

# REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #F2018-1; November 2018

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

- **TED ROGERS SCHOOL OF MANAGEMENT – Foundational Quantitative Curriculum Modification**
- **SCHOOL OF OCCUPATIONAL HEALTH – Major Curriculum Modification**
- **SCHOOL OF ACCOUNTING & FINANCE – Co-op Resequencing Proposal**
- **RTA SCHOOL OF MEDIA - Discontinuation of Concentrations in New Media Program**
- **SCHOOL OF FASHION –Major Curriculum Modification Proposal**
- **LIBERAL STUDIES – New Course Proposals**

## A. TRSM – FOUNDATIONAL QUANTITATIVE CURRICULUM MODIFICATION

### 1. Introduction and Rationale

As part of an ongoing redesign of the TRSM core curriculum, the Ted Rogers School of Management (TRSM) proposes:

- i) Discontinuing QMS 102 and QMS 202 in TRSM programs where they are currently required.
- ii) Adopting a one-semester applied business mathematics course (where not currently in place) and a one-semester business statistics course (where not currently in place), effective fall 2019.

Currently, TRSM’s Bachelor of Commerce degree programs require students to complete one or more foundational courses in quantitative methods. Historically, these courses included QMS 102 (Business Statistics I) and QMS 202 (Business Statistics II); however, not all programs require both courses. Moreover, many students struggle with these lower level quantitative courses, and attrition rates have been less than desirable. In recent years, two Schools (SAF and ITM) introduced a first-year math course (ITM 107; QMS 130) to better prepare their students for the quantitatively demanding curriculum taught in their upper years. While certain programs may require students to take additional quantitative courses, a clearly defined curriculum for the development of core quantitative skills is necessary to ensure that students meet TRSM’s intended learning outcomes related to numeracy. The proposed new courses will introduce students to key mathematical and statistical techniques and concepts, within business contexts, in order provide a renewed and focused quantitative foundation for the TRSM Bachelor of Commerce degree.

### 2. Comparison between the Proposed and the Current (2017/2018 Academic Year) Curricula

#### School of Business Management

##### **CURRENT (2018-2019)**

##### **1<sup>st</sup> Semester**

##### **REQUIRED:**

**ACC 100** Introductory Financial Accounting  
**BUS 100** Strategies for Success  
**ECN 104** Introductory Microeconomics  
**ITM 102** Business Information Systems I  
**QMS 102** Business Statistics I

##### **LIBERAL STUDIES:**

One course from **Table A - Lower Level Liberal Studies**.

##### **2<sup>nd</sup> Semester**

##### **REQUIRED:**

**ACC 406** Introductory Management Accounting  
**ECN 204** Introductory Macroeconomics  
**GMS 200** Introduction to Global Management  
**MHR 523** Human Resources Management  
**MKT 100** Principles of Marketing  
**QMS 202** Business Statistics II

##### **NEW Revised Curriculum begins 2019-2020.**

##### **1<sup>st</sup> Semester**

##### **REQUIRED:**

**ACC 100** Introductory Financial Accounting  
**BUS 100** Strategies for Success  
**ECN 104** Introductory Microeconomics

##### **2<sup>nd</sup> Semester**

##### **REQUIRED:**

**ACC 406** Introductory Financial Accounting  
**ECN 204** Introductory Macroeconomics  
**GMS 200** Introduction to Global Management

**ITM 102** Business Information Systems I  
**QMS 110** Applied Mathematics for Business  
**LIBERAL STUDIES:**  
 One course from **Table A - Lower Level Liberal Studies.**

**MHR 523** Human Resources Management  
**MKT 100** Principles of Marketing  
**QMS 210** Applied Statistics for Business

**School of Hospitality and Tourism Management**

**CURRENT (2018-2019)**

**1<sup>st</sup> Semester**

**REQUIRED:**

**ENC 104** Introductory Microeconomics  
**HTF 110** Food Service Operation and Control  
  
**HTH 102** Service and Professionalism  
**HTL 130** Lodging Management Foundation  
**HTT 150** Tourism Demand, Supply and Distribution  
**ITM 102** Business Information Systems I

**2<sup>nd</sup> Semester**

**REQUIRED:**

**ACC 100** Introductory Financial Accounting  
**CMN 279** Introduction to Professional Communication  
**ECN 204** Introductory Macroeconomics  
**HTF 110** Food Service Operation and Control  
**HTH 503** Human Resources Administration  
**HTL 130** Lodging Management Foundation  
**LIBERAL STUDIES:**  
 One course from **Table B - Upper Level Liberal Studies.**

**NEW Revised Curriculum begins 2019-2020**

**1<sup>st</sup> Semester**

**REQUIRED:**

**ENC 104** Introductory Microeconomics  
**HTF 110** Food Service Operation and Control  
  
**HTH 102** Service and Professionalism  
**HTL 130** Lodging Management Foundation  
**HTT 150** Tourism Demand, Supply and Distribution  
**QMS 110** Applied Mathematics for Business

**2<sup>nd</sup> Semester**

**REQUIRED:**

**ACC 100** Introductory Financial Accounting  
**CMN 279** Introduction to Professional Communication  
**ECN 204** Introductory Macroeconomics  
**HTF 110** Food Service Operation and Control  
**HTH 503** Human Resources Administration  
**HTL 130** Lodging Management Foundation  
**LIBERAL STUDIES:**  
 One course from **Table B - Upper Level Liberal Studies.**

**School of Hospitality and Tourism Management (cont.)**

**CURRENT (2018-2019)**

**3<sup>rd</sup> Semester**

**REQUIRED:**

**HTH 601** Organizational Behaviour  
**HTM 302** Marketing Principles  
**HTR 741** Hospitality and Tourism Research Concepts  
**QMS 102** Business Statistics I

**4<sup>th</sup> Semester**

**REQUIRED:**

**HTA 402** Management Accounting for HTM  
**HTM 402** Strategic Marketing Planning  
**LAW 122** Business Law  
**LIBERAL STUDIES:**  
 One course from **Table A - Lower Level Liberal Studies.**  
**PROFESSIONAL:** One course from **Table I.**

**LIBERAL STUDIES:**  
 One course from **Table A - Lower Level Liberal Studies.**

**NEW Revised Curriculum begins 2020-2021 for students admitted Fall 2019 and after.**

**3<sup>rd</sup> Semester**

**REQUIRED:**

**ITM 102** Business Information Systems I  
**HTM 302** Marketing Principles  
**HTR 741** Hospitality and Tourism Research Concepts  
**QMS 210** Applied Statistics for Business

**4<sup>th</sup> Semester**

**REQUIRED:**

**HTA 402** Management Accounting for HTM  
**HTM 402** Strategic Marketing Planning  
**LAW 122** Business Law  
**HTH 601** Organizational Behaviour  
**LIBERAL STUDIES:**  
 One course from **Table A - Lower Level Liberal Studies**  
**PROFESSIONAL: One course from Table I.**

**LIBERAL STUDIES:**  
 One course from **Table A - Lower Level Liberal Studies**

### School of Information Technology Management

#### **CURRENT (2018-2019)**

##### **1st Semester**

##### **REQUIRED:**

<b>CMN 279</b>	Introduction to Professional Communication
<b>GMS 200</b>	Introduction to Global Management
<b>ITM 100</b>	Foundations of Information Systems
<b>ITM 107</b>	Managerial Decision Making
<b>SSH 105</b>	Critical Thinking I

##### **2nd Semester**

##### **REQUIRED:**

<b>ECN 104</b>	Introductory Microeconomics
<b>ITM 207</b>	Computer-Enabled Problem Solving
<b>MHR 405</b>	Organizational Behaviour
<b>QMS 102</b>	Business Statistics I

##### **LIBERAL STUDIES:**

One course from **Table B - Upper Level Liberal Studies**

#### **NEW Revised Curriculum begins 2019-2020.**

##### **1st Semester**

##### **REQUIRED:**

<b>CMN 279</b>	Introduction to Professional Communication
<b>GMS 200</b>	Introduction to Global Management
<b>ITM 100</b>	Foundations of Information Systems
<b>ITM 107</b>	Managerial Decision Making
<b>SSH 105</b>	Critical Thinking I

##### **2nd Semester**

##### **REQUIRED:**

<b>ECN 104</b>	Introductory Microeconomics
<b>ITM 207</b>	Computer-Enabled Problem Solving
<b>MHR 405</b>	Organizational Behaviour
<b>QMS 210</b>	Applied Statistics for Business

##### **LIBERAL STUDIES:**

One course from **Table B - Upper Level Liberal Studies**

### School of Information Technology Management (cont.)

#### **CURRENT (2018-2019)**

##### **5th Semester**

##### **REQUIRED:**

<b>FIN 300</b>	Managerial Finance I
<b>ITM 750</b>	IS Project Management
<b>QMS 202</b>	Business Statistics II

##### **LIBERAL STUDIES:**

One course from **Table B - Upper Level Liberal Studies.**

**PROFESSIONAL:** One course from **Table 1.**

##### **6th Semester**

##### **REQUIRED:**

<b>ECN 204</b>	Introductory Macroeconomics
<b>ITM 706</b>	Enterprise Architecture
<b>ITM 820</b>	Information Systems Security and Privacy

##### **LIBERAL STUDIES:**

One course from **Table B - Upper Level Liberal Studies.**

**PROFESSIONAL:** One course from **Table 1.**

#### **NEW Revised Curriculum begins 2021-2022 for students admitted Fall 2019 and after.**

##### **5th Semester**

##### **REQUIRED:**

<b>FIN 300</b>	Managerial Finance I
<b>ITM 750</b>	IS Project Management
<b>ITM 618</b>	Business Intelligence and Analytics <sup>1</sup>

##### **LIBERAL STUDIES:**

One course from **Table B - Upper Level Liberal Studies.**

**PROFESSIONAL:** One course from **Table 1.**

##### **6th Semester**

##### **REQUIRED:**

<b>ECN 204</b>	Introductory Macroeconomics
<b>ITM 706</b>	Enterprise Architecture
<b>ITM 820</b>	Information Systems Security and Privacy

##### **LIBERAL STUDIES:**

One course from **Table B - Upper Level Liberal Studies.**

**PROFESSIONAL:** One course from **Table 1.**

<sup>1</sup> With respect to quantitative foundational courses, the only change to the Business Technology Management (BTM) program will be removing QMS 102 and QMS 202 and adding QMS 210, which will be positioned in 2nd semester. Since QMS 202 will no longer be required in 5th semester of this program, the School of Information Technology Management decided to add a new analytics course (ITM 618) as part of the BTM curriculum.

### School of Retail Management

#### **CURRENT (2018-2019)**

##### **1<sup>st</sup> Semester**

##### **REQUIRED:**

<b>CMN 279</b>	Introduction to Professional Communication
<b>GMS 200</b>	Introduction to Global Management
<b>MHR 405</b>	Organizational Behaviour
<b>QMS 102</b>	Business Statistics I
<b>RMG 100</b>	Issues and Innovations in Retailing I
<b>RMG 101</b>	Academic and Career Preparation

##### **2<sup>nd</sup> Semester**

##### **REQUIRED:**

<b>ACC 100</b>	Introductory Financial Accounting
<b>ECN 104</b>	Introductory Microeconomics
<b>ITM 102</b>	Business Information Systems
<b>MKT 100</b>	Principles of Marketing
<b>RMG 200</b>	Intro to Retail and Services Management

#### **NEW Revised Curriculum begins 2019-2020.**

##### **1<sup>st</sup> Semester**

##### **REQUIRED:**

<b>CMN 279</b>	Introduction to Professional Communication
<b>GMS 200</b>	Introduction to Global Management
<b>MHR 405</b>	Organizational Behaviour
<b>RMG 100</b>	Issues and Innovations in Retailing I
<b>QMS 110</b>	Applied Mathematics for Business
<b>ECN 104</b>	Introductory Microeconomics
<b>RMG 101</b>	Academic and Career Preparation <sup>1</sup>

##### **2<sup>nd</sup> Semester**

##### **REQUIRED:**

<b>ACC 100</b>	Introductory Financial Accounting
<b>QMS 210</b>	Applied Statistics for Business
<b>ITM 102</b>	Business Information Systems
<b>MKT 100</b>	Principles of Marketing
<b>RMG 200</b>	Intro to Retail and Services Management

### **Recommendation**

- Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the TRSM Foundational Quantitative Curriculum Modification*

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<sup>2</sup> In anticipation of implementing the new QMS courses, the School of Retail Management has reviewed their first year curriculum and determined that the course objectives of RMG 101 overlap with RMG 100 (Issues and Innovations in Retailing I). RMG 100, as a course that provides insight into the Canadian retail environment, provides a suitable opportunity for students to establish their interest in retail management careers. RMG 100, going forward, will also dedicate course time to the development of academic success strategies and providing students with the necessary resources to support their transition to university. Lastly, the content covered on the math proficiency test, which was previously administered in RMG 101, will be addressed in the new QMS 110 course.

## **B. SCHOOL OF OCCUPATIONAL HEALTH – MAJOR CURRICULUM MODIFICATION**

### **1. Introduction and Rationale**

The School of Occupational and Public Health (SOPHe) currently offers two undergraduate programs; the **Bachelor of Applied Science in Occupational and Public Health (Occupational Health and Safety)** and the **Bachelor of Applied Science in Occupational and Public Health (Public Health and Safety)**. The Occupational Health and Safety (OHS) program is recognized by the Board of Canadian Registered Safety Professionals (BCRSP) as substantially exceeding its educational requirements for professional registration and it is the only degree program in OHS offered in Canada. The Public Health and Safety (PHS) program is accredited by the Canadian Institute of Public Health Inspectors (CIPHI) and is one of only six programs accredited in Canada. Both programs are currently offered in three formats: a four year program, a five year cooperative education program and a two year program for university graduates.

It is proposed that a four year program, a five year cooperative program and a two year program for university graduates, continue to be offered for both public health and occupational health and safety. Further, in accordance with the new curriculum framework, it is proposed that both four year programs and both five year cooperative programs will have 30 core courses, 6 liberal studies and 4 open electives. Both two year programs for university graduates are proposed to have 26 core courses, and as per current standards, no electives. The modifications identified in this proposal are proposed to be implemented in **Fall 2019**.

The rationale for the proposed program modifications is as follows:

- To ensure that the undergraduate programs offered by SOPHe fit the university's new curriculum framework for undergraduate programs
- To update and modernize the existing programs
- To ensure the revised programs fulfill the new program goals and themes
- To ensure that graduates from the proposed programs are equipped with the knowledge and skills for current employment needs and future challenges in either public health or occupational health and safety positions (or related professions)
- To ensure that the new program degree names provide a recognition of the substantially different career pathways for graduates of each program and enable clearer identification of each discipline. It therefore provides graduates with enhanced branding and name recognition of the qualification they hold and removes the current potential for employer misunderstanding of the qualification held by the graduates.
- To ensure that the programs continue to meet the accreditation requirements of the professional bodies, i.e. Canadian Institute of Public Health Inspectors (CIPHI) for the public health program, and Board of Canadian Registered Safety Professionals (BCRSP) for the occupational health and safety program.
- To allow the potential for further majors and minors to be added to the programs by using the common first year and other common courses as a framework.

### **2. Summary of the Proposed Curriculum Changes**

The changes to the existing programs are summarized below:

- Re-naming of the two programs as follows:

The **BASc in Occupational and Public Health (with a Public Health and Safety option)** (i.e. OC001 and OC005) be renamed as the **BASc in Public Health**

The **BASc in Occupational and Public Health (with an Occupational Health and Safety option)** (i.e. OC003 and OC006) be renamed as the **BASc in Occupational Health and Safety**

- Continuation of a common first year and significant amount of commonality between the two programs for the second to fourth years
- Restructuring the two programs to fit the new university curriculum framework (i.e. reducing the current course total from 46 to 40 courses, and including the new model for open electives, i.e. retaining 6 liberal studies and proposing the introduction of 4 open electives). Each program, therefore, comprises 30 core courses, 4 open elective courses, and 6 liberal study elective courses. This configuration is due to the need to meet professional accreditation requirements.
- Adding or removing courses as a consequence of the program restructuring
- Updating and modernizing the course content
- Developing program learning outcomes and themes for each program

### 3. Revised Program Learning Outcomes

#### Graduates of the Occupational Health & Safety program will:

1. Understand the professional, technical, legal, societal and ethical role of occupational health & safety
2. Know the physical, chemical, biological and regulatory concepts, theories, current advances and methodologies relevant to occupational health & safety
3. Have the knowledge and skills to start a career in occupational health & safety, have the competencies necessary to achieve professional certification and be aware of the limitations of their knowledge and skills
4. Have the ability to manage their own learning in changing circumstances throughout their careers
5. Demonstrate effective interpersonal and communication skills
6. Have the ability to work independently, critically review and evaluate qualitative and quantitative information, solve problems and propose solutions
7. Have an interdisciplinary perspective of occupational health & safety
8. As a member of the Ryerson community and through this program, will gain a sound understanding of the principles of equity, diversity and inclusion and how these apply to their personal relationships and professional practice.

#### Graduates of the Public Health program will:

1. Understand the professional, technical, legal, societal and ethical role of public health inspection
2. Know the physical, chemical, biological and regulatory concepts, theories, current advances and methodologies relevant to public health inspection
3. Have the knowledge and skills to start a career in public health inspection, have the competencies necessary to achieve professional certification and be aware of the limitations of their knowledge and skills
4. Have the ability to manage their own learning in changing circumstances throughout their careers
5. Demonstrate effective interpersonal and communication skills
6. Have the ability to work independently, critically review and evaluate qualitative and quantitative information, solve problems and propose solutions
7. Have an interdisciplinary perspective of public health inspection
8. As a member of the Ryerson community and through this program, will gain a sound understanding of the principles of equity, diversity and inclusion and how these apply to their personal relationships and professional practice.

### 4. Comparison between the Proposed and the Current (2017/2018 Academic Year) 4-Year Programs Public Health & Safety vs Public Health

#### Semester 1:

Public Health and Safety ( <b>Current</b> )	Public Health ( <b>Proposed</b> )
General Chemistry (CHY 104) <i>Lecture and tutorial (3 + 1.5)</i>	General Chemistry (CHY 104) <i>Lecture and laboratory (3 +1.5)</i>
Applied Ecology (ENH 617) <i>Lecture (3)</i>	Data Management (POH 103) <i>Lecture and laboratory (3+1)</i>

Health Law (ENH 121) <i>Lecture (3)</i>	Environmental Health Law (ENH 121) <i>Lecture (3)</i>
Foundations of Pathophysiology (ENH 220) <i>Lecture (3)</i>	Professional Practice (POH 100) <i>Lecture (3)</i>
Mathematics for Professional Programs (MTH 125) <i>Lecture (4)</i>	One Table A Liberal Studies Course
One Table A Liberal Studies Course	
Total (excluding liberal studies elective) 17.5h	Total (excluding liberal studies elective) 14.5h

*Semester 2:*

<b>Public Health and Safety (Current)</b>	<b>Public Health (Proposed)</b>
Foundations of Aetiology (ENH 222) <i>Lecture and laboratory (3 + 2)</i>	Pathophysiology (ENH 220) <i>Lecture (3)</i>
Introduction to Epidemiology (ENH 122) <i>Lecture (3)</i>	Biostatistics (ENH 440) <i>Lecture (3)</i>
Occupational Health and Safety Law (OHS 208) <i>Lecture (3)</i>	Professional Communication (CMN 100) <i>Lecture (3)</i>
Introductory Organic Chemistry (CHY 152) <i>Lecture (3)</i>	Determinants of Health (POH 201) <i>Lecture (3)</i>
Physics for the Health Sciences (PCS 106) <i>Lecture, laboratory &amp; tutorial (3+0.5+0.5)</i>	
One Table A Liberal Studies Course	One Table A Liberal Studies Course
Total (excluding liberal studies elective) 19.5h	Total (excluding liberal studies elective) 12h

*Semester 3:*

<b>Public Health and Safety (Current)</b>	<b>Public Health (Proposed)</b>
Epidemiology: Communicable Diseases I (ENH 322) <i>Lecture (2)</i>	Agents of Communicable Disease (PUB 301) <i>Lecture and laboratory (3+1)</i>
Wastewater Treatment Systems (ENH 324) <i>Lecture and laboratory (3+0.5)</i>	Occupational Health and Safety (OHS 508) <i>Lecture (3)</i>
Introduction to Food Hygiene (ENH 333) <i>Lecture and laboratory (3+0.5)</i>	Food Hygiene (ENH 333) <i>Lecture (3)</i>
Introductory Toxicology (OHS 322) <i>Lecture (3)</i>	Introductory Toxicology (OHS 322) <i>Lecture (3)</i>
Local Government and Politics in Canada (POL 122) <i>Lecture (3)</i>	One Table A Liberal Studies Course
One Table A Liberal Studies Course	
Total (excluding liberal) 15h	Total (excluding elective) 13h

*Semester 4:*

<b>Public Health and Safety (Current)</b>	<b>Public Health (Proposed)</b>
Epidemiology: Communicable Diseases II (ENH 422) <i>Lecture (2)</i>	Parasitology and Pest Control (ENH 610) <i>Lecture and laboratory (3+1)</i>
Food Hygiene: Safe Food Handling (ENH 433) <i>Lecture and laboratory (3+0.5)</i>	Epidemiology (ENH 122) <i>Lecture (3)</i>
Water Quality (ENH 424)	Water Quality I (PUB 409)

<i>Lecture and laboratory (3+0.5)</i>	<i>Lecture and laboratory (3+1)</i>
Housing (ENH 325) <i>Lecture (3)</i>	Housing and Built Environments (ENH 325) <i>Lecture (3)</i>
International Health (ENH 429) <i>Lecture (3)</i>	Environment and Emergencies (POH 407) <i>Lecture (3)</i>
Infection Control (ENH 505) <i>Lecture (3)</i>	
Communication for Health Sciences (CMN 100) <i>Lecture (3)</i>	
Total 21h	Total 17h

*Semester 5:*

Public Health and Safety (Current)	Public Health (Proposed)
Biostatistics (ENH 440) <i>Lecture (3)</i>	Communicable Disease Control (PUB 501) <i>Lecture (3)</i>
Pollution Control (ENH 524) <i>Lecture (3)</i>	Research Methods (ENH 522) <i>Lecture (3)</i>
Food Hygiene: Food Pathogens (ENH 733) <i>Lecture (3)</i>	Food Safety (PUB 508) <i>Lecture (3)</i>
Occupational Health (OHS 508) <i>Lecture (3)</i>	Open Elective
One Table B Liberal Studies Course	One Table B Liberal Studies Course
Total (excluding liberal studies) 12h	Total (excluding electives) 9h

*Semester 6:*

Public Health and Safety ( <b>Current</b> )	Public Health ( <b>Proposed</b> )
Epidemiology: Research Methods (ENH 522) <i>Lecture (3)</i>	Water Quality II (PUB 609) <i>Lecture and laboratory (3+1)</i>
Health Administration (ENH 821) <i>Lecture (3)</i>	Wastewater Treatment Systems (ENH 324) <i>Lecture and laboratory (3+1)</i>
Hazard Recognition and Control (OHS 608) <i>Lecture (3)</i>	Air Quality* (PUB 607) <i>Lecture (3)</i>
Professionally-Related Elective	Open Elective
One Table B Liberal Studies Course	One Table B Liberal Studies Course
Total (excluding liberal & elective) 9h	Total (excluding electives) 11h

\* Note: New course to address topic not currently covered and required for CIPHI accreditation

*Semester 7:*

Public Health and Safety ( <b>Current</b> )	Public Health ( <b>Proposed</b> )
Parasitology (ENH 610) <i>Lecture and laboratory (3+1)</i>	Pollution and Waste Management (ENH 524) <i>Lecture (3)</i>
Health Education (ENH 712) <i>Lecture (3)</i>	Health Promotion and Education (POH 705) <i>Lecture (3)</i>
Public Health Law (ENH 721) <i>Lecture (3)</i>	Infection Control (ENH 505) <i>Lecture (3)</i>
Field Project (ENH 66A/B) or	Risk Assessment (ENH 825)



Research Project 1 (ENH 766) <i>Lecture (3)</i>	<i>Lecture (3)</i>
One Table B Liberal Studies Course	Open Elective
Total (excluding liberal) 13h	Total (excluding elective) 12h

*Semester 8:*

Public Health and Safety (Current)	Public Health (Proposed)
Seminars (ENH 809) <i>Lecture (3)</i>	Public Health Law (ENH 721) <i>Lecture (3)</i>
Health Promotion: Planning & Evaluation (ENH 816) <i>Lecture (3)</i>	Advanced Professional Practice (PUB 800) <i>Lecture (3)</i>
Risk Assessment (ENH 825) <i>Lecture (3)</i>	Food Safety Management (PUB 808) <i>Lecture and laboratory (3+1)</i>
Emergency Measures and Planning (ENH 911) <i>Lecture (3)</i>	Open Elective
Field Project (ENH 66A/B) # or Research Project II (ENH 866)# <i>Lecture (3)#</i>	One Table B Liberal Studies Course
Total 15h#	Total (excluding electives) 10h

#Students may substitute two courses from Professionally-Related courses

**Occupational Health and Safety**

*Semester 1:*

Occupational Health and Safety ( <b>Current</b> )	Occupational Health and Safety ( <b>Proposed</b> )
General Chemistry (CHY 104) <i>Lecture and tutorial (3+1.5)</i>	General Chemistry (CHY 104) <i>Lecture and laboratory (3+1)</i>
Applied Ecology (ENH 617) <i>Lecture (3)</i>	Data Management POH 103) <i>Lecture and laboratory (3+1)</i>
Health Law (ENH 121) <i>Lecture (3)</i>	Environmental Health Law (ENH 121) <i>Lecture (3)</i>
Foundations of Pathophysiology (ENH 220) <i>Lecture (3)</i>	Professional Practice (POH 100) <i>Lecture (3)</i>
Mathematics for Professional Programs (MTH 125) <i>Lecture (4)</i>	One Table A Liberal Studies Course
One Table A Liberal Studies Course	
Total (excluding liberal studies) 17.5h	Total (excluding liberal studies) 14h

*Semester 2:*

Occupational Health and Safety ( <b>Current</b> )	Occupational Health and Safety ( <b>Proposed</b> )
Foundations of Aetiology (ENH 222) <i>Lecture and laboratory (3+2)</i>	Pathophysiology (ENH 220) <i>Lecture (3)</i>
Introduction to Epidemiology (ENH 122) <i>Lecture (3)</i>	Biostatistics (ENH 440) <i>Lecture (3)</i>
Occupational Health and Safety Law (OHS 208) <i>Lecture (3)</i>	Professional Communication (CMN 100) <i>Lecture (3)</i>
Introductory Organic Chemistry (CHY 152) <i>Lecture (3)</i>	Determinants of Health (POH 201) <i>Lecture (3)</i>
Physics for the Health Sciences (PCS 106)	One Table A Liberal Studies Course

<i>Lecture, laboratory &amp; tutorial (3+0.5+0.5)</i>	
One Table A Liberal Studies Course	
Total (excluding liberal studies) 19.5h	Total (excluding liberal studies) 12h

*Semester 3:*

Occupational Health and Safety ( <b>Current</b> )	Occupational Health and Safety ( <b>Proposed</b> )
Introductory Microeconomics (ECN 104) <i>Lecture (3)</i>	Introductory Toxicology (OHS 322) <i>Lecture (3)</i>
Epidemiology: Communicable Diseases I (ENH 322) <i>Lecture (2)</i>	Introductory Organic Chemistry (CHY 152) <i>Lecture (3)</i>
Physical Agents (OHS 314) <i>Lecture and laboratory (2+1.5)</i>	Biological Agents (OHS 301) <i>Lecture (3)</i>
Health Effects of Radiation (OHS 319) <i>Lecture and laboratory (2+1.5)</i>	Accident Theory (OHS 323) <i>Lecture (3)</i>
Introductory Toxicology (OHS 322) <i>Lecture (3)</i>	One Table A Liberal Studies Course
One Table A Liberal Studies Course	
Total (excluding liberal studies) 15h	Total (excluding liberal studies) 12h

*Semester 4:*

Occupational Health and Safety ( <b>Current</b> )	Occupational Health and Safety ( <b>Proposed</b> )
Communication in the Health Sciences (CMN 100) <i>Lecture (3)</i>	Advanced Toxicology (OHS 422) <i>Lecture (3)</i>
Epidemiology: Communicable Diseases II (ENH 422) <i>Lecture (2)</i>	Epidemiology (ENH 122) <i>Lecture (3)</i>
Infection Control (ENH 505) <i>Lecture (3)</i>	Physical Agents (OHS 314) <i>Lecture and laboratory (3+1)</i>
Accident Theory and Analysis (OHS 323) <i>Lecture (3)</i>	Occupational Hygiene I (OHS 421) <i>Lecture and laboratory (3+1)</i>
Occupational Hygiene Methods I (OHS 421) <i>Lecture and laboratory (2+1.5)</i>	Environment and Emergencies (POH 407) <i>Lecture (3)</i>
Advanced Toxicology (OHS 422) <i>Lecture (3)</i>	
Integrated Disability Management (OHS 477) <i>Lecture (3)</i>	
Total 20.5h	Total 17h

*Semester 5:*

Occupational Health and Safety ( <b>Current</b> )	Occupational Health and Safety ( <b>Proposed</b> )
Biostatistics (ENH 440) <i>Lecture (3)</i>	Systems Safety* (OHS 509) <i>Lecture (3)</i>
Health Education (ENH 712) <i>Lecture (3)</i>	Research Methods (ENH 522) <i>Lecture (3)</i>
Safety Evaluation Techniques (OHS 523) <i>Lecture (3)</i>	Safety Evaluation Techniques (OHS 523) <i>Lecture (3)</i>
Occupational Hygiene Methods II (OHS 621) <i>Lecture and laboratory (2+1.5)</i>	One Table B Liberal Studies Course

One Table B Liberal Studies Course	Open Elective
Total (excluding liberal studies) 13.5h	Total (excluding electives) 9h

*Semester 6:*

<b>Occupational Health and Safety (Current)</b>	<b>Occupational Health and Safety (Proposed)</b>
Epidemiology: Research Methods (ENH 522) <i>Lecture (3)</i>	Occupational Hygiene II (OHS 621) <i>Lecture and laboratory (3+1)</i>
Ergonomics (OHS 516) <i>Lecture (3)</i>	Ergonomics (OHS 516) <i>Lecture (3)</i>
Safety Control Methods (OHS 623) <i>Lecture and laboratory (3+1)</i>	Safety Control Methods (OHS 623) <i>Lecture and laboratory (3+1)</i>
The Politics of Work and Labour (POG 319) <i>Lecture (3)</i>	One Table B Liberal Studies Course
One Table B Liberal Studies Course	Open Elective
Total (excluding liberal studies) 13h	Total (excluding electives) 11h

\* Note: New course to cover topic areas identified as a gap in the current program

*Semester 7:*

<b>Occupational Health and Safety (Current)</b>	<b>Occupational Health and Safety (Proposed)</b>
Systems Management I (OHS 718) <i>Lecture (3)</i>	Risk Assessment (ENH 825) <i>Lecture (3)</i>
Sectoral Applications I (OHS 723) <i>Lecture and laboratory (3+1)</i>	Disability Management(OHS 477) <i>Lecture (3)</i>
Fire Safety Management (OHS 833) <i>Lecture (3)</i>	Fire and Radiation Safety (OHS 709) <i>Lecture (3)</i>
Field Project (ENH 66A/B) or Research Project I (ENH 766) <i>Lecture (3)</i>	Health Promotion and Education (POH 705) <i>Lecture (3)</i>
One Table B Liberal Studies Course	Open Elective
Total (excluding liberal studies) 13h	Total (excluding elective) 12h

*Semester 8:*

<b>Occupational Health and Safety (Current)</b>	<b>Occupational Health and Safety (Proposed)</b>
Risk Assessment (ENH 825) <i>Lecture (3)</i>	Sectoral Applications (OHS 800) <i>Lecture and laboratory (3+1)</i>
Seminars (OHS 810) <i>Lecture (3)</i>	OHSE Management Systems (OHS 811) <i>Lecture (3)</i>
Systems Management II (OHS 818) <i>Lecture (3)</i>	Advanced Health and Safety Law (OHS 806) <i>Lecture (3)</i>
Sectoral Applications II (OHS 823) <i>Lecture and laboratory (3+1)</i>	One Table B Liberal Studies Course
Field Project (ENH 66A/B) <sup>#</sup> or Research Project II (ENH 866) <sup>#</sup> <i>Lecture (3)</i>	Open Elective
Total 16h <sup>#</sup>	Total (excluding electives) 10h

<sup>#</sup>Students may substitute two courses from Professionally-Related Table 1

## 5. Comparison between the Proposed and the Current (2017/2018 Academic Year) 2-Year Programs

### **Public Health and Safety (renamed as 'Public Health')**

#### *Semester 1:*

Public Health and Safety ( <b>Current</b> )	Public Health ( <b>Proposed</b> )
Wastewater Treatment Systems (ENH 324) <i>Lecture and laboratory (3+0.5)</i>	Introductory Toxicology (OHS 322) <i>Lecture (3)</i>
Introduction to Food Hygiene (ENH 333) <i>Lecture and laboratory (3+0.5)</i>	Agents of Communicable Disease (PUB 301) <i>Lecture and laboratory (3+1)</i>
Biostatistics (ENH 440) <i>Lecture (3)</i>	Food Hygiene (ENH 333) <i>Lecture (3)</i>
Applied Ecology (ENH 617) <i>Lecture (3)</i>	Occupational Health and Safety (OHS 508) <i>Lecture (3)</i>
Occupational Health (OHS 508) <i>Lecture (3)</i>	Pollution and Waste Management (ENH 524) <i>Lecture (3)</i>
Foundations of Pathophysiology (ENH 220) <i>Lecture (3)</i>	Environmental Health Law (ENH 121) <i>Lecture (3)</i>
Health Law (ENH 121) <i>Lecture (3)</i>	
Total 22h	Total 16h

#### *Semester 2:*

Public Health and Safety ( <b>Current</b> )	Public Health ( <b>Proposed</b> )
Introduction to Epidemiology (ENH 122) <i>Lecture (3)</i>	Pathophysiology (ENH 220) <i>Lecture (3)</i>
Housing (ENH 325) <i>Lecture (3)</i>	Biostatistics (ENH 440) <i>Lecture (3)</i>
Water Quality (ENH 424) <i>Lecture and laboratory (3+0.5)</i>	Determinants of Health (POH 201) <i>Lecture (3)</i>
Food Hygiene: Safe Food Handling (ENH 433) <i>Lecture and laboratory (3+0.5)</i>	Parasitology and Pest Control (ENH 610) <i>Lecture and laboratory (3+1)</i>
Epidemiology: Research Methods (ENH 522) <i>Lecture (3)</i>	Epidemiology (ENH 122) <i>Lecture (3)</i>
Occupational Health and Safety Law (OHS 208) <i>Lecture (3)</i>	Water Quality I (PUB 409) <i>Lecture and laboratory (3+1)</i>
Hazard Recognition and Control (OHS 608) <i>Lecture (3)</i>	Housing and Built Environments (ENH 325) <i>Lecture (3)</i>
Total 22h	Total 23h

#### *Semester 3:*

Public Health and Safety ( <b>Current</b> )	Public Health ( <b>Proposed</b> )
Pollution Control (ENH 524) <i>Lecture (3)</i>	Communicable Disease Control (PUB 501) <i>Lecture (3)</i>
Epidemiology: Communicable Diseases I (ENH 322) <i>Lecture (2)</i>	Research Methods (ENH 522) <i>Lecture (3)</i>
Parasitology (ENH 610) <i>Lecture and laboratory (3+1)</i>	Food Safety (PUB 508) <i>Lecture (3)</i>
Health Education (ENH 712) <i>Lecture (3)</i>	Health Education and Promotion (POH 705) <i>Lecture (3)</i>
Public Health Law (ENH 721) <i>Lecture (3)</i>	Infection Control (ENH 505) <i>Lecture (3)</i>
Food Hygiene: Food Pathogens (ENH 733) <i>Lecture (3)</i>	Risk Assessment (ENH 825) <i>Lecture (3)</i>
Introductory Toxicology (OHS 322)	

Lecture (3)	
Total 21h	Total 18h

*Semester 4:*

Public Health and Safety ( <b>Current</b> )	Public Health ( <b>Proposed</b> )
Epidemiology: Communicable Diseases II (ENH 422) <i>Lecture (2)</i>	Wastewater Treatment Systems (ENH 324) <i>Lecture and laboratory (3+1)</i>
International Health (ENH 429) <i>Lecture (3)</i>	Water Quality II (PUB 609) <i>Lecture and laboratory (3+1)</i>
Infection Control (ENH 505) <i>Lecture (3)</i>	Air Quality (PUB 607) <i>Lecture (3)</i>
Seminars (ENH 809) <i>Lecture (3)</i>	Food Safety Management (PUB 808) <i>Lecture and laboratory (3+1)</i>
Health Promotion: Planning and Evaluation (ENH 816) <i>Lecture (3)</i>	Public Health Law (ENH 721) <i>Lecture (3)</i>
Health Administration (ENH 821) <i>Lecture (3)</i>	Advanced Professional Practice (PUB 800) <i>Lecture (3)</i>
Risk Assessment (ENH 825) <i>Lecture (3)</i>	Environment and Emergencies (POH 407) <i>Lecture (3)</i>
Emergency Measures and Planning <i>Lecture (3)</i>	
Total 23h	Total 24h

**Two year program in Occupational Health and Safety**

*Semester 1:*

Occupational Health and Safety ( <b>Current</b> )	Occupational Health and Safety ( <b>Proposed</b> )
Health Law (ENH 121) <i>Lecture (3)</i>	Environmental Health Law (ENH 121) <i>Lecture (3)</i>
Foundations of Pathophysiology (ENH 220) <i>Lecture (3)</i>	Introductory Toxicology (OHS 322) <i>Lecture (3)</i>
Biostatistics (ENH 440) <i>Lecture (3)</i>	Introductory Organic Chemistry (CHY 152) <i>Lecture (3)</i>
Applied Ecology (ENH 617) <i>Lecture (3)</i>	Biological Agents (OHS 301) <i>Lecture (3)</i>
Physical Agents (OHS 314) <i>Lecture and laboratory (2+1.5)</i>	Accident Theory (OHS 323) <i>Lecture (3)</i>
Health Effects of Radiation (OHS 319) <i>Lecture and laboratory (3+1)</i>	Systems Safety (OHS 509) <i>Lecture (3)</i>
Introductory Toxicology (OHS 322) <i>Lecture (3)</i>	
Total 19.5h	Total 18h

*Semester 2:*

Occupational Health and Safety ( <b>Current</b> )	Occupational Health and Safety ( <b>Proposed</b> )
Introduction to Epidemiology (ENH 122) <i>Lecture (3)</i>	Pathophysiology (ENH 220) <i>Lecture (3)</i>
Epidemiology: Research Methods (ENH 522) <i>Lecture (3)</i>	Biostatistics (ENH 440) <i>Lecture (3)</i>
Occupational Health and Safety Law (OHS 208) <i>Lecture (3)</i>	Determinants of Health (POH 201) <i>Lecture (3)</i>
Accident Theory and Analysis (OHS 323) <i>Lecture (3)</i>	Occupational Hygiene I (OHS 421) <i>Lecture and laboratory (3+1)</i>
Occupational Hygiene Methods I (OHS 421) <i>Lecture and laboratory (2+1.5)</i>	Epidemiology (ENH 122) <i>Lecture (3)</i>

Advanced Toxicology (OHS 422) <i>Lecture (3)</i>	Physical Agents (OHS 314) <i>Lecture and laboratory (3+1)</i>
Integrated Disability Management (OHS 477) <i>Lecture (3)</i>	Environment and Emergencies (POH 407) <i>Lecture (3)</i>
Total 21.5h	Total 20h

*Semester 3:*

<b>Occupational Health and Safety (Current)</b>	<b>Occupational Health and Safety (Proposed)</b>
Epidemiology: Communicable Diseases I (ENH 322) <i>Lecture (2)</i>	Research Methods (ENH 522) <i>Lecture (3)</i>
Health Education (ENH 712) <i>Lecture (3)</i>	Safety Evaluation Techniques (OHS 523) <i>Lecture (3)</i>
Safety Evaluation Techniques (OHS 523) <i>Lecture (3)</i>	Risk Assessment (ENH 825) <i>Lecture (3)</i>
Occupational Hygiene Methods II (OHS 621) <i>Lecture and laboratory (2+1.5)</i>	Disability Management (OHS 477) <i>Lecture (3)</i>
Systems Management I (OHS 718) <i>Lecture (3)</i>	Fire and Radiation Safety (OHS 709) <i>Lecture (3)</i>
Sectoral Applications I (OHS 723) <i>Lecture and laboratory (3+1)</i>	Health Education and Promotion (POH 705) <i>Lecture (3)</i>
Fire Safety Management (OHS 833) <i>Lecture (3)</i>	
Total 21.5h	Total 18h

*Semester 4:*

<b>Occupational Health and Safety (Current)</b>	<b>Occupational Health and Safety (Proposed)</b>
Epidemiology: Communicable Diseases II (OHS 422) <i>Lecture (2)</i>	Advanced Toxicology (OHS 422) <i>Lecture (3)</i>
Infection Control (ENH 505) <i>Lecture (3)</i>	Occupational Hygiene II (OHS 621) <i>Lecture and laboratory (3+1)</i>
Risk Assessment (ENH 825) <i>Lecture (3)</i>	Ergonomics (OHS 516) <i>Lecture (3)</i>
Ergonomics (OHS 516) <i>Lecture (3)</i>	Safety Control Methods (OHS 623) <i>Lecture and laboratory (3+1)</i>
Safety Control Methods (OHS 623) <i>Lecture and laboratory (3+1)</i>	OHSE Management Systems (OHS 811) <i>Lecture (3)</i>
Seminars (OHS 810) <i>Lecture (3)</i>	Sectoral Applications (OHS 800) <i>Lecture and laboratory (3+1)</i>
Systems Management II (OHS 818) <i>Lecture (3)</i>	Advanced Health and Safety Law (OHS 806) <i>Lecture (3)</i>
Sectoral Applications II (OHS 823) <i>Lecture and laboratory (3+1)</i>	
Total 25h	Total 24h

**6. Proposed Admissions Changes**

<b>Program</b>	<b>Current Admission Requirements</b>	<b>Proposed Admission Requirements</b>
OC001 – PH 4yr	OSSD with a minimum of six Grade 12 U or M courses including English, and one of Chemistry (SCH4U) or Biology (SBI4U). Recommended: Grade 12 U courses in Physics and Mathematics	OSSD with a minimum of six Grade 12 U or M courses including English, and one of Chemistry (SCH4U) or Biology (SBI4U).
OC003 – OHS 4yr	Same as OC001	Same as OC001
OC005 – PH 2yr	Bachelor's degree or higher from an accredited university including three (lower or upper level) Liberal Studies courses. Applicants whose degree	A Bachelor's degree or higher from an accredited university including three (lower or upper level) Liberal Studies courses/liberal studies.

	does not include credit for at least one course in each of chemistry and microbiology will be required to successfully pass CHY 104 and or/ENH 222 before beginning the third semester of the option.	Applicants must have as part of their degree (or other post-secondary education) credit for at least a single-term course in chemistry (equivalent to CHY 104).
OC006 – OHS 2yr	Bachelor’s degree or higher from an accredited university including three (lower or upper level) Liberal Studies courses. Applicants must have as part of their degree (or other post-secondary education) credit for at least a single-term course in each chemistry and organic chemistry (equivalent to CHY 104 and CHY 152). Applicants whose degree does not include credit for at least one course in each of physics and microbiology will be required to successfully pass PCS 106 and or/ENH 222 before beginning the third semester of the option.	Same as OC005

## 7. Co-Op Program Structures

Co-operative options in both occupational health and safety and public health will continue to be provided. This will enable graduating students to gain 20 month’s work experience integrated into their academic studies. Current admission requirements for the co-op option will remain unchanged, i.e. students can apply during their third semester of study and must have a cumulative GPA (CGPA) of 2.67 and submit a cover letter and resume through the on-line submission system of the Co-Op Office. In previous years, students were also interviewed by the co-op coordinator as part of the application process; however, this practice was phased out a couple of years ago. To remain in the co-op program, students need to maintain ‘clear’ academic standing and maintain the minimum CGPA.

The sequencing of the academic and work terms will be the same as for the current programs, and is shown below:

<b>Term</b>	<b>YR 1</b>	<b>YR 2</b>	<b>YR 3</b>	<b>YR 4</b>	<b>YR 5</b>
<b>Fall</b>	SEM 1	SEM 3	WKT 210	SEM 6	SEM 7
<b>Winter</b>	SEM 2	SEM 4	SEM 5	WKT 410	SEM 8
<b>Summer</b>	Free	WKT 110	WKT 310	WKT 510	Graduate

## 8. Implications for Certificate Programs Offered by the Chang School

The SOPHe is the academic home for three certificate’s offered by the Chang School, i.e. *Certificate in Occupational Health and Safety*, the *Certificate in Advanced Safety Management*, and the recently introduced (i.e. for Fall 2018) *Certificate in Occupational Health and Safety Leadership*. These Certificate programs consist of degree-equivalent courses from both of the current Public Health and Safety and Occupational Health and Safety programs.

The SOPHe consulted with the Chang School about implications of the degree modifications and came to an agreement on a new curriculum for the three certificates. A basic principle directing these modifications is to ensure that as much of the current certificate programs can be retained while updating and streamlining the programs to reflect current practice and to include the updated degree curriculum.

The resulting implications for the certificate programs are:

- The three certificates will be retained – the *Certificate in Occupational Health and Safety*, the *Certificate in Advanced Safety Management*, and the *Certificate in OHS Leadership*.
- The *Certificate in Occupational Health and Safety* is the base certificate and is the prerequisite for the other two certificates.
- The number of courses in the certificates will remain the same (i.e. total of 20 courses across all 3 certificates), because this level of content is required to meet the BCRSP educational requirements.

- A summary of proposed degree changes that have implications for the existing Certificate in OHS are: the equivalent of CVOH 221 not retained in new degree; OHS 718 revised/merged to form new course OHS 811; OHS 208 and OHS 608 retained in new degree but only as open electives, with OHS 608 to only be taught by Chang School as COHS 608.

### 9. Implications for Current Minors

The current Minors that contain courses relevant to this proposal are:

- Labour and Employment Relations Minor – no change
- Law Minor – no change
- Occupational Health and Safety Minor – *changes as follows...*

<b>Current Courses Impacted by this Proposal</b>	<b>Impact of the Proposal on the Minor</b>
OHS 208 – Occupational Health and Safety Law	<i>OHS 208</i> retained, but is not core course – to be offered as an open elective
OHS 421 – Occupational Hygiene Methods 1	Course retained, but renamed as OHS 421 – <i>Occupational Hygiene I</i>
OHS 477 – Integrated Disability Management	Due to prerequisite requirements on OHS 477, this course will be replaced in the minor with <i>OHS 323 – Accident theory</i>
OHS 508 – Occupational Health	Course retained, but content slightly broadened and course renamed as OHS 508 – <i>Occupational Health and Safety</i>
OHS 608 – Hazard Recognition and Control	Course discontinued in the PH degree, but retained as an open elective, with delivery through the Chang School.
OHS 718 – Systems Management 1	Course discontinued in the OHS degree and replaced in the degree with OHS 811 – <i>OHSE Management Systems</i> .

### 10. Additional Resources

In terms of resources, there will be pressure on the School during the phase-in period. With faculty currently teaching four courses per year, there will clearly be a need for extra sessional faculty to cover the extra teaching requirements. It is also considered that there will be extra space requirements during the transition period. There may also be a need for new tenure-stream faculty, both because of the extra workload required for the transition period, but also because of the number of retirements recently experienced and potentially occurring within SOPHe.

It is important to state the main driver for this program change is the new university curriculum framework for undergraduate programs. The proposed curricular modifications seek to provide an efficient and streamlined program that reflects modern pedagogical principles along with providing students with the appropriate knowledge and skills they need to address both current and future professional challenges. Once fully implemented, the new program contains less courses in total and less student contact hours, enabling the School to be more sustainable and viable.

### 11. Phase-In/Phase-Out Plan

A phase-in/phase-out plan of the programs' curricula has been developed in consultation with Curriculum Management.



**Recommendation**

- Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the SOPHe Major Curriculum Modification*

**C. SCHOOL OF ACCOUNTING & FINANCE – CO-OP RESEQUENCING PROPOSAL**

**1. Introduction and Rationale**

The School of Accounting & Finance (SAF) proposes to amend the sequence of academic study and co-operative work terms in its Accounting Co-operative Education Program, commencing in the 2019-2020 academic year.

Currently, students in the co-op option of the accounting major spend two years in an academic setting studying core concepts prior to their first spring/summer work term. The proposed change of the co-op work term sequence will accelerate the first co-op work term so that it takes place in the winter semester of year two and coincides with "busy season" of accounting firms and industry employers. Subsequent work terms will also be shifted to accommodate work terms in peak periods of hiring within the industry. Facilitating the availability of students during peak hiring seasons increases the number of co-op opportunities available and allows the department to offer the co-op option to a wider population of SAF Accounting students.

There are currently 1,189 undergraduate students enrolled in the SAF. Accounting majors represent 66% of the enrolments. At steady state, total enrolments in our undergraduate accounting specialization are projected to be approximately 700 students by 2020, with a steady-state annual co-op enrolment number of 140 students by 2021-2022.

**Current and Projected Accounting Co-op Enrolments**

	2017 - 2018	2018 - 2019	2019 -2020 (new calendar changes come into effect)	2020 -2021 (first time the new work term sequence comes into effect)	2021 - 2022
Year 2	49	80	100	130	140
Year 3	30	49	80	100	130
Year 4	20	30	49	80	100
<b>Total</b>	<b>99</b>	<b>159</b>	<b>229</b>	<b>310</b>	<b>385</b>
<b>Accounting Co-op Enrolments</b>					

Expanding student participation in co-op will also support SAF students who may not have the cultural and family connections that sometimes lead to the first job. These programs help students from diverse backgrounds, many of them new to Canada, get their foot through the employment door.

The goal is to ensure that co-op students acquire the necessary experience and technical training in their initial work term so that subsequent work terms scheduled in the "off-season" will ensure they are placed on work assignments that are progressively sophisticated in nature and commensurate with their experience. This aligns with the practices of university comparator accounting co-op programs such as Waterloo, Guelph and Brock, to name a few. Additionally, the proposed change will ensure that students acquire the requisite hours to become eligible for a public accounting license with CPA Ontario.

## 2. Comparison between the Proposed and the Current (2017/2018 Academic Year) Curricula

Current Accounting Co-op Sequence				Proposed Accounting Co-op Sequence			
	Fall	Winter	Spring/Summer		Fall	Winter	Spring/Summer
<b>Year 1</b>	BUS100 BUS221 CAF199 GMS200 MHR405 QMS130 LIBA	AFA 100 AFF 210 CMN 279 QMS 230 LIBA	Off		BUS100 BUS221 CAF199 GMS200 MHR405 QMS130 LIBA	AFA 100 AFF 210 CMN 279 QMS 230 LIBA	Off
<b>Year 2</b>	AFA200 AFA300 AFF310 ECN104* LAW122*	AFA400 AFF420 ECN204* MKT100* LIBA	Work		AFA200 AFA300 AFF310 ECN104* LAW122*	Work 1	AFA400 AFF420 ECN204* (Offered through Chang School on a 13 week semester) MKT100*(Offered through Chang School on a 13 week semester) LIBA
<b>Year 3</b>	AFA500 AFA511 AFA708 AFF713 LIBB	Work	AFA615 AFA619 LIBB PR1 PR2		AFA500 AFA511 AFA708 AFF713 LIBB	Work 2	AFA615 AFA619 LIBB PR1 PR2
<b>Year 4</b>	Work	AFA518 AFA717 BUS800 PR3 PR4	Work		AFA518 AFA717 BUS800 PR3 PR4	Work 3	Work 4
<b>Year 5</b>	AFA716 AFA817 AFA819 LIBB PR5				AFA716 AFA817 AFA819 LIBB PR5		

### 3. Summary of the Proposed Curriculum Changes\*

**Year 1- 2019-2020:** Year 1 programming for Accounting (and Finance) students remains unchanged.

**Year 2 - 2020-2021:** Accounting and Finance students would still complete a common second year of course work but those students accepted to the Accounting co-op option would take their 4th Semester course work in the Spring/Summer term. To accommodate the resequencing, course work traditionally taken by accounting co-op majors in the winter of year 2 (Semester 4) will need to be offered in the spring/summer term. The courses include: AFA400 (currently offered in the Spring/Summer term), AFF420, ECN204 (currently offered by Chang School), MKT100 (currently offered by Chang School) and a Liberal Arts A. The AFA400 and AFF420 courses can be taught by RFA faculty or CUPE faculty, and the SAF anticipates no difficulty in finding an instructor for each course. There is also no 'net gain' of courses to be offered, as the only new course is AFF420, but this new course will be more than offset by offering AFA518 and AFA717 only in the fall semester of Year 4 (they are currently offered in both fall and winter semesters).

**Year 3 - 2021-2022:** Programming for co-op and non-co-op accounting majors remains unchanged.

**Year 4- 2022-2023:** To accommodate the resequencing, course work traditionally taken by accounting co-op majors in the winter of year 4 (Semester 7) will need to be offered in the fall term. The courses include: AFA518, AFA717, BUS800 and two courses from the Professionally Related tables. Currently, AFA518 and AFA717 run in both academic terms. Students not in co-op take AFA518 and AFA717 in the fall term. Therefore, the Accounting Department does not plan to offer AFA518 or AFA717 in the winter term. However, the department will need to ensure that these courses are offered for the current co-op cohorts until 2022-2023. BUS800 runs in both terms and the department and course coordinators have been consulted.

\*Note: The operationalization of new or revised curriculum may require that implementation timelines be adjusted.

### **Recommendation**

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the School of Accounting & Finance Co-op resequencing proposal.*

## **D. RTA SCHOOL OF MEDIA – DISCONTINUATION OF CONCENTRATIONS IN NEW MEDIA PROGRAM**

### **1. Introduction**

The RTA School of Media currently offers 5 optional concentrations in its New Media BFA. These concentrations were introduced as part of a larger curriculum renewal and restructuring launched in 2013, with the rationale that they would help outline our core areas of study to students and guide them in their course selection process. After a review by our School’s curriculum committee and assessing student feedback, we do not believe our Concentrations have had a positive impact on curriculum. The demand for them is low, and they introduce an additional layer of complexity to the course selection process which does not improve the student experience.

### **2. Proposed Changes**

We propose discontinuing all Concentrations in the New Media BFA for students admitted in **Fall 2019** and later.

### **3. Impact on Learning Outcomes**

Our concentrations are optional, therefore removing them will not impact our current learning outcomes. However, we still believe that there is a need to identify areas of practice or “clusters” of thematically related courses for students within our curriculum. We are currently exploring less formal alternatives to the Concentrations model such as online tools and course maps to communicate these curricular paths to students.

### **4. Phase-out Plan**

A statement will be included in the UGRD Calendar as an informational item as of the year when concentrations are no longer provided as an option for students. Once entirely phased-out, any references to Concentrations will be removed from the UGRD Calendar.

The following notice allows students admitted in 2018 to Year 1 (and those admitted prior to 2018) to complete concentrations (students who are admitted to Year 1 2018-2019 are coming into the program with concentrations still part of the curriculum/with the expectation that this is an option they can pursue beginning in their Year 2 (2019-2020):

*Suggested notices in 2019-2020 UGRD Calendar under Concentrations:*

[https://www.ryerson.ca/calendar/2018-2019/programs/fcad/new\\_media/](https://www.ryerson.ca/calendar/2018-2019/programs/fcad/new_media/)

*Optional Concentrations will be last offered to students admitted to BFA, New Media as of Fall 2018. Optional Concentrations will no longer be offered to students admitted to BFA, New Media as of Fall 2019.*

The RTA School of Media will continue to offer sufficient Core Electives to ensure that students admitted F2018 and before will continue to be able to declare and complete the optional concentrations, as long as

there is a demand. Also note that the change does not require adjusting semester requirements for Core Electives Table I.

**Recommendation**

- Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the RTA School of Media’s discontinuation of concentrations in the New Media program.*

**E. SCHOOL OF FASHION –MAJOR CURRICULUM MODIFICATION PROPOSAL**

**1. Introduction**

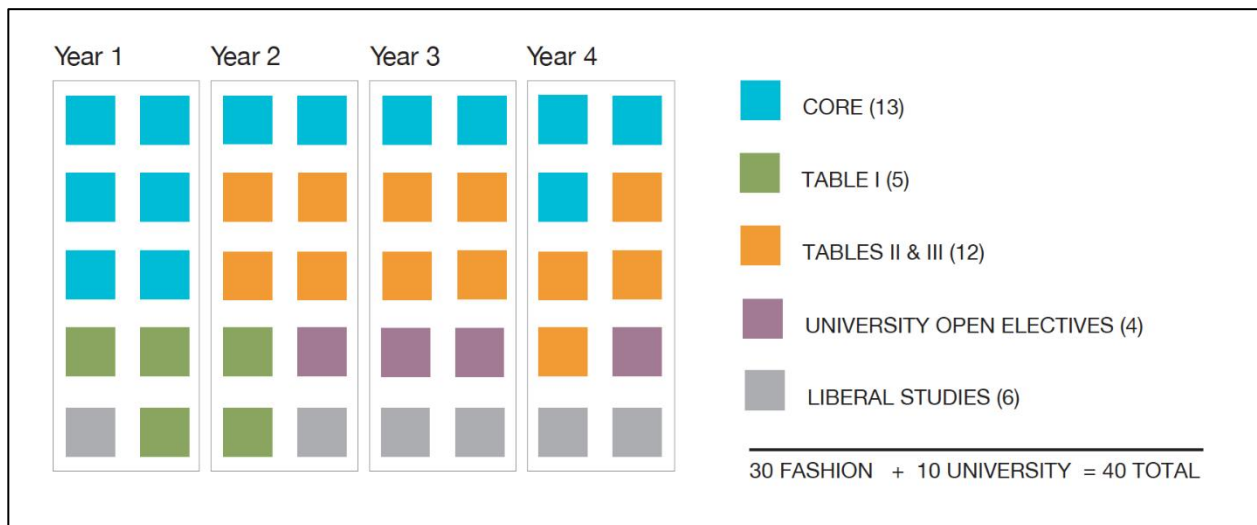
The School of Fashion proposes a restructuring of its curriculum from two distinct programs (Bachelor of Design, Fashion Communication; and Bachelor of Design, Fashion Design) to a single program— **Bachelor of Design, Fashion** with five optional concentrations, with implementation to commence in Fall 2020. The overarching goals for the proposed curriculum changes include:

1. Increased curricular flexibility and student choice
2. Expansion of possible career pathways open to students (addressing Fashion as an expanding discipline/profession)
3. Experiential learning and increased academic intensity
4. Improving writing skills
5. Ensuring reinforcement, proficiency and expertise through curriculum mapping
6. Raising the profile of diversity and inclusion

**2. Summary of the Proposed Curriculum Changes**

**Core Courses (13 required) 1<sup>st</sup> – 4<sup>th</sup> year**

In the School of Fashion’s proposed curriculum, thirteen (13) *Core* courses form the backbone structure for disciplinary competence in the field of Fashion. Found intensively in the first year (six courses), and then sequentially (two per year) through the remaining three years of the program, these required and common courses bring all Fashion students together to explore, develop, and build expertise, skills and knowledge across a wide range of relevant professional and intellectual areas. See Figure I, turquoise shaded boxes.



## Figure 1: School of Fashion Proposed Curricular Structure

In the first year, Design Literacy courses introduce students to the foundational design skills and practices that inform the fabric of Fashion as a creative and visual field. Fashion Systems and Fashion Systems Applications help students understand the world of Fashion from industry and institutional perspectives. Students learn how various economic and social networks in the business of fashion determine the function and structure of contemporary fashion systems both locally and globally. In Fashion Theory and Fashion History in Context, students begin to explore the theoretical and cultural aspects of fashion studies as an emerging academic field and area of intellectual inquiry. Students unpack the underlying symbolic and ideological frameworks behind the social relevance and meaning of dress practices and embodied aspects of fashion in forming subjectivities and group identities historically and in the present media landscape.

### **Table I (Fundamentals Courses—Students choose 5)**

*Fundamentals* courses lay the groundwork for upper level electives in *Concentration* areas in Years 1 and 2 of the program. Students choose five courses from Table I (see Figure 1, lime green shaded boxes). Designed to build on the 1<sup>st</sup>-year *Core* program of study, these courses introduce students to the diversity and breadth of knowledge and skills available in Fashion as a both a theoretical and practical discipline. *Fundamentals* courses also lay the foundation for upper-level electives that require specific pre-requisite knowledge and expertise. Courses are offered in a range of areas, roughly corresponding to the Concentration areas: Fashion Communication (FFC); Fashion Design (FFD); Fashion Studies (FFS); Design Leadership (FDL); and Materials and Fabrication (FMF). Table I FSN courses (101: Textiles, and 124: Illustration: Fundamentals of Figure Drawing) are common to more than one *Concentration* area.

### **Table II and III (Concentration area Electives—Students choose 12 courses)**

In our proposed curriculum, students may choose to specialize in one *Concentration* area, gaining in-depth knowledge of, and skills in, Fashion Design, Fashion Communication, Fashion Studies, Design Leadership or Materials and Fabrication (See Figure 1, orange shaded boxes). Conversely, students may choose to concentrate in two or more areas in order to tailor course offerings to their specific curricular needs. Some may wish to be more interdisciplinary in their approach, combining two or more areas in order to excel in a career path of their own choosing (for example: Art Direction, Fashion Entrepreneurship, Research and Technology, Innovation and Social Justice, Critical and Cultural theory in Fashion and the Body leading to Post-Graduate studies, to name a few).

### **Elective Areas Outside Fashion**

In our current curriculum, a selected range of both required and elective courses were drawn from areas outside Fashion (such as Marketing, Graphic Communication Management, Professional Communication, Retail Management, Sociology). Most of these courses have moved to the open elective table (see Figure 1, lavender shaded boxes). A few courses have been deleted because the subject matter is no longer relevant due to changing requirements of the discipline. The vast majority of these courses are still available to students through Table II and III electives. In a few special cases, these courses may still be used to count towards a Concentration area in Fashion (i.e., Marketing courses for Design Leadership).

### **Liberal Studies**

In keeping with university requirements, we have maintained depth and breadth through the integration of six (6) liberal studies electives as illustrated in Figure 1, grey shaded boxes.

### **Capstone**

In the proposed curriculum all students enroll in FSN 90A/B Capstone A/B in the fourth year of the program. This essentially remains unchanged as in the current curriculum all Fashion Communication students enrolled in FFC 41 A/B – Fashion Communication Senior Project and all Fashion Design Students

enrolled in FFD 40 A/B - Fashion Design Senior Project, both of which are equivalent to Capstone FSN 90A/B.

### **Structural Changes in Delivery**

From a structural perspective, the proposed curriculum includes a reduction in courses and required hours. Three key developments are outlined in this section. The first involves the separation or combination of learning outcomes housed in specific courses. In our current curriculum, we have a few examples of courses with multiple segments, also called *umbrella courses* that are scheduled 6 or more hours per week. The structure of multi-segment courses is problematic with consideration to student workload, timetabling, and impact on GPA. Given that these courses have proven to be unsustainable from pedagogical and administrative perspectives, we have separated these umbrella courses into distinct classes with their own applicable course code designation.

The second structural change centers on course delivery. The vast majority of lecture-based courses in Fashion are currently delivered in a 3-hour block. Our revised curriculum has structured all large lecture courses as lecture and tutorial (2+1). We anticipate that scheduling requests of 2 hours rather than 3 will ease the constraints of timetabling so that students have more accommodating weekly schedules. Secondly, focusing on writing skills, small seminar discussions and presentations is difficult to incorporate and support within the structure of a 3-hour lecture format.

The third structural change involves student internship requirements. In the proposed curriculum, FSN 402 – Internship has been deleted and replaced with FSN 709 - Professional Aspects of Fashion, a core course in 4<sup>th</sup> year. This new course would integrate mandatory career preparedness seminars and a written reflection component. In recognition of these additional learning outcomes, the required hours were reduced from 400 to 250.

### **3. Comparison between the Proposed and the Current (2017/2018 Academic Year) Curricula**

Existing Curriculum				Proposed Curriculum					
Code	Course	Format	Hours	Required/Open Elective	Code	Course	Format	Hours	Required/Open Elective
FFC 200	Topics in Fashion Photography	Lecture	3	Required	FFC 200	Fashion Photography	Lecture	3	Elective
FFC 300	Art Direction for Photography	Lab	3	Elective	FFC 300	Art Direction for the Still and Moving Image	Studio	3	Elective
FFC 301	Packaging Design	Lecture + Lab	3	Elective	FFC 301	Packaging Design	Studio	3	Elective
FFC 303	Communication Design	Lab	3	Required	FFC 303	Communication Design I	Studio	3	Elective
FFC 304	Intermediate Illustration for Communication I	Lab	3	Required	FFC 303	Communication Design I	Studio	3	Elective
FFC 404	Intermediate Illustration for Communication II	Lab	3	Required	FFC 224	Illustration: The Fashioned Body	Studio	3	Elective
FFC 32A/B	Fashion Promotion	Lab / Lab	6	Elective	FDL 806	Fashion Promotion	Lab	3	Elective
FFC 400	Communication and Emerging Media	Lab	3	Required	FFC 400	Communication and Emerging Media	Lecture + Lab	3	Elective
FFC 403	Communication Design II	Lab	3	Required	FFC 403	Communication Design II	Studio	3	Elective
FFC 503	Digital Illustration and Product Development	Lab	6	Required	FFC 324	Digital Illustration: Lifestyle and Products	Studio	3	Elective
FFC 552	Typography and Graphic Production	Lab	3	Required	FFC 605	Product Development	Studio	3	Elective
FFC 603	Advertising Design	Lecture + Lab	6	Required	FFC 552	Typography and Graphic Design	Studio	3	Elective
FFC 652	Typography and Publication Design	Lab	3	Required	FFC 505	Advertising Design	Studio	3	Elective
					FFC 405	Web Design	Studio	3	Elective
					FFC 652	Digital Publication Design	Studio	3	Elective
					FFC 100	Image Making and Media Methods	Studio	3	Elective
FFD 200	Textiles II	Lecture + Lab	3	Required	FFC 620	Special Topics in Fashion Communication	Lab	3	Elective
FFD 300	Computer Aided Design I	Lab	3	Required	FFC 705	Advanced Image Making	Studio	3	Elective
FFD 303	Integrated Visual Communication I	Lab	3	Required	FFC 750	Collaborative Studio	Studio	3	Elective
FFD 313	Intermediate Fashion Design I	Lab	9	Required	FFD 300	Computer Aided Design I	Lab	3	Elective
FFD 314	Intermediate Illustration for Design I	Lab	3	Required	FFD 213	Fashion Design II	Lab	3	Elective
FFD 414	Intermediate Illustration for Design II	Lab	3	Required	FFD 410	Draping I	Lab	3	Elective
FFD 400	Computer Aided Design II	Lab	3	Required	FFD 324	Illustration for Fashion Design	Lab	3	Elective
FFD 405	Grading	Lab	3	Required	FFD 400	Computer Aided Design II	Lab	3	Elective
FFD 403	Integrated Visual Communication II	Lab	3	Required	FFD 303	Digital Illustration for Fashion Design	Lab	3	Elective
FFD 413	Intermediate Fashion Design II	Lab	6	Required	FFD 610	Draping II	Lab	3	Elective
FFD 501	Contour Design	Lab	3	Elective	FFD 501	Contour Design	Lab	3	Elective
FFD 502	Fur Design	Lab	3	Elective	FFD 602	Fur Design	Studio	3	Elective
FFD 503	Knitwear Design	Lab	3	Elective	FFD 503	Knitwear Design	Lab	3	Elective
FFD 504	Ladieswear Block Development	Lab	3	Elective	FFD 504	Ladieswear Block Development	Lab	3	Elective

Retired Course

Multi-segment

Modified

Equivalent

New Course

Core

Table I

Table II & III

Proposed Curriculum

Existing Curriculum

FFD 513	Advanced Fashion Design I	Lab	6 Required	
FFD 520	Menswear Development	Lab	3 Elective	
FFD 613	Advanced Fashion Design II	Lab	6 Required	
FFD 802	Strategic Production Management	Lab	3 Required	0
FSN 101	Textiles I	Lecture + Lab	3 Required	
FSN 120	Fashion Design I	Lab	4 Required	
FSN 220	Fashion Design II	Lab	3 Required	
FSN 121	Fundamentals of Design and Colour I	Lecture + Lab	4 Required	
FSN 122	Illustration I	Lab	3 Required	
FSN 222	Illustration II	Lab	3 Required	
FSN 123	Intro to Fashion	Lecture	3 Required	
FSN 132	History of Art I	Lecture	3 Required	
FSN 232	History of Art II	Lecture	3 Required	
FSN 199	Fashion: The Industry	Lecture	3 CI Module	
FSN 203	History of Design	Lecture	3 Required	
FSN 209	Textile Design I	Lab	3 Elective	
FSN 221	Fundamentals of Design and Colour II	Lab	3 Required	
FSN 223	Fashion Concepts and Theory	Lecture	3 Required	
FSN 302	History of Costume I	Lecture	3 Required	
FSN 304	Introduction to Fashion Journalism	Lab	3 Elective	
FSN 400	Fashion in International Markets	Lecture + Lab	3 Required	
FSN 402	Internship	Lab	3 Required	
FSN 500	Accessories Design I	Lab	3 Elective	
FSN 501	Advanced Colour Theory	Lecture	3 Elective	
FSN 502	Accessories Design II	Lab	3 Elective	
FSN 503	Design, Text and Ideas	Lecture	3 Elective	
FSN 504	Fashion Culture - Suffragettes to CEO's	Lecture	3 Elective	
FSN 505	Textiles Design II	Lab	3 Elective	
FSN 506	Surface Design	Lab	3 Elective	
FSN 507	Product Data Management	Lab	3 Elective	
FSN 508	World Fashion: Contemporary Perspectives	Lecture	3 Elective	
FSN 556	Design and Cultural Diversity	Lecture	3 Elective	

FFD 513	Tailoring	Lab	3 Elective	
FFD 520	Menswear Block Development	Lab	3 Elective	
FFD 613	Fashion Design III	Lab	6 Elective	
FFD 620	Special Topics in Fashion Design	Lab	3 Elective	
FFD 780	Couture Techniques	Lab	3 Elective	
FFD 790	Bespoke Tailoring	Lab	3 Elective	
FFS 102	Dress, The Body and Identity	Lecture + Lab	3 Elective	
FFS 511	Fashion and Material Culture	Lecture	3 Elective	
FFS 610	Special Topics in Fashion History and Theory	Lab	3 Elective	
FFS 702	Fashion and the Abject Body	Lab	3 Elective	
FMF 130	Exploration of Material Fundamentals	Studio	3 Elective	
FMF 230	Creative Process: Motif to Textile	Studio	3 Elective	
FMF 330	Prototyping and Modelling	Studio	3 Elective	
FMF 530	Wearable Technologies	Studio	3 Elective	
FMF 601	Textile Development	Studio	3 Elective	
FMF 620	Special Topics in Materials and Fabrication	Lab	3 Elective	
FMF 635	Advanced Accessory Design	Studio	3 Elective	
FMF 702	Leather Design	Studio	3 Elective	
FSN 101	Textiles	Lecture + Lab	3 Elective	
FFD 113	Fashion Design I	Lab	6 Elective	
FSN 121	Design Literacy I	Studio	3 Required	
FSN 124	Illustration: Fundamentals of Figure Drawing	Studio	3 Elective	
FSN 105	Fashion Systems	Lecture + Tutoria	3 Required	
FSN 205	Fashion Systems Application	Lecture + Tutoria	3 Required	
FFS 110	Art and Historical Change: Revival and Renewal	Lecture + Lab	3 Elective	
FSN 203	History of Design	Lecture + Lab	3 Required	
FSN 209	Digital Textile Design	Studio	3 Elective	
FSN 221	Design Literacy II	Studio	3 Required	
FSN 223	Fashion Theory	Lecture + Lab	3 Required	
FSN 302	History of Dress	Lecture + Lab	3 Elective	
FSN 304	Fashion Journalism and Copywriting	Lecture + Lab	3 Elective	
FSN 400	Fashion in International Markets	Lecture + Lab	3 Elective	
FSN 709	Professional Aspects of Fashion	Lecture + Lab	3 Required	
FMF 235	Jewellery Design	Studio	3 Elective	
FMF 335	Millinery Design	Studio	3 Elective	
FSN 502	Small Goods: Leather and Fur Design	Studio	3 Elective	
FSN 503	Critical Issues in Design	Lecture	3 Required	
FSN 504	Fashion Culture - Suffragettes to CEO's	Lecture	3 Elective	
FSN 506	Surface Design	Lab	3 Elective	
FSN 507	Digital Product Management	Lab	3 Elective	
FFS 710	Post-Colonial Perspectives on Global Fashion	Lecture + Lab	3 Elective	



FSN 704	Dress-Cultural Transformation	Lecture	3 Elective	□
FSN 509	Topics in Fashion History and Theory	Lecture	3 Elective	□
FSN 510	Fashion Film, Cinema and New Media	Lecture	3 Elective	
FSN 555	History of Fashion Illustration	Lecture	3 Elective	
FSN 598	Intermediate Special Topics I	Lab	3 Elective	
FSN 599	Intermediate Special Topics II	Lab	3 Elective	
FSN 698	Advanced Special Topics I	Lab	3 Elective	
FSN 699	Advanced Special Topics II	Lab	3 Elective	
FSN 700	Advanced Illustration	Lab	3 Elective	
FSN 703	Visual Merchandising and Display	Lecture	3 Elective	
FSN 705	Merchandise Analysis	Lecture	3 Elective	□
FSN 706	Fashion Event Planning	Lab	3 Elective	
FSN 707	Research Methods in Fashion	Lecture / Tutorial	3 Required	
FSN 710	Human Centred Design	Lab	3 Elective	
FSN 711	Curaton and Exhibition	Lab	3 Elective	
FSN 712	Fashion: Creativity in Design	Lecture	3 Elective	
FFC 41A/B	Fashion Communication Senior Project	Lab / Lab	6 Required	□
FFD 40A/B	Fashion Design Senior Project	Lab / Lab	6 Required	□

□	FFS 402	Fashion and Modernity	Lecture	3 Elective
	FSN 510	Fashion Film, Cinema and New Media	Lecture	3 Elective
	FSN 555	History of Fashion Illustration and Photography	Lecture	3 Elective
	FSN 598	Intermediate Special Topics I	Lab	3 Elective
	FSN 599	Intermediate Special Topics II	Lab	3 Elective
	FSN 698	Advanced Special Topics I	Lab	3 Elective
	FSN 699	Advanced Special Topics II	Lab	3 Elective
	FSN 700	Intermediate Illustration	Studio	3 Elective
	FSN 703	Visual Merchandising and Display	Lecture	3 Elective
	FSN 706	Fashion Event Planning	Lab	3 Elective
	FSN 707	Research Methods in Fashion	Lecture / Tutoria	3 Required
	FSN 710	Human Centred Design	Lecture + Lab	3 Elective
	FSN 711	Curaton and Exhibition	Lab	3 Elective
	FSN 712	Creative Design	Lecture	3 Elective
□	FSN 224	Fashion History in Context	Lecture + Tutorie	3 Required
□	FSN 303	Design Thinking, Process and Methods	Lecture + Tutorie	3 Required
□	FSN 90A/B	Capstone	Lab / Lab	6 Required

#### **4. Program Balance**

Currently, Fashion Design and Fashion Communication students take 45 courses in order to graduate, representing 152 course hours for Fashion Design Students and 143 for Fashion Communication Students. The proposed curriculum is structured upon 40 courses. This reduction in courses and corresponding course hour requirements should significantly improve the student experience while ensuring the flexibility to pursue one or more areas of concentration as well as exploring possible minors in a subject area of their choosing.

#### **5. Changes to Admissions Requirements**

In the proposed curriculum, one change to the academic requirements is proposed: deleting Grade 11U or M or Grade 12 U Mathematics from the subject prerequisites.

#### **6. Revised Program Learning Outcomes**

By the end of the program, students in fashion will be able to:

1. Contextualize the complex socio-cultural role of fashion, design and art through the study/application of history and theory.
2. Create solutions to address emerging issues in global fashion markets.
3. Facilitate ethical and sustainable business practices in fashion by assessing, employing and promoting strategies to mitigate environmental impact.
4. Facilitate ethical and sustainable business practices in fashion by assessing, employing and promoting equity, diversity and inclusion in working conditions, processes and practices.
5. Synthesize knowledge, concepts and skills by applying practice-based methods utilizing a variety of materials.
6. Demonstrate academic and professional integrity.
7. Apply knowledge and skills from a variety of inter-professional experiences such as exchanges, internships, fashion events and competitions.
8. Apply effective communication skills to share learning and to collaborate inter-professionally.
- 9
  - a. Think critically and present the resulting ideas in visual form.
  - b. Think critically and articulate the resulting ideas in written form.
  - c. Think critically and present the resulting ideas in oral form.
- 10
  - a. Think creatively and present the resulting ideas in visual form.
  - b. Think creatively and articulate the resulting ideas in written form.
  - c. Think creatively and present the resulting ideas in oral form.
11. Proactively monitor ongoing skill set, and identify areas for further development.
12. Work and collaborate effectively as part of a team through application of interpersonal skills including discussion, critique and negotiation.
13. Exercise initiative, personal responsibility and accountability in both personal and group contexts.

#### **Concentration-Specific**

14. Research, design and construct fashion products for diverse consumer groups. [Fashion Design]
15. Research, design and apply effective modes of communication using a variety of media for a wide range of diverse consumer groups. [Fashion Communication]
16. Apply and develop innovative leadership processes through design thinking in fashion business applications. [Design Leadership]
17. Investigate, explore, and discuss new understandings of the sociocultural significance of fashion, design and art through the study of history and theory. [Fashion Studies]
18. Ideate, explore, experiment and design with materials, techniques and fabrications. [Materials and Fabrication]

## 7. Other Programs Affected by Proposed Changes

The current Table III contains 76 professionally-related courses offered to Fashion students by the various academic units, of which students were required to select two. Our proposed curriculum requires students to take four Open Elective courses, allowing the flexibility to achieve a minor if they choose to do so. A number of popular courses offered by other academic units are still embedded within our proposed curriculum as electives under Tables II and III. Chairs of the various academic units were contacted, changes were discussed and ultimately approved.

Both the Fashion Minor and Creative Industries Module will be affected by the proposed changes.

The number of required courses for the Fashion Minor will be reduced from 3 to 2 and the number of required electives will be increased from 3 to 4 to allow for increased flexibility for out-of-program students to complete the 6 total course requirements. Other changes are related to substituting equivalent courses, removing discontinued courses, and adding new courses.

### Current Minor Minor in Fashion Studies

#### Required courses (3):

FSN101	Textiles
FSN199	Fashion: The Industry
FSN223	Fashion Concepts and Theory

#### Plus three (3) of the following:

FSN302	History of Costume
FSN503	Design, Text and Ideas
FSN504	Fashion Culture: Suffragettes to CEO's
FSN508	World Fashion: Cont. Perspectives
FSN509	Topics in Fashion History and Theory
FSN510	Fashion Film, Cinema and New Media
FSN555	History of Fashion Illustration
FSN556	Design and Cultural Diversity
FSN704	Dress-Cultural Transformation

### Proposed Minor Minor in Fashion Studies

#### Required courses (2):

FSN199	Fashion: The Industry	DR	None
FSN105	Fashion Systems		None
FSN223	Fashion Theory		None

#### Prerequisite

#### Plus four (4) of the following:

FSN302	History of Dress		None
FSN503	Critical Issues in Design		FSN203
FSN504	Fashion Culture: Suffragettes to CEO's		FFS102 or CRI200
FSN101	Textiles		None
FSN510	Fashion Film, Cinema and New Media		FFS110 or CRI200
FSN555	History of Fashion Illustration and Photography		FFS110 or CRI200
FFS102	Dress, The Body, and Identity		FSN223
FFS110	Art and Historical Change: Revival and Renewal		None
FFS202	Fashion and Modernity		None
FFS511	Fashion and Material Culture		None
FFS702	Fashion and the Abject Body		FFS102 or CRI200
FFS710	Post-Colonial Perspectives on Global Fashion		FFS202
FSN203	History of Design		FSN224 or FFS110
FSN224	Fashion History in Context		None

For students in the School of Creative Industries, the Fashion Creative-Content Module, changes are related to substituting equivalent courses, removing discontinued courses, and adding new courses.

**Current Creative Industries Module**  
**The Fashion Industry: Markets, Aesthetics & Creativity**

**Required Courses (2):**

FSN199	Fashion: The Industry
FSN223	Fashion Concepts and Theory

**Plus Four (4) of the following:**

CRI360	The Big Night
FSN101	Textiles I
FSN132	History of Art I
FSN203	History of Design
FSN232	History of Art II
FSN300	Fashion in International Markets
FSN706	Fashion Event Planning
FSN302	History of Costume I
FSN503	Design, Text and Ideas
FSN504	Fashion Culture: Suffragettes to CEO's
FSN508	World Fashion: Contemporary Perspectives
FSN509	Topics in Fashion History and Theory
FSN510	Fashion Film, Cinema and New Media
FSN555	History of Fashion Illustration
FSN556	Design and Cultural Diversity
FSN704	Dress-Cultural Transformation

**Proposed Creative Industries Module**  
**The Fashion Industry: Markets, Aesthetics & Creativity**

**Required Courses (2):**

		Prerequisite
FSN199	Fashion: The Industry DR	None
FSN105	Fashion Systems I	None
FSN223	Fashion Theory	None

**Plus Four (4) of the following:**

CRI360	The Big Night	
FSN203	History of Design	FSN224 or FSN110
FSN300	Fashion in International Markets	FDL350 or CRI200
FSN706	Fashion Event Planning	FSN105 and FSN223
FSN302	History of Dress	None
FSN503	Critical Issues in Design	FSN203
FSN504	Fashion Culture: Suffragettes to CEO's	FFS102 or CRI200
FSN510	Fashion Film, Cinema and New Media	FFS110 or CRI200
FSN555	History of Fashion Illustration and Photography	FFS110 or CRI200
FSN224	Fashion History in Context	None
FFS102	Dress, The Body, and Identity	FSN223
FFS110	Art and Historical Change: Revival and Renewal	None
FFS302	Fashion and Modernity	None
FFS511	Fashion and Material Culture	None
FFS702	Fashion and the Object Body	FFS102 or CRI200
FFS710	Post Colonial Perspectives on Global Fashion	FFS302

**8. Phase-In/Phase-Out Plan**

A phase-in/phase-out plan of the curriculum has been developed in consultation with Curriculum Management.

**Recommendation**

- Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the School of Fashion's Major Curriculum Modification*

## F. LIBERAL STUDIES – NEW COURSE PROPOSALS

### 1. Introduction

The Liberal Studies Curriculum Committee (LSCC) met on September 17, 2018 to review 18 liberal studies course proposals. The committee voted in favour of recommending 16 of the course proposals. While the remaining two proposals were not recommended for approval, feedback was provided to departments, and they were invited to revise and resubmit the proposals in the future. The ASC then reviewed the proposals, including those not recommended for approval, and upheld the recommendation of the LSCC.

The courses recommended for inclusion in the liberal studies curriculum effective Fall 2019 are listed in the table below, along with their calendar descriptions.

### 2. Proposed New Liberal Studies Courses (with calendar descriptions)

Course Code	Course Name + Calendar Description
<b>DST300</b>	<b>Whose Lives Matter?</b> - By asking “whose lives matter?” students are invited to explore how and why some lives have come to matter less than others, how this inequality is institutionalised in policies and practices of ableism, colonialism, racism, sexism and other forms of oppression, and how those marginalized have resisted this. The course will start from a disability standpoint as a way to think intersectionally about the various forms of oppression and domination, as well as resistance to them, with a focus on the Canadian context. (LL)
<b>FRS606</b>	<b>Franco Literature: Middle East, North Africa</b> - This course, taught in English, presents francophone works from the post-colonial period in the Middle East and North Africa. Students will study fiction by major authors such as Driss Chraïbi, Tahar Ben Jelloun, and Assia Djebar using a socio-historical approach. They will examine the impact of major upheavals from the Franco-Algerian War to the Arab Spring and its aftermath. Topics include cultural and linguistic hybridity, orientalism, religious diversity, gender and sexuality, trauma, exile and diaspora. Antirequisite: FRE 605 (UL)
<b>GRK200</b>	<b>Athens through the Comic Poet’s Eyes</b> - This course brings students to an intermediate level of proficiency in Attic Greek, deepening their understanding of the culture of Classical Athens. Language skills and cultural awareness will be developed by reading adapted Greek versions and English translations of 4 plays of the comic poet Aristophanes. Prerequisite: GRK100 (LL)
<b>LAT100</b>	<b>Introduction to Latin</b> - This course introduces students to the language and culture of classical Rome through adapted versions of the plays of the comic poet Plautus. Students acquire an elementary level proficiency in the Latin language with a working vocabulary of approximately 500 words. A wide range of cultural themes are explored through lectures, in-class discussions, and supplemental readings. (LL)
<b>LAT200</b>	<b>Latin and the Roman World</b> - This course brings students to an intermediate level of proficiency in Classical Latin. Grammar and vocabulary are acquired by reading adapted versions of speeches of the forensic orator Cicero. A series of cultural themes are also explored, providing both context to the language and content of the texts as well as insight into the Roman legacy of modern western culture. Prerequisite: LAT100 (LL)
<b>LHUM1228</b>	<b>Re: Thinking Gender</b> - Re: Thinking Gender critically examines the various and often contradictory ways we think and talk about gender in contemporary North American contexts. How do popular discourses shape the ways we experience, embody and “know” our genders? How – and by whom and to what ends – is our knowledge about gender constructed? To explore these questions, students analyze a range of historical and

	<p>contemporary political, religious, scientific, medical and pop culture constructions of gender and investigate how conceptions of gender have been and continue to be used to structure and regulate key aspects of our social world. How are bodies that defy or deviate from established norms punished?</p> <p>Throughout this exploration of gender and power, students deepen their understanding of the intersections of gender, race, class, (dis)ability, sexuality and culture by reflecting on their personal experiences. They also learn about past and present examples of resistance and transformation by studying the work of scholars, artists and activists including Kimberlé Crenshaw, Chelsea Vowel, Richard Fung and Laverne Cox. How might attending to these voices shift the ways we think about and live genders in the future? Antirequisite: SOC603 (LL)</p>
<b>LIR205</b>	<p><b>Greek and Latin Keys to Academic English</b> - This course develops students' proficiency in academic English through a detailed study of Latin and Greek word elements, and the morphological principles whereby they are used to express complex academic concepts in concise form. Following an overview of Greek and Latin roots, analytical skills are applied in the understanding of the origin of Modern English words taken from a variety of fields of study. (LL)</p>
<b>PHL622</b>	<p><b>Classical Arabic Philosophy</b> - When Islam took over a region spanning from Spain to India, Islamic culture absorbed and transformed a wide array of philosophical traditions and sources, including Ancient Greek, Persian, and Indian thought. This course covers philosophers writing in Arabic from the 9th to the 12th c. CE, such as Al-Farābī, Avicenna, Al-Ghazālī, Ibn Ṭufayl, Maimonides, and Averroës. Topics may include logic and semantics, conceptions of the soul, causation and creation, essence and existence, or political and social thought. (UL)</p>
<b>POL620</b>	<p><b>Sports &amp; Politics</b> - How does sport reflect major social, economic, and political changes? How have scholars used sporting events as well as athlete performance data to test and advance theories from the social sciences? In this course we will look at both of these questions by examining society and politics through the lens of sports, on the one hand, and using sports data to test theories from political science, psychology and economics, on the other. (UL)</p>
<b>REL205</b>	<p><b>Introduction to Sikhism</b> - This course offers an introduction to the historical, cultural, and religious context in which Sikhism emerged in Punjab at the turn of the 16th century, as well as an exploration of how this tradition evolved in South Asia and around the world until today. It will consider Sikh worldviews, beliefs, ritual, practices, and institutions, with a special emphasis on Sikhism in Canada. (LL)</p>
<b>REL210</b>	<p><b>Introduction to Chinese Religions</b> - This course is a survey of the historical development of the Chinese religious landscape from the Shang Dynasty (~1600 – 1046 BCE) to the present. It focuses on the beliefs and practices of China's primary religious traditions (Buddhism, Daoism, Confucianism, and popular religion), while also attending to the influence of Western missionary traditions (Christianity and Islam), the anti-traditionalist and anti-religious movements of the 20th century, and the roles of religion in contemporary China. (LL)</p>
<b>REL215</b>	<p><b>Introduction to Judaism</b> - This course introduces students to the beliefs, practices, and history of Judaism. Readings begin with the Hebrew Bible, or Tanakh, followed by the Rabbinic writings of the Talmud and its theological underpinnings, Mediæval literature, and mysticism. The course will emphasize the diversity of Jewish experience and thought, and the cultural contexts of Judaism from its beginnings to the present day. (LL)</p>
<b>REL220</b>	<p><b>Introduction to Christianity</b> - This course is a survey of Christianity. Students will be introduced to distinctively Christian beliefs and practices, its history, institutions, and foundational texts, and its cultural and social influences. An important focus will be three</p>

	major episodes in Christian thought: the Arian Controversy, the Reformation in Western Christianity, and contemporary developments such as Liberation Theology and Feminist Theology. (LL)
<b>REL225</b>	<b>Introduction to Islam</b> - This course will be a survey of the religion of Islam, in which students will be introduced to Muslim religious beliefs and practices, schools of Islamic learning, and historical and contemporary concerns. The course will emphasize the diversity of Muslim experience and thought, and the cultural contexts of Islam from its beginnings to the present day. (LL)
<b>SEM301</b>	<b>Cognitive Semiotics</b> - Why do human beings find meaning in things? What are the sources of meaning? How does it work? These are questions for cognitive semiotics, a new research paradigm that embraces experiential, experimental and observational methods, seeking to reconcile the natural and human sciences. We ground the development of human consciousness in movement, mimesis and modeling, drawing on diverse disciplines from linguistics and anthropology to biology and neuroscience, asking if a better understanding of meaning might make us better people. (UL)
<b>SWP505</b>	<b>Critical Equity and Movements of Resistance</b> - When faced with historical and ongoing forms of inequality and exclusion, the question always asked is “but why didn’t they resist?” This course charts the various movements of resistance, historical and contemporary, that have advanced the cause of equity, diversity, and inclusion in Canada. It takes an intersectional approach to these movements, and looks at the challenges of sustaining and deepening critical equity work. Students will learn that resistance takes hard work, but it is always present, and it is never futile! (UL)

### Recommendation

- Having reviewed the merits of the proposed new course outlines, the Academic Standards Committee recommends: *That Senate approve the 16 course proposals for addition to the Liberal Studies elective tables.*

Respectfully Submitted,



Marcia Moshé, Chair for the Committee

### ASC Members:

Charmaine Hack, Registrar

Donna Bell, Secretary of Senate

Marcia Moshé, Chair and Interim Vice Provost Academic

Anita Jack-Davies, Vice President/Vice Provost, Equity and Community Inclusion

Bettina West, Director, Curriculum Quality Assurance

Anne Marie Singh, Faculty of Arts, Criminology

Stephanie Walsh-Matthews, Faculty of Arts, Arts & Contemporary Studies

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Christopher Gibbs, Ted Rogers School of Management, Hospitality and Tourism Management  
Donna Smith, Ted Rogers School of Management, Retail Management  
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Yelda Nura, Student  
Huda Hajjaj, Student