eligible for a refund for that semester if they formally withdraw before the start of classes.

3.2 Late Fees

If a student misses a prescribed payment date, a late fee will apply. In addition, if students wish to split annual fee payments an extra charge will apply.

13.3 Student Protection Information

Information regarding Humber's policies pertaining to student protection is available in the Academic Regulations for Bachelor's programs. Students are informed about these regulations and must acknowledge the receipt of this information as part of the online registration process. In addition, these regulations are available on the Humber web site and a number of the policies and procedures regarding student protection are also found in the Humber full-time postsecondary calendar.

The directive sent to all students as part of the registration process includes the following information.

Welcome to Humber

We are excited that you have chosen Humber for your postsecondary education and look forward to working with you this year.

The Ministry of Training, Colleges and Universities (MTCU) requires that we notify you of the Academic Regulations and the Transfer Credit Arrangements pertaining to degree level studies. Accordingly, you will need to acknowledge this message prior to using the Student Record System (SRS).

The Academic Regulations are intended to help ensure that you achieve the learning outcomes for your program and that students are treated equally and fairly. You can access the complete set of Academic Regulations at <http://fulltimestudents.humber.ca/academicregulations.htm>. A summary of the regulations are available at <http://registrar.humberc.on.ca/srs/ACRegsHighlights.pdf>.

With regards to transfer arrangements, as a requirement to obtain MTCU approval to offer your program, a number of institutions have confirmed that they will offer Transfer Credit and/or consider Humber graduates for admission to graduate level studies. Details on transfer agreements are available at <http://transferguide.humber.ca>. This information will be updated regularly as additional transfer arrangements are confirmed.

In addition to this, I also must advise you that all degree programs are reviewed on a regular basis by the MTCU and a Minister appointed Postsecondary Education Quality Assessment Board. This review must include samples of student work (e.g., essays, tests and projects) and samples of your work may be kept on file for review by program assessors.

Once again, welcome and on behalf of the staff at Humber, we wish you a very successful and rewarding year.

Sincerely,

Clay MacDougall
Deputy Registrar

14. Economic Need

The need to develop this degree program was based on an analysis of the industry, student interest, employer support, current program offerings and several other factors. These included:

- An assessment of the growing interest in and need for a degree for a number of positions in the field of public relations.
- An analysis of related programs offered by other Ontario postsecondary degree granting institutions.
- The acknowledgement that related current diploma programs offered by Humber attract students who already have requirements for degree level admission.
- The opportunity to build on a program area of strength at Humber.
- Employer and advisory committee support for the program.

The following material includes an overview of the general economic environment as well as specific data pertaining to the Public Relations field. Data was gathered through a literature review, a search of related websites, and employer and student surveys. Economic need for this program has been evaluated from a number of perspectives. The material is organized to address the economic need/environment, job opportunities, the education required for the field of practice and support for the program.

Overview of the Field

Public relations gained maturity and popularity during the early years of the 20th century and emerged as a distinct vocation in North America by the early 1920s. Today it is an essential component of business operations and specialists in public relations/corporate communications can be found in all types and sizes of organizations. There are four broad sectors in which PR practitioners work: corporate, government, not for profit and agency.

There were an estimated 13,100 PR and communication professionals in Ontario in 2004 according to Ontario Job Futures. Over half are located in the GTA.

With trends such as social media and participatory journalism, shrinking newsrooms and threats to traditional media and the interconnectedness of global communications, combined with new technologies, the lack of trust in organizations, the increased emphasis on transparency and corporate responsibility, the need for PR is greater than ever.

According to the Conference Board of Canada, increasingly boards of directors are taking explicit responsibility for corporate and stakeholder communications. A study by IABC observed a “definite correlation” between high-performing organizations and strong communications practices. Apart from direct links to the corporate bottom line, effective communications contributes to:

- A mission that will be communicated, understood and accomplished
- New customers and business
- An engaged workforce: employees who are committed, motivated and productive
- Enhanced shareholder relationships
- Increased confidence and loyalty
- Reduced complaints

- Improved corporate image
- Strengthened management cohesiveness
- Crisis avoidance
- Credibility and
- An informed market.

Nature of Employment/Need for a Degree

The PR environment is changing. There are many trends impacting the profession. These include:

- higher public and stakeholder expectations;
- access to information;
- need for transparency and accountability;
- demand for public relations research methodology, measurement and metrics;
- globalization;
- an increasingly complex and difficult ethical environment;
- rapidly changing media;
- technological change;
- increasing importance of internal audiences;
- challenges to institutional trust and credibility;
- the need for organizations to integrate their communications; and
- the increasing value of public relations to top management.

PR practitioners are facing a need for increased reporting and organizational transparency, an increasingly complex and difficult ethical environment and rapidly changing media and technology. In addition, PR is becoming a progressively more global profession in an increasingly connected world. It is developing from a set of technical skills into a much more strategic, professional and management-focused endeavour. While technical skills such as strong writing abilities remain fundamental, there is a need for people with greater research, problem solving, strategic thinking, planning and management skills.

The methodology of influencing opinion has become increasingly sophisticated, as has the practice of PR itself. It involves a series of complex, logical activities involving fact finding, planning and programming, action and communication and evaluation of results. Public relations is an emerging profession and is slowly establishing itself as having a recognized body of knowledge.

The practice of PR requires creative and critical thinkers who are able to apply strong analytical, writing and strategic skills to their work. The top five rated competencies sought in hiring entry-level practitioners according to one study are: writing skills, critical thinking and problem solving skills, a good attitude, the ability to communicate publicly, and initiative. For practitioners who wish to move to a more advanced level, research skills, the ability to handle the media professionally, knowledge of the role of public relations on management, and knowledge of issues management coupled with PR work experience are the most prized characteristics.

Recent business and communication scandals have emphasized the importance of honest, fair and transparent public relations.

Successful PR practitioners are literate and well read, educated global citizens, possess excellent professional communication skills and have exceptional depth and breadth in public relations theory, and practice ethical conduct in their professional and personal lives.

According to a Gold Paper prepared by the International Public Relations Association in 2008 “more CEOs today play a leadership role on the global stage and they expect public relations and its linked disciplines to play a key role. The kind of collaborative diplomacy defined in the Gold Paper is not just good public relations; it’s good business.”

The Global Alliance for Public Relations and Communications Management, an international group of public relations associations and practitioners has identified the enhancement of education as one of its key priorities in its most recent strategic plan. Similarly the Canadian Public Relations Society has the same goal.

The increasing importance of postsecondary education is mirrored in a report by Human Resources and Social Development Canada. In its report Looking Ahead: A 10-Year Outlook for the Canadian Labour Market released in May 2006, HRSDC reports that the majority of new jobs will require postsecondary education or management training and that, overall, highly skilled occupations will account for about 70% of all new jobs created in Canada over the 2006 to 2015 period.

In a survey of its members, The Council of PR Firms found that when considering entry-level talent, 70% indicated that a bachelor’s degree in PR is preferred, or on a short list of preferred degrees.

Respondents to a survey of PR practitioners conducted by Humber indicated that a degree is required for entry-level positions in 42% of the organizations surveyed and that it is highly valued and would provide applicants with a competitive edge in the remaining organizations.

A degree is also valuable for those people wishing to pursue professional certifications. For example, the International Association of Business Communicators requires a degree for those seeking certifications, as does the PR society in the U.S. While the Canadian Public Relations Society does not mandate a degree for certification, a degree will provide students with the depth and breadth of knowledge required to complete the certification requirements. Humber’s proposed degree is aligned with CPRS and IABC professional bodies of knowledge.

Although there are many broad communication studies programs in institutions across Canada, there is a paucity of baccalaureate level programs in PR. Currently, the only such program exists at Mount Saint Vincent University in Nova Scotia.

Labour Market Need

According to PR in Canada, the need for PR professionals has grown significantly over the past five years. Communications professionals are needed more than ever with the rapidly fluctuating markets, ongoing changes within organizational structures, and the adoption of blogs and social media. Industry Canada has listed PR as one of the top 10 growth professions

According to Service Canada, the employment prospects are rated as fair through to 2009 because employment growth is expected to be average. It also states the number of retiring workers will contribute to job openings. The U.S. Bureau of Labour Statistics Occupational Outlook Handbook predicts that public relations employment will grow 18 % between 2006 and 2016, faster than average for all occupations.

Primary research with potential employers found:

- 60% believe the employment market to be good to excellent
- Respondents do have plans to hire over next few years, with the majority being contract positions
- About 63% find it somewhat difficult to difficult to find qualified applicants

Humber has also found that despite the challenging economic times, there has been no decline in the number of corporate sponsors for work placements. Humber has 300 opportunities for 80 students.

Although competition is likely to be keen for entry level jobs, the need for good public relations in an increasingly competitive business environment should spur demand for workers in organizations of all types and sizes. According to one source, opportunities are best for those with a degree in PR or Corporate Communications, combined with an internship.

Employment Opportunities

Graduates of the proposed degree program could seek employment in a variety of areas including corporate, non-profit, government and agency.

Graduates will be qualified for and able to pursue progressively more senior positions such as communications/public relations officer, corporate/marketing communications manager, and director, public relations/communications/public affairs. The degree will also prepare them for the full breadth of the profession, including such specialist roles as social media strategist, community relations manager, employee communications coordinator, change management consultant, event management planner, public relations consultant and fundraiser.

One search of job postings for PR professionals listed on popular job search websites found that:

- Indeed Canada listed: 1249 PR jobs in Canada
549 of those were in Ontario
269 were in Toronto
- Workopolis.com listed: 40 PR jobs
19 media relations/publicist jobs
- Monster.ca listed: 241 PR jobs in Canada
170 of those were in Ontario
91 were in the GTA
- CPRS website listed: 15 jobs
- IABC website listed: 100 jobs

Employer Support

A variety of potential employers have indicated their support for the program, including their willingness to provide work placement opportunities and/or hire graduates of the program. Copies of the letters of support follow the reference list.

Through the Communications and PR Foundation, one donor has already offered a scholarship of \$3,000 per year for four years for a student in the Humber Bachelor of Public Relations program.

In addition, the School of Media Studies and Information Technology created a program advisory committee. In the case of the Bachelor of Public Relations, there was no difficulty in finding employers to serve as advisory committee members.

Student Interest

According to the Professional Bond, a study of the Commission on Public Relations Education, growth in PR education is not just a matter of raw numbers. It is also occurring relative to other areas within communication, journalism and related fields such as marketing and management. Current PR programs at Humber are very popular. Humber has the highest application rate in the province for its PR programs.

On the Humber Student Experience Inventory, students were asked (Question 95) whether they would be interested in studying at a degree level at Humber. Fifty-two per cent of 1238 students said "Yes".

Research completed by Planning & Development showed that if the option of a degree had been available, 71 of the current students in related diploma programs at Humber would have chosen a degree program. As a potential indicator of how many students who applied for diploma programs would have met the degree entrance requirements, we reviewed the backgrounds of applicants to the diploma program in public relations. 145 applicants to the diploma program for fall 2009 and 83 of fall 2008 applicants would have met the entrance requirements for the degree.

The survey of 124 current diploma students also showed that 68% would be interested in completing requirements for a degree at Humber and another 22.6% said they might be interested.

As a further expression of student interest, the following email was received from one of the students in the Public Relations diploma program.

----- Original Message -----

Hi Chitra,

My name is Diana Spagnolo and I am currently enrolled in my third semester in the PR diploma program-01. I am emailing you, on behalf of myself and classmates, to ask if we can arrange a meeting to discuss our program becoming a degree.

We enjoy the program, the instructors, and everything the Lakeshore campus has to offer. We feel like we have learned alot and, if given the opportunity, we would like to continue pursuing our PR studies as a degree.

Last year we were given a survey to see how many of us were interested in taking a PR degree at Humber. I believe most people responded 'yes.'

I understand the process of making a diploma program into a degree involves a lot of work, but I know the result will be worth it.

I believe Humber can only benefit by implementing the degree program and here are a few reasons why:

- 1) Students are more likely to pursue a degree over a diploma
- 2) More tuition money for Humber
- 3) It will benefit both Humber and the students to have the diploma and degree programs housed under one school/campus

There are many more reasons why our program should become a degree program, but I believe a face-to-face conference between yourself and the PR diploma students would be the best way to table and discuss our comments and ideas.

On behalf of myself and classmates thank you for coordinating a wonderful program. Let us know when it is convenient to meet with us.

Thank you

Diana Spagnolo

Based on the above information, Humber is confident there is sufficient interest in the field to support the degree.

Conclusion

After a review of the need for a program in public relations, Humber determined it made sense to add this degree program to its portfolio of offerings because:

- This industry hires and is seeking employees with degrees and industry certifications.
- Related programs at Humber are very popular and many students entering these programs already possess the qualifications for degree level admission.
- The Public Relations degree program would provide opportunities for Public Relations and Journalism diploma graduates to complete a degree.

References

The Professional Bond: Public Relations Education for the 21st Century, the Report of the Commission on Public Relations Education (www.commpred.org), November 2006

Global Alliance, presentation

International Association of Business Communicators
www.iabc.com website

Canadian Public Relations Society
www.cprs.ca website

Collymore Gina, PR & Education...Opportunities are Endless, PR in Canada
www.princanada.com, December 10, 2008

U.S. Bureau of Labour Statistics

CPRS Accreditation handbook

Service Canada, Job Futures
www.jobfutures.ca

Cripps, Kathy Education key to maintaining PR's pipeline of talent, October 30, 2006,
www.prweekus.com

Business Diplomacy Practiced by Public Relations Professionals is Required of Companies Worldwide, October 29, 2008, www.marketwatch.com

Service Canada, Ontario Job Futures
www.ontariojobfutures.net

Debra L. Brown and David A.H. Brown, A time to Speak, Strategic Leadership for Effective Corporate Communications, Conference Board of Canada Member's Briefing, February 2000

Employer Letters of Support

Letters of support have been received from:

- Cohn & Wolfe
- Environics Communications
- NATIONAL Public Relations
- Transport Canada
- Fairmont Royal York
- Deloitte
- Molson Coors
- Toronto Hydro
- Delta Chelsea
- Likely Communication Strategies
- Peton Distributors
- Apex Public Relations Inc.
- TAG Watson
- Paradigm PR
- Edelman Canada
- RBC Dominion Securities
- PR/Media Connexion
- CNW Group
- High Road Communications

Subsequent to receiving these letters, the Postsecondary Education Quality Assessment Board released its new degree nomenclature standard. As a result of that release, the title of the proposed degree was changed but no changes were made to the schedule of studies.



September 23, 2009

Mr. William Hanna, Dean,
School of Media Studies & Information Technology
Humber College Institute of Technology and Advanced Learning
205 Humber College Boulevard,
Toronto, Ontario
M9W 5L7

Dear Mr. Hanna,

I am more than happy to support the Humber College application for a Bachelor of Applied Arts in Public Relations.

I am confident that the rigours of a degree program with the practicality of an applied focus will serve graduates well when seeking employment and gaining advancement in our fast moving industry. Our firm would certainly be willing to provide work placements, subject to business conditions and the needs of the agency at the time the work term is scheduled.

Cohn & Wolfe has had a long association with Humber College having hired many graduates from the school's public relations program and sponsoring the annual Cohn & Wolfe Chairman's Award.

As an alumnus of the program I see this move towards a Bachelor of Applied Arts Degree in Public Relations as an important evolution of the program and acknowledgement of the importance of formal studies in communication practice.

All the best in developing this important degree program.

Sincerely,

A handwritten signature in blue ink that reads "Carol Panasiuk".

Carol J. Panasiuk, MBA, APR, CMC
Senior Vice President, Cohn & Wolfe
Senior Vice President, RES PUBLICA Consulting Group



**ENVIRONICS
COMMUNICATIONS**

July 3, 2009

Mr. Toby Fletcher
Associate Dean,
School of Media Studies & Information Technology,
Humber College Institute of Technology and Advanced Learning
3199 Lake Shore Boulevard West,
Toronto, ON
M8V 1K8

By fax: 416-251-3797

Dear Mr. Fletcher,

I am pleased to write this letter of support for your application to create a Bachelor of Applied Arts in Public Relations at Humber. I have reviewed the planned course overview and the outlines for individual courses and believe it will be a comprehensive degree program that will prepare students for a successful public relations career in any sector.

I have practised public relations in Canada for over 25 years and have seen many changes in our work. There is incredible diversity in the public relations roles found in sectors such as corporate, non-profit, government and agency. Your proposed course will provide students with an excellent foundation to thrive in any of these sectors. To name a few examples, the proposed program will prepare students to plan, manage and implement public relations programs including brand management and marketing communications, employee and executive communications, media relations, investor relations, public affairs, change management, international PR, communicating corporate social responsibility and sustainability, government relations, social and digital media, innovative thinking, fundraising and corporate philanthropy.

The fact that public relations remains an unregulated profession requires people considering the field receive adequate training. I am impressed the proposed course offers both skills development and also addresses the values and ethics that are needed for a career. This combination is what we require as an employer (we employ over 100 public relations professionals in the Greater Toronto Area through our complete business operations).

It is also a positive step for our profession to have graduates available from a B.A. program. We currently prefer to hire people who have a B.A., plus we look for public relations skills such as covered by a certificate program. The proposed Humber B.A. program in our region will give us an attractive new source of graduates with the level of education we require.

/2

33 Bloor Street East, Suite 900, Toronto, Canada M4W 3H1
Tel: (416) 920-9000 Fax: (416) 920-1822
www.environicspr.com

As a leading public relations agency, we also hire students for work placements from time to time and would be interested in qualified candidates from this program.

In addition, we are interested in exploring the possibility of sponsoring research programs to build further knowledge about practices in our profession.

I congratulate you for developing such a comprehensive proposal for this degree program and hope that my letter of support will contribute to gaining approval to begin.

With best regards,



Bruce MacLellan, APR, FCPRS
President and Founder

Mr. Toby Fletcher, Associate Dean
School of Media Studies & Information
Humber College Institute of Technology and Advanced Learning
3199 Lakeshore Blvd W., Toronto, ON

Dear Mr. Fletcher,

I am pleased to offer my support for Humber College's pursuit of degree status for the School of Media Studies & Information program, Bachelor of Applied Arts (Public Relations). Such accreditation would not only benefit graduates and future employers, but would enhance the reputation of the communications industry as a whole.

Degree status would offer graduates an opportunity to experience a wider interdisciplinary education and provide a broader understanding of the important role of communications in the business world. In turn, this will improve their future contribution as they assume leadership roles in Canadian organizations. The rigors of such a program will serve graduates well when seeking employment and advancement in our increasingly important sector.

The global marketplace is complex and rapidly changing. Communications professionals will continue to be faced with increasingly challenging ethical, economic and organizational situations requiring sophisticated understanding and skills. By completing a degree program, graduates will learn to hone skills, such as critical and analytical thinking, to effectively understand and prepare for the demands of today's business environment.

In raising the profile of the communications industry, degree status may also encourage young people to pursue a communications career – an outcome that we would certainly welcome.

NATIONAL has been a long-standing supporter of Humber College's public relations programs. Through internships, information sessions, networking events and, most importantly, the recruitment of many Humber College graduates as full-time staff, we are committed to offering new graduates guidance and opportunities.

Year after year, we have been impressed by Humber College's educational programs. You have our continued support and we look forward to hearing about Humber College's Bachelor of Applied Arts in Public Relations.

Sincerely,



John Crean
National Managing Partner
Managing Partner
NATIONAL Public Relations



Transport Canada Transports Canada

Your file Votre référence

Our file Notre référence
OCTOBER 5, 2009

William Hanna,
Dean, School of Media Studies & Information Technology,
Humber College Institute of Technology and Advanced Learning,
205 Humber College Boulevard,
Toronto, ON
M9W 5L7

RE: Humber College's Approval for New Degree Program in Public Relations

Dear Dean Hanna,

I am providing this letter in support of the proposed degree program in public relations at Humber College. Such a program will increase the supply of Public Relations/Communication (PR/C) graduates with specialized degrees. This specialization will allow for an easier transition from college in to the work world, particularly of the Federal Government. The field of PR/C is becoming increasingly more complex. The provision for four years of learning as opposed to two years will address this complexity and allow graduates to transition more smoothly. Currently, topics such as strategic communication, issues management or social media are not dealt with fully in diploma programs and yet, a thorough understanding of each is important in the daily work life of the average government communication specialist.

As the head of a communications branch in the Federal Government, as a former President of the Canadian Public Relations Society and as a former Chair of the Global Alliance of public relations associations from around the world, I support the establishment of a degree program in public relations at Humber College. There are a limited number of PR/C degree programs currently in existence across Canada, yet the demand for public relations graduates keeps increasing. Rest assured that the demand for talented public relations degree graduates in the Federal Government far exceeds the supply. I know from my own experience and of that of other heads of communications in the Federal Government, we have difficulty filling positions with qualified graduates. We would welcome a degree program at Humber.

Yours truly,

Jean Valin
Director General
Communications and Marketing Branch
Transport Canada
330 Sparks Street, Tower C
Ottawa, Ontario
K1A 0N5

Canada

www.tc.gc.ca

03-0086 (0305-02)

October 5, 2009

Toby Fletcher
Associate Dean
School of Media Studies & Information Technology
Humber Institute of Technology & Advanced Learning
3199 Lakeshore Boulevard West
Toronto, Ontario
M8V 1K8

Dear Mr. Fletcher:

I would like to extend my support for Humber's application to offer a Bachelor of Public Relations Program.

In order to succeed in a competitive business climate graduates entering the public relations field must come equipped with essential skills and an understanding of the intricacies of public relations. I support the degree on the basis that the degree ensures certain vital disciplines are mastered.

Your proposed length of the degree would allow the full development of crucial skills and more time to experience, develop and apply learned skills in a teaching environment. It is my belief that at the end of four years students would be better prepared to access employment opportunities and have the ability to further their career opportunities.

The Fairmont Royal York hotel has hired Humber graduates in the past. If there was a suitable position available we certainly would be prepared to hire a graduate from the Bachelor of Public Relations Program.

We wish you much success with your application.

Sincerely,



Melanie Coates
Regional Director of Public Relations Central Canada
The Fairmont Hotel Macdonald
The Fairmont Palliser
The Sheraton Suites Calgary Eau Claire
The Fairmont Winnipeg
The Fairmont Royal York

100 Front Street West
Toronto, Ontario
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Deloitte & Touche LLP
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Tel: 416-874-3670
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September 19, 2009

Mr. William Hanna
Dean, School of Media Studies & Information Technology
Humber College Institute of Technology and Advanced Learning
205 Humber College Boulevard
Toronto, ON M9W 5L7

Dear Mr. Hanna;

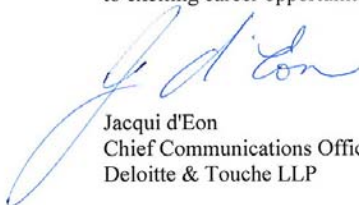
I am writing to support the Humber's application to offer a Bachelor of Applied Arts (Public Relations) beginning in 2011.

The world of organizational communications is changing rapidly. Entrants to the profession need to understand the fundamentals of strategic communications and have the ability to continue to learn and grow in our profession. A degree program provides potential employers and students alike comfort that they have the knowledge, skills and abilities needed to thrive in this profession.

I have been actively involved in the development of this program as a member of the Program Advisory Committee. As a strong advocate of ongoing professional development through my involvement with the International Association of Business Communicators (IABC), I believe the proposed program provides solid grounding for entry into the profession. The curriculum is consistent with and provides the foundation for students to aspire to achieve professional accreditation as Accredited Business Communicators (ABC), the global standard for accreditation in our profession.

At Deloitte, we are seeing an increasing need for professionals who can support the organization with knowledge of audiences, technologies and the ability to prepare well written collateral in support of communications programs. I can state unequivocally that BAA (Public Relations) graduates will be prepared to enter the workforce and contribute to the communications objectives of the organizations they join.

The need for professionals who are able to provide strategic communications counsel to their organizations is expanding in new and exciting ways. I expect graduates of this program to have access to exciting career opportunities.



Jacquie d'Eon
Chief Communications Officer
Deloitte & Touche LLP

CC: Chitra Reddin, Joanne McLeod

Audit • Tax • Consulting • Financial Advisory.

Member of
Deloitte Touche Tohmatsu



FERG DEVINS
CHIEF PUBLIC AFFAIRS OFFICER

September 21, 2009

William Hanna,
Dean, School of Media Studies & Information Technology,
Humber College Institute of Technology and Advanced Learning,
205 Humber College Boulevard,
Toronto, Ontario M9W 5L7

Dear Mr. Hanna,

I would like to offer my support for Humber's application to offer a Bachelor of Applied Arts in Public Relations.

Molson Coors Canada is the Canadian division of Molson Coors Brewing Company, a global brewer with operations in Canada, the U.S., U.K and Asia. Molson Coors Canada employs 3,000 Canadians, operates six breweries, including the boutique brewery Creemore, and invests in communities from coast-to-coast through its various charitable initiatives and sports and entertainment sponsorships. Molson Coors Canada is committed to promoting its products and events in a responsible manner.

As Chief Public Affairs Officers for Molson Coors Canada, I can attest to the fact that a degree from Humber College in Public Relations would help to ensure that the individual would be prepared to face the challenges that businesses face in the ever evolving world of communications.

This degree will provide the practical and theoretical background necessary for an individual to communicate effectively for large, medium and small businesses. I have also seen the caliber of diploma graduates from Humber and feel that the degree program would take your graduate placements to a new level of accomplishment. It may also help to place graduates in higher positions of authority upon graduation.

Molson Coors is committed to working with Humber on future work placement assignments. My team is also available to support with guest lecturers and mentoring opportunities for students enrolled in the degree program.

Please accept my best wishes for much success as you make your decision related to the BA in Public Relations. I applaud you and your team for this forward thinking project in the ever evolving and fascinating realm of communications.

Regards,

Ferg Devins
Chief Public Affairs Officer

Molson Coors Canada
33 Carlingview Drive • Toronto • Ontario • M9W 5E4
T 416.679.7622 • C 416.427.0716 • F 416.679.1591
ferg.devins@molsoncoors.com

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November 20, 2009

Mr. William Hanna
Dean, School of Media Studies & Information Technology
Humber College Institute of Technology and Advanced Learning
205 Humber College Boulevard
Toronto, Ontario
M9W 5L7

Dear Mr. Hanna,

I am writing to support Humber's application to offer a Bachelor of Applied Arts (Public Relations) beginning in 2011.

Toronto Hydro has been a supporter and employer of Humber's Public Relations certificate program graduates for many years. Many Humber interns have spent time with us, and we have a number of your graduates on staff. The quality of Humber's program is second to none, and the commitment of Humber to the communications profession has helped to enable our company to assemble one of the best PR and corporate communications teams in Canada.

It seems to me that a Bachelor Program at Humber is a logical and natural evolution of your excellent curriculum. The program will result in "business-ready" graduates who understand the complexities of modern corporations, in the context of public relations and related corporate communications management activities. The Bachelor designation will be of interest to companies like Toronto Hydro, which considers public relations to be an essential management function reporting to the top of the organization.

I am certain that graduates from this program will be valued employment candidates who will grow into communications management positions as their careers progress. There is a need for this type of degree and I fully support this initiative.

Sincerely,

A handwritten signature in black ink, appearing to read "Blair Peberdy", is written over a white background.

Blair Peberdy
Vice-President
Communications & Public Affairs



November 24, 2009

William Hanna
Dean, School of Media Studies & Information Technology,
Humber College Institute of Technology and Advanced Learning,
205 Humber College Boulevard,
Toronto, Ontario M9W 5L7

Dear Mr. Hanna,

I am delighted to offer my support for Humber's application to offer a Bachelor of Public Relations.

10. The Delta Chelsea is Canada's largest hotel and the flagship property of the Delta Hotels and Resorts chain. Founded in 1962, Delta Hotels and Resorts has grown to become Canada's leading first-class hotel management company. Today, we boast a diversified portfolio of 44 city-centre, airport and resort properties. Widely viewed as the brand of choice for discerning owners and guests, we also take pride in being an exemplary employer to more than 7,000 people and an active corporate citizen building stronger Canadian communities from coast to coast.

11. For the past three years, we have supported the current Public Relations program through Internships and in networking for their employment quests. I have been consistently impressed with their professionalism and enthusiasm. As Public Relations Manager, I am proud to say that each Intern was successful with pursuing a career in the field of Public Relations. I believe that the degree program would take graduate placements to a new level of accomplishment and offer higher positions of responsibility upon graduation.

12. Our continued support would be assured should this program attain degree-granting status. This degree program would help graduates immeasurably in their career advancement. We anticipate graduates with the same level of talent as we have experienced in the past, but with a better broad-based understanding of their role in this ever-changing communications industry. The Delta Chelsea is committed to continuing to support the program with internships, mentoring or public speaking. Subject to business conditions and the need within our organization at the time the work term would be scheduled, we would be interested in supporting the 14-week paid work placement. I am interested in learning more about the student awards program.

13.

.../2

14. Page 2
15. I wish you all the best in pulling this much needed degree program together.
16. Regards,

Tracy Ford

Tracy Ford
Public Relations Manager

- 17.
- 18.

LIKELY COMMUNICATION STRATEGIES

Illuminating the best PR/Communication management ideas

Toby Fletcher,
Associate Dean, School of Media Studies & Information Technology
Humber College Institute of Technology and Advanced Learning,
3199 Lake Shore Boulevard West
Toronto, ON
M8V 1K8

Dear Mr. Fletcher,

This is a letter from Likely Communication Strategies Ltd. endorsing the proposed degree program in Public Relations at Humber College.

We agree that there is a definite need for such a program and that we would be seeking out graduates for recruitment. The profession of public relations has been evolving steadily. Graduates of one or two year post secondary programs are no longer qualified to enter the field and to build a career path. The latter is particularly important. Employers want graduates who can learn and move up the ranks. This requires both a technical knowledge found in diploma programs as well as the academic theoretical and managerial knowledge found in degree programs.

Public relations education in Canada has been built traditionally around the diploma program model. If Canadians are to compete with graduates from around the world in what is now a truly universal business, Canadians must be able to graduate from degree programs. And not just any degree program: the program proposed by Humber has a combination of theory and technical skills training that the “wired” graduates of today need to prosper.

We fully support the planned program at Humber.

Yours truly,



Fraser Likely MA, APR, FCPRS
President and Managing Partner
Likely Communication Strategies Ltd.
Suite 101 – 1775 Courtwood Crescent
Ottawa, Ontario
K2C 3J2

November 16th 2009



November 6, 2009

Mr. William Hanna
Dean, School of Media Studies & Information Technology
Humber Institute of Technology & Advanced Learning
205 Humber College Boulevard
Toronto, ON
M9W 5L7

Dear Mr. Hanna,

I'm pleased to offer my support of the Humber Institute of Technology & Advanced Learning's proposal to offer a comprehensive four-year honours Bachelor of Public Relations degree program.

Throughout my career, I have worked closely with many of Humber's PR graduates from its current diploma and certificate programs. They have consistently been of a high calibre and have entered the workplace with a solid academic foundation and strong core skills.

I know extensive research has been done to develop the proposed program curriculum so that it strikes a balance between PR/communications theory and best practices and will help students hone the critical competencies needed to conceive, implement and manage strategies that address business communication needs, with a high level of proficiency. I think the addition of an undergraduate PR degree program within the Toronto area will fill a need to equip students with the extensive strategic and technical skills today's managers need to spearhead PR/communications as a core business function, within North American organizations like Pet Valu Inc.

This program would complement existing PR diploma and certificate programs that prepare students with fundamental skills, as well as PR/communications and business administration programs offered at the post-graduate level. As proposed, I think it will also prepare students to handle varied business communications challenges to potentially a higher degree than the diploma/certificate programs.

As Canada's largest pet specialty retailer, Pet Valu is expanding its presence across the country. As we grow, the need for more well prepared communicators and PR practitioners is likely to increase and I could conceivably see hiring interns or graduates from this program at some point in the future. I would also be pleased to provide mentoring and guest speaker support for students in the program.

I welcome the addition of a Toronto-based undergraduate PR degree program to the options emerging communicators can pursue to prepare for the rigours of our profession. And I can't think of a more appropriate Ontario-based academic institution than Humber College to elevate education in this profession to the next level.

Regards,

Leslie Hetherington, APR, MBA
Senior Director, Communications & Graphics
Peton Distributors ULC (a PET VALU company)



October 15, 2009

William Hanna
Dean, School of Media Studies & Information Technology
Humber College Institute of Technology and Advanced Learning
205 Humber College Boulevard
Toronto, Ontario
M9W 5L7

Dear Mr. Hanna,

I was very pleased to hear about Humber's application to offer a Bachelor of Applied Arts in Public Relations. We have a long term relationship with your institution through your current PR program and fully support this new initiative.

The availability of a university level PR degree is long overdue in Ontario. Toronto is the hub of all of the major PR agencies who provide significant employment opportunities for graduates. As the former chair of the Canadian Council of Public Relations Firms, I think I can speak on behalf of many of our members who are definitely interested in taking PR education to a new level.

I believe that a degree program will help students delve deeper into both the theoretical and practical aspects of PR and help them on their way to establishing a solid career in communications. In particular, the emphasis on business courses and consulting will better prepare students to work in a PR agency.

APEX has had many Humber students pass through our doors over our 11 year history, both as interns and employees. We would like to continue our relationship and would be supportive of work placements and the potential to hire.

In addition APEX has agreed to fund a scholarship for a student who is in need of financial support to participate in the BPR program. We would also be pleased to support the program through guest lecturing and mentoring.

On behalf of APEX, I wish you every success in taking this initiative to fruition. I'm sure it has been a lot of work for the committee and we are looking forward to continuing our long and successful partnership.

Sincerely,

A handwritten signature in purple ink, appearing to read "Pat McNamara".

Pat McNamara
CEO
APEX Public Relations

600-1075 Bay Street Toronto ON M5S 2B1 P 416 924 4442 F 416 924 2778

www.apexpr.com

Received via email

Mr. William Hanna
Dean, School of Media Studies
& Information Technology
Humber College
205 Humber College Blvd.
Toronto ON
M9W 5L7

Dear Dean Hanna,

I am writing in support of the College's intent to offer a BAA in Public Relations.

I believe the degree is important for the continued professionalization of the public relations practice and to maintain Humber's leadership in PR education in the province.

I would certainly be willing to act as a guest lecturer and mentor for students, when the program becomes available.

Best of success in this important venture.

Yours most sincerely,

T.A.G. Watson APR LM (CPRS)

14/11/09



October 30, 2009

William Hanna
Dean, School of Media Studies & Information Technology,
Humber College Institute of Technology and Advanced Learning,
205 Humber College Boulevard,
Toronto, ON M9W 5L7

Dear Mr. Hanna,

I am writing in support of Humber's application to offer a Bachelor of Applied Arts in Public Relations.

Paradigm Public Relations is a Toronto-based agency specializing in brand marketing communications, corporate communications, issues management and media relations measurement. I have worked with Humber graduates at Paradigm and other agencies over the last 15 years and I am constantly impressed with their professionalism and ability to enter the workforce hitting the ground running. I believe that this new degree will only serve to enhance these attributes and elevate Humber graduates to a new level.

This degree provides new content that will allow the graduate to communicate effectively in all types of businesses and communications departments, better prepare them for the workforce and in some cases even place them in higher positions upon graduation.

I have been a member of the Humber PR Advisory Board for a number of years and I am committed to continuing to support the program with work placements (in years when we are able to accommodate a student), mentoring or public speaking.

I wish Humber continued success with leading programs such as the BA in Public Relations.

Regards,

A handwritten signature in cursive script that reads "Michael Abbass".

Mike Abbass
Vice President

November 30, 2009

Mr. William Hanna,
Dean, School of Media Studies & Information Technology,
Humber College Institute of Technology and Advanced Learning
205 Humber College Blvd
Toronto, ON
M9W 5L7

Dear Mr. Hanna:

We are thrilled to hear of the possibility of a Bachelor of Public Relations (BPR) degree program being proposed by Humber College and support it wholly.

It is evident to us that the landscape is changing and the need to be able to source new graduate employees who have the understanding of our changing industry is crucial. We believe the proposed degree will enable students to study Communications and Public Relations in a unique program, giving them exposure to professionals in the industry and real time experiences. This combination will afford these new grads the upper hand in the market place and provide employers (like ourselves) a new employee pool who can hit the ground running.

I have had the opportunity to discuss the curriculum of the program with Dr. Chitra Reddin, the program coordinator, and am impressed with the depth of the content and the scope of topics being covered, I am confident that this program will produce bright, competent and engaged employees.

We have enjoyed a long and successful relationship with Humber by participating in their internship program, many of our interns have gone on to become full time employees with us and many are enjoying long term careers with Edelman. This is a relationship we will continue to foster in the years to come.

The world of communications is changing rapidly and the fact that Humber has been at the forefront of this by creating a degree that meets the needs of our industry should be commended.

Best regards,



Heather Conway
CEO Edelman Canada



RBC Dominion Securities Inc.
155 Wellington St W
17th Floor
Toronto, ON M5V 3H1
Tel: (416) 842-2000
Fax: (416) 955-7073

December 7, 2009

Dr. William Hanna
Dean, School of Media Studies
Humber College
205 Humber College Boulevard
Toronto, ON, M9W 5L7

Dear Dr. Hanna,

I am writing in support of Humber College's application to offer a Bachelor of Applied Arts in Public Relations.

As a graduate of the Public Relations Certificate Program, I read the proposed baccalaureate curriculum with great interest. In my opinion, it will provide students with the necessary tools to succeed in any variety of public relations and communications arenas, including private, public and not-for-profit. The course load offers a good balance of technical foundation, problem solving skills, critical and strategic thinking, coupled with a mandatory work term that will truly set them apart from other graduates in this discipline.

As we in the banking industry have witnessed over the past two years of global market volatility, public relations is essential, among other things, to building strong relationships with our clients. When done appropriately and strategically, it can positively impact the bottom line. Graduates of Humber's proposed degree program will be prepared such that they can begin to contribute in an immediate way to the bottom line of the organization in which they become employed.

As a hiring manager at RBC, I offer my support of the program through work placements (when and where we are able to accommodate a student), mentoring or public speaking.

I wish Humber every success in the application process.

Sincerely,

A handwritten signature in blue ink that reads "Lisa Norton".

Lisa Norton
Vice-President, Corporate Communications
RBC Dominion Securities Inc.

PR/Media • Connection

October 21, 2009

William Hanna
Dean, School of Media Studies & Information Technology
Humber College Institute of Technology and Advanced Learning
205 Humber College Boulevard
Toronto, Ontario
M9W 5L7

Dear Mr. Hanna:

I am indicating support for the proposed new Bachelor of Public Relations program at Humber College. Throughout my career I have worked toward the day when we might have a degree program in Toronto to meet the growing needs of public relations practitioners. The demands of business, non-profit, agency and government sectors are many. As public relations practitioners, we have long recognized the need to prepare students to manage in all sectors—to plan, manage and implement a broad range of public relations programs including strategic communications planning, innovative thinking, corporate social responsibility and sustainability, brand management, change management, international public relations, and public affairs, media relations, and social and digital media in addition to corporate philanthropy programs. Public relations is now recognized as more than promotion and reputation management, it is a key business function.

During my career, I have worked in a variety of business sectors, most recently, as a healthcare public relations and communications consultant. I have served on many university and college public relations program advisory committees as well as having chaired the Canadian Public Relations Society's Accreditation Council. Currently, I am a member of the Society's National Education Council.

This degree will provide the theoretical and practical education and training for an individual to eventually lead the public relations responsibility in any business sector. It will help students manage public relations as a core business function, able to face the challenges that any business, agency, non-profit or government must address on a daily basis.

As a single proprietor consultant, I would be pleased to counsel or mentor students from this proposed program, and as chair of the Communications + Public Relations Foundation, I am committed to raising money to support public relations education and research.

My appreciation to those in a leadership role at Humber for working toward the establishment of a public relations degree program. For those of us who have toiled in the vineyard for many years, we congratulate all of you and know that this program will ensure future generations of public relations practitioners in the GTA and beyond will enter our discipline with the knowledge and experience that employers are seeking.

Yours sincerely,



Barbara Sheffield, APR, FCRPS
Vice President.

c.c. Dr. Chitra Reddin

73 Widdicombe Hill Blvd. • Suite 1515 • Toronto, Ontario • M9R 4B3

416.242.7009 • tvradiopro@prmediaconnection.com • www.prmediaconnection.com



Toronto, Oct 22, 2009

Mr. William Hanna
Dean, School of Media Studies & Information Technology
Humber College Institute of Technology and Advanced Learning
205 Humber College Boulevard
Toronto, ON
M9W 5L7

e-mail: william.hanna@humber.ca

Dear Mr. Hanna:

On behalf of CNW Group, I would like to commend and support Humber's application to offer a Bachelor of Applied Arts in Public Relations program.

CNW (aka Canada NewsWire) has been actively involved with the Canadian public relations community for almost 50 years. In fact, CNW was founded by a number of public relations practitioners who were also the "founding fathers" of the Canadian Public Relations Society.

Much has changed in the field of PR over the past half century. From typewriters to terminals, paper to PDAs, the sophistication and demands on the PR process have become increasingly complex. PR professionals must have more in-depth education to survive in today's electronic, real-time, multi-media communications environment.

Humber should be applauded for recognizing the need to keep abreast of the changing landscape. Humber is clearly listening to the community and moving quickly to raise the bar in public relations education, and help ensure future generations of graduates will succeed and contribute to our society.

Yours sincerely,

David S. Milliken
Senior Vice-President

CNW GROUP | WATERPARK PLACE: 20 BAY ST, SUITE 1500, TORONTO, ON, CANADA M5J 2N8
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HIGH ROAD
COMMUNICATIONS

Dean William Hanna
Dean, School of Media Studies
Humber College
205 Humber College Boulevard
Toronto, ON, M9W 5L7

Dear Dean Hanna:

After perusing the program overview, I write this letter in support of the Humber College Bachelor of Public Relations program.

The program content will provide graduates of this degree with the essential requirements to be successful in the industry. As a related industry professional and potential employer, I would be happy to provide field support for this program especially in the areas of accepting interns. High Road has accepted interns from Humber who have flourished in their career and have become key assets in some of our top client accounts.

We are pleased to support this program as it provides us with the opportunity to meet young, eager, and talented minds who bring their current and relevant knowledge gained through your programs. As traditional PR evolves, the formal education available to students must also evolve to provide graduates with current skills to be successful and stay ahead of the ever-changing communications world. We welcome the opportunity to give back to the industry by recruiting and developing new talent for the industry in general and look forward to meeting graduates of the Bachelor of PR program.

Specifically, we would be willing to provide a 14-week paid work placement subject to organizational needs and business conditions.

It is always a pleasure working with Humber and its students.

Sincerely



Mia Wedgbury
Founder and CEO

15 Non-Duplication of Programs

15.1 Similar/Related College Programs

In this section of the comparative summary, programs offered by Ontario colleges have been clustered by both focus and duration. The college analysis starts an examination of 3-year Ontario College Advanced Diplomas, followed by 2-year Ontario College Diplomas, and then Ontario College Graduate Certificates. Included in each cluster is a summary of the definition and general characteristics of each credential as defined by the College Credentials Framework (see complete copy of Credentials Framework in Section 16.6). These defining characteristics help to differentiate the credential levels thus highlighting the primary differences between the baccalaureate degree-level study in public relations and college diploma, advanced diploma and graduate certificates in public relations and related program areas. Information about the programs was drawn from each college's website.

A. Three-Year Ontario College Advanced Diplomas

General Characteristics as defined by the Ontario Colleges of Applied Arts and Technology Credentials Framework (see Appendix 16.6)

These diplomas meet the provincial requirements for Ontario College Advanced Diplomas, but not degree-level study. These requirements include:

- Vocational learning outcomes, breadth and depth of knowledge and skills as specified by provincial standards for advanced diplomas, but not the same as the degree-level standards;
- Fundamental generic employability skills as defined for college diplomas and advanced diplomas
- 3-5 general education courses but not necessarily of increasing complexity as specified for degree-level study; and
- Admission requirements as established in Regulations and Minister's Binding Policy Directives, but not equivalent to degree-level admission requirements

Institutions: Cambrian, Durham, Humber

Program Name and Credential: Public Relations Ontario College Advanced Diploma

Program Description:

These three-year programs focus on developing students' expertise in public relations and on developing effective strategies to help an organization communicate effectively to all its stakeholders. Although there is some variation in the content of each college's program, primary areas of study include: PR writing, electronic publishing, event planning, marketing, media relations, communications planning, research, fundraising, PR in the non-profit environment, public affairs and general education. All three programs include a field placement.

Similarities and Differences:

- There are some similarities in the foundational PR courses offered in the diplomas and the BPR degree.
- The degree includes more advanced courses in change management, corporate social responsibility and sustainability, emerging issues in PR, investor relations, social media,

innovative thinking, international PR, building communities, and a senior-level thesis project.

- The degree places a greater emphasis on breadth courses.
- There is an increased level of scholarship expected of the degree-level students and the degree places a greater emphasis on higher-level critical thinking and analysis.
- The degree provides a stronger theoretical foundation and greater depth of coverage.
- The degree provides a more comprehensive knowledge base and range of competencies to prepare students for progressively more senior positions in the PR profession and advanced academic studies in the field.

B. Two-Year Ontario College Diplomas in Related Fields

These diplomas meet the provincial requirements for Ontario College Diplomas, but not degree-level study. These requirements include:

- Vocational learning outcomes, breadth and depth of knowledge and skills as specified by provincial standards for college diplomas, but not the same as the degree-level standards;
- Fundamental generic employability skills as defined for college diplomas and advanced diplomas
- 3-5 general education courses but not necessarily of increasing complexity as specified for degree-level study; and
- Admission requirements as established in Regulations and Minister's Binding Policy Directives, but not equivalent to degree-level admission requirements

Institutions: Algonquin, Conestoga

Program Name and Credential: Public Relations Ontario College Diploma

Program Description:

These two-year programs blend public relations theory with practical experience in various elements of public relations. Although there is some variation in content between the two programs, typical areas of study include: writing for public relations, research, media literacy, PR consulting, production, principles of persuasion, multimedia applications, communications and general education. The Algonquin program includes a seven-week field placement.

Similarities and Differences:

- There are some similarities in the foundational PR courses offered in the diplomas and the degree.
- The degree includes more advanced courses in PR management, change management, investor relations, social media, innovative thinking, corporate social responsibility and sustainability, emerging issues in PR, international PR, building communities, and a senior-level thesis project.
- The degree places a greater emphasis on breadth courses.
- There is an increased level of scholarship expected of the degree-level students and the degree places a greater emphasis on higher-level critical thinking and analysis.
- The degree provides a stronger theoretical foundation and greater depth of coverage.
- The degree provides a more comprehensive knowledge base and range of competencies to prepare students for progressively more senior positions in the PR profession and advanced academic studies in the field.

C. Ontario College Graduate Certificates

These certificates meet the provincial requirements for Ontario College Graduate Certificates, but not degree-level study. These requirements include:

- Vocational learning outcomes, breadth and depth of knowledge and skills as specified by provincial standards for Ontario College Graduate Certificates. Intent is to provide a complex understanding/greater depth in a narrow range of skills;
- Fundamental generic employability skills not required but locally determined;
- General education courses not required but locally determined; and
- Admission requirements require possession of an Ontario College Diploma, Ontario College Advanced Diploma or University Degree, as established in Regulations and Minister's Binding Policy Directives

Institutions: Cambrian, Centennial, Fanshawe, Humber, Loyalist, Mohawk, Niagara, Seneca
Program Name and Credential: Corporate Communications / Public Relations Ontario College Graduate Certificate
Program Description: These two semester programs are designed to provide university or college graduates with specialized knowledge in public relations and corporate communications. Although there is variation from one program to another, typical areas of study include: PR writing, electronic publishing, communications theory and planning, event planning, marketing, media relations, presentation skills. Some programs include a field placement.
Similarities and Differences: <ul style="list-style-type: none">▪ The target markets for the two programs are different. The graduate certificate programs are designed for graduates of university degree or college diploma programs who wish to develop specialized skills in PR. Humber's degree is aimed primarily at high school graduates and assumes students have no previous postsecondary education.▪ There is some overlap in the type of courses offered in the two programs since they both prepare students to become PR professionals.▪ The degree has a strong breadth component, and a more comprehensive range of subjects and skills neither covered nor required in graduate certificates.▪ There is a greater depth and breadth of coverage in the degree.▪ The degree includes courses such as change management, corporate social responsibility & sustainability, emerging issues, building communications and a thesis/project which are not typically covered in the graduate certificates.

The College has on file and available upon request the research undertaken to complete Appendix 15.1.

15.2 Similar/Related University Programs

No Ontario university offers an undergraduate degree in public relations, although there are a number who offer programs in the related area of communication studies which may include some courses in PR.

Also, the University of Western Ontario offers a post-degree diploma in Public Relations and Ryerson offers a C.E. certificate in PR.

1.	Institution: York University
Program Name & Credential: B.A. in communication studies	
Program Description: This program builds skills in communication analysis. Students gain an understanding of traditional forms of mass communication and examine the emerging interactive telecommunications networks and computer systems that have introduced new media and new modes of communication. Students enrolled in Communication Studies (or in any other degree program offered by the Faculty of Liberal Arts and Professional) can choose to complete the Communication Arts degree option. This is a joint program with either Centennial or Seneca College, depending upon the stream of interest. Students can choose to take a corporate communications stream offered in conjunction with Centennial College after completion of two years of study. This allows students to earn both a diploma and a degree and takes an additional year to complete.	
Similarities and Differences: Humber's BPR degree program: <ul style="list-style-type: none">▪ focuses specifically on PR versus a broader study of communications and the production of culture and meaning.▪ is a professional degree with a strong industry focus and aligned with Canadian Public Relations Society and International Association of Business Communicators professional body of knowledge.▪ has an innovative, future focused curriculum with courses such as social and digital media, corporate social responsibility & sustainability and change management.▪ is built on the use of case methodology and supported by a PR research plan.▪ requires students to complete a senior-level thesis/project▪ includes a 14 week work term▪ provides a more comprehensive knowledge base and range of competencies to prepare students for progressively more senior positions in the PR profession and advanced academic studies in the field. There is some minor overlap in courses between the two programs. This is particularly true for students who take the B.A. in communication arts option offered in conjunction with Centennial College where students take courses from Centennial's Corporate Communication graduate certificate.	

2.	Institution: McMaster University
Program Name & Credential: B.A. in communication studies	
<p>Program Description: Graduates of this program will have an advanced knowledge of the nature, function, and evolution of communication, and will develop both the practical and theoretical skills necessary to pursue careers in the field of communications. Sample courses include: intro to communication, developments in human communication; quantitative and qualitative methods in communication research, culture and communication, communication theory, professional writing, visual literacy, gender and performance, popular culture, media institutions, aesthetics, dramatic forms, new media and performance, popular music, critical thinking, conflict transformation, political communication, argumentation theory, communication policy and law, media audiences and effects, ethical issues in communication, the internet and public life, topics in organizational communication, performance art, philosophy of language, studies in film, applied linguistics, producing and viewing the news, social activism and the media, interpersonal communication, cross cultural communication, and communication, culture and technology.</p>	
<p>Similarities and Differences: Humber's BPR degree program:</p> <ul style="list-style-type: none"> ▪ focuses specifically on PR versus a broader study of communications and the production of culture and meaning. ▪ is a professional degree with a strong industry focus and aligned with Canadian Public Relations Society and International Association of Business Communicators professional body of knowledge. ▪ has an innovative, future focused curriculum with courses such as social and digital media, corporate social responsibility & sustainability and change management. ▪ is built on the use of case methodology and supported by a PR research plan. ▪ requires students to complete a senior-level thesis/project ▪ includes a 14 week work term ▪ provides a more comprehensive knowledge base and range of competencies to prepare students for progressively more senior positions in the PR profession and advanced academic studies in the field. <p>There is some minor overlap in courses between the two programs in such areas as communications theories, communications law, research methods, ethics and cross cultural communications.</p>	

3.	Institution: University of Ontario Institute of Ontario
Program Name & Credential: B.A. in communications	
<p>Program Description: This program explores communication in all its variations from the interpersonal to the international arena. It introduces the latest technological advances in new media and relates them to social and political change. Sample courses include: advertising, business communication, communicating diversity, communication and technology, computer-mediated communication, development in human communication, foundations of communication theory,</p>	

fundamentals of professional writing, human computer interaction, internet based media, mediation and conflict management, oral communication and public speaking, organizational communications, public relations, the media and communications in Canada, and web design and multimedia authoring. The program offers specializations in Digital Media, Health Sciences Communication or Commerce and Marketing.

Similarities and Differences:

Humber’s BPR degree program:

- focuses specifically on PR versus a broader study of communications.
- is a professional degree with a strong industry focus and aligned with Canadian Public Relations Society and International Association of Business Communicators professional body of knowledge.
- has an innovative, future focused curriculum with courses such as social and digital media, corporate social responsibility & sustainability.
- is built on the use of case methodology and supported by a PR research plan.
- requires students to complete a senior-level thesis/project
- includes a 14 week work term
- provides a more comprehensive knowledge base and range of competencies to prepare students for progressively more senior positions in the PR profession and advanced academic studies in the field.

There is some minor overlap in courses between the two programs such as communication theory, public speaking, intro to public relations.

4.	Institution: Brock University
Program Name & Credential: B.A. in communication studies	
<p>Program Description: Communication Studies is an interdisciplinary program that studies human communicative behaviour, the institutions of communication and the social production of meaning. The Business Communication stream combines the study of communication with some aspects of business. The stream aims to equip the student with a sound theoretical basis for analysing and practicing communication within the business environment. Examples of courses in this stream include: understanding Canadian business, marketing basics, general marketing management, basics of organizational behaviour, basics of human resources management and industrial relations, introduction to communications, communication theory, communication research methods, communication and public policy, popular culture, organizational culture, media industries, media analysis, audience studies, public relations and integrated marketing communication, organizational communication</p>	
<p>Similarities and Differences: Humber’s program:</p> <ul style="list-style-type: none"> ▪ focuses specifically on PR versus a broader study of communications and the production of culture and meaning. ▪ is a professional degree with a strong industry focus and aligned with Canadian Public Relations Society and International Association of Business Communicators professional body of knowledge. ▪ has an innovative, future focused curriculum with courses such as social and digital media, corporate social responsibility & sustainability. 	

- is built on the use of case methodology and supported by a PR research plan.
- requires students to complete a senior-level thesis/project
- includes a 14 week work term
- provides a more comprehensive knowledge base and range of competencies to prepare students for progressively more senior positions in the PR profession and advanced academic studies in the field.

There is some minor overlap in courses between the two programs such as communication theory, research methods, and integrated marketing communications.

5.	Institution: Laurentian University
Program Name & Credential: B.A. in communication studies	
<p>Program Description: The purpose of this program is to provide a broad introduction to the field along with a focused core of professional formation. A unique feature is the requirement for either a cultural studies or a native studies component. The degree is a cooperative program of courses offered at Laurentian and Cambrian College. A fourth-year focus is required in either journalism, public relations or advertising. Students taking the public relations focus through Cambrian study desktop publishing, marketing, PR theory, event management, proposal writing, media writing, speech writing, PR case study and research methods, in addition to the broader communication courses offered in the first three year.</p>	
<p>Similarities and Differences: Humber's BPR degree program:</p> <ul style="list-style-type: none"> ▪ focuses specifically on PR versus a broader study of communications ▪ is a professional degree with a strong industry focus and aligned with Canadian Public Relations Society and International Association of Business Communicators professional body of knowledge. ▪ has an innovative, future focused curriculum with courses such as social and digital media, corporate social responsibility & sustainability. ▪ is built on the use of case methodology and supported by a PR research plan. ▪ requires students to complete a senior-level thesis/project ▪ includes a 14 week work term ▪ provides a more comprehensive knowledge base and range of competencies to prepare students for progressively more senior positions in the PR profession and advanced academic studies in the field. <p>There is some minor overlap in courses between the two programs. This is particularly true for students who take the PR option offered in conjunction with Cambrian College where students take courses from Cambrian's public relations program.</p>	

The College has on file and available upon request the research undertaken to complete Appendix 15.2. The college found that there are more than five similar or related existing programs offered at Ontario universities that could have been listed.