REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2011–3; May 2011

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on a number of items.

Section A presents periodic program reviews of the following programs:
- the *Bachelor of Architectural Science* degree program;
- the *Bachelor of Social Work* degree program.

Section B presents items from the Chang School of Continuing Education, including:
- the review of the *Advanced Certificate in International Business*;
- the restructuring of the *Certificate in Public Relations*;
- the restructuring of the *Certificate in Graphic Communications*.

Section C presents proposals from the Faculty of Arts, including:
- the *Bachelor of Arts in History* degree program;
- the *Minor in History*;
- the *Bachelor of Arts in Environment and Urban Sustainability* degree program;

A. Periodic Program Reviews

A1. Architectural Science

1. PREAMBLE

The timing of this Periodic Program Review reflects a significant juncture due to substantial changes in the Bachelor of Architectural Science (B.Arch.Sc) program. In particular, full accreditation status was awarded to the department for the Master of Architecture program as of January 1st, 2010 by the Canadian Architecture Certification Board (CACB). The means the B.Arch.Sc program is a pre-professional degree leading to admissibility to the M.Arch. degree. Revisions to the curriculum and other developments implemented to facilitate the accreditation have created an environment to prepare students for the profession of architecture. In light of the Department's mission of sustainability, technology, and professional preparation, the undergraduate program is dependent upon the integration of three optional areas of specialty: Architectural Design, Building Science, and Project Management.

2. PROGRAM DESCRIPTION

The goal of this integrated lecture- and studio-based undergraduate program is, to quote from the Department's mission statement, "*to educate students for a wide range of professional roles in the*

design, construction and management of the built environment". The mission and goals of the Department are aligned with both Ryerson's academic plan (*Shaping our Future*) and that of the Faculty of Engineering, Architecture and Science.

The program emphasizes studies in design theory, technology, and management. The long-standing reputation of the program rests in part on this unique emphasis of the curriculum. The first three years of the program provide students with a common foundation. Program options are designated in students' final year. The common curriculum concentrates on the principles of the physical and social sciences and humanities, as well as engineering and building technology and the application of this knowledge to the solution of a wide range of architectural and environmental problems. In the final year, students are required to take a concentration of studies in one of the three program options (Architecture, Building Science and Project Management), with courses from the other options or departments related to the built environment as professional electives. Students continue to apply theory learned in the lecture courses to workshop projects which simulate real-life problems in design, construction management, and building science.

The history of architecture education at Ryerson dates to the institution's 1948 founding, with the School of Architectural Draughting offering one of Ryerson's first programs- a career-oriented two year diploma training for architectural assistants. In 1951 the Department of Architectural Technology was established, introducing a three year diploma. In 1973 a four year degree program, the Bachelor of Technology (Architectural Science), was launched. Ryerson's expansion in the current period culminated with the achievement of full university status in 1993 with an emphasis on research and the introduction of graduate studies programs. Developments during the 1990s and 2000s led to the current, B.Arch.Sc. degree program.

The Department has a staff of 27 tenure-stream/tenured (RFA) faculty complemented by approximately 15 part-time (CUPE) faculty instructors. The annual first-year intake target was about 160 students for a number of years. However, with increasing demands on faculty time due to new graduate programming and space limitations in the design studios, the first-year enrollment target was reduced to 114 in 2009/2010. The total enrollment in all years in all variations of the program was approximately 570 in the years prior to the target readjustment.

3. THE CURRICULUM

The curriculum consists of three common years followed by a final year of specialization. The final year offers three different options: Architecture, Building Science and Project Management. The curriculum is structured around four themes: introduction and context, preparation (tools and elements), integration and concentration/specialization/transition. The first semester provides students with an introduction and sets the context for their education in architectural science. Semesters two, three and four prepare students for advanced studies through an exploration of the necessary tools and elements. Semesters six and seven provide a comprehensive integration of the multiple components of an undergraduate education in architectural science. In the final two semesters, students select from one of the three options available and undertake intensive work in their chosen specialization.

In terms of comparator programs, Ryerson's B.Arch.Sc closely resembles other CACB-accredited programs in Ontario in terms of structure, learning objectives and overall curriculum.

The Architecture degree curriculum reflects Ryerson's tripartite structure. It provides a balance amongst professional, professionally-related and liberal studies over the degree period. In the professional (core) courses, students are provided with a balance of theory and opportunities to apply their knowledge in order to become competent professionals. Professionally related courses utilize interdisciplinary studies which are complimentary to the professional courses, which provide material which helps to form a general context for the study of architecture, and which contribute to the solution of a wide range of architectural and environmental problems.

Three Options:

Architecture- The Architecture option offers a technical base with a focus on architectural design principles. Through lectures, seminars, and hands-on studio workshops, students learn program planning, design, presentation techniques, and contract documentation.

Building Science- The Building Science option offers a more detailed technical base of studies including the selection and design of building construction assemblies, the evaluation of their suitability and performance, and construction and technical drawings.

Project Management- The Project Management option examines the managerial and economic aspects of construction projects, including the planning, organization, management, supervision and control of the process.

Modes of Delivery:

Courses in the architectural science program include studios, lecture courses, laboratories and seminars. Lecture courses are three hours and convey knowledge and information to a large group (~ 112 students). They are usually evaluated though examinations and projects related directly to accumulation of information. Studios (9 hours per week, 3 credits) involve application of information and are taught in small groups (12-14 students). Projects in the studio require analysis and design solutions that are best taught through small groups under the direction of a faculty member. Seminars (professional electives) are usually one-credit courses and meet three hours per week. The format is smaller groups (approximately 40 students) where analysis and discussion are foundations. The professional electives are not required courses and can be chosen from a list of possible offerings. The topics of these courses are usually in a faculty member's area of expertise and focused on a specific area of the curriculum, thus these courses provide more in-depth understanding of the topic.

Studio courses involve students undertaking architectural design projects structured to address particular issues and concepts. Imbedded in these projects are specific research and analysis assignments such as site and program analysis, precedent studies and, in third year studio, financial and economic implications of projects. Assignments are generally evaluated on their breadth and depth of research and analysis as these pertain to the design project.

Studio courses are also a venue for experiential learning, an important hallmark of Ryerson's mission to provide career-relevant education. The studio-based curriculum, with its public presentation and evaluation of student work, regularly involves members of the industry taking part in juries and on review panels. Students thus experience 'real world' exposure to critical and professional review of their work while at the same time having the opportunity to exercise and hone their professional and presentation skills and techniques.

Admission Requirements:

Applicants require completion of the O.S.S.D. with six Grade 12 U/M courses, including Grade 12 U courses in: English, Physics (SPH4U) and Mathematics (one of Advanced Functions (MHF4U) or Calculus and Vectors (MCV4U)) with a minimum of 60 percent or higher in each of these courses. ENG4U/EAE4U is the preferred English. Applicants may be required to attend an on-campus information session, to submit a collection of their work, to complete an Admissions Writing and Sketching Exercise and to forward other relevant documentation in support of their application (i.e., a portfolio). These criteria will be used in the selection process. Advanced Functions and Introductory Calculus (MCB4U) will be accepted in place of Advanced Functions (MHF4U) where presented and where applicable. Geometry and Discrete Mathematics (MGA4U) will be accepted in place of Calculus and Vectors (MCV4U) where presented and where applicable. Subject to competition, candidates may be required to present averages/grades above the minimum.

CACB Criteria and OCAV Learning Objectives (UDLEs):

As part of its self-study analysis, the program has tried to describe the way in which its courses support the OCAV Learning Outcomes (UDLEs) and how the OCAV UDLEs cross-refer to the CACB criteria. For example, under the broad UDLE "Knowledge of Methodologies" it is noted that all "architectural studios in the curriculum require students to gain understanding of methods of enquiry and especially creative activity, by nature of their pedagogy. The projects in design studio are inherently about solving problems. Students are given programs, or situations, that they need to design solutions to the clients' needs or contextual issues (ASC 201 [Design Studio I], 301 [Design Studio II], 401 [Design Studio III], 520 [Integration Studio I] and 620 [Integration Studio II])".

Appendix F in the PPR documentation presents the learning objectives of the CACB which have been adopted by Architecture as program learning objectives. The Appendix F chart maps these 37 learning objectives to the OCAV UDLEs. The mapping confirms that the CACB objectives do map to all the OCAV UDLEs to some extent. That is, the program curriculum, by complying to the CACB learning objectives, also supports the OCAV UDLEs to some extent.

4. THE PROGRAM REVIEW

The review provides comprehensive information about the program and the Department, including student data, student and graduate surveys and a comparator review. As required by Senate policy 126 it provides a statement of the consistency of the goals, learning objectives and program expectations with various academic plans and the OCAV degree level expectations (See comments in the ASC

Evaluation section, however). The Peer Review Team[1] (PRT) report and the Department's response to it provide further insight into the program.

Assessment of Strengths and Weaknesses:

The assessment of program strengths and weaknesses, based on the Self-Study Report and the observations and comments made by the PRT is as follows:

Strengths:

Curriculum- The program's goals and learning objectives are appropriate and the program is strong. The thematic areas embedded in the curriculum are highly appropriate. The new, accredited curriculum provides a balance between breadth of preparation in the first three years, and specialist knowledge in the three areas of Architecture, Building Science and Project Management in year 4. The range of curriculum items building professional skills and attitudes is a positive feature as are the experiential learning opportunities.

High-Quality Applicants/Students- The program attracts a large pool of high-quality applicants. The retention rates in the program are very high (> 85% following three years of study), attesting to the quality of students admitted and their commitment to the program. Graduation rates have also been rising over time.

Preparation of Graduates- Graduates are well prepared to enter the workforce in a wide variety of positions. The employment rate for 2005 graduates was 100% after 2 years. Another measure of success is the admission of Ryerson University undergraduates to graduate programs. In recent years, Ryerson University Architectural Science graduates have been admitted to professional graduate programs in architecture at Dalhousie University, The University of Toronto, McGill University, Cornell University, Yale University, and Columbia University, to mention a few institutions. About 50% of all program graduates pursue some form of additional education beyond the Ryerson undergraduate degree.

Student Satisfaction- Students feel a high level of satisfaction with the program. For example, nearly 85% of graduating students indicated they were satisfied or very satisfied with the overall quality of their education (NSSE 2006).

Student Culture- There is an extraordinarily strong student culture in the program. With three major student societies – the Architecture Course Union (ACU), the Project Management Institute (PMI), and the only Canadian chapter of the AIAS – as well as a fourth, a fledgling chapter of CASA, students are continually active with charettes, road trips, conferences, symposia, and parties.

Human Resources- The full-time faculty are dedicated, highly committed professionals.

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[1] Members of the PRT were Profs. Sharon Matthews (Consultant to the Boston Architectural Center, former Director of the National Architectural Accreditation Board (USA) and former Chair of the architecture program at Norwich University) and David Caro (Chair of PRT. Dept of Architecture, McGill University).

Governance- The collegial program governance is presented as a strength in the Self-Study Report. The program governance provides scope for a high level of student participation in governance and curriculum development.

Weaknesses: The Self-Study Report flags a number of issues as summarized here. In many cases, these have been fully or partially addressed by the change in curriculum structure from the old model to the model adopted for accreditation.

1) Curricular and Program Issues:

Curricular Gaps and Overlaps- The old, pre-accreditation curriculum suffered from a large number of gaps and overlaps. This situation is seen largely as the result of curricular drift caused by a lack of coordinated oversight. The redesign of curriculum to facilitate accreditation addressed these issues for the most part. Plans have also put in place for an administrative structure which allows for improved curricular oversight to avoid future drift.

Integration of IT Technology- Computer technology is not integrated into the current program in any systematic way. The department has initiated a planned response to this which is in the implementation phase.

Student Workload/Too Many Assignments- The Department has addressed the issue of excess workload in the revised program curriculum by developing a coherent course of study in each semester. Core courses are reduced from five (six or seven, if split courses are counted separately) to four per semester.

Overcrowding in Classrooms and Studios- The reduction of the Y1 target from ~ 160 to 112 has helped reduce this problem.

Insufficient Studio Contact Hours- Studios in the old curriculum were scheduled for six hours per week, while studios in most architecture programs are scheduled for nine, twelve, or sixteen hours per week. The quality issues of this situation were compounded by high student-to-faculty ratios in studio under the old curriculum. The revised curriculum has increased studio contact hour to 9 h/week, a ceiling set by the RFA collective agreement. The student-to-faculty ratio is also to be lowered to 14:1. These changes have significant financial implications as noted below.

Divergence of the Three Options- Under the old curriculum, these became quite separate areas of study with little conceptually or culturally in common. The accredited curriculum has addressed this by building the three optional specialization areas on a common curricular foundation.

Student Demand for Co-op and Study Abroad Options- The creation of more comprehensive and stable study-abroad programs is a priority of the department and a faculty member has been given responsibility for developing programs. The department has also added a goal to offer a practicum in the program as part of its academic plan.

2) Resource Issues

New Faculty- The department was somewhat understaffed. Fifteen new tenure-stream faculty have been hired since 2002 to prepare the program to transition to accreditation.

Faculty Workload- Analysis carried out by faculty members using a number of indicators, including number of courses taught, number of hours taught, number of students, and coordination duties suggest that the teaching workload for Ryerson faculty members is 20-25% higher than is typical in architecture programs in Ontario. This extra teaching workload impacts negatively on the ability of faculty members to conduct SRC activities or carry out administrative duties. Revisions to the undergraduate program curriculum will reduce faculty workload, on average, by approx. 15%.

Administrative Staff- The department requires administrative/technical support of various kinds. Additional staff positions are desirable. A complete plan for Departmental staffing is being developed, and is expected to be implemented incrementally by 2010/2011.

Financial Resources- As noted above, changes in the curriculum have increased financial pressures in some ways.

Library- The architecture collection in the University Library suffered from significant gaps for a number of years. Acquisitions have increased markedly in the last few years, however, and significant acquisitions are planned in conjunction with the opening of the M. Arch. program. These will support the undergraduate program as well.

The Architecture Building- The Architecture Building, which dates from the late 1970s, suffers from a number of limitations including: deferred maintenance (e.g., to HVAC); limited studio space; infrastructure to accommodate computing, IT and audio visual; lack of space for faculty SRC activities; a dedicated gallery space; a student lounge; and improved security systems.

3) Cultural Issues

Program Visibility within Ryerson- The program believes it has experienced a period of isolation. However, it seems confident that as Ryerson's profile rises, the place of Architecture in the institution will be more central. Faculty members are working towards this goal by being advocates for the built environment: by raising their research profiles, by promoting and developing lecture series, by holding final thesis reviews in the Engineering building.

Program Visibility in the Communities- The Department is intent on rapidly raising its profile within the architectural community, the academic community and the broader Toronto community. Accreditation will go some way to achieving this visibility, as will the Department's aggressive plans for projection of the departmental image.

SRC Activity- SRC activity has increased markedly in recent years. There are still challenges. These include: the need for a clear policy on SRC activities; the need for established research programs for new faculty members to enter, and for SRC mentorship opportunities; the need to improve facilities to

support SRC; the need for a more modest teaching workload. There has also been a dearth of qualified research students in the Department. This should be alleviated to some extent by the new graduate programs.

Building a Cohesive Faculty- The Department has gone through extraordinary rapid change in the last five years, and it should not be surprising that stresses have appeared among the faculty cohort. A major goal of the next few years will be that of forging a cohesive faculty cohort – finding areas of agreement, forming SRC alliances, coordinating teaching and administrative roles.

5. THE PEER REVIEW TEAM REPORT

The Peer Review Team (PRT) report notes similar strengths and weaknesses as those raised by the Self-Study document.

Strengths noted include: the Department is a stimulating and collegial home for faculty, staff and students; high-quality administrative leadership in the Department; a high level of optimism and shared sense of purpose; the new curriculum which the PRT deems to be "effective and highly marketable"; the general nature of the Architecture Building which is well designed for formal, informal and even improvisational use of space, the workshop and IT facilities which are described as "state-of-the-art resources for teaching and research.

Weaknesses noted also echo many raised in the Self-Study. These include: overly high teaching workloads, a problem which may be exacerbated by the proposed changes in the studio courses; too few staff in the workshop and limited IT support; the space limits (i.e., overcrowding) and outdated infrastructure elements (i.e., HVAC) of the Architecture Building; inappropriate office space for adjunct faculty; the impact of heavy student workload on their ability to enrich their education with courses from outside the Department/Faculty.

The PRT report focuses on the following points as deserving special attention:

Examples of Best Practice that Deserve Special Mention:

Among the many programs and sectors of activity identified as strengths or opportunities, the PRT proposes that the following be recognized as examples of Best Practice:

i) The exhibition in the hallways of the research and creative work of the teaching and technical staff – a simple but highly effective way of celebrating an area of activity that is an essential component of the Department's mission

ii) The management of the workshop and IT facilities as professional state-of-the-art resources for teaching and research, despite heavy workloads and inadequately serviced space

iii) The high level of meaningful participation by students in Departmental governance and curriculum development – convincing evidence of a healthy and collaborative environment for teaching, learning and research.

Recommendations on Concerns Related to the Program that should be Addressed as Priorities:

The PRT recommends that the following issues and areas of activity be addressed as priorities for resolution by the Department with the support of the University:

i) faculty teaching load. This is deemed to be too high compared to other departments at the University, although the PRT also comments that such workloads are not unusual for architecture programs.

ii) consideration of verbal and writing skills, research skills, use of precedents, ethics and professional judgment, architects' leadership roles, national and regional traditions, and critical thinking in the ongoing reform of the curriculum

iii) additional staff support in the IT and workshop operations

iv) improved HVAC services in the IT lab, workshop and design studios

v) continued upgrading of the building envelope

vi) studio furniture, studio lighting and systems for the hanging and electronic display of work

vii) creation of an exhibition gallery

Of these, items i, iii, iv, v and vi are identified as **areas that require immediate consideration** by the University.

The Team also recommends that the Department pursue its plans for the development of post-professional research programs at the Master and, possibly, PhD levels. The PRT believes that the timing will never be better, given the momentum created by the recent accreditation review and the emphasis in the new curriculum on research as an essential element of learning at every level.

6. DEVELOPMENT PLAN AND RESPONSE TO PRT REPORT

The development plan of the Department of Architectural Science consists of several key components which support eight objectives. The following summary groups development plans, and progress made, around those eight objectives. Additional points have been added where relevant.

1) CACB Accreditation. Although the goal was to have accreditation complete by January 2012, it was in fact granted in January 2010.

Curriculum: This process has had a significant effect on creating additional coherence in the curriculum. Even so, the Department is cognizant of the need for additional improvement in some areas of the curriculum. They are working toward resolving these deficiencies by conducting meetings with faculty focus groups to address specific issues. Strategies to increase students' critical thinking, research and writing skills by strengthening these areas in the curriculum are being explored and discussed in faculty focus groups. Faculty members have already started to add essays to the Contemporary Ideas, Technologies and Precedents courses, are considering a writing course, and reviewing the Professional Practice sequence.

Faculty Workload: The department agrees with the PRT's statement that faculty teaching loads are too high in comparison to other departments in the University, although they are not unusual for architecture programs. The Department also agrees that overall heavy workloads grow out of the balance between teaching and SRC activities. This issue has been raised with the Dean and he has provided his commitment to assist SRC activities in the department. The department (and its SRC committee) is currently exploring proposals to accomplish this. Furthermore, a Teaching Standards committee has been formed to evaluate faculty members' teaching loads in the department and this committee will consider the assignment of GA/TA hours to courses in the programs, supervision of graduate students, and compensation for the revision of courses.

Student Workload: The Department recognizes as legitimate student, faculty and PRT concerns about excess workload in courses. The department has held two retreats since September 2010 to specifically discuss workload in the courses in the undergraduate program. While the way forward is still not entirely clear, the discussions have suggested opportunities to coordinate assessments in studio with those in related courses, and to rearrange the sequence of courses in the curriculum to better coordinate these courses horizontally and vertically.

2) Establish a graduate program in Construction Project Management, to admit first cohort of students in the Fall Semester 2010. The proposed program is currently anticipated to launch its first intake in Fall 2011.

3) Resources to meet the needs of high quality programs in the Department; physical resources, Human Resources, Awards and Scholarships, improvement in the quality and size of student engagement space within the Architecture Building, and to explore cross/multi/inter-disciplinary teaching and research collaboration with programs in urbanism, geography, sustainability, land use and environment. Target date: 2013.

This item specifically addresses several concerns raised in the Self-Study as well as by the PRT. Progress has been made in some areas.

Human Resources: Funding for adjunct faculty, key contributors to the program's success in the view of the PRT, has been increased by nearly 58% compared to 2008/2009. Two faculty hires in Architecture and one in building Science have taken place and an additional IT staff member hired. Two additional faculty hires are being finalized at this moment. The Department is in discussion with the Dean about a new IT technical support position to be shared with physics.

Space: Building renovations have gotten underway to provide better use of space for a new Building Science Lab, a new Fabrication Lab and additional critique space. The reduction of the first-year target also removes some of the space pressure on studios. Student engagement space has also been improved within the department with the reconfiguration of the resource center into a more inter-active engagement space with new journal subscriptions, new furniture, new books and duplicating equipment. Ryerson's administration has also committed to the purchase of studio furniture for the first and second year studios.

Awards: Five new student awards have been introduced. Additional scholarship funds have also been accessed.

Physical resources: Equipment. Two new laser cutters for the workshop, and a $250K wind tunnel were donated for research; 40 new computers were purchased for the CAD lab as well as three new 'ceiling mounted' projectors for the studios.

Physical resources: Building. The Department agrees with the comments from the PRT concerning the need for building upgrades of various kinds. Decisions to make a full building renovation are outside the authority of the Department. However, the Department will engage in an analysis, together with Ryerson's Campus Planning and Facilities, of the building's needs to begin planning these upgrades. Further, the department has raised $150,000 toward matching the University's commitment of $250,000 for the renovation of a space in the building for an exhibition gallery. The need to plan for an exhibition gallery is supported by the Self-Study analysis and the comments of the PRT.

4) PhD Program by 2013. Preliminary meetings have taken place and a person identified to spearhead the development of the proposal.

5) Advance and disseminate knowledge through scholarship, research and graduate teaching of national and international standing in the Department (Architectural Design, Building Science and Project Management). Target date: 2013. There has been a notable increase in NSERC awards (up 120% in 2009/2010 compared to 2008/2009) and acceptance of papers at conferences.

6) Expand the knowledge and practice of more effective and innovative pedagogy for the graduate and undergraduate programs. Target date: 2013.

Initiatives have included inviting internationally recognized practitioners as "Architects in Residence" and providing international study/work experience opportunities for students. This program review is part of the development plan to address issues of innovative pedagogy. The full UDLEs analysis will facilitate the program adopting further effective pedagogy.

7) Initiate a program to open opportunities for industry and University collaboration for student research projects. Target date: 2012. No work has started on this item yet.

8) Establish a positive and distinguishable identity that reflects the Department's unique qualities and mission – and one that establishes a distinctive reputation. Target date: 2013. A number of outreach initiatives have been launched to support this. These include: participation in the Carrot City exhibition; participation in the Venice Biennale; and an enhanced lecture series. It is anticipated that these and similar reputation-enhancing activities will continue in the future.

ASC Evaluation

The ASC assessment of the periodic program review of the *Bachelor of Architectural Science* and its recommendations are as follows:

The analysis of learning outcomes presented in the PPR (section 3, above) does not clarify how individual courses support program-level learning objectives (i.e., the CACB learning objectives) and how these, in turn address the OCAV UDLEs in terms of level of mastery (introductory, reinforcing or proficiency). This last point is vital to confirm coherence in the curriculum from the course level upwards (also noted above). To the extent that the documentation is descriptive rather than fully analytical, the ASC concludes that the full UDLEs analysis mandated by Policy 126 has been initiated but not completed. **ASC recommends that a full UDLEs analysis of the program be completed and presented in a follow-up report.**

The PRT report flags areas where the curriculum does not fully support the CACB learning objectives (verbal and writing skills; research skills; critical thinking skills; use of precedents; national and regional traditions; architects' leadership roles; ethics and professional judgment). In the estimation of the ASC these curricular elements would also not fully support the OCAV UDLEs for the program. The program's response to the PRT recommendation (i.e., to continue to revise the curriculum to addresses these limitations) indicates that steps are being taken to strengthen the curriculum on these points. **ASC recommends that the progress in rectifying these weaknesses be presented in a follow-up report.**

The ASC noted that the liberal studies courses open to students in the B.Arch.Sci. in semester 1 are all English literature courses (choose 1 of 4). **ASC recommends that the program re-consider this narrow focus on literature, especially in light of student comments that the curriculum is rather constrained.**

The ASC took note of student comments about the constrained nature of the curriculum. ASC also notes that architecture students have a very limited range of professionally-related courses and have a somewhat internalized curriculum. **ASC recommends that the program review these aspects of its curriculum with the view to introduce the level of flexibility desired by students while continuing to meet the needs of accreditation.** The program may find that the UDLEs analysis will be beneficial in helping to address these issues of curriculum flexibility.

ASC notes that at the time of the PPR Self–Study the fourth-year specializations in Architectural Design, Building Science and Project Management were not yet being taught. **The ASC recommends that the Department monitor the courses in the fourth-year specializations and how these contribute to program coherence in follow-up report.** Again, the UDLEs process will inform and support this analysis.

Finally, ASC applauds the diligent efforts being made by program faculty to address concerns about excess student workload. The curriculum retreats being held, with their emphasis on trying to rationalize assignment work, represent a valid and productive strategy. ASC believes that the UDLEs analysis will again inform and facilitate this rationalization of student workload. **ASC recommends the program continue to refine its curriculum to address excess student workload.**

Follow-up Report

In keeping with usual procedure, a follow-up report which addresses the recommendations stated in the ASC Evaluation Section is to be submitted to the Dean of the Faculty of Engineering, Architecture and Science and the Provost and Vice President Academic by the end of June, 2012.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends:

That Senate approve the Periodic Program Review of the Bachelor of Architectural Science degree program.

A2. Social Work

1. PREAMBLE

The School of Social Work resides in the Faculty of Community Services at Ryerson University. The School offers a four-year Bachelor of Social Work (BSW) degree. The Ryerson BSW is now the largest undergraduate BSW program in Canada. In 2010, the program received a full seven-year re-accreditation by the Canadian Association for Social Work Education (CASWE).

Building on a history of social work education, the BSW prepares students to be critically aware and reflective citizens and for entry into professional social work practice and the pursuit of further higher education. The School's curriculum reflects the diverse historical backgrounds, and continued strivings of Indigenous peoples globally with an emphasis on Aboriginal peoples in Canada, as well as people of diverse racial, gender, sexuality, ability and class identities.

The School of Social Work contributes in many important ways to advancing the overall mission of the University. It has shared in the major academic expansions experienced by the University as a whole, including enhanced emphasis on scholarly, research and creative activities as well as initiation of graduate studies.

2. PROGRAM DESCRIPTION

The School of Social Work offers two distinct degrees: Bachelor of Social Work (BSW) and Master of Social Work (MSW). Both degrees reflect the mission statement of the School with its focus on anti-oppression and working with marginalized populations.

Three Undergraduate Program Options:

The BSW is offered through three programs variants to facilitate access of three potential student groups.

The Four-Year BSW: The four-year BSW program is geared towards recent high school graduates and mature students who have completed a high school diploma but have no post-secondary education.

The Advanced Standing BSW Program Option: The advanced standing direct entry program (two-year program) aims to facilitate access of students who already possess relevant post-secondary education and experience in the social service field. The advanced standing version of the program contains content similar or equivalent to the four year program offered to students with no previous degrees and

has access to the same School resources (e.g. student supports, field placements, etc.). Both versions of the program ensure an appropriate balance between theoretical studies and practical experiences.

The FNTI Advanced Standing BSW Program Option: A variation on the advanced standing version is the program offered in collaboration with the First Nations Technology Institute (FNTI). The FNTI collaborative program is an initiative that fosters access for Aboriginal students. Program delivery for the BSW is presented at an off-campus location in Southern Ontario, provided by the FNTI. FNTI recruits applicants, and after they have successfully completed Ryerson pre-requisite courses, Ryerson admits the applicants to the Advanced Standing Social Work Program. Ryerson applies the same standards for admissions as for on-campus students (see below).

In the fall of 2008, the School of Social Work celebrated its 44th Anniversary. The program has grown from a two-year certificate for 25 students to a four-year baccalaureate degree with over 700 full-time and 100 part-time students. Since Fall 2007, the School has also offered an MSW degree. Since its first accreditation in 1982, and re-accreditations in 1989, 1996, and 2003, the BSW curriculum had been modified to meet changing societal needs, to accommodate advances in social theory and practice. This process has continued with the re-accreditation in 2010.

Currently, the School is comprised of 19 tenure or tenure-stream (RFA) faculty members. This complement is supported by approximately 9 part-time instructors (CUPE, based on FTEs). The annual first-year student intake target is about 190 for the four-year program and about 60 for the advanced standing program. Approximately 2/3 of the four-year program admits are direct from high school and the remainder are either mature students or individuals who have a previous degree. In recent years the total enrollment has been approximately 700 full-time and 100 part-time students.

3. THE CURRICULUM

The curriculum in the BSW program (four year and advanced standing) is based on Ryerson's tripartite curriculum structure and includes Professional (Social Work courses), and a "general education" component that includes Professionally-Related Studies (Sociology, Psychology, Politics, Economics, Philosophy, History, Geography, Justice Studies), and Liberal Studies.

Professional Content: The professional (i.e., social work) component is composed of a coherent core curriculum with a pre-established sequence of courses. This professional core aims to induce functional competencies by presenting the knowledge and developing the skills characteristic of current practice in the career field. At the School, the specific objectives of the professional education component are to provide students with the skills, knowledge and values necessary to become competent generalist social work practitioners.

"General Education" Content: The general education component aims to enhance students' analytic ability and academic proficiency through exposure to subject matter and disciplines that support the core discipline and/or focus on a breadth of knowledge. The general education component of the BSW includes 6 one-semester Liberal Studies courses and 12 Professionally-Related one-semester courses. The general education component accounts for 45% of the overall curriculum. Students in the Advanced

Standing program take a reduced number of Liberal Study courses as they are admitted into the third year of the program with transfer credits and must have three Liberal Study courses prior to admission.

Practica/Field Placements: Field education is a significant component of the BSW degree, comprising over 900 hours and providing students with the opportunity to engage in direct social work practice. Students are expected to engage in direct responsibilities in a variety of real practice situations and settings.

Field Coordinators facilitate appropriate matches between students and placement settings. The matching process endeavours to provide a great deal of choice for students as well as flexibility should they change their placement preference at any point in the process.

In recognition of diverse student needs and backgrounds in the Social Work programs (FNTI, four year program, Advanced Standing), multiple approaches are relied upon in terms of the structure of field placement. These include:

Concurrent Fall/Winter placements are the most common structure. Field placement occurs concurrently with the field practice course throughout the fall and winter terms of any given academic year. All Third Year students are normally in their Field Practicum Tuesday and Thursday of each week throughout the full school year, for a total of 364 practicum hours. All full-time Fourth Year students are normally in their Field Practicum Wednesday, Thursday and Friday of each week throughout the full academic year for a total of 546 practicum hours.

Block placements normally occur in the Spring/Summer session, after practice class (SWP 31 or SWP 50) has been completed. Block practica are designed for fully employed Advanced Standing students who are not enrolled in the full-time day program, and who are taking a leave from their employment in order to complete the practicum. This is a concentrated Field Practicum for four or five days per week or between 28 and 35 practicum hours per week.

International placements are a type of "block" placement. The opportunity to undertake an international placement is offered to predominantly third year students in the spring/summer, with a few fourth year students choosing to do this thus delaying their graduation from the program.

Work study placements can be block placements or go through Fall/Winter terms. These placements allow Advanced Standing students the option to undertake a placement in their current workplace setting.

The FNTI Collaborative Program: The curriculum for the program adheres to the same standards, course objectives and assignments as apply to the courses offered through the on-campus advanced standing program. Some modifications related to curriculum delivery reflect the Aboriginal student's life and practice experience and indigenous ways of knowing. Courses are offered in an intensive format, meeting everyday for a week, two or three times per semester, spread out over the period of the program.

Students in the FNTI program are provided with the opportunity to complete a portfolio assignment in lieu of their Third Year placement in recognition of their advanced standing in the BSW and their years of practice experience in the social service field.

Student Achievement: Student achievement is evaluated through course assignments and field placement evaluations. Students are required to pass all required courses according to the minimum passing requirements set by Ryerson University for all students completing undergraduate degrees. Furthermore, students are expected to pass both field placements (graded as "pass/fail") in order to graduate from the program. Students may challenge their Third Year placement. Those who do so are expected to pass the required Third Year Practice Seminar (SWP 31) with a minimum grade of C+.

Transfer and Challenge Credits: In an effort to promote access to a diverse range of students and to facilitate the entry of students with various forms of background experience, the School adheres to Ryerson's transfer credit policy. This permits students to transfer a maximum of 50% of their credits from a previous university degree (usually Liberal Studies or Professionally-Related courses, but could include some social work courses such as Introduction to Social Work). The School also provides students with the opportunity to "challenge", or to gain up to 9 credits—the equivalent of three half year courses—from the list of professional courses (SWP 900 series courses). Based on previous relevant work experience, students submit an application to challenge these credits to the Associate Director of the Undergraduate Program.

Admission Requirements:

For the Four-Year Program: Admission to the four-year BSW following graduation from Ontario Grade 12 or equivalent requires: O.S.S.D. with six Grade 12 U/M courses including Grade 12 U English. ENG4U/EAE4U is the preferred English. A minimum grade of 70% or higher is required in th12 U English course. The average GPA of students admitted has been has been approximately 73% and higher. There are also non-academic admission criteria: resume, reference letters, and an applicant profile.

For the Advanced Standing Program: Admission to the two-year advanced standing BSW following graduation from university or community college is based on the following requirements:

Admission to Advanced Standing is to third year of the program in the Fall term only and is available on a part-time study basis. The number of students admitted is limited by space availability. Consideration for admission to Advanced Standing (in third year) will be given to students who have the following qualifications; (A) and (C) or (B) and (C): (A) Holders of a baccalaureate degree in the humanities or social sciences from a Canadian university (or equivalent) who have at least two years of accumulated employment in the social service field. OR (B) Holders of a Social Service or Human Services Counselor diploma from a Canadian Community College (or equivalent), who have at least a 'B' level average, plus completion of three, one-term, university liberal studies courses, one lower level and two upper level, NOT first year/first level (lower level) Psychology, Politics or Sociology, with at least a 'C' level grade in each course. AND (C) Completion of a prerequisite course, CVSW 15A/B Foundations of Social Work II with at least a 'B' level grade. Liberal studies and employment prerequisites must be successfully completed prior to taking CVSW 15A/B. Admission to CVSW 15A/B is limited by space availability.

Applicants will be pre-selected to take this course by Undergraduate Admissions and Recruitment in conjunction with the School of Social Work. Applicants will be selected based on post-secondary academic performance and/or employment in the social service field. Students approved to this program are not eligible to receive further transfer or challenge credits.

OCAV Learning Objectives (UDLEs):

The PPR documentation does not explicitly address the OCAV UDLEs. However, the analysis of core courses and a number of electives (Self-Study Volume 1 section 2.5.4, pg 114-121 and Appendix B) does touch on the ways in which courses support accreditation standards. The accreditation standards are reminiscent of statements of program-level outcomes. For example, Standard 5.10.10 is the "Ability to undertake systematic inquiry and critical evaluation related to social work knowledge and practice". Therefore, section 2.5.4 lays the basis for a full UDLEs analysis.

4. THE PROGRAM REVIEW

The self-study review provides comprehensive information about the program and the School, including student data, student and graduate surveys and a comparator review. As required by Senate policy 126 it provides a statement of the consistency of the School's goals and mission with those of the Faculty of Community Services (pg. 23-24 Self-Study Vol. 1) and the academic plan of the University (Vol. 1 Addendum, pg. 10).

The review does not explicitly address the relationship between the program's learning expectations and the OCAV degree level expectations. See the comments in Section 3, above, however.

As part of the re-accreditation process for the BSW, a CASWE peer-review team visited the School (November 2009). This Peer Review Team[2] (PRT) filed its report in early 2010. The report of the site visit team report provides further insight into the program.

It has been the practice at Ryerson to provide accredited programs which have a PRT visit as part of accreditation with latitude around whether a second PRT visit will be required for PPR. The decision is made on the basis of how recently the accreditation PRT has taken place and the degree of correspondence between the mandate of the accreditation PRT and that of the Ryerson PRT. In the case of the Social Work program, there is substantial overlap in the mandates. Further, the accreditation PRT visit took place in late 2009 and the initial submission of the Ryerson PPR materials to the Vice Provost Academic took place in the summer of 2010. For these reasons the Social Work program was not required to host a second PRT visit.

Assessment of Strengths and Weaknesses:

The assessment of program strengths and weaknesses, based on the Self-Study Report and the observations and comments made by the PRT is presented below. An interesting observation by the PRT

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[2] Members of the PRT were Drs. Richard Vedan (UBC, PRT Chair) and Constance Barlow (University of Calgary).

is that individual program features were viewed both as challenges and opportunities by key stakeholders (e.g., community agency representatives, faculty staff, students, senior administrators) on a number of occasions.

Strengths: As a general comment, the BSW program enjoys the high regard of students, graduates, agency representatives, community members and the University administration. Stakeholders remarked on the School's strong sense of community and the significant and multi-faceted role it plays in the broader community. It is seen as a leader in addressing social issues and providing a (societally) relevant curriculum.

Curriculum- The program's curriculum is strong and highly appropriate. The curriculum strikes an appropriate balance amongst breadth and depth of theoretical knowledge and the necessary experiential learning opportunities required to produce competent social work practitioners.

The BSW curriculum is rooted in an anti-oppression theoretical framework. Students, graduates and community members commented that the anti-oppression framework is of value. In fact, many students and graduates indicated this perspective attracted them to the program.

The range of programmatic variants helps ensure that a diverse group of students can access the BSW curriculum. This is a positive feature that aligns well with the culture of the School, the Faculty and Ryerson University. The FNTI curriculum represents a culturally relevant body of knowledge which adheres to the same standards as the on-campus program.

Quality Applicants/Students- Average GPA upon admission to the four-year program is 73% or better. Ryerson University statistics on retention rates indicate that 88.2% of social work full-time students are retained in the program after the first year of study (no comparable data is available for Advanced Standing program). This figure is slightly better than the Ryerson average of 85.1%. Graduation rates for full-time social work students are also better than the Ryerson average: 74.2% compared to 67.6%.

Preparation of Graduates- Feedback from field placements indicates that social work students are viewed as exceeding expectations in terms of their field performance. Employer survey data (Addendum. 11 survey responses from 31 sent. This represents 13% of agencies which hired Ryerson graduates over the past 5 years). Although the response rate was low, the respondents expressed a high level of satisfaction with Ryerson graduates. Eighty-two percent found them to be well prepared or highly prepared for social work practice.

Student Satisfaction- The PPR data (e.g., NSSE) indicates a high level of student satisfaction with the program. In the most recent NSSE survey (2008), 75% of Y1 full-time social work students evaluated their entire experience as good to excellent. Tellingly, this rose to 86% of Y4 students.

Student Culture- There is a robust student culture within the School. The School has focused its efforts on providing students with the necessary supports to develop a sense of community at the School and to enhance participation in decision-making and interaction among students in all programs. Student voice at the School is expressed through regular structures and forums such as the Social Work Student

Union, the Social Work Anti-Oppression Coalition and town hall meetings, as well as through ad-hoc events, as needed, such as workshops or social events.

Human Resources-

Tenure/Tenure-Stream Faculty: The RFA faculty complement has increased over time. The faculty view the School and University as an exciting workplace which offers a range of opportunities. There has been a marked increase in research funding, editorship, publication and other markers of research success. Faculty are also active in delivering the MSW program.

CUPE Instructors: CUPE instructors play a key role in undergraduate program delivery, both in practicum and classroom settings. They are highly-experienced clinicians and accomplished scholars.

Staff: The School has three administrative support staff in addition to four professional support staff who are in the field office. A key position is that of Student Affairs Coordinator. This position is responsible for administrative work related to admissions, recruitment, and course loading. It also fields all types of student enquiries for all programs offered at the School.

Financial Resources- The base budget has increased as the total program enrolment has increased.

Governance- The School accords importance to participation in decision-making by all key stakeholders. The faculty and student body are very diverse and attention has been paid to the inclusion of traditionally marginalized groups such as women and racialized students and faculty members. Committees exist to encourage participation and involvement.

The FNTI and Ryerson faculty and staff have an ongoing and effective working relationship and are addressing challenges with this program variant to the degree that available resources permit.

Weaknesses: The Self-Study and PRT reports flag a number of issues as summarized below. Some of these have already been addressed in curriculum changes made in Fall 2010 while others are subjects of the School's development plan.

1) Curricular Redundancy/Minors/Limitations of Theoretical Framework- Both student focus groups and the PRT highlighted concerns with redundant material in the curriculum. For example, foundation courses were deemed to include excessive material that was also presented in later courses. Curriculum revisions approved by Ryerson's Senate in Fall 2010 have largely addressed this concern.

Students and faculty also noted concerns about excessive student workload in Y2. In the second year of the curriculum, student course load was 6 in each semester. This has also been rectified by curriculum revisions implemented in Fall 2010.

Students expressed an interest in taking a minor in Disability Studies along with currently available minors in Psychology, Political Science and Sociology. Recent curricular modifications in the Y2 curriculum facilitate the Disability Studies minor.

While students were attracted to the anti-oppression framework of the curriculum, and graduates said they value it, they also commented that they believe it does not fully prepare them for practice. They felt this emphasis became somewhat redundant by the final year and students expressed an interest in exposure to additional theories and more opportunities for "hands-on" interpersonal skills development in the classroom.

2) Resource Issues

Faculty Numbers The department is somewhat understaffed. As the MSW has been launched, tenure/tenure-stream faculty have devoted more of their teaching time to the graduate program. The undergraduate program has been increasingly carried by part-time instructors. While the part-time instructors are highly qualified, there are concerns that this can lead to a loss of institutional memory. It is also conceivable that a student could graduate from the program without ever having been taught by a full-time faculty member.

Faculty hires are on the books, but have yet to happen. The undergraduate program has grown and an MSW program has been added, but the growth in faculty numbers has not kept pace.

Administrative Staff- There is a sense that the School also lacks sufficient staff resources. In particular, the demands on the Student Affairs Coordinator seem excessive. There are concerns that if the incumbent were to leave, a replacement would never provide the same level of commitment.

Space- A lack of space in general is an ongoing issue for the School. Available space is sub-standard in some cases (e.g., offices in proximity to busy corridors). Assigned classrooms are often old with ineffective designs.

Increased Student Numbers in Placements: Increasing student numbers have created a situation where faculty field consults have risen from 20 to 30 per year. The decision has been made to visit placement settings on an "as needed" basis. This is a concern for program quality. The PRT recommends the impact of this change be monitored.

The PRT recommended an increase in both faculty (tenure/tenure-stream) and staff resources. It also recommended additional infrastructure resources.

3) FNTI- Although the FNTI-Ryerson arrangements are generally positive, there are challenges. These include constraints on FNTI due to Ryerson's governance structures, funding issues, and issues related to a lack of understanding of the meaning of indigenous knowledge. Furthermore, it is difficult to engage FNTI students with on-campus students.

4) SRC Activity- SRC activity has increased markedly in recent years. There are still challenges. In particular, how to balance the demands of SRC with teaching and service responsibilities is an ongoing concern.

5) Equity Admission- While the admission practices of the School seem to be successful at creating a diverse student body, faculty feel that this happens to a large extent by accident. There is no formal

policy for equity admissions to ensure diversity. The PRT recommended an explicit equity admissions policy as well as a School policy on disability admissions.

5. DEVELOPMENTAL PLAN AND RESPONSE TO PRT RECOMMENDATIONS

The School's developmental plan is structured around the articulation of nine objectives. These are aligned with the academic plans of the Faculty of Community Services and of the University. The objectives and the initiatives which flow from them are summarized here.

Objective 1: *Advance praxis of anti-oppression and anti-colonialism in the undergraduate and graduate curriculum.* Initiatives include: review the curriculum currency, rigor, and integration of social work theory, with a particular emphasis on anti-oppression and Indigenous-focused content; establish "*Brown-Bag*" lunches for sharing courses, teaching strategies, assignments, etc.; develop a *Graduate Conference* so that graduate students and faculty have a space to share their research with undergraduate students and the Ryerson community.

Objective 2: *Strengthen programs that serve diverse student learners.* Initiatives include: Develop a stand-alone advanced standing program; Explore the feasibility of increasing the size of our advanced standing program relative to the 4 year program; Continue efforts to hire tenure track RFA from diverse communities; Explore alternative methods of delivering classes, such as on-line courses, weekend courses, other scheduling options, etc.; Assess how effectively the program is addressing issues of access, curriculum and organizational structures that affect whether students enter and succeed in the programs and strive to make any identified adjustments, particularly for students from marginalized communities.

Objective 3: *Enhance strategies of academic student support.* Initiatives include: Explore alternative delivery formats to address students' different learning needs; Develop a strategy to identify students in need of academic support early in the program; Review the Associate Director's position to identify further academic support strategies for students; Re-examine the coordination and integration of assignments; Explore alternatives to support multilingual students; Explore alternatives to support students who are native English-language speakers.

Objective 4: *Building on the strength of the current MSW, the school intends to explore growth for graduate studies, including a PhD, based on the field of anti oppression with marginalized communities.* Initiatives include: While not directly related to the undergraduate program, such developments will have implications for the academic milieu in which Social Work undergraduates are immersed.

Objective 5: *Enhance and sustain educational opportunities, including access, for Aboriginal peoples.* Initiatives include: Maintain a commitment to the Ryerson-FNTI partnership; Explore the feasibility of broadening the Ryerson-FNTI model for urban Aboriginal students; Increase outreach to members of the Aboriginal community through high schools within the Toronto area with a significant percentage of Aboriginal students, community programs for attaining the General Education Diploma (GED) and continuing education program partnerships with agencies such as Miziwe Biik Aboriginal Employment

and Training; Continue to create an environment that welcomes and supports Aboriginal students and community members within the School.

Objective 6: *Enhance solidarity with and among students, staff, faculty, alumni, and community partners.* Initiatives include: Enhance collaborative initiatives between students and faculty with respect to writing, conferences and student-run groups; Review and expand student participation in governance of the School so that students develop a greater sense of community and solidarity; Develop mechanisms to garner 'authentic' student input around engagement; Develop formal mechanisms to garner alumni input surrounding curriculum and field outreach and to develop new as well as deepen existing community partnerships; Increase student, alumni, and community participation in informing our curriculum; Enhance student engagement in overall life of the school; Enhance interdisciplinary teams; Enhance community partnerships.

Objective 7: *Strengthen capacity for leadership in anti-oppression and anti-colonial scholarship and research.* Initiatives include: Develop supports for faculty, particularly for untenured faculty, to enable them to publish in peer-reviewed journals and to obtain research funding; Develop policy to articulate the School's position on anti-oppressive and anti-colonial scholarship, development and research at local, national and international levels; Integrate diverse efforts of faculty working in the above areas of scholarship, development and research; Develop mechanisms to organize, highlight and showcase the scholarship, development and research in the School of Social Work; Continue existing partnerships and create new ones that allow us to engage in international exchanges of faculty and students.

Objective 8: *Strengthen capacity of leadership in innovative and transformative anti-oppression and anti-colonial pedagogy and teaching methodologies.* Initiatives include: Explore and implement opportunities to bring community into the classroom and bring the classroom into the community. From an anti-colonial perspective this could be bringing Elders or Traditional People into the classroom to teach certain components. This could be for all courses, not just Aboriginal specific courses. This would enhance current practices of experiential learning; Revise teaching evaluations to reflect the curriculum; Review and revise course outlines to incorporate methodologies consistent with curriculum; Host conference/develop publications on anti-oppression and anti-colonial pedagogy and teaching methodologies.

Objective 9 (University Strategy 20): *The University will work to expand the staff complement where possible, recognizing the vital impact of staff support on the educational mission.* In the context of the School, two resource issues are priorities. These are:

Resources: There is a need to develop additional supports for faculty who currently have limited access within the School to administrative staff support for teaching and research responsibilities. There is a need to examine the level of support for students within the School.

Space: The School need of a space that will permit it to function more effectively as a community of faculty, staff, and students.

ASC Evaluation

The ASC assessment of the periodic program review of the *Bachelor of Social Work* and its recommendations are as follows:

Curricular Redundancy/Student Workload/Disability Studies Minor. The ASC recognizes and applauds the rapid response of the program to these concerns raised by students and the PRT. Curricular modifications made in F2010, for F2011 implementation, are noted above and should go a long way to rectifying these issues. **The ASC recommends that the effectiveness of these curricular changes on eliminating curricular redundancy, mitigating student workload concerns and facilitating the Disability Minor should be reviewed over time and adjustments made if needed.**

Students voiced concerns about a perhaps excessive focus on an anti-oppression theoretical framework for the program. It is true that the program's mission is to view the practice of social work through an anti-oppression lens; this is one of the distinctive features of Ryerson's program. However, other theoretical frameworks are also presented. Recent (F2010) revisions to the curriculum have emphasized presentation of other frameworks even earlier in the program so that starting in F2011 Y1 students will be exposed to a variety of frameworks in their Foundations course and in the course *Social Theory*. Further, the Y2 practice course (*Transformative Social Work Practice*) offers students opportunities to explore how the various frameworks can be used in practice settings. This exploration continues in Y3 research and practice courses. ASC compliments the program for responding in a timely and coherent fashion to these student concerns.

As noted above, section 2.5.4 of the Self-Study lays the basis for a full UDLEs analysis but the analysis is incomplete. **ASC recommends that a full UDLEs analysis be carried out and the outcomes included in a follow-up report.**

While the Self-Study supplies a wealth of data about the program, there are several items for which additional detail could be provided. In particular, data on enrollment in all courses (required and elective) and details of average class size should be included. **ASC recommends that this data be provided in a follow-up report.**

The PRT recommended that the change to the frequency of faculty field visits be monitored for possible negative impact on program quality. The program has initiated steps to address this concern. **The ASC supports the program's initiative and supports the PRT's recommendation for on-going monitoring.**

Follow-up Report

In keeping with usual procedure, a follow-up report which addresses the recommendations stated in the ASC Evaluation Section is to be submitted to the Dean of the Faculty of Community Services and the Provost and Vice President Academic by the end of June, 2012.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends:

That Senate approve the Periodic Program Review of the Bachelor of Social Work degree program.

B. Items from the Chang School of Continuing Education

B1. Review of the Advanced Certificate in International Business

1. PREAMBLE: The Chang School currently offers a 9-course *Certificate in International Business* (IB) in collaboration with the Department of Global Management Studies (GMS, Ted Rogers School of Business Management). The IB certificate is an "advanced certificate" in the sense that admission to it relies on completion of a previous Chang School certificate, or a degree, or college diploma (see below). The review of the IB Certificate is part of the normal Chang School quality assurance process. In this instance, the review opportunity is being used to propose a restructuring and rebranding of the Certificate to respond to some weaknesses identified in the current version. Part of this change is a reassignment of the Certificate so it is no longer an "advanced certificate" and a renaming to *Certificate in Global Management Studies*.

2. THE CURRENT CERTIFICATE:

Objectives- The goal of the Certificate is to provide students instruction in a number of functional areas of business with emphasis on international (i.e., cross-border) transactions. The Certificate is meant to provide students with knowledge and skills which permit them to:

- Effectively communicate ideas and concepts in a cross-cultural business environment.

- Analyze the cultural, political, economic and social factors that influence cross-border marketing.

- Formulate and implement effective cross-border marketing strategies.

- Understand the significance of international trade to the Canadian economy and to appreciate the role of the export manager in areas such as export pricing, documentation, shipping, insurance and sourcing private and public sector export promotion assistance.

- Appreciate the role of international trade agreements and institutions (WTO, NATFA) and how these influence the international sale of products and services.

Structure- The current certificate has 6 required courses (CCMN443, CGMS522, CGMS723, CZIB100 (practicum project), CLAW724 and CMHR700) and students may also choose 3 electives from a list of 16 courses. Three of the required courses have pre-requisites which student may have met in previous studies. If not, these three courses, or their equivalent, would need to be completed before starting the certificate program.

Admissions- Admission to the current certificate requires a Chang School of Continuing Education Certificate in Accounting-Finance, or Business Communications, or Business Management, or Hospitality

and Tourism Management, or Purchasing, or Retail Management, or an undergraduate degree, or a 3-year college diploma as well as CECN 104, CECN 204, CGMS 401, CMHR 405, CMKT 100.

3. ISSUES WITH THE CURRENT CERTIFICATE:

1. *Low Interest in the Certificate-* While the individual required courses that comprise the Certificate show strong enrollments (e.g., CGMS 522 has had between 30 and 50 registrants each year since 2009), the Certificate graduation rate has been extremely low. During the 2004/2004 to 2008/2009 period, only 7 students completed the Certificate, and program registrations have been in the low single digits for the same time period.

2. *Limited Course Offerings-* Frequent cancellation of required Certificate courses has undermined the reputation of the program. Having said that, students interviewed felt the courses they did take were of satisfactory quality.

3. *Lack of Opportunities-* The current curriculum provides no opportunities for students to acquire in-depth regional business knowledge.

4. DEVELOPMENT PLAN:

Goals and Objectives- The review proposes to retain the goals and objectives of the current Certificate noted above. It also proposes a number of ways to address the three concerns mentioned previously.

Certificate in Global Management Studies: A New Name, a New Purpose- The review proposes to rename/rebrand the certificate to *Certificate in Global Management Studies*. This reflects the repositioning of the revised certificate as a "ladder" into the Department of GMS's recently (2009) launched Global Management major. This major is one of the most popular degree paths in the TRSBM. By drawing a direct connection between the Certificate and entry to this degree option, it is anticipated the perceived value of the Certificate will increase. This laddering aspect is considered a major competitive advantage for the certificate, as is the growing reputation of the TRSBM.

Admissions-

Current Admissions Requirements: Eligible applicants must have completed a Ryerson certificate in Accounting – Finance, Business Communication, Business Management, Hospitality and Tourism Management, Purchasing and Supply Chain Management, Retail and Services Management, or an undergraduate degree, or a three-year college diploma, as well as the following courses or equivalents: CECN 104 Economics: Introductory Microeconomics, CECN 204 Economics: Introductory Macroeconomics, CGMS 401 Global Management: Operations Management, CMHR 405 Human Resources: Organizational Behaviour and Interpersonal Skills, CMKT 100 Marketing: Principles of Marketing

Revised Admission Requirements: Prospective students are required to have the minimum of an OSSD with six Grade 12 U or M credits, or equivalent; or mature student status. The revised certificate is

structured around a core of required courses which provide students with a solid curricular platform; one that is grounded in the conduct of international marketing, of international trade, and of multinational enterprise management. Accordingly, several pre-requisites must be completed by students before taking the required courses: namely, CGMS 200, CGMS 401 and CMKT 100.

Revised Curriculum Structure- The full curriculum, and a comparison with the current version, is provided at the end of this section.

The revised Certificate will consist of 6 degree-credit courses (This tries to address Issue 1. A more compact certificate will be more appealing to students as it can be completed in a shorter time period for less financial outlay.) All courses will be offered in classroom settings, at least for the time being. Four of the courses (CGMS 522, CGMS 722, CGMS 724 and the practicum, CZIB 100) are required. All three of the first-mentioned courses are offered each Fall and Winter semester, and CGMS 522 is also offered in Spring/Summer each year (Addresses Issue 2). Students will also be required to select 2 electives from a list of 10 courses. Among these are several courses offering in-depth regional business knowledge (e.g., CGMS 691 *The Asian Business Environment*, CGMS 695 *The Middle-Eastern Business Environment*) in an attempt to address Issue 3. Successful completion of all 6 courses with a CGPA of 2.00 or better, is required for a student to receive the Certificate.

Note that depending on whether students have some of the pre-requisites prescribed under the Admissions policy (or their equivalent), the number of courses required to complete the certificate may range from six to nine, including a single term practicum.

The Practicum- The practicum, CZIB 100, may only be taken after successful completion of the other 3 required courses and the 2 electives. While the detailed data collection mode and analytical approach used may vary by student interest and need, it is expected that this Pass/Fail course will be used to integrate material covered in the earlier courses.

5. ACADEMIC GOVERNANCE AND MANAGEMENT: The revised Certificate will continue to be housed in the Department of Global Management Studies (GMS) in the Ted Rogers School of Business Management (TRSBM). GMS maintains a standing curriculum sub-committee which is responsible for reviewing the Department's curriculum, including that related to Chang School certificates, and making recommendations to the Department Council. Curricular changes to GMS courses which impact the core of the B.Comm. program must also be approved by TRSBM's School Council. In addition, the Chang School Program Director or designate is an ex-officio, non-voting member of the curriculum committee and is routinely invited to attend meetings and participate in discussions.

6. DETAILED CURRICULUM: The following table summarizes and compares the current and revised curricula:

Current Certificate in International Business	Proposed Global Management Studies Certificate	Course Prerequisites
Required (six)	**Required (four)**	(direct entry or)
CCMN 443		
CGMS 522	GMS 522	CMKT 100 or HTM 302
CGMS 723	CGMS 723	CGMS 401 or HTF 506
	CGMS 724	CGMS 401 or HTF 506
CZIB 100	CZIB 100	(permission)
CLAW 724		
CMHR 700		
Electives (chose three)	**Electives (chose two)**	
CECN 503		
CECN 606		
CECN 607		
CECN 609		
CECN 707		
CECN 721		
CECN 802		
CECN 821		
CFIN 621	CFIN 621	CFIN 401
CGMS 550		
	CGMS 450	CGMS 401
	CGMS 601	CECN 104 and 204
	CGMS 690	CGMS 200
	CGMS 691	CGMS 200

	CGMS 692	CGMS 200
	CGMS 695	CGMS 200
	CGMS 802	CGMS 401
	CGMS 805	CGMS 401
	CLAW 724	CLAW 122
CGMS 724		
CHST 500		
CITM 350		
CLAW 723		
CPHL 307		
CPOL 607		
Admission Requirements: Certificate in Accounting-Finance, or Business Communications, or Business Management, or Hospitality and Tourism Management, or Purchasing, or Retail Management, or UGrad degree, or 3-yr college diploma as well as: CECN 104, CECN 204, CGMS 401, CMHR 405, CMKT 100	Admission Requirements: OSSD with six Grade 12 U or M credits, or equivalent; or mature student status CGMS 200, CGMS 401, CMKT 100	

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends:

That Senate approve the Review of the Certificate in International Business program.

B2. Restructuring of the Chang School Certificates in Public Relations and Graphic Communications.

B.2.1. CERTIFICATE IN PUBLIC RELATIONS: ADDED COURSES AND CURRICULUM RESTRUCTURING.

To provide certificate students with more flexibility and choice in course selection the following changes were submitted to the Chang School Council (Memo to Chang School Council, 23 March 2011). Currently the certificate allows no course choice for students.

The proposed changes derive from a focus group of current certificate students held in Fall 2010 and a Program Advisory Council held in January 2011. The changes include:

1) Three new courses (each 21 hours in duration) to be added: CDPR XXX Social Media and Public Relations; CDPR YYY Presentation Skills for Public Relations; and CDPR ZZZ Advanced Public Relations Writing. 2) A restructuring to be effected of the present eight required courses into required and elective categories.

The structure of the revised curriculum is:

Required Courses:

CDPR 201   Public Relations Principles I

CDPR 107   Public Relations Project

CDPR 111   Writing for Public Relations

Electives: Students choose five 42 hour courses or equivalent combination of electives totalling 210 hours from the following list.

42 Hour Courses

CDPR 104   Planning Programming and Budgeting

CDPR 105   Research and Program Evaluation

CDPR 106   Media Relations

CDPR 113   Internal Communications Management

CDPR 114   Reputation Management

21 Hour Courses (Students may substitute two of the following 21 hours courses for any of the above 42 hour electives.)

CDPR1   Social Media and Public Relations

CDPR1   Presentation Skills for public Relations

CDPR2   Advanced public Relations Writing

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends:

That Senate approve the changes to the Certificate in Public Relations.

B.2.2. CERTIFICATE IN GRAPHIC COMMUNICATIONS: ADDED/DELETED COURSES AND CURRICULUM RESTRUCTURING.

To provide students with more flexibility and choice a number of changes have been made to this Certificate (Memo to Chang School Council, March 2011). Currently students must complete 10 courses and there is no electivity. The proposed changes include:

1) The number of courses required for completion has been reduced from ten to seven. 2) The certificate has been restructured into required and elective course categories. 3) The course CMKT 100: *Principles of Marketing* has been deleted and finally the course CGRA 320: *Bindery and Finishing I* has been added.

The structure of the revised curriculum is:

Required:

CDGA 651   Graphic Communications Processes

CGRA 102   Layout and Typography I

CGRA 103   Introduction to Electronic Premedia I

CGRA 104   Printing Processes l

Electives (Choose 3):

CGRA 116   Estimating in the Graphic Arts

CGRA 202   Layout and Typography II

CGRA 203   Introduction to Electronic Premedia II

CGRA 204   Printing Processes II

CGRA 230   Selling in the Graphic Arts

CGRA 320   Bindery and Finishing I

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends:

That Senate approve the changes to the Certificate in Graphic Communications.

C. Proposals from the Faculty of Arts

C1. Proposal for the Bachelor of Arts in History degree program

1. PREAMBLE

The Department of History proposes to introduce a Specialist Bachelor of Arts degree in History for an annual intake of 50 student full-time equivalents in 2012-13. This 40-course degree will be based on the common arts platform and will include 20 history courses. Furthermore, the department would like to serve a large number of additional students through offering a Minor in History from the same date. The curriculum is designed in such a way that a 13-course major can be introduced at a later date.

These initiatives will meet societal needs in terms of professional and general post-secondary education. Currently, demand for History programs in the Toronto area exceeds the ability of the region's universities to serve students while, looking ahead, growth in overall demand for university placements in Ontario will increase substantially, with Ryerson expecting to absorb the bulk of its share of this expansion through new initiatives. Further, they will provide a strong undergraduate Arts education with the broad benefits common to such programs as well as embrace particular Ryersonian concerns to develop students' intellectual and technical skills to be highly competitive in career choices.

The Ryerson distinctive aspects of the proposed degree will enhance the department's attractiveness to students looking for a different kind of bachelor's degree in History within the larger humanities milieu as well as those attracted to other faculties at Ryerson whose programs allow students to study in the Faculty of Arts. These distinctions, combined with Ryerson's larger ability to align the study of History with subject areas that normally are not combined in other universities, such as Business (in addition to traditional groupings in the Arts), should enable Ryerson to attract a wide range of high quality students with diverse interests, talents, and potentials.

Careers for graduates lie in directly related fields (such as Public History), or to take up jobs where History graduates are represented well (such as the media, civil service, and non-governmental organizations or NGOs), or work in other realms where their skills are valued (such as business or cultural industries); or move on to further academic training (such as in faculties of education or law, or in graduate History, discipline-related, or interdisciplinary programs). Many of these careers require the ability to communicate, analyse, conduct research, and understand new media. The department's programs are distinct in offering such a range of specialized courses dedicated to the development of these practical skills in addition to courses that explore more common modes of historical inquiry. Ryerson History graduates would therefore be especially well prepared to pursue such career opportunities.

2. ADMISSION REQUIREMENTS

Admission requirements apply to the common arts platform. That is, O.S.S.D. with six Grade 12 U/M courses including Grade 12 U English. The preferred English is ENG4U/EAE4U with a minimum of 70% in the English course. Subject to competition, required high school performance may exceed the minimum indicated in the calendar.

It should be noted that "while our comparator institutions in the GTA stipulate minimum GPA requirements for Arts programs admission in the mid-70s, the actual" grade percentages "of successful applicants has climbed to 83.9 (U of T) and 80.7 (York) in 2009."[3] In comparison, the incoming average held by Arts and Contemporary Studies (ACS) students at Ryerson, who probably are representative of the students the new History programs would attract, is 81.2 per cent

3. ENROLLMENT, RESOURCES AND IMPLEMENTATION

The annual enrollment target is 50 students in the specialist program. The proposed program requires 6.3 FTE faculty to be phased in over the four-year roll out period. The financial analysis provided by the University Planning Office indicates the program is viable with this target and this level of faculty resource requirement. It should be noted that this evaluation was done assuming no students in a History major.

If approved, the proposed new program in *History* will start in Fall 2012.

4. CURRICULUM- Curriculum details are provided in Appendix C2.

Distinctiveness of the Curriculum: Compared to other undergraduate History degree programs in Ontario, the Ryerson curriculum will be similar in terms of:

- providing opportunities for students to explore a range of historical themes in typical History courses offered at differing levels of complexity across geographical and temporal space while gaining the benefits of a liberal arts education; and,

- placing comparable requirements on students to complete their degrees, which is important to ensure Ryerson's competitiveness in attracting people and in preparing them for their futures.

However, the curriculum will also incorporate distinctly Ryerson components including:

Historian's Craft Courses: requiring students to take courses in a series called H-Craft (Historian's Craft) that, beyond exploring fundamental historiographical and methodological themes in highly focused contexts to a greater extent than is common in Ontario, will put special emphasis on developing skills in research, analysis, and literary competence beyond the level that normally can be achieved in regular

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[3] Ryerson University, Department of English, "Proposal for a Bachelor of Arts Degree in English," draft, 5 May 2010, 58.

courses, thus preparing students to be highly competitive in entering the labour force or in pursuing further studies;

Common Arts Platform: requiring students to follow the larger Faculty of Arts template that fits Ryerson's distinct approach to undergraduate education;

Heritage Studies Optional Courses: providing students with the option to pursue courses to prepare them to enter the museum, historic site, and heritage fields at a level appropriate for people with undergraduate degrees, while also affording students a background in exploring these realms intellectually or in preparation for post-baccalaureate studies;

Options for Experiential Learning: providing students with opportunities to obtain course credit for completing experiential learning opportunities in History through work placements, internships, research assistantships, and other such settings beyond the levels of experiential learning already built into regular courses;

Optional Thesis: providing the option for students to write an undergraduate thesis;

Career Seminars: These non-credit seminars will be available to students and students will be strongly encouraged to take them. They will be related to career planning but are also a way to build cohesion within the history student body; and,

Potential for Double Majors: when initiated at a later date, allowing students to combine studies across fields that normally would not be available elsewhere in the province, such as completing a double Major in an Arts subject and in a subject in another faculty once inter-faculty agreements can be arranged (e.g., Tourism), along with the opportunity to complete more typical and popular double Majors within Arts (e.g., History with Politics and Public Administration).

Curriculum Objectives: Program goals and student learning outcomes are detailed in Appendix D of the proposal. To summarize, the program's goals are to provide the students with the following:

Goal 1: Students will comprehend the intellectual and other foundations of historical and modern societies, including the interconnectedness of people, ideas, things, and places.

Goal 2: Students will learn how to assess critically – in oral, written, and other forms – the merit of diverse ideas and approaches to historical and other problems.

Goal 3: Students will be capable of formulating interesting, meaningful, and appropriate lines of inquiry, and will be able to present clear, articulate, logically reasoned, and persuasive essays and other presentations based on the analysis of multiple historical sources of various types.

Goal 4: Students will possess a superior set of "career-ready" skills and will know how to apply the Historian's craft to professional, real-world situations as well as post-graduate study opportunities.

Goal 5: Students can participate as thoughtful, active members of society, and can contribute to the evolution of the world around them more effectively than they otherwise would be able to do.

OCAV Degree Level Expectations: Appendix D of the proposal presents an analysis of how the proposed courses map to the program-level goals (see Curriculum Objectives section immediately above) and how these in turn map to the OCAV UDLEs which are now part of Ryerson's degree approvals policy (Senate Policy 112). The mapping tables indicate how individual courses and clusters of courses support both program and OCAV DLEs at an introductory, reinforcing or proficiency level.

Common Arts Platform: The specialist (and later major) curriculum in History will conform to the common arts platform. This curriculum template provides orderly and efficient direction for students to achieve their undergraduate goals and follow their career aspirations. The platform as applied to History is described in Appendix C1.

Structure of Courses: The program in History will be divided into:

<u>Required H-Craft</u> courses that will be methodologically focused and that will put particular emphasis on skills development to a degree that is difficult to achieve in most university courses in order to give Ryerson students a significant advantage upon entering the labour force or in pursuing further studies (e.g., "Reading, Writing, and Using History" and "History and New Media"), and which will be supported by additional allotments of support from teaching assistants compared to the norm in order to provide a higher degree of feedback on student efforts to maximize the opportunity to develop their skills;

<u>Required Capstone</u> "Senior Seminar" and optional "Thesis" courses to allow students to deepen their expertise while honing and demonstrating advanced skills at a professional level;

<u>Area History Courses</u> which the department broadly divides into the histories of Science, Technology, and the Tangible World; the Americas; Africa; the Middle East; Asia; Europe; and International Relations, but which include offerings that explore more than one of these categories at a time;

<u>Optional Courses</u> directed for those who wish to enter the heritage sector upon graduation or take up graduate studies in the field (e.g., "Museology and Public History"); and,

<u>Optional "Experiential History"</u> courses for intensive professional development (such as work placements) that exceed the experiential opportunities available within regular courses (and which can be combined with courses, such as in Heritage Management or Area History, to solidify student expertise for future studies and career development).

The majority of courses in History must be taken at the upper levels rather than the lower. The breakdown of courses for the 20-course Specialist, 13-course Major, and six-course Minor is summarized in Table C1, below.

The History Minor: The proposal for the History Minor is presented in the next section of this report.

Table C1.1: Distribution of Courses amongst the Specialization, Major and Minor in History

Types of Courses	Number of History Courses		
	Minor	Major	Specialist
Historian's Craft	1	3	4
Area History	2-5	5-9	9-14
and "Senior Seminars"	0	1	1- 2*
and/or "Thesis"	0	0	0-1*
Heritage Management	0-3	0-3	0-3
"Experiential History"	0	0-1	0-2
Total number of History courses	6	13	20
Total number of degree courses	40	40	40

*Specialists take either two "Senior Seminars" or one "Senior Seminar" and the "Thesis" course.

Relationship between a History Major and the Arts and Contemporary Studies (ACS) Program: There is a 12-course History Option within the 40-course ACS degree that might appear to be comparable to the 13-course Major in history envisaged in this proposal. Despite the outward similarities, the two programs are different in their requirements and benefits, and the members of the History department see the two existing in parallel at least during the early years of the implementation of the new Major. History will facilitate the transfer of students from one to the other program to meet their evolving interests and to enhance the chances of success. At the same time, the proposers of the History degree believe that the new subject-based Majors produced by the Faculty of Arts will necessitate a review of how ACS might evolve within the new faculty milieu, and the Department of History, in its commitment to ACS, will be an active participant in those discussions.

5. THE PEER REVIEW TEAM (PRT) REPORT

As mandated by Senate Policy 112, a team[4] of peers visited Ryerson on March 14, 2011 to evaluate the proposed Bachelor of Arts degree program in History. The PRT endorsed the proposed program, describing it as "strong" and likely to contribute to a "vibrant and productive academic life at Ryerson". The PRT was certain that the demand for arts programs, including history, in the GTA will remain high.

The PRT made a number of recommendations to improve the program. These include:

Immediate Recommendations:

1. Clarify for students the difference between the 12-course ACS "History Option," and the 13-course History major, when the latter is launched.

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[4] The team was composed of Profs. A. Gordon (University of Guelph), D. Anastakis (Trent University) and P. Dutil (Ryerson University).

2. Move to the establishment of a major in History as quickly as possible, given Department resources.

3. Emphasize an obvious strength in Canadian history within the department by demarcating the "Americas" field as "Canada and the Americas."

4. Bring up to date the proposed Canadian course offerings.

5. Adjust the program's goals and learning objectives. The PRT suggested that the goals as currently formulated were "too broad and beyond measure". They went so far as to recommend an alternate set of goals.

6. Accentuate the skills development and awareness component of the H-Craft courses.

7. Allow, where possible and in the context of the History Department's rigorous course standards, for courses outside of History to be cross-listed as history courses. This should be done within the confines of the tri-partite degree structure.

Longer-term recommendations:

8. In relation to the last point above, in the longer term future a number of non-traditional, historically-oriented fields and their courses could become part of a uniquely Ryersonian History BA. For instance, there are numerous historical courses listed in the Proposal in Appendix E (pp. 138-43) in fields such as Architecture and Architectural Science, Fashion, Image Arts/Media Arts, Interior Design, and Journalism.

9. These fields could be utilized to develop either a specialization within the History BA, or as a future certificate program in addition to the BA, one that reflects this uniquely Ryersonian opportunity. For example, a "History BA with a Specialization in Fashion" or Architecture is something that would not be available at other universities. Such opportunities could attract students and faculty to the program, and fully realize the Ryersonian twist within the History program.

10. Eventually develop a certificate or post-graduate/continuing education certificate that allows for some recognition of the "Historical Management" option, if students take all the courses offered in this sub-field of specialization. This, too, would be in keeping with the Ryersonian twist.

Area History Teaching Depth: An area of weakness flagged by the PRT is that while the department is relatively strong in teaching Canada/USA/Europe, it lacks depth in antiquities, the Middle East, south-east Asia, Africa and Latin America. In light of the diverse nature of Ryerson's students, these gaps represent a challenge to the department.

Resources: Additional faculty are indicated (and planned for), but space limitations and a shortage of support staff were also noted.

6. RESPONSE TO THE PRT REPORT

As required by the policy, the proposing unit has provided a response to the PRT report.

H-Craft Courses: The department agrees with the PRT's assessment that clearer articulation of the value of the H-craft courses needs to be made in promoting the program. The department also notes that the PRT agreed with the choice to make experiential components optional based on the arguments made in the proposal.

Program Goals and Outcomes: The department does not recognize clear differences between the goals articulated in the original proposal and those suggested by the PRT. The department notes that its goals as originally formulated map to the OCAV UDLEs (Appendix D in the proposal). In light of the fact that the OCAV UDLEs have already been accepted as policy at Ryerson (and are being implemented across the province), the department is comfortable moving forward with this original set of program goals/learning outcomes.

Growth Needs: The department generally agrees with the PRT's suggestion that it needs to grow and develop expertise in area history to meet student needs (e.g., Middle East, Africa etc.). Its initial response is to strategically schedule the courses it now has on the books to expand the range presented during any single student's Ryerson career. As more hires take place, the gaps in expertise can be filled. Staff needs have been incorporated in the needs analysis done by the Planning Office.

History Major vs ACS History Option: The department agrees that the relationship between these two curriculum packages needs to be clarified. Discussions with the ACS program are already underway.

Canadian History: The department is generally comfortable with the suggestions made by the PRT about modifications to the Canadian history content of the program. The department will initiate discussion to evaluate how and to what extent these suggestions should be acted on.

Cross-Listing of Courses: There is a large number of history-grounded courses offered outside the department (e.g., in Architecture). Further, many history courses might supplement studies in other programs. The department favours a cross-listing approach to facilitating these opportunities. It also supports the recommendation to create suitable minors.

Heritage Management: The department is open to ideas such as minors or certificates which would support education in heritage management/curatorship and similar areas.

7. ASC EVALUATION

The ASC assessment of the proposal for the *Bachelor of Arts in History degree program* is as follows:

Program Distinctiveness: Virtually every university in Ontario offers an undergraduate History degree. It is therefore important that the proposed Ryerson program has features which distinguish is from the others. The History department has created a model which is distinct from other History programs. The core of the program is built on three pillars of course clusters: The common Arts platform, the four H-craft courses, and the two seminar courses. This core provides Ryerson students with an exceptional depth and range of experiences not normally found in History BAs across the province. Literary and

analytical skills are a major emphasis as is a focus on cultural literacy. Further, the opportunity for students to add courses in heritage management as well as experiential learning opportunities to the core provides possibilities not found at other institutions.

Program Demand: History is the most popular degree choice in Faculties of Arts second only to English. In light of Ryerson's current experience with demand for the BA in English (1000 applicants for 60 spaces), the ASC believes that demand will not be a significant concern. Additional weight for this view comes from the fact that there were 4500 enrollments in History courses at Ryerson last year and an additional 2800 in Chang School versions of the courses.

The Relationship between the History Major and the ACS History Option: As noted by the PRT, the relationship between these curriculum packages needs to be clarified. The Interim Dean of Arts has indicated that the ACS option will remain the *de facto* History major for the time being. This may change over time based on discussion involving the ACS program and the History program. The Academic Standards Committee accepts this commitment as a reasonable approach allowing the specialist History degree and the History minor to move forward at this time.

Program Objectives: The ASC fully supports the History department in its decision to move forward with its own program-level learning objectives rather than accepting those suggested by the PRT.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends:

That Senate approve the Bachelor of Arts in History degree program.

C2. Proposal for a Minor in History

The History Department has proposed a six-course Minor in History. The detailed curriculum is provided in Appendix C2. The purpose of the Minor is to provide opportunities for non-History students across Ryerson to study aspects of History, either out of personal interest or to supplement their professional studies.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends:

That Senate approve the Minor in History.

C3. Proposal for a Bachelor of Arts in Environment and Urban Sustainability

1. PREAMBLE The proposed Bachelor of Arts program in *Environment and Urban Sustainability* (EUS) is a highly interdisciplinary program which has been designed to deliver a high-quality education that provides grounding in the well-established geographical tradition of environmental analysis, augmented by relevant content from professional programs across the university.

The program will address the need for a new generation of leaders who understand environmental issues from the perspectives of both specialist, in-depth knowledge and generalist knowledge. These graduates will be able to place issues in a broader social, historical and political context and demonstrate effective communication and problem-solving skills. Graduates are expected to find careers in a wide range of sectors including environmental protection, conservation/preservation of natural resources, environmental sustainability, environmental education/communication/research, graduate studies, preparation for teaching among others. These careers may be in the public sector, in advocacy agencies, in the private sector, consultancies or education.

The EUS degree will support Ryerson's academic plans to provide innovative, cross-disciplinary programs. It also supports and expands on a number of current program foci on sustainability at Ryerson, particularly in an urban context, as well as the institutional-level commitment to sustainability made when Ryerson signed the Talloires Declaration.

2. PROGRAM OBJECTIVES The EUS program-level learning expectations indicate that graduates will:

1. Demonstrate comprehensive knowledge of the historical context, current issues, theoretical bases, application of professional practice, and limitations in relation to environmental management;

2. Critically assess sustainable management practices and policies, focusing on the urban environment by applying acquired knowledge, tools and paradigms;

3. Develop an integrated working knowledge of methods appropriate to practical field studies related to the environment in urban settings;

4. Communicate research studies in the form of reports, essays and oral presentations with skill and confidence;

5. Confidently demonstrate the expertise and proficiency required to manage and function in professional and academic work environments;

6. Identify an individualized area of focus and develop and apply expertise of an interdisciplinary nature through the selection of optional Professional and other courses;

7. Apply an integrated, systematic and scientific approach to address issues of the environment and urban sustainability.

3. ADMISSION REQUIREMENTS

Prospective students are required to have an O.S.S.D. or equivalent with six Grade 12 U/M or OAC courses, including Grade 12 U English in the range of 70 percent. ENG4U/EAE4U is the preferred English. Subject to competition, candidates may be required to present averages/grades above the minimum. For applicants not direct from high school, admission will be at the discretion of the Faculty of Arts.

4. ENROLLMENT, RESOURCES AND IMPLEMENTATION

The intake target indicated is 50 students in the Y1 cohort. The proposed program requires 7.2 FTE faculty (5.6 RFA) to be phased in over the four-year roll out period.

If approved, the proposed new program in *EUS* will start in Fall 2012.

5. THE PROGRAM

Curriculum: The EUS curriculum is based on the Faculty of Arts Social Science Platform. The platform supports five key skills deemed vital for success in an environmental career: communications, project management, computer proficiency, critical thinking/judgment and knowledge of policy/legislation. The arrangement also benefits students in terms of transfer between programs.

The EUS curriculum corresponds to a specialist model as defined by the Faculty of Arts: 20 courses in EUS. There is also a proposed major in EUS consisting of 13 EUS courses which may be paired with another Arts major.

The following Tables summarize the specialist curriculum structure. Detailed curriculum tables are presented in Appendix C3.

Table C3.1. First Year Curriculum Structure

FALL	WINTER
EUS xxx: Environment and Sustainability	EUS xxx: Sustaining the City's Environments
Humanties Elective	Humanities Elective
SSH 205: Academic Writing and Research	SSH 105: Critical Thinking
First Yr. Open (Arts or Non-Arts) Elective	First Yr. Non-Arts Elective
First Yr. Social Science Elective	First Yr. Social Science Elective

Table C3.2. Upper Year Curriculum Structure

FALL	WINTER
YEAR II	
ENH 617: Applied Ecology or BLG 143: Biology I	EUS xxx: Research and Statistics
EUS xxx: Reading Neighbourhood Environments	EUS xxx: Patterns of Demography and Environment
Specialization Slot	GEO 313: Geography of the Physical Environment
SSH 301: Research Design and Qualitative Methods	Open Arts or Non-Arts Elective
Lower Level Liberal Study	Lower Level Liberal Study
YEAR III	
EUS xxx: Ecological Processes in the Canadian Landscape	EUS xxx: Nature in Fragments: The Legacy of Sprawl
POG xxx: Urban Policy Strategies for Sustainable Development	GEO 513: Physical Geography in Decision Support

Specialization Slot	Specialization Slot
Open Arts or Non-Arts Elective	Open Arts or Non-Arts Elective
Upper Level Liberal Study	Upper Level Liberal Study
YEAR IV	
EUS xxx: Field Studies in Urban Ecology	EUS xxx: Senior Projects in Environment and Urban Sustainability
Specialization Slot	Specialization Slot
Specialization Slot	Specialization Slot
Open Arts or Non-Arts Elective	Open Arts or Non-Arts Elective
Upper Level Liberal Study	Upper Level Liberal Study

Tables C3.1 and C3.2 Note: There are 17 new EUS courses proposed as well as one each in PHL, POG and SOC.

Courses Drawn from outside the Geography Department: In order to achieve the multi-disciplinarity required for the degree, a substantial number (40 of 57) of professional elective courses are to be taken in departments outside of the Department of Geography. These are intended to permit students to develop areas of focus including: Policy, Community, Science, Design and Management. The proposal documents commitments from the various departments to make these courses available to EUS students.

The Proposed Curriculum and the OCAV UDLEs

The proposal provides an analysis of the proposed *core* courses. Recognizing that a number of the core courses (e.g., all EUS xxx and WKT xxx) courses don't yet exist, the UDLEs analysis cannot be as complete as one would expect from a periodic program review. A number of core courses (e.g., GEO 313 etc.) are currently on the books.

The UDLES Process- In a nutshell, the UDLEs analysis requires a program to define its learning goals/objectives/outcomes. The program then demonstrates how the program courses support these program-level expectations (PLEs) and how these, in turn, support the OCAV UDLEs. Normally the contribution of a given course supports a program-level learning outcome at an introductory (I), reinforcing (R) or mastery/proficiency (M) level.

EUS Program-Level Learning Expectations- The program goals have been identified above.

Mapping of the Program-Level Expectations to OCAV UDLEs- The tables in Appendix R (proposal pgs. 226 - 230) summarize the outcome of the mapping of the courses to the PLEs and of the PLEs to the OCAV UDLEs.

Each of the 6 OCAV UDLEs is supported by two-or-more of the PLEs.

Mapping of the Program-Level Expectations to Courses to OCAV UDLEs- The core courses in the EUS program support all PLEs with an appropriate mix of I, R and M level content. PLE 1 (demonstrate comprehensive knowledge), PLE 4 (communication of research results orally and in writing) and PLR 5 (demonstrate expertise/proficiency needed to manage/function in professional/work environments) are particularly strongly supported at an R level. The electives (Professional, Professionally-Related and Liberal Studies) support PLEs 4 – 7 at I and M levels.

Experiential Learning: The program provides an experiential learning component. There is one Y4 course (*Senior Projects in EUS*) which may provide some experiential learning and EL is imbedded in a number of the proposed EUS courses (e.g., the required course *Environment and Sustainability* will have a field component). There is also an option for up to two "periods" of work experience. This is a (ideally) paid internship/placement which would be undertaken in the summers between Y2/Y3 and Y3/Y4. These will be separate courses (WKT xxx and WKT xxy) and would be graded Pass/Fail. There would be no co-op fee for these courses.

6. PEER REVIEW ASSESSMENT AND ROGRAM RESPONSE

In accordance with the Senate Policy #112 *Approval Process for New Undergraduate Programs,* a peer review team[5] (PRT) assessed the program. While the PRT generally endorsed the degree, they did flag a number of issues that need further attention. These were presented as 10 recommendations. The recommendations are listed here and the response of the program is provided in *italics*.

1. Develop a better articulation of program goals and learning objectives.

A detailed description has been added to Section 3.3 of the proposal.

2. Provide some additional explanation of the meaning of the term 'sustainability' for the purposes of the program.

This has been incorporated into Section 2.0.

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[5] Profs. M. Haight (University of Toronto), V. Maclaren (University of Waterloo) and P. Robinson (Ryerson University).

3. Include instruction on theories of environment and urban sustainability.

The theoretical basis for environment and urban sustainability is already incorporated into specific EUS courses including EUS xxx Ecological Processes in the Canadian Landscape*, EUS xxx* Senior Projects in Environment and Urban Sustainability*, and EUS xxx* Ecological Restoration*. The theoretical underpinnings have been made more explicit in the calendar descriptions for EUS xxx* Environment and Sustainability *and EUS xxx* Patterns of Demography and Environment.

4. Consider the possibility of offering a B.Sc in Environment and Urban Sustainability for those taking the science stream.

The Department concurs. This is a medium-term goal to be pursued in conjunction with colleagues in Science provided it can be shown not to compete adversely with the proposed EUS in Arts.

5. Offer students advice starting in year 1 on how to design their programs in order to meet upper level course pre-requisites.

This point is made in Section 5.0 of the proposal. With such a broadly-based program, we agree that it is imperative that the resources required for academic advising for students be made available.

6. Clarify the meaning of the term 'co-op' or replace the term with a more appropriate word such as 'placement' or 'internship'.

We have adopted the term "placement," in part to distinguish from the required internship in the Department's program in Geographical Analysis.

7. Consider adding more experiential learning opportunities to the program in second and/or third year.

These are already incorporated into several courses. For example, the calendar description for the required course EUS xxx Reading Neighbourhood Environments *is explicit in this regard: "Students will have the opportunity to develop their own appreciation for the importance of these factors by analyzing or reading the environments of selected Toronto locales in fieldwork projects." The Department will ensure that field studies and other experiential learning opportunities are a component of courses in each year.*

8. Reconcile the courses offered in the elective streams with the descriptions of those streams and with the urban focus of the program.

Table 3.6 in the proposal shows the course packages which might be taken in each of the thematic areas/streams (Policy, Community, Science, Design and Management). It was included

in the proposal for illustrative purposes. It does not provide a complete listing of courses nor is it intended as a tool for curriculum planning by students. The table has been edited to reflect specific suggestions of the reviewers.

9. Ensure that sufficient faculty resources are allocated to the important fourth year capstone course and that sufficient staff and faculty resources are available for the co-op program.

The Department commits to negotiating to assure appropriate levels of staff and faculty resources.

10. Ensure that sufficient funds will be available to support the growth in TA and field laboratory equipment requirements.

These are reflected in the detailed financial assessment for the program prepared by the University Planning Office. The Department commits to an ongoing effort to negotiate appropriate levels of funding.

7. ASC EVALUATION

ASC raised several issues with the proposing group. Some were also raised by the PRT. This section summarizes the concerns and the program's responses to them.

Definition of Sustainability. Sustainability is a broad term which has many shades of meaning. To quote from the proposal "Sustainability is an aspiration term; however, it has proved useful as a concept, precisely because it combines the idea of prescriptive action, with that of enduring, defendable properties, located in scientific principles". In the proposal there is a sense that sustainability carries meaning related to Geographical traditions embracing environmental management and resource use, but it also goes beyond this. ASC feels that the openness attributed to the term is valid in the context of the interdisciplinary nature of the degree and given that its learning objectives are well articulated.

Number of New Courses. There are 20 new courses indicated for the BA. However, only three of these are to be offered exclusively to EUS students (the two fourth year required courses and the statistics course). The remaining courses are open to other Faculty of Arts students as either electives in the common platform or as professionally related electives to other Arts programs, and as professional courses in the Politics and Sociology programs. In addition, certain courses may also be available to students outside the Faculty of Arts (e.g., Architecture). ASC agrees that the offering of courses to diverse groups should mitigate any concerns about low enrolments in the courses.

Science Courses- Tension between Depth and Breadth. Many of the social/policy aspects of environmental studies are informed by scientific information and understanding. The proposal

recognizes this fact by including a number of science courses in the curriculum (especially as electives) and the thematic area of Science. However, the ASC noted that there is limited Science content in the *required* category. The program's response is that there are in fact 5 Science-focused courses in the required category (in ecology as well as covering climatology, soil science, biogeography, and geomorphology). While most of these are taught by the Department of Geography, the Geography faculty who will teach them are scientists by training. In addition, the ecology course (which may be substituted by a biology course taught by FEAS) is taught by the School of Occupational and Public Health. The program is most open to further discussion with Science departments in the Faculty of Engineering, Architecture and Science to explore possible minors and double majors. ASC supports this direction.

Integrative/Capstone Elements. The curriculum is highly multi-disciplinary. The ASC was interested to know what integrative elements exist in the curriculum. The program responded by pointing out that the required EUS course *Senior Projects in Environment and Urban Sustainability* is, explicitly, a capstone course. The required EUS course *Field Studies in Urban Ecology* is less explicitly so, but also serves the same function. So, there are one or more required courses each semester which provide a common base for all students. ASC concludes that the curriculum offers a sufficient level of integration.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends:

That Senate approve the Bachelor of Arts in Environment and Urban Sustainability degree program.

Appendix C1. Curriculum of the proposed Bachelor of Arts in History degree program

OVERVIEW: See the chart at the end of this Appendix for details of the four-year progression through the degree. See pp. 138-43 of the proposal for a list of 'professionally related' courses that the department obtained permission to list on its tables.

Within a forty-course program, including six liberal studies courses and twelve elective/minor courses, students will take twenty-three courses directed specifically to the degree in History:

- three common platform skills-oriented courses (SSH 205, SSH105, SSH 301)
- four Historian's Craft (H-Craft) courses (HIS-coded; see below);
- fourteen Area History, Experiential History, and Heritage Management courses (HIS-coded; see below)
- either two Senior Seminars or one Senior Seminar and a Thesis Course (HIS-coded; see below)

Of the twenty HIS courses, at least eleven must be upper level courses. (Lower levels are the 100 and 200 series; upper levels are the 300 and 400 series.)

Up to five liberal studies courses offered by the Department of History under the HST designation may be used towards the Specialist Degree as long as the overall course matrix taken contains a minimum of eleven upper level courses. (History liberal studies courses are coded HST; lower levels are in the 100-400 series; upper levels are in the 500-900 series.)

First-year students may take Levels 1 and 2 courses; second-year students may take Levels 1-3 courses; third- and fourth-year students may take Levels 2-4 courses.

Requirements related to anti- and prerequisites must be followed, including their application between program and liberal studies courses.

The course numbering below is tentative; however, the designation of courses at lower and upper levels will remain unchanged should a different numbering system be used.

SPECIFIC:

A. Common Platform

Students take these three courses (normally with the first two in first year and the third in second year):

       SSH 205 The Fundamentals of Academic Writing
       SSH 105 Critical Thinking
       SSH 301 Research Design and Qualitative Methods

B. Historian's Craft

The following two courses (normally in second year):

<div align="center">Lower Level</div>

HIS 200	Reading, Writing, and Using History	H-Craft 1
HIS 201	Hearing, Seeing, and Speaking History	H-Craft 2

<div align="center">Upper Level</div>

One of the following (normally in third year):

HIS 300	History and New Media	H-Craft 3a
HIS 301	Life Stories: Oral History	H-Craft 3b
HIS 302	Archaeology and Material Culture	H-Craft 3c

This course (normally in third year):

HIS 305	Locating the Past: Archival Research	H-Craft 4

C. Area History, Heritage Management, and Experiential History

Fourteen courses, spread across the four years of the degree as indicated in the chart at the end of this document:

<div align="center">Lower Level</div>

HIS 104	Ten Days that Shook the World	Area
HIS 105	Inventing Popular Culture	Area
HIS 106	Technology, Warfare, and Social Change	Area
HIS 107	Colonization, Colonialism, and Independence	Area
HIS 210	Museology and Public History	Heritage Management
HIS 216	History of Science to 1700	Area
HIS 217	History of Science from 1700	Area
HIS 225	History of Technology to 1900	Area
HIS 231	The Iberian Atlantic World	Area
HIS 238	Canada: The Origins of Conflict	Area
HIS 239	Canada: Defining a Nation	Area
HIS 248	American History to 1877	Area
HIS 249	American History from 1877	Area
HIS 256	Early Africa I: Neolithic to Iron Age	Area
HIS 257	Early Africa II: c.1450-1880	Area
HIS 261	The Near East to 600 CE	Area
HIS 262	Introduction to the Islamic World	Area
HIS 265	Themes in Modern Asian History	Area
HIS 275	Ancient Greece and Rome	Area
HIS 277	Mediaeval Europe, 400-1350	Area
HIS 278	Europe, 1350-1715	Area
HIS 279	Europe, 1715-1870	Area
HIS 280	Europe, 1870-Present	Area

HIS 290 International Relations to 1945	Area
HIS 291 International Relations from 1945	Area

Upper Level

HIS 310 Curating the Past	Heritage Management
HIS 311 Managing Heritage Resources	Heritage Management
HIS 314 Innovators, Capitalists, and Managers	Area
HIS 315 Film, Television, and 20th-Century History	Area
HIS 318 Medicine from Antiquity to 1500 CE	Area
HIS 320 Science and Technology in Islamic History	Area
HIS 322 Astronomy vs. Astrology	Area
HIS 326 Controlling the World	Area
HIS 328 Science, Corporations, and the Environment	Area
HIS 331 Latin America to 1800	Area
HIS 332 Latin America from 1800	Area
HIS 333 The Caribbean to 1804	Area
HIS 334 The Caribbean from 1804	Area
HIS 338 The Child in History	Area
HIS 340 Toronto: Wilderness to Metropolis	Area
HIS 342 Canadian Cultural Industries	Area
HIS 343 Immigrant Experience in Canadian History	Area
HIS 344 Asian Diasporas in North America	Area
HIS 345 Canada in the International Sphere	Area
HIS 346 The United States after 1945	Area
HIS 350 Women and Gender in U.S. History	Area
HIS 352 Culture/Politics of Difference in the U.S.	Area
HIS 353 The American City	Area
HIS 354 African-American History	Area
HIS 355 Material Cultures of North America	Area
HIS 356 Ancient Egypt	Area
HIS 358 Colonial Africa	Area
HIS 359 Post-Colonial Africa	Area
HIS 360 The African Diaspora	Area
HIS 361 The Mughal Empire, 1526-1764	Area
HIS 362 South Asia from 1764	Area
HIS 363 The Ottoman Empire	Area
HIS 364 The Middle East from 1908	Area
HIS 366 The Qing Dynasty, 1634-1911	Area
HIS 367 Modern China from 1911	Area
HIS 369 Modern Japan from 1868	Area
HIS 375 Rome: Republic and Empire	Area
HIS 377 Society in the High Middle Ages, 1100-1500	Area
HIS 378 The Renaissance in Europe	Area
HIS 379 The European Reformation	Area
HIS 383 The Long 18th Century: Britain, 1688-1815	Area

HIS 384	Victorian Britain	Area
HIS 385	20th-Century Britain	Area
HIS 386	British Empire and the World	Area
HIS 388	Modern France	Area
HIS 390	Modern Germany	Area
HIS 392	Modern Russia	Area
HIS 394	War to War: World Conflict, 1900-45	Area
HIS 395	The Cold War: An International History	Area
HIS 396	History of Terrorism	Area
HIS 397	Modern Peacekeeping and Intervention	Area
HIS 398	History of International Organizations	Area
HIS 414	Experiential Learning I	Experiential History*
HIS 415	Experiential Learning II	Experiential History*

D. Senior Seminars and Thesis Course

Either two senior seminars or one senior seminar and a thesis course (normally taken in fourth year)
:

Upper Level

HIS 401 History of Science and Technology	Senior Seminar
HIS 402 Americas	Senior Seminar
HIS 403 Africa	Senior Seminar
HIS 404 Middle East	Senior Seminar
HIS 405 Asia	Senior Seminar
HIS 406 Europe	Senior Seminar
HIS 407 International Relations	Senior Seminar
HIS 408 Cross-Field Studies	Senior Seminar
HIS 410 Thesis Course	Thesis*

*   Students normally must have a GPA of 3.00 to take HIS 414 or 415.
**   Students must have a GPA of 3.33 across the HIS and HST courses to take HIS 410.

The Common Arts Platform for the Specialist History Program

FALL	WINTER
YEAR I	
Specialization Slot	Specialization Slot
SOC. SCI./HUM. Elective	SOC. SCI./HUM. Elective
SSH 205: The Fundamentals of Academic Writing	SSH 105: Critical Thinking

First Yr. Open (Arts or Non-Arts) Elective	First Yr. Non-Arts Elective
First Yr. Arts Elective	First Yr. Arts Elective
YEAR II	
Specialization Slot (H-Craft 1)	Specialization Slot (H-Craft 2)
Specialization Slot	Specialization Slot
Specialization Slot	Specialization Slot
SSH 301: Research Design and Qualitative Methods	Potential Minor Slot
Lower Level Liberal Study	Lower Level Liberal Study
YEAR III	
Specialization Slot (H-Craft 3a, b, or c)	Specialization Slot (H-Craft 4)
Specialization Slot	Specialization Slot
Specialization Slot	Specialization Slot
Potential Minor Slot	Potential Minor Slot
Upper Level Liberal Study	Upper Level Liberal Study
YEAR IV	
Specialization Slot (Senior Seminar)	Specialization Slot (Senior Seminar or Thesis)
Specialization Slot	Specialization Slot
Specialization Slot	Specialization Slot
Potential Minor Slot	Potential Minor Slot
Upper Level Liberal Study	Upper Level Liberal Study

Here, specialization slots refer to core History courses, including H-Craft courses. The same template can be modified to accommodate a double major (see pg. 9 in the proposal). Note that the structure provides students with an opportunity to achieve a minor if they desire.

Appendix C2. Curriculum of the proposed Minor in History

The Minor in History consists of six courses: one Historian's Craft (H-Craft) course; and, five other History courses. Of the six courses, at least three must be upper level courses. Up to two liberal studies courses offered by the Department of History under the HST designation may be used towards the Minor as long as the overall course matrix taken contains a minimum of three upper level courses.

Note: The course numbering below is tentative; however, the designation of courses as lower and upper levels will remain unchanged should a different numbering system be used.

A. Historian's Craft

One of the following:

Lower Level

HIS 200 Reading, Writing, and Using History   H-Craft 1

HIS 201 Hearing, Seeing, and Speaking History   H-Craft 2

Upper Level

HIS 300 History and New Media   H-Craft 3a

HIS 301 Life Stories: Oral History   H-Craft 3b

HIS 302 Archaeology and Material Culture   H-Craft 3c

HIS 305 Locating the Past: Archival Research   H-Craft 4.

B. Area History and Heritage Management: Five of the following:

Lower Level

HIS 104 Ten Days that Shook the World

HIS 105 Inventing Popular Culture

HIS 106 Technology, Warfare, and Social Change

HIS 107 Colonization, Colonialism, and Independence

HIS 210 Museology and Public History

HIS 216 History of Science to 1700

HIS 217 History of Science from 1700

HIS 225 History of Technology to 1900

HIS 231 The Iberian Atlantic World

HIS 238 Canada: The Origins of Conflict

HIS 239 Canada: Defining a Nation

HIS 248 American History to 1877

HIS 249 American History from 1877

HIS 256 Early Africa I: Neolithic to Iron Age

HIS 257 Early Africa II: c.1450-1880

HIS 261 The Near East to 600 CE

HIS 262 Introduction to the Islamic World

HIS 265 Themes in Modern Asian History

HIS 275 Ancient Greece and Rome

HIS 277 Mediaeval Europe, 400-1350

HIS 278 Europe, 1350-1715

HIS 279 Europe, 1715-1870

HIS 280 Europe, 1870-Present

HIS 290 International Relations to 1945

HIS 291 International Relations from 1945

Upper Level

HIS 310 Curating the Past

HIS 311 Managing Heritage Resources

HIS 314 Innovators, Capitalists, and Managers

HIS 315 Film, Television, and 20th-Century History

HIS 318 Medicine from Antiquity to 1500 CE

HIS 320 Science and Technology in Islamic History

HIS 322 Astronomy vs. Astrology

HIS 326 Controlling the World

HIS 328 Science, Corporations, and the Environment

HIS 331 Latin America to 1800

HIS 332 Latin America from 1800

HIS 333 The Caribbean to 1804

HIS 334 The Caribbean from 1804

HIS 338 The Child in History

HIS 340 Toronto: Wilderness to Metropolis

HIS 342 Canadian Cultural Industries

HIS 343 Immigrant Experience in Canadian History

HIS 344 Asian Diasporas in North America

HIS 345 Canada in the International Sphere

HIS 346 The United States after 1945

HIS 350 Women and Gender in U.S. History

HIS 352 Culture/Politics of Difference in the U.S.

HIS 353 The American City

HIS 354 African-American History

HIS 355 Material Cultures of North America

HIS 356 Ancient Egypt

HIS 358 Colonial Africa

HIS 359 Post-Colonial Africa

HIS 360 The African Diaspora

HIS 361 The Mughal Empire, 1526-1764

HIS 362 South Asia from 1764

HIS 363 The Ottoman Empire

HIS 364 The Middle East from 1908

HIS 366 The Qing Dynasty, 1634-1911

HIS 367 Modern China from 1911

HIS 369 Modern Japan from 1868

HIS 375 Rome: Republic and Empire

HIS 377 Society in the High Middle Ages, 1100-1500

HIS 378 The Renaissance in Europe

HIS 379 The European Reformation

HIS 383 The Long 18th Century: Britain, 1688-1815

HIS 384 Victorian Britain

HIS 385 20th-Century Britain

HIS 386 British Empire and the World

HIS 388 Modern France

HIS 390 Modern Germany

HIS 392 Modern Russia

HIS 394 War to War: World Conflict, 1900-45

HIS 395 The Cold War: An International History

HIS 396 History of Terrorism

HIS 397 Modern Peacekeeping and Intervention

HIS 398 History of International Organizations.

Appendix C3. Curriculum of the proposed Bachelor of Arts in Environment an Urban Sustainability degree program

Curriculum Tables for the Specialist BA in EUS

Curriculum: Environment and Urban Sustainability (EUS)

EUS Specialization

FIRST SEMESTER

REQUIRED:

SSH 205   Academic Writing and Research
EUS xxx   Environment and Sustainability

Humanities Elective (Table I).

Open Arts or Non-Arts Elective (Table I or Table III).

First Year Social Science Elective (Table I).

SECOND SEMESTER

REQUIRED

SSH 105   Critical Thinking
EUS xxx   Sustaining the City's Environments

Humanities Elective (Table I).

Non-Arts Elective (Table III).

First Year Social Science Elective (Table I).

THIRD SEMESTER

REQUIRED:

SSH 301   Research Design and Qualitative Methods
ENH 617   Applied Ecology*
EUS xxx   Reading Neighbourhood Environments

* For those students intending to take additional Science courses (BLG and CHY), BLG 143: Biology I may be substituted for ENH 617.

PROFESSIONAL ELECTIVE: One course (Table II).

LOWER LEVEL LIBERAL STUDIES: One course.

FOURTH SEMESTER

REQUIRED

EUS xxx	Research and Statistics
EUS xxx	Patterns of Demography and Environment
GEO 313	Geography of the Physical Environment[6]

OPEN ARTS OR NON-ARTS ELECTIVE (potential minor slot): one course.

LOWER LEVEL LIBERAL STUDIES: One course.

SUMMER

OPTIONAL PLACEMENT

WKT xxx EUS Internship Placement I

FIFTH AND SIXTH SEMESTERS

REQUIRED:

EUS xxx	Ecological Processes in the Canadian Landscape
EUS xxx	Nature in Fragments: The Legacy of Sprawl
GEO 513	Physical Geography in Decision Support
POG xxx	Urban Policy Strategies for Sustainable Development

PROFESSIONAL ELECTIVES: Two courses (Table II).

OPEN ARTS OR NON-ARTS ELECTIVES (potential minor slot): two courses.

UPPER LEVEL LIBERAL STUDIES: Two courses.

SUMMER

OPTIONAL PLACEMENT

WKT xxx   EUS Internship Placement II

SEVENTH AND EIGHTH SEMESTERS

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[6] GEO 313 will be moved to the Winter semester.

REQUIRED:

EUS xxx	Field Studies in Urban Ecology
EUS xxx	Senior Projects in Environment and Urban Sustainability

PROFESSIONAL ELECTIVES: Four courses (Table II).

OPEN ARTS OR NON-ARTS ELECTIVES (potential minor slot): two courses.

UPPER LEVEL LIBERAL STUDIES: Two courses.

REQUIRED GROUP 1 TABLE I[7]

A total of four to five courses is required, as grouped below. No more than two courses may be taken from any one subject area.

A. A minimum of two of the following are required:

ACS 100	Ideas that Shape the World I
ACS 200	Ideas that Shape the World II
ENG 108	The Nature of Narrative I
ENG 208	The Nature of Narrative II
FRE ***	A French Course
FRE ***	A French Course
HST xxx	
HST xxx	
HST xxx	
HST xxx	
PHL 101	Plato and the Roots of Western Philosophy
PHL 201	Problems in Philosophy
PHL 333	Philosophy of Human Nature
PHL 366	Introduction to Existentialism

B. A minimum of two of the following are required:

CRM 100	Introduction to Canadian Criminal Justice
CRM 102	Introduction to Crime and Justice
ECN 104	Introductory Microeconomics
ECN 204	Introductory Macroeconomics
GEO 131	Energy, Earth, and Ecosystems
GEO 151	Location, Location, Location
POG 100	People, Power and Politics
POG 110	Canadian Politics
PSY 102	Introduction to Psychology I
PSY 202	Introduction to Psychology II
SOC 105	Introduction to Sociology
SOC 107	Sociology of Everyday Life
SSH 100	Introduction to the Social Sciences
SSH 102	Learning and Development Strategies

PROFESSIONAL TABLE III

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[7] This table is standardized for all programs in the Platform.

A minimum of 7 courses are required from:

ASC 102	The Built World - Management of Finite Resources
ASC 200	Sustainable Practices: Principles [prerequisite: ASC 102]
ASC 403	Site Development and Planning
ASC 501	Architecture Science: Sustainable Housing Design
ASC 852	Landscape and Ecological Design
ASC 855	Designing with Green Building Ratings
BLG 340	Environmental Biology [prerequisites: BLG 151 and CHY 261]
BLG 401	Ecotoxicology [prerequisites: BLG 151 and CHY 261]
CHY 142	Organic Chemistry I [prerequisite: CHY 103]
CHY 261	Biochemistry I [prerequisite: CHY 142]
CHY 423	Environmental Science [prerequisites: BLG 144, CHY 113 and CHY 142]
ECN 502	Economics of Natural Resources [prerequisites: ECN 104 and ECN 204]
ECN 510	Environmental Economics [prerequisite: ECN 104]
ENH 122	Introduction to Epidemiology
ENH 424	Water Quality
ENH 524	Pollution Control
ENH 825	Risk Assessment
EUS xxx	Sustainable Transportation and Energy Strategies
EUS xxx	Sustainability in Organizations
EUS xxx	Climate Change: Science, Mitigation and Adaptation
EUS xxx	Measuring Sustainability
EUS xxx	Sustainable Cities: A Comparative Review
EUS xxx	Cities at Risk
EUS xxx	Waste and Waste Management
EUS xxx	Ecological Restoration
GEO 411	Resource and Environmental Planning [prerequisite: GEO 131]
GEO 514	Resource Management in Northern Canada [prerequisite: GEO 131]
GEO 581	GIS, Geographic Data and Mapping
GEO 612	Environmental Decision Making [prerequisite: GEO 131]
GEO 671	Developmental and Environmental Law
GEO 681	GIS and Geographic Analysis
HTT 510	Sustainable Tourist Development [prerequisite: HTT 303]
HST 562	Science, Corporations and the Environment
HST 788	Water Use in History
IDE 309	Sustainable Design
LAW 535	Environmental and Business Law
OHS 322	Introductory Toxicology
OHS 422	Advanced Toxicology
PHL xxx	Environmental Ethics
PLE 715	Environmental Assessment
PLE 835	Ecological Design
POG 415	Environmental Politics and Policy
SOC xxx	Environmental Sociology

PROFESSIONALLY-RELATED TABLE III[8]

A minimum of one of the following is required.

ACC 100	Introductory Financial Accounting
ACC 406	Introductory Management Accounting
ACC 414	Intermediate Accounting I
BLG 143	Biology I
BLG 144	Biology II
BLG 151	Microbiology I
CHY 103	General Chemistry I
CHY 113	General Chemistry II
CHY 213	Analytical Chemistry III
CMN 279	Introduction to Contemporary Business Communication
CMN 313	Organizational Problem Solving and Report Writing
CMN 314	Professional Presentations
CYC 101	Intro to Child and Youth Care
CYC 201	Child Abuse and Neglect
CYC 401	Theories of Change for Children and Youth
INP 901	Developing Effective Organizations
INP 902	Program Evaluation
INP 910	Strategic Planning
INT 900	Program Planning and Evaluation Strategies
INT 905	Conflict Resolution and Dispute Negotiation
INT 908	Homelessness in Canadian Society
INT 917	Urban Community Development
ITM 102	Business Information Systems I
ITM 305	Systems Analysis and Design
ITM 350	Concepts of eBusiness
LAW 122	Business Law
LAW 525	Law of the Marketplace
LAW 529	Employment and Labour Law
MHR 405	Organizational Behaviour and Interpersonal Skills
MHR 505	Organizational Behaviour II
MHR 522	Industrial Relations
MKT 100	Marketing I
MKT 300	Marketing Metrics and Analysis
MKT 423	Marketing Research
MKT 600	Integrated Case Analysis
OHS 208	Occupational Health and Safety Law
OHS 477	Integrated Disability Management
OHS 508	Occupational Health
PCS 120	Physics I
PCS 130	Physics II
SCI 102	Chaos and Fractals
SCI 104	Physics Answers to Everyday Questions

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[8] This table is standardized for all programs in the Platform.

New Courses

EUS xxx Environment and Sustainability
EUS xxx Sustaining the City's Environments
EUS xxx Reading Neighbourhood Environments
EUS xxx Patterns of Demography and Environment
EUS xxx Research and Statistics
EUS xxx Ecological Processes in the Canadian Landscape
EUS xxx Nature in Fragments: The Legacy of Sprawl
EUS xxx Field Studies in Urban Ecology
EUS xxx Senior Projects in Environment and Urban Sustainability
EUS xxx Sustainable Transportation and Energy Strategies
EUS xxx Sustainability in Organizations
EUS xxx Climate Change: Science, Mitigation and Adaptation
EUS xxx Measuring Sustainability
EUS xxx Sustainable Cities: A Comparative Review
EUS xxx Cities at Risk
EUS xxx Waste and Waste Management
EUS xxx Ecological Restoration
PHL xxx Environmental Ethics
POG xxx Urban Policy Strategies for Sustainable Development
SOC xxx Environmental Sociology

Respectfully Submitted,

Chris Evans, Chair for the Committee

ASC Members:

Keith Alnwick, Registrar

Diane Schulman, Secretary of Senate (non-voting)

Chris Evans, ASC Chair, Vice Provost Academic

Robert Murray, Philosophy

Andrew Hunter, Philosophy

Jane Saber, Business Management

Tim McLaren, Information Technology Management

Alexandra Bal, Image Arts

Gene Allen, Journalism

Pamela Robinson, Urban Planning

Jacquie Gingras, Nutrition

Jacob Friedman, Mechanical & Industrial Engineering

Noel George, Chemistry & Biology

Cecile Farnum, Library

Des Glynn, Continuing Education

Andrew West, Politics & Public Administration

Jennifer Cartwright, Business Management