

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #F2015-2; Dec 2015

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

- **Chang School Certificate in Mining Management: Discontinuation**
- **Chang School Certificate in Business French and Translation: Revisions**
- **Chang School Certificate in Global Diasporas, Transnationalism, and Migration Cities: Discontinuation**
- **Chang School Certificate in Project Management: Addition of CDCE GEN Elective**
- **Department of Philosophy – Minor in Philosophy**
- **School of Child and Youth Care – Major Curriculum Modification**
- **For Information: Periodic Program Review Follow-up Reports (Business Management/Health Information Management/Nutrition and Food/Arts and Contemporary Studies)**

A) CHANG SCHOOL CERTIFICATE IN MINING MANAGEMENT: DISCONTINUATION

The Certificate in Mining Management, launched in September 2012, has had low registrations resulting in numerous course cancellations and an inability to ensure that students can complete the program in a timely manner. The Chang School seeks approval to suspend registrations in the certificate immediately, while options are reviewed to revise the certificate in order to make it more attractive to a wider target audience.

Of the 32 students currently registered in the certificate, 4 will complete the capstone and the program in Fall 2015. The 28 remaining students will be contacted; those who wish to complete the current certificate shall be kept informed of course offerings and scheduling to complete the certificate.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang School Certificate in Mining Management: Discontinuation*

B) CHANG SCHOOL CERTIFICATE IN BUSINESS FRENCH AND TRANSLATION: REVISIONS

Effective Fall 2016, the Department of Languages, Literatures and Cultures would like to streamline access to the Certificate in Business French and Translation by making the following changes to 1) admission criteria; 2) certificate graduation requirements; and 3) addition of an elective course (CFRE 510).

1) Admission Criteria

Current:

"It is recommended that applicants have the following: Certificate of Proficiency in French from Ryerson, or the completion of CFRE 510 with a minimum grade of C+, or admission by placement assessment and interview."

Proposed:

"It is recommended that applicants have the following: Certificate of Proficiency in French from Ryerson, or admission by placement assessment and interview."

2) Certificate Graduation Requirement

Current:

"The Certificate in Business French and Translation is usually granted on completion of six single-term credit courses, with a cumulative grade point average of 1.67 or higher, beginning with CFRE 515 or CFRE 610. A student may be admitted to a higher level by interview, but must successfully complete a minimum of five single-term credit courses, with a cumulative grade point average of 1.67 or higher, to obtain the certificate. A student granted an exemption from taking CFRE 515 or CFRE 610 will need to complete five higher-level courses."

Proposed:

"The Certificate in Business French and Translation is usually granted on completion of six single-term credit courses, with a cumulative grade point average of 1.67 or higher. It is recommended that students begin the certificate with one of the courses from the elective group, CFRE 510, 515, 610 and 706. Students may be exempted from taking a course from the elective group, if their level, as determined by placement test and interview, is deemed to be more advanced than CFRE 510, CFRE 515, CFRE 610 and CFRE 706. Advanced students who have been granted an exemption from taking a course from the elective group will need to complete the five required courses, with a cumulative grade point average of 1.67 or higher, in order to obtain the certificate. "

3) Addition of an Elective Course CFRE 510 Effective Writing I

Current:

"Electives (select one)
CFRE 515 Introduction to Business French
CFRE 610 Effective Writing II
CFRE 706 The Life and Times of the French Language"

Proposed:

"Electives (select one)
CFRE 510 Effective Writing I
CFRE 515 Introduction to Business French
CFRE 610 Effective Writing II
CFRE 706 The Life and Times of the French Language"

Rationale: These changes will facilitate access to the Certificate in Business French and Translation by allowing students to choose their own entry point, based on their existing level of French. Where previously CFRE 510 Effective Writing I was a prerequisite for entry into the certificate, it would now become an elective, since it is recognized that the completion of either CFRE 510, CFRE 515 (not open to Francophones), CFRE 610 or CFRE 706 will ensure that students have the appropriate level of competence in written French for the advanced certificate. Since CFRE 510 is offered in Fall and CFRE 610 is offered in Winter, including both courses on the list of electives will make it easier for Francophone students to have access to the certificate. These two courses, which in the past focused on French grammar and writing, have been reconfigured to emphasize writing skills in various genres. CFRE 510 is no longer the prerequisite for CFRE 610; the decoupling of the two courses is reflected in the proposed new titles: CFRE 510 Effective Writing I and CFRE 610 Cultural Context of Writing.

The opportunity to choose one course among the following electives, CFRE 510, 610, 515 and 706, will ensure that students have the necessary competence in written French essential for this advanced professional certificate. However, it is recognized that students with native or near-native fluency in French may have exceptional writing skills and would not therefore benefit from the courses in the elective category. In this case, advanced placement will be granted and those students will be required to take only the five courses from the required group.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang School Certificate in Business French and Translation: Revisions*

C) CHANG SCHOOL CERTIFICATE IN GLOBAL DIASPORAS, TRANSNATIONALISM, AND MIGRATION CITIES: DISCONTINUATION

The Chang School Certificate in Global Diasporas, Transnationalism, and Migration Cities was launched in the Fall of 2012. Despite the certificate's contemporary and relevant subject matter, there was never enough interest among students to run the introductory course, CODS 101 Diaspora and Transnationalism – despite efforts every semester to do so, including targeted niche marketing.

Over the three years of its existence, only 5 students have enrolled in the certificate, but none of them have made any progress in the certificate or graduated, as the required sequence stipulates that students must take CODS 101 before any other certificate courses. It is believed that the more specialized nature of the subject matter, and the requirement to complete CODS 101 before taking other courses in the certificate, make it challenging to begin and complete. Since no students have made any progress in the certificate, they will be contacted to see if they are interested in transferring to a related certificate.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang School Certificate in Global Diasporas, Transnationalism, and Migration Cities: Discontinuation*

D) CHANG SCHOOL CERTIFICATE IN PROJECT MANAGEMENT: ADDITION OF A CDCE GEN ELECTIVE

Introduction

The Chang School Certificate in Project Management (Faculty of Engineering and Architectural Science) has recently experienced a modest increase in enrolments. This certificate responds to labour market and employers' needs for project managers. As we are always updating programs for currency and labour market responsiveness and need, a suite of four special interest CDCE GEN courses is being recommended.

Recommendation

In the Electives – All Streams course list, add an CDCE GEN elective course option, from a choice of four CDCE GEN courses, to upskill the professionals, who are our certificate candidates, in transferable, soft skills. Students may select one CDCE GEN elective course.

Rationale

University leaders and employers alike are advising today's adults to invest in their own "renewable, transferable, soft skills competencies", such as intercultural communications, problem-solving in work teams, cross cultural teamwork and ethical and social reasoning, together with demonstrating ethical judgment and integrity, workplace and client relations management, and the capacity for continued new learning.¹ "Universities have to spend more time focusing on adding real value to the lives of adults; they must place greater premium on skills education" noted the Dean of the University of Calgary's Law School. The Dean goes on further to state, "When we say skills we're not just talking about skills of immediate value but rather skills of enduring value that cross career domains, like teamwork, professional and client relationships and communication across diverse groups."² A positive attitude, good intercultural communication and work relationship skills, cross cultural team work, a strong work ethic, and management of culturally diverse clients were recently cited as the top five soft skills valued by Canadian executives.³

Proposed CDCE GEN Courses

- CDCE GEN Courses
- CDCE 305 Intro to Intercultural Communication
- CDCE 306 Managing Workplace Relationships
- CDCE 307 Working with Culturally Diverse Clients
- CDCE 308 Cross Cultural Teamwork

Revised Elective List in the Certificate in Project Management

For the Project Management – Electives – All Streams

¹ David Naylor, President Emeritus, University of Toronto, [U of T Magazine](http://www.magazine.utoronto.ca), 2013. www.magazine.utoronto.ca.

² Calgary Herald, Retrieved 04/07/2012 calgaryherald.com/

³ <http://ceric.ca/career-development-in-the-canadian-workplace-national-business-survey/>
- retrieved April 14, 2015.

Select One (1) course below:

- CCMN 114 Short Management Reports
- CHSM 306 Management Leadership and Decision-Making
- CHSM 308 Project Management - Long Term Care
- CINT 905 Conflict Resolution in Community Services
- CITM 505 Managing Information Systems
- CKPM 207 Project Management Systems
- CKPM 217 Agile Project Management
- CMHR 405 Organizational Behaviour and Interpersonal Skills

OR

one CDCE GEN course:

- CDCE305 Introduction to Intercultural Communication,
- CDCE 306, Managing Workplace Relationships,
- CDCE 307 Working with Culturally Diverse Clients
- CDCE308 Cross Cultural Teamwork

Note: Unlike the industry specific streams, the general stream does not have a free elective.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang School Certificate in Project Management: Addition of CDCE GEN Elective*

E) DEPARTMENT OF PHILOSOPHY – MINOR IN PHILOSOPHY

Introduction

The Department of Philosophy currently offers a Bachelor degree in Philosophy and a Masters of Philosophy. In addition, the Department oversees both a Minor in Ethics and a Continuing Education Certificate in Ethics through the Chang School. The Department also delivers courses for the Philosophy Option in Arts and Contemporary Studies (ACS).

Background Statement

The discipline of philosophy offers students with the conceptual tools and skills to analyse complex problems in general. Philosophical analysis serves as the foundation for all logical and critical inquiry. Philosophy has bearing on such diverse areas as ontology (nature of reality), epistemology (study of knowledge), logic, ethics, aesthetics, and social and political theory. Philosophy affords students important insights into the normative assumptions of diverse areas including nursing, media, and business ethics. The skills that are acquired in philosophy are transferable to a host of other disciplines and applications. Philosophy addresses questions that are the very core of the humanities and therefore of perennial interest.

Rationale for the Minor

The Philosophy Department recognizes that students may wish to acquire a minor in philosophy for diverse reasons. Some students seek a philosophy minor with the intent of applying to teacher's college – philosophy is now a teachable in Ontario high schools. Other students choose a philosophy minor as a pathway into law school; philosophy students consistently score in the top ranking for the LSAT exam. Some students choose the minor because they appreciate that ethics forms an increasingly important area in their chosen discipline (e.g., nursing, social work, journalism, human resources, business, etc.). Finally, the minor is desirable to students who appreciate the general benefits of philosophical inquiry, but are not prepared to commit to a Philosophy BA – interestingly, a number of high school students report that to us at Discover Ryerson and the University Fair. It is worth keeping in mind that we already come across many non-program students who end up taking a significant portion of their liberal studies electives and/or PR courses in Philosophy. Also, all students in the Faculty of Arts will have taken at least one philosophy course in their first year of study: SSH105 Critical Thinking.

Curriculum

To receive the Minor, a student must complete **six (6)** courses from the following curriculum:

One of the following

SSH105* Critical Thinking I P/PR	PHL214* Critical Thinking I LL
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A maximum of two (2) of the following

PHL101† Plato and the Roots of Western Philosophy LL	PHL365 Philosophy of Beauty LL
PHL110 Philosophy of Religion I LL	PHL366† Existentialism and Art and Culture LL
PHL187 Ancient Greek Philosophy LL	PHL400 Human Rights and Justice PR
PHL201† Problems in Philosophy LL	PHL401 Philosophy and Mass Culture PR
PHL306 Freedom, Equality, Limits of Authority LL	PHL406 Issues of Life, Death, and Poverty LL
PHL307 Business Ethics PR	PHL420 Philosophy, Diversity, and Recognition P/PR
PHL333† Philosophy of Human Nature LL	PHL444 Ethics in Health Services Management P/PR
PHL334 Ethics in Professional Life PR	PHL449 Issues in the Philosophy of Punishment P/PR

A maximum of five (5) of the following

PHL302** Ethics and Health Care PR	PHL605 Existentialism UL
PHL500 Philosophy of the Natural Environment UL	PHL606 Philosophy of Love and Sex UL
PHL501 Social Thought and the Critique of Power UL	PHL611 Philosophy of Mind UL
PHL503 Ancient and Modern Ethics UL	PHL612 Philosophy of Law UL
PHL504 Philosophy of Art UL	PHL614 Philosophy of Human Rights UL
PHL505 Hegel and Marx UL	PHL621 Beyond the Western Academic Tradition PR
PHL507 Ethics and Disability PR	PHL708 Introduction to Modern Philosophy UL
PHL 509**Bioethics UL	PHL709 Religion, Science and Philosophy UL
PHL530 Media Ethics PR	PHL710 Philosophy and Film UL
PHL550 Knowledge, Truth, and Belief UL	PHL808 Language and Philosophy UL
PHL551 Metaphysics UL	PHL810 Philosophy of Cinema PR
PHL552 Philosophy of Science UL	PHL921 Intellectual Property and Technology PR
PHL553 Post-Existentialist Philosophy UL	PHL922 Religious Belief, Diversity, and Truth UL
PHL602 Health Care and Distributive Justice PR	PHL923 Philosophy of Religion II UL
PHL603 Modern and Contemporary Ethics UL	PHL924 Critical Thinking II UL

* SSH105 and PHL214 are antirequisites

** PHL302 and PHL509 are antirequisites

† PHL101 PHL201 PHL333 PHL366 are also Table I PR courses for the Arts common platform

Exclusions

The Philosophy Minor is not available to students in the Philosophy Program, English-Philosophy Double Major, History-Philosophy Double Major, and Philosophy Option in Arts and Contemporary Studies.

Where it is possible, a student may take more than one Minor. However, an individual course may only be used to satisfy the requirements of one Minor.

Statement of Consistency with the Minors Policy

The Minor in Philosophy as set out in this document satisfies the Minors Policy for most students at Ryerson. This current proposal conforms to the amendment to the Policy on Minors (Policy #148) that was approved by Senate on June 2, 2015.

Governance Structure

The Department of Philosophy will oversee curriculum, as well as the advising of students with respect to the Minor in Philosophy.

Delivery Plan

The Philosophy Minor is a feasible option for a broad number of students at Ryerson. Students can select from an array of LS courses to satisfy the requirements for a Philosophy Minor. In some cases, students (Business and Nursing, for e.g.) can use at least 1 PR course towards the Minor. The majority of the

Philosophy LS courses run every year. Some of these courses (PHL101, PHL110, PHL201, PHL214, PHL333, and PHL366) run in both the Fall and Winter semesters. SSH105 and PHL214 are offered in both the Fall and Winter semesters.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Department of Philosophy – Minor in Philosophy*

F) SCHOOL OF CHILD AND YOUTH CARE – MAJOR CURRICULUM MODIFICATION

1. Introduction

The School of Child & Youth Care is seeking to update its curriculum based on four core rationales:

- i. The current curriculum was developed ten years ago for the launch of the full time, four-year undergraduate program in 2006. After ten years, the School has learned what works well and what does not, and is seeking to respond to what has been learned. The School is also seeking to respond to the outcome of the program review undertaken in 2013.
- ii. The field of child and youth care has evolved significantly in the past ten years, and several concrete trends have developed that the School must be responsive to in order to meaningfully prepare its students for practice.
- iii. Since 2006, the School grew from two tenure-stream faculty members to eight, which has significantly increased the capacity of the School to provide current and cutting edge curriculum.
- iv. New degree-based child and youth care programs are being offered through Community Colleges; the curriculum for these was developed very recently. Our School must ensure it remains the cutting edge, forward-looking program it has always been in Ontario.

Given these rationales, the proposed curriculum changes of the School are framed by three core curriculum streams: Therapeutic Practice, Professional Identity, and Research and Evaluation. By the term ‘stream’ we mean series of courses with common thematic content. The purpose of presenting courses in streams is simply to assist students with understanding the connections between different elements of the curriculum, thus enhancing student understanding of the coherence of the curriculum. Such streams are not specializations – all students must complete the whole curriculum. Unlike the existing curriculum, which is structured and provides content at a very generalized level, the proposed curriculum seeks to significantly raise the level of learning, student engagement, and correspondence to trends in the field in a much more focused manner.

The Undergraduate Degree Learning Expectations and the Program Learning Outcomes are not changing; this curriculum renewal process is specifically designed to achieve the existing UDLEs and Program Learning Outcomes more effectively.

2. Overview of the School of Child & Youth Care

- The School of Child & Youth Care was founded 26 years ago, originally as a part time degree completion program for individuals with college level three year child and youth worker diplomas.
- The School established a full time Direct Entry (entry into 3rd year) program in 2002, and then a full time program for entry directly from high school in 2006.
- The entire curriculum from 3rd year on is available online.
- The four-year program started with a cohort of 60 students in 2006 and has been admitting cohorts of 125 students since 2013. The full time direct entry admission targets have increased from 40 to 82 over the course of the past seven years, and the part time direct entry program admits 46 students each year, for a total annual intake of 253 students.
- The School is currently in the process of developing a Masters program, with an initial cohort of 20 students set to begin in Fall 2016.

3. Proposed Changes

i) Internship – The first internship during second year will change from a full year, 2 days per week placement to a one term, three days per week placement (still counting as two credits). The second internship will move from third year to fourth year, and change from two days per week during both Fall and Winter terms to three days per week during the Fall term and two days per week during the Winter term (still counting as two credits).

ii) Student engagement during first year – A first year course will be introduced called “Ready for Practice”, which will be taught in smaller groups similar to internship seminars. This course will serve as a preparation course for Internship 1, and will cover topics related to professional presentation and conduct, issues of boundaries and therapeutic risks in field settings, as well as legal obligations related to the reporting of child abuse and inappropriate practice. The course will also serve as a vehicle for first year student engagement, as it will allow an intensive engagement with students in smaller groups built around real issues and themes related to child and youth care practice in the field.

iii) Lack of coherence in the program – Existing and new courses will be grouped into three curriculum streams so that students can better understand the connections between different elements of the curriculum, and also to ensure that the curriculum represents an increasing intensity of study and learning within each of these streams.

iv) Relevance to the field of practice – Several new and/or revised courses will be offered that specifically address these changes in the field of practice. In addition, new electives are being developed that speak to the emergence of the field in new practice sectors.

v) A new approach to curriculum: three core thematic streams

In an effort to lend greater coherence to the curriculum and to make it easier for students to see the connections between various courses, the proposed curriculum is structured along three core thematic streams (these are not mini-credentials or specializations; all students must complete all three streams). The relative smaller number of course associated with the research thematic stream will be complemented by a much greater research focus throughout the curriculum, and in particular in the Therapeutic Practice stream, where much of the goal is to add evidence-based approaches to service delivery to the curriculum in line with the trends in the fields of practice.

Thematic Stream 1: Professional Practice and Identity	Thematic Stream 2: Therapeutic Practice	Thematic Stream 3: Research and Evaluation
CYC xxx Ready for Practice	CYC xxx Therapeutic Foundations	CYC xxx Research & Evaluation 1
CYC 347 Professional Issues	CYC 301 Interpersonal Communications	CYC xxx Research & Evaluation 2
CYC 302 Therapeutic Recreation	CYC 402 Group Work with Children and Youth	CYC xxx Independent Studies
CYC 201 Child Abuse & Neglect	CYC xxx Therapeutic Life-Space	
CYC 602 Children’s Rights	CYC xxx Therapeutic Assessment	
CYC 803 Advocacy	CYC xxx Therapeutic Intervention	
CYC xxx Professional Practice & Identity	CYC xxx Trauma-Informed Practice	
	CYC xxx CYC Practice with Families	
Internship 1 & 2 (learning outcomes combine all three streams)		

4. Changes to Program Required and Elective Courses

i. COURSE RENAMING WITH MINOR CONTENT CHANGE		
Current	New Course	Content Change

Course Name	Name	
CYC 347 Professional Issues 1	CYC xxx Professional Issues	Some collapsing of course content of CYC 847 Professional Issues 2 into the new CYC 347 Professional Issues; very minor lesson plan change
CYC 601 Social Research Methods & CYC 705 Program Evaluation	CYC xxx Social Research & Evaluation 1 & CYC xxx Social Research & Evaluation 2	The contents of these two existing courses will be integrated differently so that students learn about research and evaluation concurrently rather than in separate courses.
CYC 802 Incident Response	CYC xxx Trauma-Informed Practice	The course will more explicitly and more extensively cover the now essential skills related to trauma-informed practice; this is an update to the curriculum currently offered in Incident Response.
CYC 847 Professional Issues 2	CYC xxx Professional Practice & Identity	Greater focus on student exploration of professional identity and relationship to other professions in the field.

ii. COURSE REPLACEMENTS		
Current Course	New Course	Rationale
CYC 702 Ecological Perspectives	CYC xxx Therapeutic Life-Space	Some of the historical material in CYC 702 will move to other courses, and the new course will reflect concepts and theoretical approaches prevalent in the field today.
CYC 401 Theories of Change	CYC xxx Advanced Therapeutic Assessment & CYC xxx Advanced Therapeutic Intervention	‘Change’ is the essence of child and youth care practice. The CYC 401 course addresses the theoretical understanding of change (in vulnerable young people) in highly abstract ways. Student feedback as well as what we know about good pedagogy has indicated a need to explore theories of change in the context of assessment and intervention approaches rather than entirely abstractly. In addition, we have learned that we require much more extensive coverage of this theme in our curriculum. The two new courses that will integrate our theoretical understanding of change into practice applications related to assessment and intervention.
CYC 804 Integrated Case Management	CYC xxx CYC Practice with Families	CYC 804 is being replaced with Practice with Families because much of the focus in case management relates to the ways in which young people and their families engage and are engaged by services and organizations. The theme of family engagement and support will be central in much of the revised curriculum, and students will be better placed to learn about case management through the lens of family engagement.
CYC 48 A/B Independent Studies A and B	CYC xxx Independent Studies (one term course, counted as one credit)	Independent Studies is the capstone course for all CYC students, normally taken in fourth year. There is no in-class work associated with this course, and students are expected to work independently. Students have an option of either doing a literature review or a small-scale original research project. We have found that having this course as a two term course results in students producing not much for the first term, and the start of the second term and then trying to cram the requirements into the last four or five weeks. The final product submitted rarely justifies the awarding of two credits. We are therefore eliminating this course as a two-term course and replacing it with a one-term course with the same requirements, but structured so that it corresponds to the one term course rhythm students typically would be accustomed to at this stage of their degree.

iii. COURSE ADDITIONS	
New Required Courses	
Course Name	Rationale
CYC xxx Ready for	This first year course will prepare students for their internships in second year. It also serves the purpose of significantly increasing our engagement with first year students by providing opportunities

Practice	for small group-based activity and learning about the professional context of child and youth care practice.
CYC xxx Therapeutic Foundations	This course will introduce students to the fundamentals of the therapeutic process, theories of change, and life space intervention. It is the essential foundational component of the therapeutic practice stream within the program.
New Elective Courses	
Course Name	Rationale
CYC xxx Cyber Technology and Communications in Child and Youth Care Practice	This elective course, open to all Schools in FCS and able to be opened to students in the Faculty of Arts (if requested), introduces students to the rapidly emerging use of technology, including social media and on-line counseling platforms, in child and youth services. It is the cutting edge of the child and youth service system.
CYC xxx CYC Practice in Developmental Services	Given the rapid growth of child and youth care practice in developmental service sectors, and notably in the autism sector, this course will be important to students interested in this context of the field's practice.
CYC xxx Special Topics course	The School often has international or Canadian visiting scholars and lead practitioners who are interested in offering intensive courses to our students. Special Topics will serve as the framework for courses that are delivered either by special guest faculty or because of particular topics or themes that are acutely relevant in the field of child and youth care but not covered elsewhere in the curriculum.
CYC xxx Independent Reading course	The School wants to be able to offer students with very specific interests in a research area of child and youth care practice an opportunity to develop those interests under the supervision of a faculty member. Often, this can serve as excellent preparation for graduate studies. This course will be offered to students on a case-by-case basis contingent on the agreement of a faculty member to supervise the student in his/her work.

5. Impact on Schools/Departments other than the School of Child & Youth Care

The proposed new curriculum has minimal impact on other Schools or Departments. However, several minor impacts should be noted. Dialogue and discussion about all of these changes will unfold with the appropriate teaching departments/faculties during the Fall of 2015.

- i. The new curriculum drops one required psychology course (Developmental Psychopathology). This course will become available as a professionally related course. Three required psychology remain as part of the curriculum.
- ii. The professionally-related required Group 1 courses are all dropped, but move into the general Professionally-related Table. Registration numbers in these courses may drop minimally (the courses within this group are: FNF100; FNF400; SOC502; SOC605; SOC606).
- iii. Several of the revised/new courses may be of interest to other Schools/Departments. They may be added as professionally-related courses for those Schools/Departments in consultation with the School of Child & Youth Care.
- iv. Any courses currently open to other Schools/Departments will remain open (e.g. CYC 101 Introduction to Child and Youth Care; CYC 201 Child Abuse & Neglect; CYC 602 Children's Rights).
- v. Several courses that currently are open to other Schools/Departments are eliminated and no longer available (e.g. CYC 401 Theories of Change; CYC 702 Ecological Perspectives).

6. Four-Year Program: Comparison of Current and Proposed Curricula

Current Curriculum	Proposed Curriculum
Year 1	
CYC 101 Introduction to CYC	CYC 101 Introduction to CYC
PSY 102 Psychology: Introduction to Psychology I	PSY 102 Psychology: Introduction to Psychology I
Sociology: Understanding Society	SOC 104 Sociology: Understanding Society
Lower Liberal	Lower Liberal

Lower Liberal	Lower Liberal
CYC 201 Child Abuse & Neglect	CYC 201 Child Abuse & Neglect
PSY 202 Psychology: Introduction to Psychology II	PSY 202 Psychology: Introduction to Psychology II
PSY 302 Psychology: Child Development	PSY 302 Psychology: Child Development
Lower Liberal	CYC xxx Ready for Practice
Professionally Related Elective	Professionally Related Elective
Year 2	
CYC 347 Professional Issues I	CYC 347 Professional Issues
CYC 301 Interpersonal Communications	CYC 301 Interpersonal Communications
CYC 302 Therapeutic Rec Programming	CYC 302 Therapeutic Rec Programming
CYC 30A Internship 1	CYC XXX Internship 1 (2 credit course)
CYC 30B Internship 1	CYC 402 Group Work with Children
CYC 401 Theories of Change	CYC xxx Therapeutic Foundations
CYC 402 Group Work with Children	CYC xxx Therapeutic Life-Space
PSY 602 Psychology: Developmental Psychopathology	CYC xxx Research & Evaluation 1
Professionally related required Group 1	Lower Liberal
Professionally related required Group 1	
Year 3	
CYC 601 Social Research Methods	CYC xxx Social Research & Evaluation 2
CYC 602 Children's Rights	CYC 602 Children's Rights
CYC 702 Ecological Perspectives	CYC xxx Therapeutic Assessment
CYC 605 Advanced Therapeutic Interv.	CYC xxx Therapeutic Intervention
CYC 705 Program Evaluation	CYC 803 Advocacy in CYC
CYC 60A Internship 2	CYC Elective course (Required Group 1)
CYC 60B Internship 2	CYC Elective course
Upper Liberal	Upper Liberal
Upper Liberal	Upper Liberal
Professionally related from Group 2	Professionally related required course
Year 4	
CYC 802 Incident Response	CYC xxx Trauma-Informed Practice
CYC 804 Integrated Case Management	CYC xxx CYC Practice with Families
CYC 847 Professional Issues II	CYC xxx Professional Practice & Identity
CYC 48A Independent Studies	CYC xxx Independent Studies
CYC 48B Independent Studies	CYC 60A/B Internship 2 (two terms, two credits)
CYC Elective	CYC Elective
CYC Elective	Upper Liberal
Upper Liberal	Professionally related
Professionally related Group B	Professionally related
Professionally related Group B	
Professionally related Group B	

7. Direct Entry Program: Comparison of Current and Proposed Curricula

Current Curriculum	Proposed Curriculum
	Year 3
CYC 347 Professional Issues I	CYC xxx Social Research & Evaluation 1
CYC 601 Social Research Methods	CYC xxx Social Research & Evaluation 2
CYC 602 Children's Rights	CYC 602 Children's Rights
CYC 702 Ecological Perspectives	CYC 803 Advocacy
CYC 605 Advanced Therapeutic Intervention	CYC xxx Therapeutic Assessment
CYC 705 Program Evaluation	CYC xxx Therapeutic Intervention
Upper Liberal	CYC Elective
Upper Liberal	CYC Elective
Professionally related required Group 2	Upper Liberal
CYC Elective	Upper Liberal
	Year 4

CYC 48A Independent Studies	CYC xxx Independent Studies (one term, one credit)
CYC 48B Independent Studies	CYC xxx Trauma-Informed Practice
CYC 802 Incident Response	CYC xxx CYC Practice with Families
CYC 804 Integrated Case Management	CYC xxx Professional Practice & Identity
CYC 847 Professional Issues II	CYC Elective
CYC Elective	CYC Elective
CYC Elective	Upper Liberal
Upper Liberal	Professionally Related
Professionally Related	Professionally Related
Professionally Related	Professionally Related

8. Transition Plan

The program will transition to the new curriculum one year at a time, starting with the full time, 4-year cohort in Fall 2016, when the first year curriculum changes to the new curriculum. The remaining three years of the curriculum for 4-year students and all curriculum for direct entry students (PT and FT) will not change.

9. Grade Variation

The grade variation for a minimum C grade in required courses after first year that is in place for the current curriculum will remain in place for the new curriculum.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Major Curriculum Modification – School of Child and Youth Care*

G) For Information: PERIODIC PROGRAM REVIEW FOLLOW-UP REPORTS (4)

i. TED ROGERS SCHOOL OF BUSINESS MANAGEMENT – FOLLOW-UP REPORT

The following report addresses the recommendations presented in the Academic Standards Committee Evaluation for the Ted Rogers School of Business Management (TRSBM) Periodic Program Review, presented in May 2014 to Senate.

Recommendation 1: *Create active advisory councils for all majors within TRSBM (as well as for Accounting and Finance even though these are no longer part of the SBM program cluster).*

Status Report: In September 2014 the Ted Rogers School of Management Dean's Council was successfully launched; establishing standards for the School and Departmental Advisory Councils to follow. These standards related to a process for establishing Council member diversity and industry/community representation; by-laws; and, expectations for membership engagement and contributions. With the change in expectation that a singular Council at the School level, i.e. SBM be replaced with Councils at the Departmental level a strategy was put in place to phase in Councils over the 2014/15 academic period. The status of the Advisory Councils for the nine majors is as follows -

- The creation of the School of Accounting and Finance merged the two majors into one unit establishing a singular Advisory Council. This Council has been fully active through 2014/15.
- The Advisory Council for the major in Economics and Management Science has been established under the governance of the Arts Faculty.
- Of the remaining six SBM majors, two of the departments have active Advisory Councils, two are in the process of recruiting membership and will be active by the end of 2015 and two will be establishing membership profiles in the fall. The later two departments were in transition on their Chair appointments.

Recommendation 2: *Complete employer surveys for the current version (i.e., 2014 of all the TRSBM majors as well as for Accounting and Finance).*

Status Report: TRSM undertook in-depth Employer Interviews during winter 2015 as a first phase of benchmarking reputation and employer perceptions. A cross-section of all employer sectors relating to SBM were interviewed. The results of this study were presented in June 2015 and are now being interpreted for follow up action and further surveying of Employers in the coming year.

Recommendation 3: *Develop learning outcome statements for all majors within SBM (as well as for Accounting and Finance). These learning outcomes will lay the foundation for a full UUDLEs analysis of the majors going forward. The Office of the Vice Provost Academic can provide assistance with drafting learning outcome statements.*

Status Report: All majors within SBM have now completed learning outcome statements for the courses within their majors. The Office of the Vice Provost Academic has been very supportive in this process. We would particularly acknowledge the contributions of the Curriculum Development Consultant in her work with many of the SBM Departments and in support of the TRSM Curriculum Analyst. It should be noted that several of the majors are progressing into the full UUDLEs process as part of a Faculty wide curriculum review. We anticipate that all majors will be positioned for the process going forward.

Recommendation 4: *The next TRSBM (and Accounting and Finance) PPR will be in 2018, not 2022. The current self-study dates from 2010, therefore 2018 for the next review is more appropriate.*

Status Report: TRSBM acknowledges the rationale for this recommendation and will begin preparation for the 2018 PPR as prescribed by the Office of the Vice Provost Academic.

Recommendation 5: *As governance structures within TRSBM evolve, some thought should be given as to how future Periodic Program Reviews will be structured and managed in order to fully engage all the majors in the process.*

Status Report: The recent SBM PPR highlighted the degree of growth that has taken place in the School of Business Management over the past ten years. As identified by the Academic Standards Committee the structure of a School of Business Management as an academic entity in the tradition of Ryerson University can no longer fully service the academic or administrative expectations of the students, faculty, external stakeholders or university. With seven majors in SBM, each of which has student enrollments comparable to other self-contained schools in the university, and the move of accounting and finance to a separate school in TRSM, the need for review of governance is duly noted. Discussions on this matter have been undertaken during the recent academic year and will be continued to ensure that the structure will be reflected in a more comprehensive PPR for 2018.

ii. BASC PROGRAM IN NUTRITION AND FOOD – FOLLOW-UP REPORT

In keeping with usual practice, this follow up report addresses the recommendation stated in the Academic Standard Committee's assessment of the Periodic Program Review of the Bachelor of Applied Science in Nutrition and Food approved by Senate in January 2014.

Recommendation: The ASC recommends that the program review and analyze its curriculum mapping in such a way that the mapping focuses on how the learning outcomes and learning objectives from each course contribute to the overall level of expected student attainment identified in the Undergraduate Degree Level Expectations (UDLES) and the program's overall goals.

Analysis of Curriculum Mapping:

Analyses of the 'Courses to Program Goals Matrix' (Appendix AI-I) and 'Undergraduate Degree Level Expectations' (Appendix AI-L) were undertaken to assess the extent to which the learning outcomes associated with our BASc program courses contribute to students' ability to achieve Undergraduate Degree Level Expectations at the expected levels upon graduation.

Results of the analysis show that:

- first year courses strongly support students' progress in achieving Program Goal #1 regarding the depth and breadth of the nutrition-related knowledge base through learning objectives that introduce and reinforce essential concepts. For example, in FNN100 (Nutrition and Health) students are introduced to the concept of dietary assessment through lectures and a 3-day food record assignment that enable them to achieve the following learning goal "Describe the methods of dietary assessment, analyze and discuss the results of an estimated three-day food record."
- second year course learning objectives build on the knowledge base (Program Goal #1) by introducing more complex concepts, supporting integration of knowledge, and including activities that enable students to begin applying acquired knowledge and skills (Program Goal #3). These courses support introduction, reinforcement, and development of entry-level proficiency in fundamental areas, such as nutritional assessment. For example, in FNN201 (Nutrition Through the Lifespan), students are introduced to the statistical basis of the dietary reference intakes and utilize their dietary assessment skills as part of a comprehensive nutrition assessment, which also includes anthropometric, clinical, and biochemical data collection and interpretation.
- third year courses support the development of entry-level proficiency in relation to the knowledge base (Program Goal #1), knowledge and application of methodologies (Program Goal #2), application of knowledge (Program Goal #3) and development of communication skills (Program Goal #4) through learning objectives that enable students to build upon previous learning, engage in activities that require more advanced application of concepts and skills, and introducing and reinforcing critical thinking skills across the breadth of the curriculum. Many course learning objectives support students' ability to enhance their proficiency in basic skills and develop entry-level proficiency in increasingly advanced areas of nutrition practice. For example, in FNS400 (Food Service Systems Management) students apply their knowledge of the principles of quantity food production as they gain management and administration skills through case-based learning. In FNP300 (Nutrition Communication Theory/Practice) students are tasked with creation of a public service announcement tailored to meet the needs of a priority population that draws on their knowledge of interpersonal and mass communication theories and principles.
- fourth year courses support students efforts to attain entry-level proficiency with regard to the higher level program goals such as the awareness of limits of knowledge (Program Goal #5) and autonomy and professional capacity (Program Goal #6). Course learning objectives focus on enhancing students' ability to integrate knowledge and skills, think critically, solve problems, and demonstrate their capacities as future health professionals and life-long learners. For example, in FNR401 (Advanced Nutrition Management of Human Disease) lectures and case-based assignments provide students with opportunities to demonstrate their skills by determining enteral nutrition regimens for complex care patients. In FNR310 (Senior Quantitative Research Project) and FNR320 (Senior Qualitative Research Project), students are challenged to apply their knowledge of research methodologies, statistics, nutrition and disease to plan, implement, analyse and present original research involving collection of primary or secondary data.

Taken together, the results of this analysis demonstrate that the curriculum provides a mechanism through which students can progress from novice learners to entry-level proficiency with regard to each of the six program goals arising from the UDLEs.

iii. HEALTH INFORMATION MANAGEMENT (HIM) – FOLLOW-UP REPORT

Background and recent developments:

The HIM program, delivered by the School of Health Services Management (SHSM) and leading to a Bachelor of Health Administration (BHA), was reviewed in Winter 2015. The Review, including the Dean,

ASC and Program responses, was approved by Senate on June 3, 2014. The School was to deliver a follow-up report by the end of June 2015 that addresses the following recommendations:

1. Provide a more in-depth analysis of the curriculum mapping of courses to program learning outcomes to include all learning outcomes. Consider gaps, overlaps and redundancies and how they will be addressed.
2. Provide an update on discussions with Canadian Health Information Management Association (CHIMA) officials to work towards creating admission standards, and/or in-program requirements that meet CHIMA expectations, while providing non-Accredited yet HIM-skilled candidates fair access to the program.
3. Provide an update on advances made in developing/implementing the recommendations made by the Dean and the Peer Review Team as well as initiatives contained in the HIM developmental plan.

In the summer and fall 2014 the School acted on most recommendations of the Reviewers and continues to make progress. However, not all recommendations were followed; rather our small group chose to focus on key issues, particularly faculty recruiting and curriculum changes. In January 2015, the HIM's sister program in Health Services Management, was reviewed. Two important developments in the SHSM have, and will continue to, affect our responses. The first is that from July 1, 2015, the School will welcome a new tenure track faculty, an industry-experienced scholar, who teaches and conducts research in HIM. The reviewers' view that such a position was necessary to anchor HIM teaching and research was confirmed. We are most grateful that the Provost and Dean supported this move. Prior to this appointment, the School lacked a full time HIM scholar. While providing him time and support to publish, we will be engaging him in further curriculum development. This was the outcome of a thorough search and hiring process.

The second development is that the School has been given approval to develop a proposal for a Master's degree, the Masters in Health Services Management and Innovation. This too occurred with the support of the Dean, TRSM and the Provost, together with the Dean YSGS. The School and its current and past students too look forward to making this work. In 2014-15 the Director, with research assistance, drafted a proposed LOI that aims to introduce the program for 2017-18.

The new program as proposed will have significant health services information management and analysis elements. The program is essential for the School because the pool of candidates for the current degree completion BHA will be decreasing. For example, for ten years the Registered Nurse qualification has required a degree. For a degree-holder, a Master's program comprising six courses and a Major Research Paper is much more attractive proposition than an undergraduate degree-completion program which can include up to 20 courses, and a final project comparable in quality to a Masters MRP.⁴

Updates:

1. Curriculum mapping

The ASC requested we conduct more in-depth analyses of the course curriculum to the six program goals, listed in Appendix 1. The Program Self-Study (October 2012) displays the detailed mapping of content in 13 (including Practicum and Practicum Seminar) required courses to the program goals in Appendices A1-I, AI-J and A1-L. In the main body of the Review, the Program Outcomes (pp. 12-13) summarize this mapping. Here is an expansion of this analysis to offer a clearer view of the curriculum.

Overall the HIM program curriculum is oriented towards the practice of evidence-based management, an approach rooted in the clinical realm, evidence-based medicine. Evidence-based management contends that decisions should be based on the critical assessment of the best available evidence, including research literature, sources describing contexts, and local data (qualitative or quantitative)⁵. Program goals 1, 2, 4, 5 and 6 lead to the achievement of goal 3, completing a specific, applied project that integrates a broad range of skills and knowledge from the health care field.

⁴ Program reviews, and anecdotal evidence from graduates confirm that the Practicum project done in the BHA is of comparable standard to Master's level MRPs.

⁵ Center for Evidence-based Management. "What is evidence-based management?". Available <http://www.cebma.org/frequently-asked-questions/evidence-based-management/>.

The program mapping broadly shows that the curriculum comprises three broad elements that variously introduce, reinforce and develop proficiency in the elements of evidence-based management. This is done first by introducing broad and local (i.e. organizational) context in five earlier courses (Healthcare System; Managing Health Information Systems; Health Information Analysis; Health Information Systems Management; Law for Health Managers). The next two courses (Health Economics; Financial Management) develop deeper familiarity with context.

Two of the following courses (Issues in Health Information Management; Human Resource Management), reinforce critical thinking skills as applied to management functions. The last two regular courses, (Research Methodology; Program Planning and Evaluation) develop the skills needed to develop applied research questions and use extant and primary research to collect and analyze data – evidence – in order to address them. Students complete the program conducting a client-directed study at a health services provider or related organization (e.g. association).

We have had general discussions at School meetings on curriculum but have not done another full formal review, beyond the related work done as we conducted the Health Services Management (HSM) review in January 2015. That said, course curriculum is regularly refreshed as we periodically update courses delivered online via CE (all courses are available online). For example in 2014-15 we have been updating a key course, HSM 301, “Healthcare Systems”. The newer version contains more international system comparisons, using OECD data, which had been an identified gap. Further the School will work with the new hire to help ensure the program remains current and relevant for students.

2. Discussions with CHIMA (Canadian Health Information Management Association)

The current situation with respect to CHIMA is that the Ryerson HIM BHA degree is “approved” by CHIMA as a management degree completion program; however since we do not teach technical health information management skills (e.g. coding), our graduates cannot write the CHIMA certification exam unless they have completed an approved diploma program.⁶ The School has had discussions with CHIMA about admission standards and meeting their expectations.⁷

The major emerging issue associated with CHIMA is their promotion of a degree program in HIM. CHIMA has developed a set of content and learning outcomes expected of such a degree. To date, only Conestoga College has been accredited by CHIMA to deliver an HIM degree. In 2014-15 the School explored how the HIM degree-completion program could be adapted to become eligible for this accreditation. Similar to the discussion above about eligibility to write the CHIMA exam, a key issue is the SHSM’s capacity to offer sufficient technical HIM courses, though at third and fourth year undergraduate levels.

While we have not yet made a final decision, it is likely that the School will decide too not to increase our technical offerings in order to seek any formal CHIMA accreditation beyond our current status. Rather it is our intent to leave technical training to Colleges, such as George Brown, which have more capabilities in this domain. Our goal is to enable students to complement these skills with management capabilities, at the undergraduate and graduate levels.

There are two main reasons for this decision, both linked to teaching and administration resources. First, the School is already highly leveraged, offering about 35 course sections a year (in-class and online); only 15 though will be delivered by full time RFA (including one LTF). The second is the prospect of a Master’s program, which though necessary for long run School survival, will further tax our limited teaching and administrative resources. Since we must make choices as a School, we will in the medium term focus on the development of the Masters proposal. If the proposal is not successful we will revisit our current programs and perhaps seek alliances with Colleges that can deliver technical courses.

⁶ CHIMA. “Accredited HIM Programs.” Available <https://www.echima.ca/cchim/him-program>.

⁷ Separately the Recommendation concerning marketing cooperation with CHIMA is addressed below.

3. Follow up on recommendations made by Dean and Peer Review Team

The Dean's response primarily spoke to the need for a new faculty and the importance of the School developing a Masters' program. The Dean also indicated that, beyond the HIM hire, new resources would not be allocated to the school. The reviewers' recommendation that a program manager be hired would not be followed, since the perceived work load was insufficient to justify such a role, especially in a constrained fiscal environment. The idea of creating a TRSM undergraduate Research coordinator (part time) to help disseminate research too was not been formally addressed.

The team made 16 recommendations. The CHIMA discussions (Recommendation #1) and hiring an HIM tenure stream faculty member (#14), program manager (#9) and research coordinator (#16) are addressed above. In our April 15, 2014 response we indicated we would not follow Recommendation 4 (moving several courses from the PR list to Liberal Studies), mostly because this would detract from the intent of Liberal Studies courses. We continue to work with CE on the delivery of online courses (#11). Technical issues from the student side continue to be addressed informally directly by instructors with support from the SHSM DA and CE help.

a. Curriculum changes

- i. Introduce a new health care statistics course (#3).

From fall 2015 a new course, Statistics for Health Care Services Managers (HIM 408), is being introduced. The course is under development. It will be a required course in the HIM and HSM programs.

- ii. Remove Introductory Micro (ECN 104) and Macro (ECN 204) Economics and replace with one macro/micro econ course (#2).

There is no single course available that covers macro and micro. As per our April 14, 2014 response, we removed Macro Econ (ECN 204) to make room for the new statistics course. Microeconomics remains in the core as it is most relevant to healthcare economics.

- iii. Remove Business Information Systems 1 (ITM 102) from the PR list (#5).

We will remove ITM 102 and a similar introductory course ITM 100 (Foundations of Information Systems) from our PR lists. These courses serve as pre-requisites for PR electives that are useful for students. Discussions with ITM, and previous practice, indicate that this pre-requisite requirement can be waived for HIM students and this will be built into our curriculum advising policies. This will allow HIM students to more readily access more advanced ITM electives without using PR elective slots. We will submit this by fall so the changes can occur by 2016-17.

- iv. Add ITM electives to PR list (# 6, 7).

Discussion with ITM curriculum experts led us to propose adding Computer-enabled Problem Solving (ITM 207), Business Intelligence and Analytics (ITM 618), and IS Project Management (ITM 750) to the PR list.

- v. Study student workload and expectations associated with practicum project and discuss (with TRSM and AUPHA, our accrediting body) alternatives (#8, 10).

The practicum expectations and associated student and faculty workload have been identified by reviewers before, and are again in the most recent HSM Program Review. In our response last year we agreed to undertake a formal review of this issue.

We have not acted formally on this recommendation so the Practicum remains as it is. While, as usual this Practicum effort demanded much of students and faculty, 32 of the 33 students, HIM and HSM, who planned to complete this project in 2014-15 successfully did so; one student had to withdraw due to illness. The main reason for retaining the project in its current form is indicated as part of our 2014 response. We state that we wish to retain the practicum project capability, anticipating it can be implemented as part of a new Master's program. We have relationships with many organizations and preceptors, and faculty is

familiar with the drill. Creating a less rigorous approach now could threaten our attempts to secure appropriate projects for Masters students in the future.

Further, we have informally monitored student views throughout the year and found that once completed, the project is typically considered difficult, but a useful learning experience. The fact that all students who attempted the project passed suggests the workload is appropriate. The draw on faculty resources, time and teaching load, remains, but in our view justified given the importance of this practicum deliverable.

b. Develop five year marketing plan (#12), partner with CHIMA and alum to develop marketing plan (#13) and introduce HIM research seminar series (#15).

The School has made limited progress implementing these recommendations. We have continued with regular marketing efforts (visits to George Brown HIM students, hospitals), and shared an advertisement in “Hospital News” with CE. In concert with the HSM plan we will consider more active marketing next year. While a pool of HIM candidates exists, the School’s broader efforts have been on current program maintenance and the development of the Master’s Program proposal.

The SHSM did not introduce the HIM research series. We considered implementing this, as mentioned in our response. Any research seminar would have to be targeted at both HIM and HSM audiences, given the small size of the HIM program.

The limited follow up to these three recommendations is attributable to prioritization. While the ideas are useful, the relatively small school (Director, 2 RFA, 1 DA) and a full agenda mean that there is limited time set aside to pursue all valid initiatives. In the absence of a program manager, the School will need to find, perhaps ad hoc, means to move forward on these ideas.

iv. ARTS AND CONTEMPORARY STUDIES (ACS) – FOLLOW-UP REPORT

Based on the ASC’s evaluation of the 2014 PPR for the Arts and Contemporary Studies Program (ACS), the following report provides responses to the recommendations made by the ASC and states the progress and modifications made to the program and its curriculum since the approval of the PPR by Senate in April 2014. The following areas have been developed or are currently under development. Included are both major and minor changes to the curriculum with specification of their level of approval at the time of this report.

Combined Majors within ACS:

Due to the extensive and existing plan requirements in RAMSS for ACS, ACS will structure and offer to its students an improved curriculum offering soon. In order to remain consistent with the FoA’s current proposal for Double Majors, ACS would like to propose the following terminology when referring to its own, in house, combinatory offerings: COMBINED MAJORS.

Working well within the existing plans, ACS will see its current Interdisciplinary Options count 13 credits (instead of 12) and will hence be referred to as “Combined Majors” (i.e. Major in Culture Studies; Major in Anthropology Studies; Major in Global Relations; Major in Diversity and Equity, etc.) within the BA of Arts and Contemporary Studies. The “COMBINED” aspect suggests that only students completing the core courses in ACS (the original MAJOR) may have access to the Interdisciplinary Majors. The work required to make this change in curriculum offering possible is broad and would include minor changes within the participating departments.

- All existing Options in French, English, Philosophy, and History would convert to Combined Majors as well.
- As the Department of Languages, Literatures, and Cultures does not currently offer a BA in French Studies, ACS is working closely with the LLC to develop a “Combined Major” in French/ACS. The only significant change to be noted here would be the addition of a 13th credit to the current curricular offering.

- As noted in the PPR, Interdisciplinary based Options require attention most particularly in the area of unique program offerings. Due to repetitions in course offerings across the various interdisciplinary options and the various overlaps and course restrictions, ACS has commenced the curriculum review of these options. In keeping with the Option to Major upgrades, all Interdisciplinary Majors would offer 13 specific courses within the field of study. The course selections would also be grouped thematically.
 - 1.c.i. Global Studies Option to Global Relations Combined Major
 - 1.c.ii. Diversity and Equity (embracing other faculty offerings)
 - 1.c.iii. Culture Studies (Entertainment)
 - 1.c. iv. Innovation and Inquiry

Anthropology Option: Major Modification

Upon the completion of the PPR, it was identified that ACS should develop and promote new interdisciplinary studies that captured equally the humanities and the social sciences. Identified both by student and societal demand, ACS developed the new Option in Anthropology Studies. This new option has been approved by Senate and will commence offering its curriculum in 2015-2016. The new option also hosts 13 credits and would be considered part of the new Arts Double Majors offering as a Combined Major within ACS.

From “Generalist” to “ACS Specialization”

Students entering their choice BA may elect to remain a “Specialist” (i.e. not choose to complete a Combined Major). In order to provide students entering the ACS program with a complete, successive, enriched and enriching experience, ACS will be formally creating thematic categories thus minimizing the nebulous existing requirements. The thematic groupings will be disciplinary specific and yet encourage courses that are interdisciplinary “by design” as well provide guidelines for temporal and spatial studies thus ensuring students graduate the program with the intellectual breadth of true interdisciplinarians. Along with this formal restructuring of curriculum offering for students choosing to Specialise in ACS, a number of other curriculum lacunae as well as redundancies have been recorded. They are addressed in the following sections.

Main Curricular Adjustments

As part of the larger overhaul in curriculum offerings, ACS has considered the information it collected during its PPR as well as subsequent ACS student and alumni specific surveys. The following adjustments are considering more pressing and have already been addressed:

- ACS 200 split – Currently, the ACS 200 course offers nearly 2000 years of history, culture, science, etc. In light of the other ACS coded courses (the Ideas Series) the subject matter was far too condensed for students studying the evolution of thought. For this reason, the ACS 200 course has been divided into two full term courses. ACS 200 will be removed from curricular offerings as of 2016-2017 and be replaced by ACS 210 and ACS 220.
- Renaming the “Ideas Series” – The introduction of ACS 210 and 220 also requires an adjustment in terms of “naming” the courses. No longer aligned with the semester “terms” and given the obscurity of the current course titles, the ACS 100-500 series will be renamed. The new titles for the courses will clearly reflect the content of the course. Additionally, a sequence and prerequisite structure will be put in place to ensure students progressively move from Introductory to Mastery (as required by UDLES).
- Re-Evaluation of support staff position – After the PPR, ACS was provided with an additional .3 PA for its program needs. Originally, this position (shared with the Office of the Associate Dean) was created to handle the volume requirements of the program. However, additional help to support for “volume” based demands of the program are very difficult to address. The program has, most definitely, challenges created by a high volume of enrollment, but the real requirements should be considered as multiple plans (i.e. Options as sub-sections) further problematized by the fact that there are also multiple course pathways (at minimum 10 Options delivered) and a large selection of curriculum offerings and multiple plan changes allowed along the way. This additional position was cancelled and a review and increase in

the position of the current DA/PA position was initiated. A position review process was put in place in August 2014 and is still under review.

- Space Allocation – As identified and supported by the Peer Review report, ACS needs a new space and centre which would help foster a sense of “home” for its students. Thanks to the cooperative spirit of the Dean’s office and the departments of History and LLC, ACS will move to the 5th floor of JOR, occupying two offices (one for the Program Director, the other for the Program Coordinator). New signs for the new space will certainly invigorate the sense of community for students and further strengthen the ties between ACS and its two most contributing partners (History and LLC.)
- Future of ACS – ACS still has a number of initiatives to follow up on and hopes to see its secondments and new partnership with the ROM fully developed by the 2016-2017 academic year.

Respectfully Submitted,



Chris Evans, Chair for the Committee

ASC Members:

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John Turtle, Secretary of Senate

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