REPORT OF ACADEMIC STANDARDS COMMITTEE
Report #F2019–2; November 05 2019

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

- **FACULTY OF ENGINEERING AND ARCHITECTURAL SCIENCE – Modifications to the Architectural Science program**
- **FACULTY OF ENGINEERING AND ARCHITECTURAL SCIENCE – New Software Engineering Option in Computer Engineering**
- **FACULTY OF SCIENCE – Modifications to the Mathematics and its Applications program**
- **FACULTY OF ARTS – New Double Majors in Politics and Governance-Criminology; Politics and Governance-History; Politics and Governance-Sociology; Criminology-History; Criminology-Sociology; History-Sociology**
- **FACULTY OF COMMUNITY SERVICES - Modifications to the Collaborative Nursing program**
- **LIBERAL STUDIES – New course proposals**
- *For Information***: Periodic Program Review 1-yr Follow-up Reports**
  - **Graphic Communications Management**
  - **Journalism**
  - **Politics and Governance**
  - **Sociology**
  - **Urban and Regional Planning**

A. FACULTY OF ENGINEERING AND ARCHITECTURAL SCIENCE – Modifications to the Architectural Science program

The Bachelor of Architectural Science program proposes three changes to the curriculum, effective Fall 2020, as described below.

1. **Renumber 4th year studio courses** – Currently, students in the 4th year Architecture (ARC) option are required to complete two option studios, numbered ARC720 (fall term) and ARC820 (winter term). These option studios both have the same generic course description. Several sections of each studio course are offered each term (typically 5 sections) and they vary from one another in focus.

This proposal responds to problems with students who do not take studios in the typical order. It also facilitates spring/summer term studios and better accommodates students who may fail a studio or travel on an exchange.

It is proposed to remove ARC720 and ARC820 and create one Architecture Option Studio number - ARC920 with several different "Topics" as necessary. Students will be required to complete two sections of this studio in different terms to graduate (each with a different Topic). Thus, there is no change to the number of courses required for graduation, only a different numbering system that allows students more flexibility and for the department to offer sections of ARC920 in fall, winter and spring/summer. This approach is similar to the system used for selected topics courses. The new course description is below:

ARC 920 – Architecture Option Studio
Option Studios are offered each term, per demand, availability and faculty interest. (Examples of typical themes include: housing, urban design, sustainable design, competitions, technology, etc). Students in ARC Concentration must complete two sections of this studio in different terms and different Topics.
Weekly Contact: Lab: 9 hrs.
GPA Weight: 3.00
Course Count: 1.00
Billing Units: 2
Prerequisite: All third year required courses

2. **Collaborative Exercise** - To complete the BArchSci program each student is required to complete four "Collaborative Exercise" courses (ASC205, ASC405, ASC605 and ASC805) throughout the program, typically once per year. Each course is organised as a vertically integrated, one-week, all-school event held in the first week of winter term.

In recent years the department has had various discussions about this activity and its strengths and weaknesses. A recent survey of students suggested general support for the principles of the Collaborative Exercise, but students

want to see smaller teams, smaller projects, more experiential focus, and questioned the value of having to participate four times throughout the program.

In response, this proposal is to change the program requirements, such that each student is required to complete the Collaborative Exercise twice in order to graduate, once in their first two years in the BArchSci program and once in their final two years in the program. Students will complete ASC205 in year 1 or 2, and ASC605 in year 3 or 4. ASC 405 and ASC 805 will be removed from the calendar, thereby reducing the number of courses required to complete the program from 46 to 44. The new course calendar descriptions will be changed as follows:

ASC 205 Collaborative Exercise I
This is the first of two connected courses (ASC205 and ASC605). Each year the department organises an all-school intensive design charrette. The subject of this changes each year to be topical to the entire program & relate to some currently relevant issue with architectural science implications. Students are placed in vertically integrated teams composed of students from all levels of the program. Each student must complete ASC205 in year one or year two of the program.
This course is graded on a pass/fail basis.
Weekly Contact: Lab:3 hrs.
GPA Weight: 1.00
Course Count: 1.00
Billing Units: 1
Note: This course will be a prerequisite for ASC520, to ensure it has to be completed before the student enters 3rd year.

ASC 605 Collaborative Exercise II
This is the second of two connected courses (ASC205 and ASC605). Each year the department organises an all-school intensive design charrette. The subject of this changes each year to be topical to the entire program & relate to some currently relevant issue with architectural science implications. Students are placed in vertically integrated teams composed of students from all levels of the program. Each student must complete ASC605 in year three or year four of the program.
This course is graded on a pass/fail basis.
Weekly Contact: Lab:3 hrs.
GPA Weight: 1.00
Course Count: 1.00
Billing Units: 1
Prerequisite: ASC205

The number of places in each course will be set to accommodate approximately half of each year's cohort, allowing students to complete ASC 205 and ASC 605 in either their first or second year, and third or fourth year respectively. The department will establish a sign up for students to opt to take this course in the current year or the following year with a limited number of places for each year group. Thus 50% of students in 1st year can sign up for the current year, and 50% for the following year, etc. The department will organise a process to allow students some choice for which year they wish to participate (year 1 or 2, and year 3 or 4).

The two courses ASC405 and ASC805 will be offered for the next 3 years while current students completed the existing program. This means that the total numbers taking all the collaborative courses will gradually decrease by about half of a year intake each year. The table below shows the number of students that are expected to participate each year for the next 5 years.

Year	ASC205	ASC405	ASC605	ASC805	Total # of students
2019/20	*120[a]*	*110[a]*	*105[a]*	*105[a]*	440
2020/21	60[b]	*110[a]*	*105[a]*	*105[a]*	380
2021/22	60[b] + 55[b]	Not offered	*105[a]*	105	325
2022/23	60[b] + 55[b]	Not offered	53[b]	*105[a]*	273
2023/24	60[b] + 55[b]	Not offered	53[b] + 53[b]	Not offered	221

Note: figures in italics are students who are meeting the old requirement of completing all 4 courses.
The numbers reflect student attrition in the program from first to second year and second to third year.
[a] - represents the full cohort for that year.

[b] - represents 50% of the cohort for that year.

3. Concentrations – The department proposes to replace the current 4th year "Options" with "Concentrations", as set out in Ryerson Policy 2. Three Concentrations are proposed:

- Architecture
- Building Science
- Project Management

The current fourth year of the Bachelor of Architectural Science (B.Arch.Sc.) in the Department of Architectural Science requires students to choose one of three "options": Architecture (ARC), Building Science (BSC), or Project Management (PMT). The option is not reflected in their final degree or transcript. Furthermore, students are limited in selecting individual courses based on their interests and desired career intentions. Integration across the options has been highlighted as a goal through the recent PPR process. Concentrations provide an opportunity to choose the undeclared route to complete the B.Arch.Sc program.

To complete the 4th year requirements of the BArchSc program, all students will need to complete:

- Two studio courses from Table 2
- Six professional elective courses from Table 3
- Two Table B - Upper Level Liberal Studies courses
- ASC 605 – Collaborative Exercise II (can be completed in 3rd or 4th year – see section 2 for Collaborative Exercise curriculum change proposal)

If students do not wish to pursue a Concentration, they can choose any 2 studios (one per term), and any six Professional or Professionally-Related Electives. In addition, they will complete two Table B Upper Liberal Studies Courses and the Collaborative Exercise II (ASC605) in year 3 or year 4.

To complete a Concentration, students will still complete the same number of studios and courses, as follows:

To complete the **ARCHITECTURE** (ARC) concentration students must complete:

- Two ARC920 studios – different sections with differing Topics (From Table 2)
- ARC721 and ARC821 From Table 3 (as previously approved in 2019 curriculum amendment – see Appendix IV)
- Two professional elective courses with ASC code from Table 3

In addition, to complete the general program requirements students will need to complete:

- Two other professional electives from Table 3
- Two Table B - Upper Level Liberal Studies courses.
- ASC 605 – Collaborative Exercise II (in year 3 or year 4)

To complete the **BUILDING SCIENCE** concentration students must complete:

- BSC720 and BSC820 (From Table 2)
- BSC721, BSC722, BSC821, BSC822 (From Table 3)

In addition, to complete the general program requirements students will need to complete:

- Two professional electives from Table 3
- Two Table B - Upper Level Liberal Studies courses.
- ASC 605 – Collaborative Exercise II (in year 3 or year 4)

To complete the **PROJECT MANAGEMENT** concentration students must complete

- PMT720 and PMT820 (From Table 2)
- PMT721, PMT722, PMT821, PMT822 (From Table 3)

In addition, to complete the general program requirements students will need to complete:

- Two professional electives from Table 3
- Two Table B - Upper Level Liberal Studies courses.
- ASC 605 – Collaborative Exercise II (in year 3 or year 4)

Current curriculum

First Year

Fall Semester (1st)		Hrs	Winter Semester (2nd)		Hrs
ACS104	Ideas that Shape the World	3	ASC200	Sustainable Practices	3
ASC101	Communications Studio	9	ASC201	Design Studio I	9
ASC102	The Built World	3	ASC202	The Building Project	3
ASC103	The Built Context	3	ASC203	Structures I	3
PCS107	The Natural Context	3	ASC205	Collaborative Exercise I	3
LibStud	One of ENG 101/104/112/201/203/204/212	3	ASC206	Ideas, Tech and Precedents I	3

Second Year

Fall Semester (3rd)		Hrs	Winter Semester (4th)		Hrs
ASC301	Design Studio II	9	ASC401	Design Studio III	9
ASC302	Envelope Systems	3	ASC402	Bodily Comfort Systems	3
ASC303	Structures II	3	ASC403	Site Development and Planning	3
ASC304	The Construction Project	3	ASC405	Collaborative Exercise II	3
ASC306	Ideas, Tech and Precedents II	3	ASC406	Ideas, Tech and Precedents III	3
LibStud	One from Table A	3	CVL407	Structures III	3

Third Year

Fall Semester (5th)		Hrs	Winter Semester (6th)		Hrs
ASC520	Integration Studio I	9	ASC620	Integration Studio II	9
ASC621	Tectonics and Materiality	3	ASC605	Collaborative Exercise III	3
ASC522	Project Economics I	3	ASC521	Light/Sound in Architecture	3
PLX599	The Human World	3	ASC622	Documentation: The Construction Contract	3
LibStud	One from Table A	3	ASC623	Principles of Detailing	3
			LibStud	One from Table B	3

Fourth Year

Architecture Option					
	Fall Semester (7th)	**Hrs**		**Winter Semester (8th)**	**Hrs**
ARC720	Architecture Studio	9	ARC820	Architecture Studio	9
ARC721	Theorizing Technology*	3	ARC821	Architect in Society*	3
Prof-Rel	Two from Table 3	3+3	ASC805	Collaborative Exercise IV	3+3
LibStud	One from Table B	3	Prof-Rel	Two from Table 3	3
			LibStud	One from Table B	3
Building Science Option					
BSC 720	Building Science Studio I (all 3r yr. courses)	9	BSC 820	Building Science Studio II	9
BSC 721	Theory/Performance I: Exis. Buildings (ASC 620)	3	ASC 805	Collaborative Exercise IV	3
BSC 722	Sustainable Control Systems (ASC 620)	3	BSC 821	Theory/Performance II	3
Prof-Rel	One from Table 3	3	BSC 822	Advanced Envelopes/Components	3
LibStud	One from Table B	3	Prof-Rel	One from Table 3	3
			LibStud	One from Table B	3
Project Management Option					

PMT720	Project Management Studio I	9	PMT820	Project Management Studio II	9
PMT721	Economics for Project Management	3	ASC805	Collaborative Exercise IV	3
PMT722	Information Systems	3	PMT821	Construction Practices and Management	3
Prof-Rel	One from Table 3	3	PMT822	Procurement and Const Management	3
LibStud	One from Table B	3	Prof-Rel	One from Table 3	3
			LibStud	One from Table B	3

*Note, these two courses were approved as a curriculum change in 2019

Proposed New Curriculum

First Year

Fall Semester (1st)		Hrs	Winter Semester (2nd)		Hrs
ACS104	Ideas that Shape the World	3	ASC200	Sustainable Practices	3
ASC101	Communications Studio	9	ASC201	Design Studio I	9
ASC102	The Built World	3	ASC202	The Building Project	3
ASC103	The Built Context	3	ASC203	Structures I	3
PCS107	The Natural Context	3	ASC205	Collaborative Exercise I (taken in semester 2 or 4)	3
LibStud	One of ENG 101/104/112/201/203/204/212	3	ASC206	Ideas, Tech and Precedents I	3

Second Year

Fall Semester (3rd)		Hrs	Winter Semester (4th)		Hrs
ASC301	Design Studio II	9	ASC401	Design Studio III	9
ASC302	Envelope Systems	3	ASC402	Bodily Comfort Systems	3
ASC303	Structures II	3	ASC403	Site Development and Planning	3
ASC304	The Construction Project	3	ASC406	Ideas, Tech and Precedents III	3
ASC306	Ideas, Tech and Precedents II	3	CVL407	Structures III	3
LibStud	One from Table A	3	ASC205	Collaborative Exercise I (taken in semester 2 or 4)	3

Third Year

Fall Semester (5th)		Hrs	Winter Semester (6th)		Hrs
ASC520	Integration Studio I	9	ASC620	Integration Studio II	9
ASC621	Tectonics and Materiality	3	ASC521	Light/Sound in Architecture	3
AS522	Project Economics I	3	ASC622	Documentation: The Construction Contract	3
PLX599	The Human World	3	ASC623	Principles of Detailing	3
LibStud	One from Table A	3	LibStud	One from Table B	3
			ASC605	Collaborative Exercise II (taken in semester 6 or 8)	3

Fourth Year

	Fall Semester (7th)			Winter Semester (8th)	
Studio	One studio from Table 2	9	Studio	One studio from Table 2	9
Prof-Rel	Three from Table 3	3x3	Prof-Rel	Three from Table 3	3x3
LibStud	One from Table B	3	LibStud	One from Table B	3
			ASC605	Collaborative Exercise II (taken in semester 6 or 8)	3
Architecture Concentration					
	Fall Semester (7th)	Hrs		Winter Semester (8th)	Hrs
Studio	Architecture Studio ARC 920	9	Studio	Architecture Studio ARC 920	9

ARC721	Theorizing Technology*	3	ARC821	Architect in Society*	3
Prof-Rel	One from Table 3 with ASC code	3	Prof-Rel	One from Table 3 with ASC code	3
Prof-Rel	One from Table 3	3	Prof-Rel	Two from Table 3	3
LibStud	One from Table B	3	ASC605	Collaborative Exercise II (taken in semester 6 or 8)	3
			LibStud	One from Table B	3
Building Science Concentration					
BSC720	Building Science Studio: Building Investigation	9	BSC820	Building Science Studio: Investigating Details	9
BSC721	Theory/Performance: Existing Buildings	3	BSC821	Theory/Performance: Sustainable Detail Design	3
BSC722	Sustainable Control Systems	3	BSC822	Advanced Envelopes/Components	3
Prof-Rel	One from Table 3	3	Prof-Rel	One from Table 3	3
LibStud	One from Table B	3	ASC605	Collaborative Exercise II (taken in semester 6 or 8)	3
			LibStud	One from Table B	3
Project Management Concentration					
PMT720	Project Management Studio: Development Process	9	PMT820	Project Management Studio: Procurement	9
PMT721	Economics for Project Management	3	PMT821	Construction Practices and Management	3
PMT722	Information Systems	3	PMT822	Procurement and Const Management	3
Prof-Rel	One from Table 3	3	Prof-Rel	One from Table 3	3
LibStud	One from Table B	3	ASC605	Collaborative Exercise II (taken in semester 6 or 8)	3
			LibStud	One from Table B	3

*Note, these two courses were approved as a curriculum change in 2019

Delivery Plan - Students must declare a Concentration in the Winter term of 3rd year. The department will hold an information session about Concentrations in the fall term of 3rd year and students will be advised of their choices. They will then indicate whether they wish to pursue a Concentration. This process will be the responsibility of the Associate Chair for Curriculum, and the DAS administrative office will keep records of student declarations, progress, etc.

The required courses to complete these concentrations have been offered on an annual basis for many years, and will continue to be offered in this way. ARC721 and ARC821, which were approved in 2019 for introduction into the ARC curriculum as required courses, will be offered in the same manner. Courses will be scheduled to enable all concentrations to be offered annually. Resource needs are not expected to change.

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve the modifications to the Architectural Science program.*

B. FACULTY OF ENGINEERING AND ARCHITECTURAL SCIENCE – New Software Engineering Option in Computer Engineering

The Computer Engineering Program is proposing a new option[1] in Software Engineering, effective Fall 2020, that meet the curriculum requirements of the Association for Computing Machinery (ACM) and the Institute of Electrical and Electronics Engineers (IEEE). In particular, seven new courses will be introduced. Four courses will

---

[1] Senate Policy 2 provides for deviations from the defined undergraduate curricular elements, in exceptional circumstances and without prejudice, in order to meet the standards of professional accreditation.

focus on the core concepts of software engineering including *Software Project Management, Software Requirement Specification and Analysis, Software Design and Architecture,* and *Software Testing and Quality Assurance;* three new software-oriented courses in database systems, advanced algorithm design, and distributed and cloud computing will further enhance student knowledge and programming skills. The new courses will also be used to enhance the regular computer engineering curriculum. The curriculum of both the regular computer engineering and the proposed software engineering option both satisfy all Canadian Engineering Accreditation Board (CEAB) accreditation requirements.

Currently, Ryerson offers a software engineering program in an *unaccredited* form as a concentration of the Computer Science program. While this concentration greatly benefits students that do not pursue a professional engineer career path, there is no CEAB accredited software engineering program/option for students who wish to pursue such a career path. This proposed Software Engineering Option within the Computer Engineering Program significantly differs from the Software Engineering Concentration in Computer Science in the following ways:

1. The software training that the Option delivers will be specifically focused on system-level instead of application-level software. This is to address the trend that modern computer systems are including an increasing amount of highly complex software components. The reliable design of these components has become an essential part of today's computer engineering profession.
2. The Option is focused on the training of Computer Engineers to meet the software engineering education requirement as outlined in *IEEE and ACM Curriculum Guidelines for Undergraduate Degree Programs in Software Engineering*. Consequently, both aspects of software engineering and computer engineering education are emphasized.
3. The software training that the Option delivers will also put a great emphasis on designing and implementation software models for the specification and verification of large System-On-Chip (SOC) devices such as CPUs, GPUs, and Field-Programmable Gate Arrays. With the significant increase in the complexity of these hardware devices, there is a significant need in the industry to create large and reliable software models to specify and verify their designs. A significant portion of the curriculum content of our software engineering option will be derived from this aspect of computer engineering.
4. The Option is designed to meet all CEAB accreditation requirements in terms of course content, instructor qualification, course management, and lab delivery and evaluation methods.

As such, this proposed Software Engineering option is synergistic and complementary to the existing software engineering concentration in the Department of Computer Science. It will enhance Ryerson University's strength in Software Engineering by offering a CEAB accredited software program that will focus on system-level aspects of software engineering.

Proposed Curriculum Changes - All students in the computer engineering program will share the same curriculum for the first four semesters. The regular computer engineering will retain the same curriculum as the current computer engineering curriculum with the exception that students will be required to take two of the following three courses – *ELE 635, ELE 639* and the new course on advanced algorithm design – in the 6th semester (instead of taking both *ELE 635* and *ELE 639* in the 6th semester) and the addition of the new course on database systems as a 7th semester elective.

The software engineering option, on the other hand, will replace five required courses (*COE 501 Electric and Magnetic Fields, ELE632 Signals and Systems II, ELE 635 Communication Systems, ELE 639 Control Systems,* and *COE 758 Digital Systems Engineering*) from the 5th, 6th, and 7th semester and two 4th year technical electives by the seven new courses, as follows:

- **Semester 5**: a **new introductory course** (*CPS 510 Database Systems I* from Computer Science) will be introduced **to replace** *COE 501 Electric and Magnetic Fields.* The course is introduced in the 5th semester of the curriculum since it would require *COE 428 Engineering Algorithms and Data Structures* as a prerequisite.
- **Semester 6**: **three new courses**, namely, CPS 688 *Advanced Algorithm Design* (to be developed by Computer Science), a new course on *Software Requirement Specification and Analysis* (*COE 691*), and a new course on *Software Design and Architecture* (*COE 692*). These courses **will replace existing courses**: *ELE632 Signals and Systems II, ELE 635 Communication Systems* and *ELE 639 Control Systems*, thereby increasing the number of software design related courses from two to five.
- **Semester 7**: **a new course** (CPS 714 Software Project Management from Computer Science) will replace COE 758 Digital Systems Engineering (Note: COE 758 will remain a 7th semester technical elective in the software engineering option). The course will be made a co-requisite of COE 700 for students in the software engineering

option since it will be beneficial to the design of EDP projects, which require a substantial amount of group work and hence project management skills.

- Semester 8: two new required courses, Software Testing and Quality Assurance (COE 891) and Distributed and Cloud Computing (COE 892) will be added to the curriculum. The number of technical electives will be reduced from four to two.

Students in software engineering option will register in a similar number of program hours for each semester as students in the current COE program.

New Calendar and New Course Descriptions
The Software Engineering Option will have the following calendar description: The Software Engineering Option concentrates on the design of software systems that are relevant in the engineering of complex computer systems and devices including the design of system-level software, the design of software models for large System-On-Chip Systems, the design of Electronic Design Automation tools, and the design of embedded system software.

CPS510 Database Systems I - Advanced file management techniques involving fundamentals of database organization, design and management. Emphasis is given to Relational Database Management Systems including relational algebra, normal Forms, physical Database Structures and their implementation, and Relational Database Languages. Other types of Database Managers are also discussed such as Hierarchical, Network and Inverted Files.
Weekly Contact Hours: Lecture – 3; Laboratory - 1
Prerequisites: CPS 305 or COE 428; Antirequisites: CPS 616

CPS 688 **Advanced Algorithms -** Algorithms with an engineering emphasis. Topics include algorithms with numbers, divide-and-conquer algorithms, decompositions of graphs, paths in graphs, greedy algorithms, dynamic programming, linear programming and reductions, NP-complete problems, coping with NP-completeness, quantum algorithms.
Weekly Contact Hours: Lecture – 3; Laboratory - 2
Prerequisites: COE 428; Antirequisites: CPS 616

COE 691 **Software Requirements Analysis and Specification -** Introduces students to the requirement definition phase of the software development cycle with an emphasis on the design and implementation of system-level software, large architectural models for System-On-Chip systems, Electronic-Design-Automation tool flows, and embedded systems. Methodologies for the analysis of the system specification, the creation of appropriate description of the desired system behavior and qualities along with relevant constraints and assumptions will be discussed.
Weekly Contact Hours: Lecture – 3; Laboratory - 2
Prerequisites: CPS 510, COE 428, and COE 528

COE 692 **Software Design and Architecture -** Introduces students to issues, techniques, strategies, representations, and patterns used to implement software systems with an emphasis on the design and implementation of system-level software, large architectural models for System-On-Chip systems, Electronic-Design-Automation tool flows, and embedded systems.
Weekly Contact Hours: Lecture – 3; Laboratory - 2
Prerequisites: CPS 510, COE 428, and COE 528

CPS 714 Software Project Management - Introduction to issues involved in managing large, complex software projects. Introduction to industry-standard project management techniques and tools needed to use them, as well as their application to software projects.
Weekly Contact Hours: Lecture – 3; Laboratory - 1
Prerequisites: CPS 406; Antirequisites: ITM 750

COE 891 **Software Testing and Quality Assurance -** Introduces students to various techniques to verify and validate software and software-hardware co-design systems with an emphasis on the design and implementation of system-level software, System-On-Chip systems, Electronic-Design-Automation tool flows, and embedded systems.
Weekly Contact Hours: Lecture – 3; Laboratory - 2
Prerequisites: COE 692

COE 892 **Distributed and Cloud Computing -** This course will introduce students to concepts in the design and implementation of large-scale distributed/cloud computing systems. The topics will range from cloud technology to

cluster and multi-core systems. The course will specifically cover the topics of cloud infrastructures, virtualization, software defined networks and storage, distributed storage systems, and programming models.
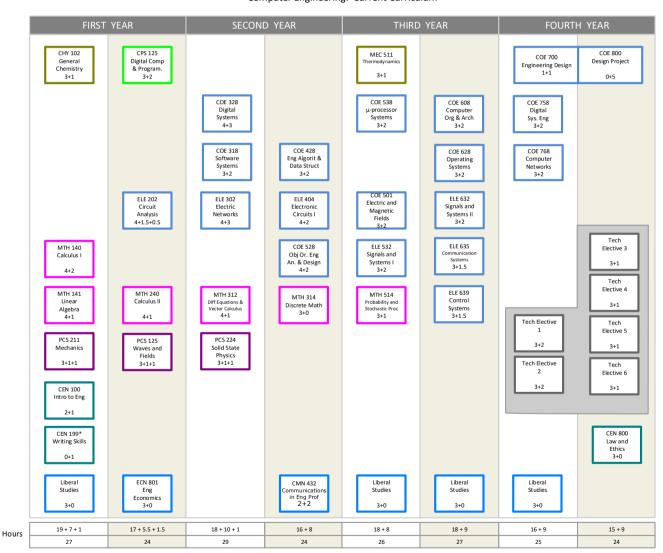Weekly Contact Hours: Lecture – 3; Laboratory - 2
Prerequisites: COE 768

Other Prerequisite Changes – As a consequence of this curriculum change and the introduction of the Software Engineering Option, the prerequisite changes to COE 700 – Engineering Design (required of ALL COE students) will change, as follows:
Current prerequisites: COE 628, COE 608, COE 528, ELE 635, ELE 639, MEC 511 and (ELE 504 or ELE 632)
Proposed prerequisites: COE 628, COE 608, COE 528, MEC 511, MTH 514, AND [(ELE 632, (ELE 401 or ELE 501), ELE635, CPS 688) OR (ELE 632, (ELE 401 or ELE 501), ELE 635, ELE 639) OR (ELE 632, (ELE 401 or ELE 501), ELE 639, CPS 688) OR (ELE 532, CPS 688, COE 691, COE 692)].

Current COE Curriculum

Computer Engineering: Current Curriculum

FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
CHY 102 General Chemistry 3+1	CPS 125 Digital Comp & Program. 3+2			MEC 511 Thermodynamics 3+1		COE 700 Engineering Design 1+1	COE 800 Design Project 0+5
		COE 328 Digital Systems 4+3		COE 538 μ-processor Systems 3+2	COE 608 Computer Org & Arch 3+2	COE 758 Digital Sys. Eng 3+2	
		COE 318 Software Systems 3+2	COE 428 Eng Algorit & Data Struct 3+2		COE 628 Operating Systems 3+2	COE 768 Computer Networks 3+2	
	ELE 202 Circuit Analysis 4+1.5+0.5	ELE 302 Electric Networks 4+3	ELE 404 Electronic Circuits I 4+2	COE 501 Electric and Magnetic Fields 3+2	ELE 632 Signals and Systems II 3+2		
MTH 140 Calculus I 4+2			COE 528 Obj Or. Eng An. & Design 4+2	ELE 532 Signals and Systems I 3+2	ELE 635 Communication Systems 3+1.5		Tech Elective 3 3+1
MTH 141 Linear Algebra 4+1	MTH 240 Calculus II 4+1	MTH 312 Diff Equations & Vector Calculus 4+1	MTH 314 Discrete Math 3+0	MTH 514 Probability and Stochastic Proc 3+1	ELE 639 Control Systems 3+1.5		Tech Elective 4 3+1
PCS 211 Mechanics 3+1+1	PCS 125 Waves and Fields 3+1+1	PCS 224 Solid State Physics 3+1+1				Tech Elective 1 3+2	Tech Elective 5 3+1
CEN 100 Intro to Eng 2+1						Tech Elective 2 3+2	Tech Elective 6 3+1
CEN 199* Writing Skills 0+1							CEN 800 Law and Ethics 3+0
Liberal Studies 3+0	ECN 801 Eng Economics 3+0		CMN 432 Communications in Eng Prof 2+2	Liberal Studies 3+0	Liberal Studies 3+0	Liberal Studies 3+0	

Hours	19 + 7 + 1	17 + 5.5 + 1.5	18 + 10 + 1	16 + 8	18 + 8	18 + 9	16 + 9	15 + 9
	27	24	29	24	26	27	25	24

Proposed New Curriculum – Calendar Copy

Semester 1-4 (common for all COE students)
1st Semester
REQUIRED:
CEN 100   Introduction to Engineering
CEN 199*   Writing Skills
CHY 102   General Chemistry
MTH 140   Calculus I
MTH 141   Linear Algebra

PCS 211   Physics: Mechanics
LIBERAL STUDIES: One course from Table A - Lower Level Liberal Studies.

2nd Semester
REQUIRED:
CPS 125   Digital Computation and Programming
ECN 801   Principles of Engineering Economics
ELE 202   Electric Circuit Analysis
MTH 240   Calculus II
PCS 125   Physics: Waves and Fields

3rd Semester
REQUIRED:
COE 318   Software Systems
COE 328   Digital Systems
ELE 302   Electric Networks
MTH 312   Differential Equations and Vector Calculus
PCS 224   Solid State Physics

4th Semester
REQUIRED:
CMN 432   Communication in the Engineering Professions
COE 428   Engineering Algorithms and Data Structures
COE 528   Object Oriented Eng Analysis and Design
ELE 404   Electronic Circuits I
MTH 314   Discrete Mathematics for Engineers

Semester 5-8 (for Regular Computer Engineering students)
5th Semester
REQUIRED:
COE 501   Electromagnetism: Theory and Effects
COE 538   Microprocessor Systems
ELE 532   Signals and Systems I
MEC 511   Thermodynamics and Fluids
MTH 514   Probability and Stochastic Processes
LIBERAL STUDIES: One course from Table A - Lower Level Liberal Studies.

6th Semester
REQUIRED: Computer Organization and Architecture
COE 608
COE 628   Operating Systems
ELE 632   Signals and Systems II
2 of following 3:
ELE 635   Communication Systems
ELE 639   Control Systems
CPS 688   Advanced Algorithms
LIBERAL STUDIES: One course from **Table B - Upper Level Liberal Studies**.
NOTE: Students who have a CLEAR Academic Standing may opt to enrol in the Co-operative Internship Program.
Eligible students should select **WKT 99A/B** on the course intention form.

7th Semester
REQUIRED:
COE 700*†   Engineering Design
COE 758   Digital Systems Engineering
COE 768   Computer Networks
PROFESSIONAL: Two courses from **Table I**.
LIBERAL
STUDIES: One course from the following:

ENG 503	Science Fiction
GEO 702	Technology and the Contemporary Environment
HST 701	Scientific Technology and Modern Society
PHL 709	Religion, Science and Philosophy
POL 507	Power, Change and Technology

8th Semester
REQUIRED:

CEN 800	Law and Ethics in Engineering Practice
COE 800*†	Design Project

PROFESSIONAL: Four courses from Table II.

* COE 700 has a GPA Weight of 0.50. COE 800 has a GPA Weight of 1.50.

† COE 700 and COE 800 must be taken in the same academic year.

Semesters 5-8 (for students in the Software Engineering Option)
5th Semester
REQUIRED:

CPS 510	Database Systems I
COE 538	Microprocessor Systems
ELE 532	Signals and Systems I
MEC 511	Thermodynamics and Fluids
MTH 514	Probability and Stochastic Processes

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

6th Semester
REQUIRED:

COE 608	Computer Organization and Architecture
COE 628	Operating Systems
CPS 688	Advanced Algorithms
COE 691	Software Requirement Specification and Analysis
COE 692	Software Design and Architecture

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

NOTE: Students who have a CLEAR Academic Standing may opt to enrol in the Co-operative Internship Program. Eligible students should select **WKT 99A/B** on the course intention form.

7th Semester
REQUIRED:

COE 700*†	Engineering Design
CPS 714	Software Project Management
COE 768	Computer Networks

PROFESSIONAL: Two courses from Table III.
LIBERAL STUDIES: One course from the following:

ENG 503	Science Fiction
GEO 702	Technology and the Contemporary Environment
HST 701	Scientific Technology and Modern Society
PHL 709	Religion, Science and Philosophy
POL 507	Power, Change and Technology

8th Semester

REQUIRED:

CEN 800	Law and Ethics in Engineering Practice
COE 800*†	Design Project
COE 891	Software Testing and QA
COE 892	Distributed and Cloud Computing

PROFESSIONAL: Two courses from Table IV.

* COE 700 has a GPA Weight of 0.50. COE 800 has a GPA Weight of 1.50.

† COE 700 and COE 800 must be taken in the same academic year.

Professional Table I.

A total of two courses is required from Table I.

A minimum of one of COE 718 and ELE 734 must be completed; students may take both.

COE 718	Embedded Systems Design
CPS 510	Database Systems I
ELE 531	Electromagnetics
ELE 707	Sensors and Measurement
ELE 724	CMOS Mixed-Mode Circuits and Systems
ELE 734	Low Power Digital Integrated Circuits
ELE 745	Digital Communication Systems
ELE 792	Digital Signal Processing
ELE 809	Digital Control System Design
ELE 829	System Models and Identification
ELE 882	Intro to Digital Image Processing

Professional Table II.

A total of four courses is required from Table II. as grouped and noted below.

Group 1 - A minimum of two to a maximum of three courses from the following:

COE 817	Network Security
COE 818	Advanced Computer Architecture
COE 838	Systems-on-Chip Design
COE 848	Fundamentals of Data Engineering
COE 865	Advanced Computer Networks
CPS 710	Compilers and Interpreters
CPS 888	Software Engineering

Group 2 - A minimum of one to a maximum of two courses from the following:

CPS 843	Introduction to Computer Vision
ELE 635	Communication Systems (if not already taken)
ELE 639	Control Systems (if not already taken)
ELE 725	Basics of Multimedia Systems
ELE 815	Wireless Communications
ELE 863	VLSI Circuits for Data Communications
ELE 885	Optical Communication Systems
ELE 888	Intelligent Systems

Professional Table III.

A total of **two** courses is required from Table III.

A minimum of one of COE 718 and COE 758 must be completed; students may take both.

COE 718	Embedded Systems Design
COE 758	Digital Systems Engineering
ELE 882	Intro to Digital Image Processing

Professional Table IV.
A total of two courses is required from Table IV, as grouped and noted below.
Group 1 - A minimum of one to a maximum of two courses from the following:

COE 817	Network Security
COE 838	Systems-on-Chip Design
COE 848	Fundamentals of Data Engineering
COE 865	Advanced Computer Networks
CPS 630	Web Applications
CPS 710	Compilers and Interpreters
CPS 842	Information Retrieval and Web Search
CPS 843	Introduction to Computer Vision
CPS 853	Creating Big Data Systems

Group 2 - A minimum of one to a maximum of two courses from the following:

ELE 632	Signal and Systems II
ELE 635	Communication Systems
ELE 639	Control Systems
ELE 725	Basics of Multimedia Systems
ELE 888	Intelligent Systems

Implementation Plan - The implementation date for the proposed software engineering option will be the 2020–2021 academic year, with the new courses being first offered as follows:
- *CPS 510:* Fall 2020 semester,
- *CPS 688x, COE 691,* and *COE 92z:* Winter 2021 semester,
- *CPS 714:* Fall 2021 semester and,
- *COE 891* and *COE 892:* Winter 2022 semester.

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the new Software Engineering Option in Computer Engineering.*

C. FACULTY OF SCIENCE – Modifications to the Mathematics and its Applications program
The department of Mathematics proposes the following major program change to its Mathematics and its Applications (MIA) program, effective September 2020. These changes are proposed as a result of the recent Periodic Program Review (PPR) that was approved by the Senate on June 11th, 2019.

1. Honours Designation - The first change is that the degree offered for this program has the "Honours" designation added to it. That the MIA degree meets the criteria for the Honours designation is a clear outcome of the recent PPR, which verifies that the program's curriculum has already been assessed as meeting the Quality Assurance standards for Bachelor's Degree: Honours. Similar Honours programs may be found at Brock, Waterloo, Queens, York, Laurier, Toronto and McMaster.

2. Course Changes - Second, the department will make changes to the curriculum of the MIA program, as described in the "Recommendation and Implementation Plan" submitted to ACS as a part of the PPR.

First year MIA students will now take CPS 109 (Computer Science I) instead of CPS 118 (Introductory Programming for Scientists) as their first introduction to computer programming. One of the program goals stated in the PPR is for students to have strong programming skills as they relate to mathematics. It has been the experience of the department that CPS 118 is inadequate to address the needs of our students. In later courses, where a degree of programming is involved, students express that they do not feel adequately prepared to do this

programming. The department's curriculum committee is satisfied that CPS 109 will meet the needs of the program and its students. The language of choice in CPS 109 is Python, which fits the Peer Review Team (PRT) recommendations. This course is also the first programming course taken by Computer Science students and will allow students who desire to do so to take most other courses offered by the computer science department. Students will also be better prepared to encounter the programming material they find in their mathematics (and other) courses. This will improve the level of computer programming in all aspects of the program.

"SCI I" and "SCI II" have been amalgamated into a "Required Science" table in the first year. All students are still required to take two science courses in their first year, but the amalgamation allows them more flexibility.

Finally, the common first year also sees the repositioning of MTH 108, introductory linear algebra, from the third semester to the second semester. This change is made at the recommendation of the PRT, who note that most programs in mathematics have introductory linear algebra in the first year.

Current students in the "old program" should have no problem completing their degree. Although CPS 118 will no longer be required of new incoming MIA students, the course itself will still run, as students from other science programs are required to take CPS118. Therefore, this change will cause no difficulty to out-of-phase students in the old program.

The next major change for all MIA students is the addition of MTH 260 to the third semester of the curriculum and the removal of CMN 600 from the sixth semester. One of the main weaknesses found in the PPR is how the program lives up to its goal of having students who can read, write and understand correct proofs. The curriculum committee felt that the program should start the training in this discipline as early as possible. Currently students only see proof writing as a rigorous part of their program in later years. A well thought out progression through this material is lacking. A course dedicated to proof writing, MTH 260 *Introduction to Mathematics Inquiry*, will be added to the third semester. This course is meant to begin the journey of learning the art of analytical thinking and proof writing. It is complementary to the material learned in first and second semester. This course will replace CMN 600, *Science, Communication and Society*. The students have made it clear that this is not an appropriate course for the program as the material is geared to chemistry, physics and biology students. Therefore, the inclusion of this new course is dedicated to the style of communications appropriate to mathematics: rigorous and logical thinking.

Students admitted in 2020 will first see this course in fall 2021. Students in the old program will not encounter any difficulty in their program due to this change. These students will still take CMN 600, which is a course offered to all science students, not just MIA students.

Related to this change is the repositioning of MTH 525 and MTH 617 from semesters 7 and 8 to semesters 5 and 6 respectively. The addition of MTH 260 is the *introductory* stage of the learning outcomes dedicated to rigorous and logical thinking. The final level of mastery of proof writing is to be gained in the two abstract mathematics courses, MTH 525 *Analysis* and MTH 617 *Algebra.* Presently, students find that they are unprepared to take these courses. Many have to take one or the other a second time. Since they are small course we may only offer them once per year. This causes many students difficulty as these courses are offered in the fourth year. Students who might otherwise be graduating have to wait a full year to take the course again. It is felt that with the changes outlined above, the students will be adequately prepared to engage these courses in the third year. In this way if a student still has difficulty with one or another of these courses they have an opportunity in their regular program to take it again. As these courses are small and offered on a yearly basis, there will be no issues for students in the old program.

This change will first take effect in the 2022 academic year (i.e., the third year of the changed curriculum). In that year, and a few years subsequent, the courses MTH 525 and MTH 617 will see larger than usual amounts of

students. Since the enrollment on these courses is small (about 25—30 students) even a doubling of size will not represent an issue as only one instructor and one TA will be necessary.

The rest of the changes made to the program is a shuffling of courses to accommodate the above changes. For example, the course MTH 640 is moved from the fifth semester to the seventh semester. Academically speaking, this change is neutral. From the point of view of the students in the old program, this change has no effect on their curriculum. The open elective in the first year of the old program is moved to the later years. This is for the best since students are typically not ready to choose such an elective in their first year. In the options some Liberal courses, Table II/III courses and Table I courses are shuffled. Nothing new is added or taken away otherwise. Such changes have no effect on the old program students.

Concentrations - The MIA program currently has a Computer Science option and an Economics option. Each option is a variant of the MIA program and requires the interested student to take 10 courses in the respective discipline: 4 required and 6 from an elective table. The term "option" is not presently recognized in Ryerson's Policy 2. The options will remain for the time being, and as part of the one-year follow-up to the PPR the department will present a plan to rectify this issue.

CURRENT PROGRAM

Common First Year		SCI I	BLG 134	SCI II	BLG 144
MTH 207	MTH 310		CHY 103		CHY 113
MTH 110	MTH 210		PCS 120		PCS 130
SCI I	SCI II				
CPS 118	Open 1				
LIB A	LIB A				
SCI 180					

Regular Program		Comp Sci Option		Economics Option	
3rd Sem	4th Sem	3rd Sem	4th Sem	3rd Sem	4th Sem
MTH 304	MTH 404	MTH 304	MTH 404	MTH 304	MTH 404
MTH 330	MTH 430	MTH 330	MTH 430	MTH 330	MTH 430
MTH 108	MTH 719	MTH 108	MTH 719	MTH 108	MTH 719
Open 2	Open 3	CPS 109	CPS 209	ECN 104	ECN 204
LIB A	Open 4	LIB A	LIB B	LIB A	Table I
5th Sem	6th Sem	5th Sem	6th Sem	5th Sem	6th Sem
MTH 501	CMN 600	MTH 501	CMN 600	MTH 501	CMN 600
MTH 640	Table I	MTH 640	Table I	MTH 640	Table I
Table I	Table I	CPS 393	Table I	ECN 301	Table III
Open 5	Open 6	CPS 305	Table II	ECN 504	Table III
LIB B	LIB B	LIB B	Table II	LIB B	LIB B
7th Sem	8th Sem	7th Sem	8th Sem	7th Sem	8th Sem
MTH 525	MTH 617	MTH 525	MTH 617	MTH 525	MTH 617
Open 7	Open 9	Table I	Table I	Table I	Table I
Open 8	Open 10	Table II	Table II	Table III	Table III
Table I	Table I	Table II	Table II	Table III	Table III
LIB B	Table I	LIB B	Open	LIB B	Open

Proposed Changes

Common First Year		Required Science Table (Req. SCI)		
MTH 207	MTH 310	BLG 134	BLG 144	CPS 209
MTH 110	MTH 210	CHY 103	CHY 113	
CPS 109	MTH 108	PCS 120	PCS 130	
Req. SCI	Req. SCI			
LIB A	LIB A			
SCI 180				

Regular Program		Comp. Sci. Option		Economics Option	
3rd Sem	4th Sem	3rd Sem	4th Sem	3rd Sem	4th Sem
MTH 304	MTH 404	MTH 304	MTH 404	MTH 304	MTH 404
MTH 330	MTH 430	MTH 330	MTH 430	MTH 330	MTH 430
MTH 260	MTH 719	MTH 260	MTH 719	MTH 260	MTH 719
Open 1	Open 2	CPS 213	CPS 209*	ECN 104	ECN 204
LIB A	LIB B	LIB A	LIB B	LIB A	LIB B
5th Sem	6th Sem	5th Sem	6th Sem	5th Sem	6th Sem
MTH 501	MTH 617	MTH 501	MTH 617	MTH 501	MTH 617
MTH 525	Table I	MTH 525	Table I	MTH 525	Table I
Table I	Table I	Table I	Table II	Table I	Table III
Open 3	Open 5	CPS 393	Table II	ECN 301	Table III
Open 4	LIB B	CPS 305	LIB B	ECN 504	LIB B
7th Sem	8th Sem	7th Sem	8th Sem	7th Sem	8th Sem
MTH 640	Table I	MTH 640	Open	MTH 640	Open
Table I	Table I	Table I	Table I	Table I	Table I
Open 6	Open 8	Table II	Table II	Table III	Table III
Open 7	Open 9	Table II	Table II	Table III	Table III
LIB B	Open 10	LIB B	Open	LIB B	Open

*Students who have taken CPS 209 as part of their Required Science Table requirement are instead required to take CPS 310.

Professional Table I:			
MTH 40A/B*	Thesis	MTH 660	Fixed Income Modelling
MTH 260	Introduction to Mathematical Inquiry	MTH 665	Mathematical Game Theory
MTH 322	Chaos, Fractals and Dynamics	MTH 700	Financial Mathematics I
MTH 500	Introduction to Stochastic Processes	MTH 707	Modelling and Searching Networks
MTH 503	Intro Linear Programming and Applications	MTH 710	Fourier Analysis
		MTH 712	Partial Differential Equations
MTH 540	Geometry	MTH 714	Logic and Computability
MTH 560	Problem Solving	MTH 718	Design and Codes
MTH 600	Computational Methods In Mathematics	MTH 732	Introduction to Fluid Dynamics
MTH 601	Numerical Analysis II	MTH 800	Financial Mathematics II
MTH 603	Non-Linear Programming and Applications	MTH 810	Selected Topics in Mathematics
		MTH 814	Computational Complexity
MTH 607	Graph Theory	MTH 816	Cryptography
MTH 609	Number Theory	MTH 817	Combinatorics
MTH 630	Mathematical Biology	MTH 818	Topics in Algebra
MTH 642	Data Analytics: Advanced Methods	MTH 820	Image Analysis
MTH 655	Financial Innovations	MTH 825	Topics in Analysis
		PCS 350	Computational Methods in Medical Physics

* MTH 40A/B is a two-term course; course count is 2.00.

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the modifications to the Mathematics and its Applications program.*

D. FACULTY OF ARTS – New Double Majors in Politics and Governance-Criminology; Politics and Governance-History; Politics and Governance-Sociology; Criminology-History; Criminology-Sociology; History-Sociology

The 2008-2013 Faculty of Arts Academic Plan called for the development of double majors as the second phase of curricular evolution in Arts' undergraduate programming. A pilot double-major program was created within the Faculty of Arts in 2015 which included English, History, and Philosophy. Double majors align with the goals and priorities of Ryerson's and the Faculty of Arts' new academic plans. They address student demand, increase student choice, and allow Arts' programs to remain competitive with other universities. They also have a positive impact on key learning outcomes.

Ryerson's Senate Policy 2 defines a double major as "a Senate approved program with a curricular focus in two areas offering both breadth and depth within the areas of study." The Arts one-year common platform and four-year curriculum structure were developed to accommodate a 13-course double major. In contrast to "combined majors," each Arts major is defined discreetly. For example, the Criminology major may be combined with a second major in History or Politics and Governance or Sociology. This is consistent with the curricular option at other universities, (e.g., University of Toronto, University of Western Ontario, and York University), particularly in the social sciences and humanities.

Current Arts Common Platform and Four-Year Curriculum Structure - The curriculum breakdown of the common platform programs, by course category, is shown below:

YEAR I	
Major Area Course (required or from a required group)	Major Area Course (required or from a required group)
SSH 205: Academic Writing and Research	SSH 105: Critical Thinking I

Table I Social Science Elective	Table I Social Science Elective
Table I Humanities Elective	Table I Humanities Elective
Table I or Table III Elective	Table III Elective
YEAR II	
Major Area Course (required or Table II)	Major Area Course (required or Table II)
Major Area Course (required or Table II)	Major Area Course (required or Table II)
Major Area Course (required or Table II)	Major Area Course (required or Table II)
SSH 301: Research Design and Qualitative Methods	Table I, Table III, or Table IV*
Lower Level Liberal Studies	Lower Level Liberal Studies
YEAR III	
Major Area Course (required or Table II)	Major Area Course (required or Table II)
Major Area Course (required or Table II)	Major Area Course (required or Table II)
Major Area Course (required or Table II)	Major Area Course (required or Table II)
Table III or Table IV	Table III or Table IV
Upper Level Liberal Studies	Upper Level Liberal Studies
YEAR IV	
Major Area Course (required or Table II)	Major Area Course (required or Table II)
Major Area Course (required or Table II)	Major Area Course (required or Table II)
Major Area Course (required or Table II)	Major Area Course (required or Table II)
Table III or Table IV	Table III or Table IV
Upper Level Liberal Studies	Upper Level Liberal Studies

Note: Shaded cells represent the Arts common platform.

*Table I and Table III are identical for all programs that are part of the Arts common platform. Table II and Table IV are program specific. Table II comprises courses that are professional (core) electives to that program of study. Table IV comprises courses that are professionally related (open) electives to that program of study.

Proposed Double Major Curriculum Structure (with one-year common Arts platform) -

YEAR I (Prior to Transfer into Double Major)	
Major 1 Course (required or from a required group)*	Major 1 Course (required or from a required group)*
SSH 205: Academic Writing and Research	SSH 105: Critical Thinking I
Table I Humanities Elective* (*Major 2**) (Converts to core or O/E following transfer)	Table I Humanities Elective ** (*Major 2**) (Converts to core or O/E following transfer)
Table I Social Science Elective** (*Major 2**) (Converts to core or O/E following transfer)	Table I Social Science Elective** (*Major 2**) (Converts to core or O/E following transfer)
Table I or Table III	Table III
YEAR II	
Major 1 Course (required or Table II)	Major 2 Course (required or Table II)
Major 1 Course (required or Table II)	Major 2 Course (required or Table II)
Major 1 Course (required or Table II)	Major 2 Course (required or Table II)
SSH 301: Research Design and Qualitative Methods	Table I, Table III, Table IV (Major 1), or Table IV (Major 2)
Lower Level Liberal Studies***	Lower Level Liberal Studies

YEAR III	
Major 1 Course (required or Table II)	Major 2 Course (required or Table II)
Major 1 Course (required or Table II)	Major 2 Course (required or Table II)
Major 1 Course (required or Table II)	Major 2 Course (required or Table II)
Major 1 Course (required or Table II)	Major 2 Course (required or Table II)
Upper Level Liberal Studies***	Upper Level Liberal Studies
YEAR IV	
Major 1 Course (required or Table II)	Major 2 Course (required or Table II)
Major 1 Course (required or Table II)	Major 2 Course (required or Table II)
Major 1 Course (required or Table II)	Major 2 Course (required or Table II)
Major 1 Course (required or Table II)	Major 2 Course (required or Table II)
Upper Level Liberal Studies	Upper Level Liberal Studies

[*] The program to which a student is admitted is referred to as Major 1, and the program Department is referred to as the "home" Department. Major 2 may be in either a humanities or social science area.

[**] Students who pursue a double major in two humanities areas (e.g., History and Philosophy) must select two Table I social science courses. Students who pursue a double major in two social science areas (e.g., Criminology and Sociology) must select two Table I humanities courses. Students who pursue a humanities and social science double major (e.g., Criminology and History) must select two Table I courses from the humanities or social sciences. Since students do not enter the double majors until second year, they are most likely to take the Table I electives as required by their first year program.

[***] Liberal studies courses in the Major 1 and Major 2 areas cannot be used to fulfil Liberal Studies requirements.

Note: Students cannot complete a Minor in either of their Double Major areas.

Double Major Application and Approval Process - Students will continue to be admitted into an Arts common platform B.A. program or into Undeclared Arts. Students who choose to double major may apply to do so in their second semester of studies, for transfer to the double major for the Fall term of their second year of studies. The application process will be similar to the application process for transfer to another Arts common platform program. Students will be required to submit a double-major application to their Major 1 ("home") program office by February 2nd of their second semester. Double-major applications must be approved by the Undergraduate Program Director of the Major 1 and Major 2 Departments. Applications will be considered on a competitive basis subject to program capacity, and therefore, double major choice cannot be guaranteed.
In order to transfer to a double major, students must:
● Have a Clear Academic Standing at the end of the Winter term in which they apply to a double major;
● Complete the required foundation course in the first and second major, as identified by the Major 1 and Major 2 departments, respectively; and
● Meet the minimum CGPA requirement, if specified by the Major 1 and/or Major 2 department.

For administrative purposes, the Department responsible for the program of entry (Major 1) will have primary responsibility for providing academic advising and support to students who double major. Double major students will be referred to the Major 2 department, as needed, for academic advising.

Double major students will be allowed to apply to transfer to a different double major or to transfer back to a single major (either back to their program of entry or to a different single major). Such transfer requests will be accepted, contingent on the student meeting the course, academic standing, and, where relevant, CGPA requirements for program transfer. The process will be handled internally, within the Faculty, as are all other Arts' common platform program transfer requests. Double major students will be required to submit a program transfer

form, by the February 2nd deadline, to their home department. The form must be signed by their program of entry (Major 1), the Major 2 department, the department or departments to which they choose to transfer (if different from the Major 1 and/or Major 2 department), and by the Dean's office.

Overall Learning Outcomes - The overall learning outcomes of the BA Double Majors in Criminology and History, Criminology and Politics and Governance, Criminology and Sociology, History and Politics and Governance, History and Sociology, and Politics and Governance and Sociology are designed to produce the same skill-set as that of the singular BA student. Specifically, the goals of the proposed double majors are to graduate students who:

● Have mastered the ability to critically analyze arguments, claims, and data;
● Are familiar with both qualitative and quantitative research methods employed in the Humanities and Social Sciences;
● Will appreciate the complexities in various academic interpretations, and will be able to think critically about the normative assumptions governing both particular interpretations and interpretation in general;
● Are capable of developing probing research questions, conducting effective research, and persuasively communicating the results of their inquiry in a variety of oral and written modes;
● Possess a superior set of "career-ready" research, analytical, and oral and written skills, and know how to apply them to professional situations as well as to post-graduate study opportunities; and
● Demonstrate discipline-specific knowledge and skills by acting as responsible academic and community citizens, both locally and globally.

Discipline-Specific Learning Outcomes - Students pursuing double majors will also be expected to develop "discipline-specific" knowledge and skills, as outlined in the "Learning Objectives" statements of singular major programs.

Calendar Format for Double Major in Criminology and History:

Admissions Information

Applicants interested in the double major program in Criminology and History must apply for admission to one of the ten major programs (Criminology, English, Environment and Urban Sustainability, Geographic Analysis, History, Language and Intercultural Relations, Philosophy, Politics and Governance, Psychology or Sociology), or to Undeclared Arts. Students are not admitted directly to a double major.

The Faculty of Arts accepts applications for transfer to a double major program in the second semester of studies. Approved transfer students commence studies in the double major program in second year. Further details on the process will be provided by the Faculty of Arts during first semester.

Bachelor of Arts (Double Major, Criminology and History)

1st & 2nd Semester
Begins 2020-2021.
REQUIRED:
CRM 100   Introduction to Canadian Criminal Justice
CRM 102   Introduction to Criminology
SSH 105   Critical Thinking I
SSH 205   Academic Writing and Research
REQUIRED GROUP 1:
One course from Table I: (Humanities)
One course from Table I: (Social Sciences)
REQUIRED GROUP 2: Two of the following courses
HIS 104   Ten Days That Shook The World
HIS 105   Inventing Popular Culture
HIS 106   Technology, Warfare and Social Change

HIS 107   Colonization, Colonialism and Independence
HIS 238   Canada to 1885: Creating a Nation
HIS 248   American History to 1877
HIS 265   Asia: Foundations and Modern Nations
HIS 275   Ancient Greece and Rome
HIS 277   Mediaeval Europe, 400-1350
HIS 279   Europe, 1715-1870
HIS 338   Canada since 1885: Defining a Nation
HIS 348   American History from 1877
HIS 377   Europe, 1350-1715
HIS 379   Europe, 1870-Present
HIS 461   Cradle of Civilization: Ancient Near East
HIS 462   Introduction to the Islamic World
HIS 490   International Relations from 1945
Any two HST courses (numbers between HST100 and HST499).
In the total degree, a maximum of four liberal studies HST courses may be substituted for HIS courses.
PROFESSIONALLY RELATED: One course from Table I or Table III.
PROFESSIONALLY RELATED: One course from Table III.

3rd & 4th Semester
Begins 2020-2021.
REQUIRED:
CRM 200   Criminal Law
CRM 204   Criminal Justice Research and Statistics
CRM 400   Indigenous Gov/Justice
HIS 401   Hearing, Seeing, and Speaking History
SSH 301   Research Design and Qualitative Methods
REQUIRED GROUP 2: Two of the following courses
HIS 104   Ten Days That Shook The World
HIS 105   Inventing Popular Culture
HIS 106   Technology, Warfare and Social Change
HIS 107   Colonization, Colonialism and Independence
HIS 238   Canada to 1885: Creating a Nation
HIS 248   American History to 1877
HIS 265   Asia: Foundations and Modern Nations
HIS 275   Ancient Greece and Rome
HIS 277   Mediaeval Europe, 400-1350
HIS 279   Europe, 1715-1870
HIS 338   Canada since 1885: Defining a Nation
HIS 348   American History from 1877
HIS 377   Europe, 1350-1715
HIS 379   Europe, 1870-Present
HIS 461   Cradle of Civilization: Ancient Near East
HIS 462   Introduction to the Islamic World
HIS 490   International Relations from 1945
Any two HST courses (numbers between HST100 and HST499).
In the total degree, a maximum of four liberal studies HST courses may be substituted for HIS courses
LIBERAL STUDIES: Two courses from Table A.
PROFESSIONALLY RELATED: One course from Table I, Table III, Table IV (Criminology), or Table IV (History)
Neither CRM nor HIS (nor HST) courses may be taken for Professionally-Related credit.

5th & 6th Semester

Begins 2022-2023.

REQUIRED:
CRM 322   Ethics in Criminal Justice
HIS 505   Locating the Past: Archival Research

REQUIRED GROUP 1: One of the following
HIS 500   History and New Media
HIS 501   Archaeology and Material Culture
HIS 502   Life Stories: Oral History
HIS 755   Themes in Material Culture

REQUIRED GROUP 2: One of the following
CRM 310   Advanced Qualitative Research Methods
CRM 315   Advanced Quantitative Research Methods

REQUIRED GROUP 3: Two courses from the following
CRM 300   Policing in Canada
CRM 306   Corrections in Canada
CRM 308   Criminal Courts in Canada

PROFESSIONAL: Two courses from **History Table II**
UPPER LIBERAL STUDIES: Two courses from Table B

7th & 8th Semester

Begins 2023-202

REQUIRED
CRM 406   Seminar in Criminal Justice

REQUIRED GROUP 4: One of the following:
HIS 902   Thesis Course
HIS 903   Senior Seminar I: Cross-Field Study
HIS 916   Senior Seminar II: Science, Technology and Medicine
HIS 931   Senior Seminar III: Americas
HIS 956   Senior Seminar IV: Africa
HIS 957   Senior Seminar V: Middle East
HIS 958   Senior Seminar VI: Asia
HIS 976   Senior Seminar VII: Europe
HIS 990   Senior Seminar VIII: International Relations

PROFESSIONAL: Three courses from **History** Table II
PROFESSIONAL: Three courses from **Criminology** Table II
UPPER LIBERAL STUDIES: Two courses from Table B

Criminology and History Double Major - Professional Table II

Criminology: A total of **three CRM courses** must be taken in total.
History : A total of **five HIS courses** must be taken in total.
- HST courses (numbered between HST 500-899) may be substituted.
- In the total degree, a maximum of four (4) liberal studies HST courses may be substituted for HIS courses.

Criminology:
CRM 201   Making Public Order in Canada
CRM 202   Victims and the Criminal Process
CRM 205   Gender, Sexuality and the Law
CRM 206   Race, Ethnicity and Justice
CRM 300*   Policing in Canada
CRM 302   Criminological Theories
CRM 303   Immigration and Refugee Protection in CJS

CRM 304   Youth Justice in Canada
CRM 306*   Corrections in Canada
CRM 308*   Criminal Courts in Canada
CRM 310*   Advanced Qualitative Research Methods
CRM 311   Regulating Public Space
CRM 312   Representing Crime
CRM 314   Criminal Justice and the Charter
CRM 315†   Advanced Quantitative Research Methods
CRM 316   International Perspectives
CRM 317   Special Topics in Criminology/Law
CRM 318   Violence and Communities
CRM 402   Criminal Justice and Social Inequality
CRM 404   Debates In Justice Policy (students admitted Fall 2014 and after only)
PHL 400   Human Rights and Justice
PHL 449   Philosophy of Punishment
PSY 300   Psychology and Law

* If not selected in 5th & 6th semester.

History:

A total of **five HIS courses** must be taken in total.
- HST courses (numbered between HST 500-899) may be substituted.
- In the total degree, a maximum of four (4) liberal studies HST courses may be substituted for HIS courses.

HIS 500   History and New Media
HIS 501   Archaeology and Material Culture
HIS 502   Life Stories: Oral History
HIS 510   Museology and Public History
HIS 541   Canada and the First World War
HIS 556   Colonial Africa
HIS 559   Ancient Egypt
HIS 561   The Ottoman Empire
HIS 590   Modern International Relations
HIS 594   War to War: World Conflict, 1900-45
HIS 610   Curating the Past
HIS 615   Film, Television and 20th C History
HIS 656   Post-Colonial Africa
HIS 661   The Middle East from 1908
HIS 662   The Mughal Empire, 1526-1764
HIS 677   Society in the High Middle Ages, 1000-1500
HIS 678   The Renaissance in Europe
HIS 683   Victorian Britain
HIS 696   The History of Terrorism
HIS 710   Museum and Heritage Management
HIS 742   Canadian Cultural Industries
HIS 755   Themes in Material Culture
HIS 762   The Making of Modern South Asia, 1757-1947
HIS 783   20th-Century Britain
HIS 790   Modern Germany
HIS 826   Science and World Exploration
HIS 828   Science, Corporations and the Environment
HIS 845   Canada in the International Sphere
HIS 854   African-American History
HIS 886   The British Empire and the World
HIS 898   A History of International Organizations
HIS 900   Experiential Learning I
HIS 901   Experiential Learning II

Calendar Format for Double Major in Criminology and Politics and Governance:

Admissions Information

Applicants interested in the double major program in Criminology and Politics and Governance must apply for admission to one of the ten major programs (Criminology, English, Environment and Urban Sustainability, Geographic Analysis, History, Language and Intercultural Relations, Philosophy, Politics and Governance, Psychology or Sociology), or to Undeclared Arts. Students are not admitted directly to a double major. The Faculty of Arts accepts applications for transfer to a double major program in the second semester of studies. Approved transfer students commence studies in the double major program in second year. Further details on the process will be provided by the Faculty of Arts during first semester.

Bachelor of Arts (Double Major, Criminology and Politics and Governance)

1st & 2nd Semester
Begins 2020-2021.
REQUIRED:
CRM 100   Introduction to Canadian Justice
CRM 102   Introduction to Criminology
POG 100   People, Power, Politics
POG 110   Power and Influence in Canadian Politics
SSH 105   Critical Thinking I
SSH 205   Academic Writing and Research
REQUIRED GROUP 1: Two courses from Table I (Humanities)
PROFESSIONALLY RELATED: One course from Table I or Table III.
PROFESSIONALLY RELATED: One course from Table III.

3rd & 4th Semester
Begins 2020-2021.
REQUIRED GROUP 2: One of the following pairs (two courses):
CRM 204   Criminal Justice Research and Statistics
And **one course** from Politics Table II
OR
POG 230   Statistics and Social Sciences
And **one course** from Criminology Table II
REQUIRED GROUP 3:
CRM 200   Criminal Law
CRM 400   Indigenous Governance/Justice
SSH 301   Research Design and Qualitative Methods
REQUIRED GROUP 4: Two courses from the following
POG 210   Power and Authority in Canada
POG 214   Controversial Policy Topics
POG 225   Global Governance
POG 235   Western Political Thought
POG 240   Intro to Comparative Politics
LIBERAL STUDIES: Two courses from Table A.
PROFESSIONALLY RELATED: One course from Table I, Table III, Table IV (Criminology), or Table IV (Politics and Governance)
Neither CRM nor POG courses may be taken to satisfy Professionally-Related requirements.

5th & 6th Semester
Begins 2021-2022.
REQUIRED:

CRM 322   Ethics in Criminal Justice
REQUIRED GROUP 5: One of the following
CRM 310   Advanced Qualitative Research Methods
CRM 315   Advanced Quantitative Research Methods
REQUIRED GROUP 6: Two courses from the following:
CRM 300   Policing in Canada
CRM 306   Corrections in Canada
CRM 308   Criminal Courts in Canada
PROFESSIONAL: Four courses from **Politics Table II** *
UPPER LIBERAL STUDIES: Two courses from Table B

7th & 8th Semester
Begins 2022-2023
REQUIRED:
CRM 406   Seminar in Criminal Justice
PROFESSIONAL: Four courses from **Politics Table II** *
PROFESSIONAL: Three courses from **Criminology Table II**
UPPER LIBERAL STUDIES: Two courses from Table B
* of the total number of POG Table II electives required, a minimum of three must be completed at the 400-level

Criminology and Politics and Governance Double Major - Professional Table II

Criminology: A minimum of **three CRM courses** must be taken in total.
Politics and Governance: A minimum of **eight POG courses** must be taken in total, at least 3 of which must be at the 400-level)

Criminology:
CRM 201   Making Public Order in Canada
CRM 202*   Victims and the Criminal Process
CRM 205*   Gender, Sexuality and the Law
CRM 206*   Race, Ethnicity and Justice
CRM 300†   Policing in Canada
CRM 302   Criminological Theories
CRM 303   Immigration and Refugee Protection in CJS
CRM 304   Youth Justice in Canada
CRM 306†   Corrections in Canada
CRM 308†   Criminal Courts in Canada
CRM 310†   Advanced Qualitative Research Methods
CRM 311   Regulating Public Space
CRM 312   Representing Crime
CRM 314   Criminal Justice and the Charter
CRM 315†   Advanced Quantitative Research Methods
CRM 316   International Perspectives
CRM 317   Special Topics in Criminology/Law
CRM 318   Violence and Communities
CRM 402*   Criminal Justice and Social Inequality
CRM 404   Debates In Justice Policy (students admitted Fall 2014 and after only)
* If not selected in 3rd & 4th semester.
† If not selected in 5th & 6th semester.
Politics and Governance
A minimum of **eight POG courses** must be taken in total, at least 3 of which must be at the 400-level)
Canadian
POG 210 Power and Authority in Canada
POG 310   Provincial Politics
POG 313   The Politics of Race and Ethnicity
POG 315 Equity and Human Rights in Canada

POG 410 Canadian Urban Politics
POG 416 The Politics of Canadian Federalism
POG 417 Canadian-American Relations
Policy
POG 214   Controversial Policy Topics
POG 316   Social Policy
POG 317 Education Politics and Policy
POG 411 Canadian Foreign Policy
POG 412 Government and the Economy
POG 415 Environmental Politics and Policy
Global
POG 225   Global Governance
POG 323 The Politics of International Development
POG 324 Global Political Economy
POG 423 Nationalism and Identity
POG 424 Human Rights and Global Politics
POG 425 Regional Economic and Political Integration
POG 426 Global Conflict and Peace
POG 427   Women, War, and Peace
Comparative
POG240   Intro to Comparative Politics
POG 440 Indigenous Governance/Justice
POG 442 Women and Comparative Politics
POG 443   Global Cities
POG 444   Politics, Media and Technology
POG 446 Voters, Elections, and Parties
Theory
POG 235 Western Political Thought
POG 320   Social Identity and Citizenship
POG 430 Contemporary Political Thought
POG 431 Power, Domination and Resistance
Unclassified
INP 900   Understanding the Nonprofit Sector
POG 490 Politics and Governance Topics
POG 498 Directed Research in Politics
POG 499 Field Experience
NOTE:
1. With advance written approval of the Department, Public Administration (PPA) courses may be substituted for Table II Professional courses at an equivalent level.

With advance written approval of the Department, Upper Level Politics (POL) liberal studies courses may be substituted for Table II Professional courses at the 300-level (i.e., POG 300 - 399).

Calendar Format for Double Major in Criminology and Sociology

Admissions Information

Applicants interested in the double major program in Criminology and Sociology must apply for admission to one of the ten major programs (Criminology, English, Environment and Urban Sustainability, Geographic Analysis, History, Language and Intercultural Relations, Philosophy, Politics and Governance, Psychology or Sociology), or to Undeclared Arts. Students are not admitted directly to a double major.

The Faculty of Arts accepts applications for transfer to a double major program in the second semester of studies. Approved transfer students commence studies in the double major program in second year. Further details on the process will be provided by the Faculty of Arts during first semester.

Bachelor of Arts (Double Major, Criminology and Sociology)

1st & 2nd Semester

Begins 2020-2021.
REQUIRED:
CRM 100   Introduction to Canadian Criminal Justice
CRM 102   Introduction to Criminology
SOC 105   Introduction to Sociology
SOC 107   Sociology of the Everyday
SSH 105   Critical Thinking I
SSH 205   Academic Writing and Research
REQUIRED GROUP 1: Two courses from Table I (Humanities) PROFESSIONALLY RELATED: One course from Table I or Table III.
PROFESSIONALLY RELATED: One course from Table III.

3rd & 4th Semester
Begins 2020-2021.
REQUIRED GROUP 2: One of the following pairs (2 courses):
CRM 204   Criminal Justice Research and Statistics; and
And **one course** selected from **Sociology Table II**
OR
SOC 411   Intro to Quantitative Data Analysis or equivalent
And **one course** selected from **Criminology Table II**
REQUIRED:
CRM 200   Criminal Law
CRM 400   Indigenous Governance/Justice
SOC 470   Toronto: The Changing City
SOC 473   Classical Sociological Theory
SSH 301   Research Design and Qualitative Methods
PROFESSIONALLY RELATED: One course from Table I, Table III, Table IV (Criminology), or Table IV (Sociology)
Course selection must not include courses with a CRM or SOC course code.
LIBERAL STUDIES: Two courses from Table A.

5th & 6th Semester
Begins 2021-2022.
REQUIRED:
CRM 322   Ethics in Criminal Justice
SOC 475   Contemporary Sociological Theory
SOC 481   Survey Design and Analysis
REQUIRED GROUP 1: One of the following
CRM 310   Advanced Qualitative Research Methods
CRM 315   Advanced Quantitative Research Methods
REQUIRED GROUP 2: Two courses from the following:
CRM 300   Policing in Canada
CRM 306   Corrections in Canada
CRM 308   Criminal Courts in Canada
REQUIRED GROUP 3: One course from the following:
SOC 482   Advanced Methods of Media Analysis
SOC 483   Advanced Statistical Analysis
REQUIRED GROUP 4: One course from the following:
SOC 300   Sociology of Equity and Diversity
SOC 420   Social Class in Changing Times
SOC 525   Media and Images of Inequality

SOC 608   Women, Power and Change
UPPER LIBERAL STUDIES: Two courses from Table B

7th & 8th Semester
Begins 2022-2023
REQUIRED:
CRM 406   Seminar in Criminal Justice
SOC 490   Capstone
SOC 427   Indigenous Perspectives on Canada
PROFESSIONAL: Two courses from **Sociology Table II**
PROFESSIONAL: Three courses from **Criminology Table II**
UPPER LIBERAL STUDIES: Two courses from Table B

Criminology and Sociology Double Major - Professional Table II

Criminology: A minimum of three CRM courses must be taken.
Sociology: **A minimum of two SOC courses** must be taken.

Criminology:
CRM 201   Making Public Order in Canada
CRM 202*   Victims and the Criminal Process
CRM 205*   Gender, Sexuality and the Law
CRM 206*   Race, Ethnicity and Justice
CRM 300†   Policing in Canada
CRM 302   Criminological Theories
CRM 303   Immigration and Refugee Protection in CJS
CRM 304   Youth Justice in Canada
CRM 306†   Corrections in Canada
CRM 308†   Criminal Courts in Canada
CRM 310†   Advanced Qualitative Research Methods
CRM 311   Regulating Public Space
CRM 312   Representing Crime
CRM 314   Criminal Justice and the Charter
CRM 315†   Advanced Quantitative Research Methods
CRM 316   International Perspectives
CRM 317   Special Topics in Criminology/Law
CRM 318   Violence and Communities
CRM 402*   Criminal Justice and Social Inequality
CRM 404   Debates In Justice Policy (students admitted Fall 2014 and after only)
* If not selected in 3rd & 4th semester.
† If not selected in 5th & 6th semester.
Sociology:
A maximum of two (2) courses, marked with a dagger (†), can be used toward Table II requirements.
SOC 300**   Sociology of Equity and Diversity
SOC 302   The City and Society
SOC 319   Sociological Perspectives on Crime
SOC 402   The City and Social Problems
SOC 420**   Social Class in Changing Times
SOC 472   At Work in a Changing World
SOC 474   Immigration, Borders and Belonging
SOC 476   Sociology of Fear
SOC 477   Sociology of Advertising
SOC 478   Sociology of Fun
SOC 479   Social Networks and the World Wide Web
SOC 491*   Independent Senior Research Project
SOC 500   Youth and Society

SOC 502   Violence and the Family
SOC 503†   Sociology of Education
SOC 504   Children and Society
SOC 505†   Sociology of Sport
SOC 506†   Health and Society
SOC 530   Blackness and Freedom
SOC 595   Women and Aging
SOC 603†   Sociology of Gender
SOC 605   Families: Difference and Diversity
SOC 606   Work and Families in the 21st Century
SOC 608**   Women, Power and Change
SOC 609   Women and Human Rights
SOC 611   Future Worlds: Technology and Social Change
SOC 633†   Sex, Gender Identities and Sexualities
SOC 700   Men and Masculinities in the 21st Century
SOC 702†   Anatomy of Human Conflict
SOC 703†   Women, Power and the Global South
SOC 704†   Aging, Culture and Society
SOC 705†   Law and Justice
SOC 706   Globalized Labour and Consumption
SOC 707†   Religion, Meaning and Power
SOC 708   Environmental Sociology
SOC 801†   Global Power Relations
SOC 802†   Issues in War and Peace
SOC 803   International Community Engagement
SOC 808†   Sociology of Food and Eating
SOC 885†   Women in Islam
SOC 902†   Hollywood and Society
SOC 903   Action Cinema and Modernity
SOC 904   Women in Popular Culture
SOC 931   Waste and Consumerism
SOC 932   The Entertainment Industry
SOC 941   Colonialism and Racialization
SOC 942   Women and Structural Change
SOC 943   Poverty Issues
* Departmental approval required.
** If not previously selected.

Calendar Format for Double Major in History and Politics and Governance

<div align="center">

Admissions Information
</div>

Applicants interested in the double major program in History and Politics and Governance must apply for admission to one of the ten major programs (Criminology, English, Environment and Urban Sustainability, Geographic Analysis, History, Language and Intercultural Relations, Philosophy, Politics and Governance, Psychology or Sociology), or to Undeclared Arts. Students are not admitted directly to a double major.
The Faculty of Arts accepts applications for transfer to a double major program in the second semester of studies. Approved transfer students commence studies in the double major program in second year. Further details on the process will be provided by the Faculty of Arts during first semester.

<div align="center">

Bachelor of Arts (Double Major, History and Politics and Governance)
</div>

1st & 2nd Semester
Begins 2020-2021.
REQUIRED:
POG 100   People, Power, Politics

POG 110   Power and Influence in Canadian Politics
SSH 105   Critical Thinking I
SSH 205   Academic Writing and Research
REQUIRED GROUP 1:
One course from Table I (Humanities)
One course from Table I (Social Sciences)
REQUIRED GROUP 2: Two of the following courses
HIS 104   Ten Days That Shook The World
HIS 105   Inventing Popular Culture
HIS 106   Technology, Warfare and Social Change
HIS 107   Colonization, Colonialism and Independence
HIS 238   Canada to 1885: Creating a Nation
HIS 248   American History to 1877
HIS 265   Asia: Foundations and Modern Nations
HIS 275   Ancient Greece and Rome
HIS 277   Mediaeval Europe, 400-1350
HIS 279   Europe, 1715-1870
HIS 338   Canada since 1885: Defining a Nation
HIS 348   American History from 1877
HIS 377   Europe, 1350-1715
HIS 379   Europe, 1870-Present
HIS 461   Cradle of Civilization: Ancient Near East
HIS 462   Introduction to the Islamic World
HIS 490   International Relations from 1945
Any two HST courses (numbers between HST100 and HST499).
In the total degree, a maximum of four liberal studies HST courses may be substituted for HIS courses.
PROFESSIONALLY RELATED: One course from Table I or Table III.
PROFESSIONALLY RELATED: One course from Table III.

3rd & 4th Semester
Begins 2020-2021.
REQUIRED:
HIS 401   Hearing, Seeing, and Speaking History
POG 230   Statistics and Social Science
SSH 301   Research Design and Qualitative Methods
REQUIRED GROUP 3: Two courses from the following
POG 210   Power and Authority in Canada
POG 214   Controversial Policy Topics
POG 225   Global Governance
POG 235   Western Political Thought
POG 240   Intro to Comparative Politics
REQUIRED: Two courses (not previously taken) from Required Group 2:
HIS 104   Ten Days That Shook The World
HIS 105   Inventing Popular Culture
HIS 106   Technology, Warfare and Social Change
HIS 107   Colonization, Colonialism and Independence
HIS 238   Canada to 1885: Creating a Nation
HIS 248   American History to 1877
HIS 265   Asia: Foundations and Modern Nations
HIS 275   Ancient Greece and Rome
HIS 277   Mediaeval Europe, 400-1350

HIS 279   Europe, 1715-1870
HIS 338   Canada since 1885: Defining a Nation
HIS 348   American History from 1877
HIS 377   Europe, 1350-1715
HIS 379   Europe, 1870-Present
HIS 461   Cradle of Civilization: Ancient Near East
HIS 462   Introduction to the Islamic World
HIS 490   International Relations from 1945
Any two HST courses (numbers between HST100 and HST499).
In the total degree, a maximum of four liberal studies HST courses may be substituted for HIS courses.
PROFESSIONALLY RELATED: One course from Table I, Table III, Table IV (History), or Table IV (Politics and Governance)
Neither HIS (or HST) nor POG courses may be used to satisfy Professionally-Related requirements.
LIBERAL STUDIES: Two courses from Table A.

5th & 6th Semester
Begins 2021-2022.
REQUIRED:
HIS 505   Locating the Past: Archival Research
REQUIRED GROUP 4: One of the following
HIS 500   History and New Media
HIS 501   Archaeology and Material Culture
HIS 502   Life Stories: Oral History
HIS 755   Themes in Material Culture
PROFESSIONAL: Two courses from **History Table II**
PROFESSIONAL: Four courses from **Politics Table II** *
UPPER LIBERAL STUDIES: Two courses from Table B

7th & 8th Semester
Begins 2022-2023.
REQUIRED
PROFESSIONAL: One HIS course at the 900 level
HIS 902   Thesis Course
HIS 903   Senior Seminar I: Cross-Field Study
HIS 916   Senior Seminar II: Science, Technology and Medicine
HIS 931   Senior Seminar III: Americas
HIS 956   Senior Seminar IV: Africa
HIS 957   Senior Seminar V: Middle East
HIS 958   Senior Seminar VI: Asia
HIS 976   Senior Seminar VII: Europe
HIS 990   Senior Seminar VIII: International Relations
PROFESSIONAL: Four courses from **Politics Table II** *
PROFESSIONAL: Three courses from **History Table II**
UPPER LIBERAL STUDIES: Two courses from Table B
* of the total number of POG Table II electives required, a minimum of three must be completed at the 400-level

History and Politics and Governance Double Major - Professional Table II
History : A total of **five HIS courses** must be taken in total.
- HST courses (numbered between HST 500-899) may be substituted.
- In the total degree, a maximum of four (4) liberal studies HST courses may be substituted for HIS courses.
Politics and Governance: **A total of eight POG courses** must be taken, at least three of which must be at the 400-level

<u>History</u>
HIS 500 History and New Media
HIS 501 Archaeology and Material Culture
HIS 502 Life Stories: Oral History
HIS 510 Museology and Public History
HIS 541 Canada and the First World War
HIS 556 Colonial Africa
HIS 559 Ancient Egypt
HIS 561 The Ottoman Empire
HIS 590 Modern International Relations
HIS 594 War to War: World Conflict, 1900-45
HIS 610 Curating the Past
HIS 615 Film, Television and 20th C History
HIS 656 Post-Colonial Africa
HIS 661 The Middle East from 1908
HIS 662 The Mughal Empire, 1526-1764
HIS 677 Society in the High Middle Ages, 1000-1500
HIS 678 The Renaissance in Europe
HIS 683 Victorian Britain
HIS 696 The History of Terrorism
HIS 710 Museum and Heritage Management
HIS 742 Canadian Cultural Industries
HIS 755 Themes in Material Culture
HIS 762 The Making of Modern South Asia, 1757-1947
HIS 783 20th-Century Britain
HIS 790 Modern Germany
HIS 826 Science and World Exploration
HIS 828 Science, Corporations and the Environment
HIS 845 Canada in the International Sphere
HIS 854 African-American History
HIS 886 The British Empire and the World
HIS 898 A History of International Organizations
HIS 900 Experiential Learning I
HIS 901 Experiential Learning II

Politics and Governance: A total of eight POG courses must be taken, at least three of which must be at the 400-level

Canadian
POG 210 Power and Authority in Canada
POG 310 Provincial Politics
POG 313 The Politics of Race and Ethnicity
POG 315 Equity and Human Rights in Canada
POG 410 Canadian Urban Politics
POG 416 The Politics of Canadian Federalism
POG 417 Canadian-American Relations

Policy
POG 214 Controversial Policy Topics
POG 316 Social Policy
POG 317 Education Politics and Policy
POG 411 Canadian Foreign Policy
POG 412 Government and the Economy
POG 415 Environmental Politics and Policy

Global
POG 225 Global Governance
POG 323 The Politics of International Development
POG 324 Global Political Economy
POG 423 Nationalism and Identity
POG 424 Human Rights and Global Politics

POG 425 Regional Economic and Political Integration
POG 426 Global Conflict and Peace
POG 427 Women, War, and Peace
Comparative
POG240 Intro to Comparative Politics
POG 440 Indigenous Governance/Justice
POG 442 Women and Comparative Politics
POG 443 Global Cities
POG 444 Politics, Media and Technology
POG 446 Voters, Elections, and Parties
Theory
POG 235 Western Political Thought
POG 320 Social Identity and Citizenship
POG 430 Contemporary Political Thought
POG 431 Power, Domination and Resistance
Unclassified
INP 900 Understanding the Nonprofit Sector
POG 490 Politics and Governance Topics
POG 498 Directed Research in Politics
POG 499 Field Experience
NOTE: With advance written approval of the Department, Public Administration (PPA) courses may be substituted for Table II Professional courses at an equivalent level.
With advance written approval of the Department, Upper Level Politics (POL) liberal studies courses may be substituted for Table II Professional courses at the 300-level (i.e., POG 300 - 399).

Calendar Format for Double Major in History and Sociology

Admissions Information
Applicants interested in the double major program in History and Sociology must apply for admission to one of the ten major programs (Criminology, English, Environment and Urban Sustainability, Geographic Analysis, History, Language and Intercultural Relations, Philosophy, Politics and Governance, Psychology or Sociology), or to Undeclared Arts. Students are not admitted directly to a double major.
The Faculty of Arts accepts applications for transfer to a double major program in the second semester of studies. Approved transfer students commence studies in the double major program in second year. Further details on the process will be provided by the Faculty of Arts during first semester.

Bachelor of Arts (Double Major, History and Sociology)
<u>**1st & 2nd Semester**</u>
Begins 2020-2021.
REQUIRED:
SOC 105   Intro to Sociology
SOC 107   Sociology of the Everyday
SSH 105   Critical Thinking I
SSH 205   Academic Writing and Research
REQUIRED GROUP 1:
One course from Table I (Humanities)
One course from Table I (Social Sciences)
REQUIRED GROUP 2: Two of the following courses
HIS 104   Ten Days That Shook The World
HIS 105   Inventing Popular Culture
HIS 106   Technology, Warfare and Social Change
HIS 107   Colonization, Colonialism and Independence
HIS 238   Canada to 1885: Creating a Nation

HIS 248	American History to 1877
HIS 265	Asia: Foundations and Modern Nations
HIS 275	Ancient Greece and Rome
HIS 277	Mediaeval Europe, 400-1350
HIS 279	Europe, 1715-1870
HIS 338	Canada since 1885: Defining a Nation
HIS 348	American History from 1877
HIS 377	Europe, 1350-1715
HIS 379	Europe, 1870-Present
HIS 461	Cradle of Civilization: Ancient Near East
HIS 462	Introduction to the Islamic World
HIS 490	International Relations from 1945

Any two HST courses (numbers between HST100 and HST499).
In the total degree, a maximum of four liberal studies HST courses may be substituted for HIS courses.
PROFESSIONALLY RELATED: One course from Table I or Table III.
PROFESSIONALLY RELATED: One course from Table III.

3rd & 4th Semester
Begins 2020-2021.
REQUIRED:

HIS 401	Hearing, Seeing, and Speaking History
SOC 470	Toronto: The Changing City
SOC 473	Classical Sociological Theory
SOC 411	Introduction to Quantitative Data Analysis or equivalent
SSH 301	Research Design and Qualitative Methods

REQUIRED GROUP 2: Two courses (not previously taken) from Required Group 2:

HIS 104	Ten Days That Shook The World
HIS 105	Inventing Popular Culture
HIS 106	Technology, Warfare and Social Change
HIS 107	Colonization, Colonialism and Independence
HIS 238	Canada to 1885: Creating a Nation
HIS 248	American History to 1877
HIS 265	Asia: Foundations and Modern Nations
HIS 275	Ancient Greece and Rome
HIS 277	Mediaeval Europe, 400-1350
HIS 279	Europe, 1715-1870
HIS 338	Canada since 1885: Defining a Nation
HIS 348	American History from 1877
HIS 377	Europe, 1350-1715
HIS 379	Europe, 1870-Present
HIS 461	Cradle of Civilization: Ancient Near East
HIS 462	Introduction to the Islamic World
HIS 490	International Relations from 1945

Any two HST courses (numbers between HST100 and HST499).
In the total degree, a maximum of four liberal studies HST courses may be substituted for HIS courses.
LIBERAL STUDIES: Two courses from Table A.
PROFESSIONALLY RELATED: One course from Table I, Table III, Table IV (History), or Table IV (Sociology)
Neither HIS nor SOC courses may be taken to satisfy Professionally Related requirements.

5th & 6th Semester

Begins 2021-2022.
REQUIRED:
HIS 505   Locating the Past: Archival Research
SOC 475   Contemporary Sociological Theory
SOC 481   Survey Design and Analysis
REQUIRED GROUP 1: One of the following
HIS 500   History and New Media
HIS 501   Archaeology and Material Culture
HIS 502   Life Stories: Oral History
HIS 755   Themes in Material Culture
REQUIRED GROUP 2: One of the following
SOC 482   Advanced Methods of Media Analysis
SOC 483   Advanced Statistical Analysis
REQUIRED GROUP 3: One course from the following:
SOC 300   Sociology of Equity and Diversity
SOC 420   Social Class in Changing Times
SOC 525   Media and Images of Inequality
SOC 608   Women, Power and Change
PROFESSIONAL: Two History courses from Table II
UPPER LIBERAL STUDIES: Two courses from Table B

7th & 8th Semester
Begins 2022-2023.
REQUIRED:
SOC 490   Capstone: Specializing Your Knowledge
SOC 427   Indigenous Perspectives on Canada
REQUIRED GROUP 1: One of the following:
HIS 902   Thesis Course
HIS 903   Senior Seminar I: Cross-Field Study
HIS 916   Senior Seminar II: Science, Technology and Medicine
HIS 931   Senior Seminar III: Americas
HIS 956   Senior Seminar IV: Africa
HIS 957   Senior Seminar V: Middle East
HIS 958   Senior Seminar VI: Asia
HIS 976   Senior Seminar VII: Europe
HIS 990   Senior Seminar VIII: International Relations
PROFESSIONAL: Three **History** courses from Table II
PROFESSIONAL: Two **Sociology** courses from **Table II**
UPPER LIBERAL STUDIES: Two courses from Table B

History and Sociology Double Major - Professional Table II
History: A total of **five HIS courses** must be taken in total.
HST courses (numbered between HST 500-899) may be substituted.
In the total degree, a maximum of four (4) liberal studies HST courses may be substituted for HIS courses.
HIS 500   History and New Media
HIS 501   Archaeology and Material Culture
HIS 502   Life Stories: Oral History
HIS 510   Museology and Public History
HIS 541   Canada and the First World War
HIS 556   Colonial Africa
HIS 559   Ancient Egypt
HIS 561   The Ottoman Empire

HIS 590   Modern International Relations
HIS 594   War to War: World Conflict, 1900-45
HIS 610   Curating the Past
HIS 615   Film, Television and 20th C History
HIS 656   Post-Colonial Africa
HIS 661   The Middle East from 1908
HIS 662   The Mughal Empire, 1526-1764
HIS 677   Society in the High Middle Ages, 1000-1500
HIS 678   The Renaissance in Europe
HIS 683   Victorian Britain
HIS 696   The History of Terrorism
HIS 710   Museum and Heritage Management
HIS 742   Canadian Cultural Industries
HIS 755   Themes in Material Culture
HIS 762   The Making of Modern South Asia, 1757-1947
HIS 783   20th-Century Britain
HIS 790   Modern Germany
HIS 826   Science and World Exploration
HIS 828   Science, Corporations and the Environment
HIS 845   Canada in the International Sphere
HIS 854   African-American History
HIS 886   The British Empire and the World
HIS 898   A History of International Organizations
HIS 900   Experiential Learning I
HIS 901   Experiential Learning II

Sociology: A minimum of **two SOC courses** must be taken
A maximum of two (2) courses, marked with a dagger (†), can be used toward Table II requirements.

SOC 300**   Sociology of Equity and Diversity
SOC 302   The City and Society
SOC 319   Sociological Perspectives on Crime
SOC 402   The City and Social Problems
SOC 420**   Social Class in Changing Times
SOC 472   At Work in a Changing World
SOC 474   Immigration, Borders and Belonging
SOC 476   Sociology of Fear
SOC 477   Sociology of Advertising
SOC 478   Sociology of Fun
SOC 479   Social Networks and the World Wide Web
SOC 491*   Independent Senior Research Project
SOC 500   Youth and Society
SOC 502   Violence and the Family
SOC 503†   Sociology of Education
SOC 504   Children and Society
SOC 505†   Sociology of Sport
SOC 506†   Health and Society
SOC 530   Blackness and Freedom
SOC 595   Women and Aging
SOC 603†   Sociology of Gender
SOC 605   Families: Difference and Diversity
SOC 606   Work and Families in the 21st Century
SOC 608**   Women, Power and Change
SOC 609   Women and Human Rights
SOC 611   Future Worlds: Technology and Social Change
SOC 633†   Sex, Gender Identities and Sexualities
SOC 700   Men and Masculinities in the 21st Century
SOC 702†   Anatomy of Human Conflict

SOC 703†   Women, Power and the Global South
SOC 704†   Aging, Culture and Society
SOC 705†   Law and Justice
SOC 706   Globalized Labour and Consumption
SOC 707†   Religion, Meaning and Power
SOC 708   Environmental Sociology
SOC 801†   Global Power Relations
SOC 802†   Issues in War and Peace
SOC 803   International Community Engagement
SOC 808†   Sociology of Food and Eating
SOC 885†   Women in Islam
SOC 902†   Hollywood and Society
SOC 903   Action Cinema and Modernity
SOC 904   Women in Popular Culture
SOC 931   Waste and Consumerism
SOC 932   The Entertainment Industry
SOC 941   Colonialism and Racialization
SOC 942   Women and Structural Change
SOC 943   Poverty Issues
* Departmental approval required.
** If not previously selected.

Calendar Format for Double Major in Politics and Governance and Sociology

Admissions Information
Applicants interested in the double major program in Politics and Governance and Sociology must apply for admission to one of the ten major programs (Criminology, English, Environment and Urban Sustainability, Geographic Analysis, History, Language and Intercultural Relations, Philosophy, Politics and Governance, Psychology or Sociology), or to Undeclared Arts. Students are not admitted directly to a double major.
The Faculty of Arts accepts applications for transfer to a double major program in the second semester of studies. Approved transfer students commence studies in the double major program in second year. Further details on the process will be provided by the Faculty of Arts during first semester.

Bachelor of Arts (Double Major, Politics and Governance and Sociology)
1st & 2nd Semester
Begins 2020-2021.
REQUIRED:
POG 100   People, Power, Politics
POG 110   Power and Influence in Canadian Politics
SOC 105   Introduction to Sociology
SOC 107   Sociology of the Everyday
SSH 105   Critical Thinking I
SSH 205   Academic Writing and Research
REQUIRED GROUP 1: Two courses from Table I (Humanities)
PROFESSIONALLY RELATED: One course from Table I or Table III.
PROFESSIONALLY RELATED: One course from Table III.

3rd & 4th Semester
Begins 2020-2021.
REQUIRED GROUP 2: One of the following pairs (two courses):

POG 230   Statistics and Social Sciences
And one course selected from **Sociology Table II**

OR
SOC 411   Introduction to Quantitative Data Analysis
And one course selected from **Politics Table II**

REQUIRED GROUP 3:
SOC 470   Toronto: The Changing City
SOC 473   Classical Sociological Theory
SSH 301   Research Design and Qualitative Methods
REQUIRED GROUP 4: Two courses from the following
POG 210   Power and Authority in Canada
POG 214   Controversial Policy Topics
POG 225   Global Governance
POG 235   Western Political Thought
POG 240   Intro to Comparative Politics
LIBERAL STUDIES: Two courses from Table A.
PROFESSIONALLY RELATED: One course from Table I, Table III, Table IV (Politics and Governance), or Table IV (Sociology)
 Course selection must not include courses with a POG or SOC course code.

5th & 6th Semester
Begins 2021-2022.
REQUIRED:
SOC 475   Contemporary Sociological Theory
SOC 481   Survey Design and Analysis
REQUIRED GROUP 1: One of the following
SOC 482   Advanced Methods of Media Analysis
SOC 483   Advanced Statistical Analysis

REQUIRED GROUP 2: One course from the following:
SOC 300   Sociology of Equity and Diversity
SOC 420   Social Class in Changing Times
SOC 525   Media and Images of Inequality
SOC 608   Women, Power and Change
PROFESSIONAL: Four **Politics** courses from **Table II** *
UPPER LIBERAL STUDIES: Two courses from Table B

7th & 8th Semester
Begins 2022-2023
REQUIRED:
SOC 490   Capstone : Specializing Your Knowledge
SOC 427   Indigenous Perspectives on Canada
PROFESSIONAL: Four **Politics** courses from **Table II** *
PROFESSIONAL: Two **Sociology** courses from **Table II**
UPPER LIBERAL STUDIES: Two courses from Table B
* of the total number of POG Table II electives required, a minimum of three must be completed at the 400-level

Politics and Governance and Sociology Double Major - Professional Table II
Politics and Governance: **A minimum of eight POG courses** must be taken, at least 3 of which must be at the 400-level
Sociology: **A minimum of two SOC courses** must be taken.
Politics and Governance:
Canadian

POG 210 Power and Authority in Canada
POG 310 Provincial Politics
POG 313 The Politics of Race and Ethnicity
POG 315 Equity and Human Rights in Canada
POG 410 Canadian Urban Politics
POG 416 The Politics of Canadian Federalism
POG 417 Canadian-American Relations
Policy
POG 214 Controversial Policy Topics
POG 316 Social Policy
POG 317 Education Politics and Policy
POG 411 Canadian Foreign Policy
POG 412 Government and the Economy
POG 415 Environmental Politics and Policy
Global
POG 225 Global Governance
POG 323 The Politics of International Development
POG 324 Global Political Economy
POG 423 Nationalism and Identity
POG 424 Human Rights and Global Politics
POG 425 Regional Economic and Political Integration
POG 426 Global Conflict and Peace
POG 427 Women, War, and Peace
Comparative
POG240   Intro to Comparative Politics
POG 440 Indigenous Governance/Justice
POG 442 Women and Comparative Politics
POG 443 Global Cities
POG 444 Politics, Media and Technology
POG 446 Voters, Elections, and Parties
Theory
POG 235 Western Political Thought
POG 320 Social Identity and Citizenship
POG 430 Contemporary Political Thought
POG 431 Power, Domination and Resistance
Unclassified
INP 900   Understanding the Nonprofit Sector
POG 490 Politics and Governance Topics
POG 498 Directed Research in Politics
POG 499 Field Experience
NOTE: With advance written approval of the Department, Public Administration (PPA) courses may be substituted for Table II Professional courses at an equivalent level.
With advance written approval of the Department, Upper Level Politics (POL) liberal studies courses may be substituted for Table II Professional courses at the 300-level (i.e., POG 300 - 399).
Sociology:
A maximum of two (2) courses, marked with a dagger (†), can be used toward Table II requirements.
SOC 300**   Sociology of Equity and Diversity
SOC 302   The City and Society
SOC 319   Sociological Perspectives on Crime
SOC 402   The City and Social Problems
SOC 420**   Social Class in Changing Times
SOC 472   At Work in a Changing World
SOC 474   Immigration, Borders and Belonging
SOC 476   Sociology of Fear
SOC 477   Sociology of Advertising
SOC 478   Sociology of Fun

SOC 479   Social Networks and the World Wide Web
SOC 491*   Independent Senior Research Project
SOC 500   Youth and Society
SOC 502   Violence and the Family
SOC 503†   Sociology of Education
SOC 504   Children and Society
SOC 505†   Sociology of Sport
SOC 506†   Health and Society
SOC 530   Blackness and Freedom
SOC 595   Women and Aging
SOC 603†   Sociology of Gender
SOC 605   Families: Difference and Diversity
SOC 606   Work and Families in the 21st Century
SOC 608**   Women, Power and Change
SOC 609   Women and Human Rights
SOC 611   Future Worlds: Technology and Social Change
SOC 633†   Sex, Gender Identities and Sexualities
SOC 700   Men and Masculinities in the 21st Century
SOC 702†   Anatomy of Human Conflict
SOC 703†   Women, Power and the Global South
SOC 704†   Aging, Culture and Society
SOC 705†   Law and Justice
SOC 706   Globalized Labour and Consumption
SOC 707†   Religion, Meaning and Power
SOC 708   Environmental Sociology
SOC 801†   Global Power Relations
SOC 802†   Issues in War and Peace
SOC 803   International Community Engagement
SOC 808†   Sociology of Food and Eating
SOC 885†   Women in Islam
SOC 902†   Hollywood and Society
SOC 903   Action Cinema and Modernity
SOC 904   Women in Popular Culture
SOC 931   Waste and Consumerism
SOC 932   The Entertainment Industry
SOC 941   Colonialism and Racialization
SOC 942   Women and Structural Change
SOC 943   Poverty Issues
* Departmental approval required.
** If not previously selected.

Degree Designations - The degree designations for the proposed degrees will be:
• Bachelor of Arts, Criminology and History Double Major
• Bachelor of Arts, Criminology and Politics and Governance Double Major
• Bachelor of Arts, Criminology and Sociology Double Major
• Bachelor of Arts, History and Politics and Governance Double Major
• Bachelor of Arts, History and Sociology Double Major
• Bachelor of Arts, Politics and Governance and Sociology Double Major

Implementation - The six new Double Major combinations (CRM-HIS, CRM-POG, CRM-SOC, HIS-POG, HIS-SOC, POG-SOC) will be implemented in Fall 2020, pending Senate approval (and contingent on the completion of the program build in SAS prior to the March 2020 course intention period). Students admitted in or before Fall 2019, would have the opportunity to apply, in February 2020, to transfer to one of the six new Double Major combinations for the Fall term of their second year of studies commencing Fall 2020. The

cohort of students who are admitted into one of the Arts common platform programs in Fall 2020 and later would have the opportunity to apply to transfer to one of the six new Double Major combinations for the Fall term of their second year of studies.

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the new double majors in the Faculty of Arts: Politics and Governance-Criminology; Politics and Governance-History; Politics and Governance-Sociology; Criminology-History; Criminology-Sociology; History-Sociology.*

E. FACULTY OF COMMUNITY SERVICES - Modifications to the Collaborative Nursing program
The Collaborative Nursing Program has undertaken a major curriculum modification in response to accreditation recommendations, gaps identified in our recent Periodic Program Review (PRR), students' identified learning needs, emerging societal trends, and identified gaps in content areas necessary for success in the nursing licensing exam. The curriculum revisions will be implemented in September 2020, pending final institutional approvals. The Collaborative Curriculum Redevelopment Steering Committee, established to provide overall guidance to the development process, has facilitated communication and coordination of activities across the three partnering sites, as well as the Office of the Registrar and the University Planning office. Consultations have occurred with all impacted Schools and Departments across the university.

Main Curricular Changes and Rationale - The four main changes are outlined below.

1. Modified Program Learning Outcomes - The previous program learning outcomes were redeveloped to be relevant to current and anticipatory shifts in healthcare and new requirements for nursing registration and practice, and are presented below:

Existing Learning Outcomes (as of 2012)	Mapping to New LOs
1. Demonstrates caring as it relates to self and others.	LO1d LO1e LO1f
2. Determines meaning and significance in patient encounters.	LO1c
3. Establishes meaningful connections with clients to facilitate therapeutic interactions.	LO1c
4. Collaborates with clients and colleagues to ensure consistent, safe, effective care.	LO3a LO3b LO3c LO9a
5. Uses personal knowledge and theory from nursing and related disciplines to determine an appropriate course of nursing actions.	LO6
6. Demonstrates reflective, critical, and analytical thinking to inform a creative and flexible nursing practice.	LO2b
7. Appraises research studies and critically utilizes the findings as a basis for nursing practice.	LO2a
8. Evaluates gaps in nursing knowledge and appropriate solutions to address them. Considers research possibilities, and participates in research activities where appropriate.	LO2a
9. Analyses health and practice issues within the social/economic, political/global environment.	LO6
10. Practices nursing in a skillful, therapeutic, socially inclusive, and culturally sensitive manner.	LO4a LO4b LO4c

11. Provides leadership within his/her own practice to facilitate clients' and colleagues' desired outcomes.　　LO8a

12. Interprets population health principles to plan, implement, and evaluate health promotion and disease prevention programs.　　LO6

13. Works within the context of a multidisciplinary health care team to apply primary health care principles.　　LO3b
　　LO3c

14. Participates in developing and implementing strategies for the improvement of the health environment through the use of the political process and the principles of social justice and equity, within an individual/community/global context.　　LO6

15. Practices nursing within legal, ethical and professional guidelines; behavior is consistent with academic integrity and social responsibility.　　LO5

16. Is an active participant in his/her personal and professional development.　　LO9b

17. Demonstrates the ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.　　L01a
　　L01b

Proposed Learning Outcomes

Communication	LO1a	Applies clear and accurate verbal communication
	LO1b	Applies clear and accurate written communication
	LO1c	Applies principles and processes of relational practice and effective communication with individuals
	LO1d	Applies principles and processes of relational practice and effective communication with families
	LO1e	Applies principles and processes of relational practice and effective communication with groups
	LO1f	Applies principles and processes of relational practice and effective communication with communities.
Application of evidence-informed knowledge & care	LO2a	Applies broad knowledge base in nursing and other disciplines in the provision of evidence-informed care.
	LO2b	Applies critical reasoning in decision-making and delivery of care
Inter/Intra professional care	LO3a	Collaborates with clients, in supporting the achievement of health outcomes.
	LO3b	Collaborates with inter-professional members, in supporting the achievement of health outcomes.
	LO3c	Collaborates with unregulated health care providers and other staff as a health care team in supporting the achievement of health outcomes.
Culturally safe/sensitive practice	LO4a	Implements culturally safe and competent care to address the health needs of diverse individuals.
	LO4b	Implements culturally safe and competent care to address the health needs of diverse families.
	LO4c	Implements culturally safe and competent care to address the health needs of diverse communities.
Ethical and Legal practice	LO5	Demonstrates ethical practice, professional responsibility and accountability to clients and organizations within all domains of nursing practice.
Strategies & Interventions	LO6	Plans effective interventions to manage care within health systems.
Technology	LO7	Incorporates information and communication technologies, and digital tools to support the delivery of client care that meets evidence informed, organizational, ethical, regulatory and legislative requirements.

Leadership & Advocacy	LO8a	Demonstrates effective leadership in practice and facilitates change and innovation across practice situations and settings.
	LO8b	Demonstrates effective advocacy in practice and facilitates change and innovation across practice situations and settings.
Safety	LO9a	Contributes to a culture of safety in the provision of quality healthcare.
	LO9b	Identifies limits to own knowledge and ability in the provision of safe quality healthcare.

2. Courses that have been deleted or added - Responding to recommendations from CASN for increased emphasis on gerontology, and in order to address gaps in preparing students for the NCLEX (e.g. gaps related to content on mental health, maternal/child health, pediatrics, and pathotherapeutics), incorporating **core nursing courses** that address these content areas was a key priority for curriculum modification. The new courses include and emphasize this required knowledge: *1) A first year nursing communication course; 2) A second year microbiology course; 3) A third year mental health course; 4) A third year maternal/child health and pediatrics course; and 5) A fourth year advanced pathotherapeutics course*. Given these courses were required to be added to the curriculum, the following five courses have been deleted in the proposed curriculum: *FNN111 (Introduction to Nutrition), SOC104 (Understanding Society), PHL302 (Ethics and Health Care), PSY302 (Child Development)* and *PSY402 (Adult Development)*. Relevant content from these courses has been integrated into our proposed core nursing courses to ensure that key concepts are covered through a nursing lens. Course deletions primarily occurred in the first and second years of the program, in an effort to respond to feedback from students and the Peer Review Team regarding the exceptionally heavy workload in these years.

3. Integrated Foundational Theoretical Courses (PPNs) - To achieve better integration of knowledge across the curriculum, foundational theoretical courses called *Professional Practice in Nursing* (PPN) courses are proposed in each semester, to help ensure integration, application, and leveling of theoretical knowledge across the four years of the program.

4. Integrated Professionally-Related Nursing Electives - In the existing curriculum, students take one of seven professionally-related nursing elective courses. These courses are now integrated across the redeveloped curriculum, either through content integration or the addition of a course, as follows:

Professional Elective (Existing Curriculum)	Type of Modification in the Proposed Curriculum
NUR 820 *Gerontological & Geriatric Nursing*	Integrated in courses across the curriculum (e.g., PPN102 *Professional Practice in Nursing 2: Health, Wellness, and the Role of the Nurse;* PPN201 *Professional Practice in Nursing 3: Living with Chronic Illness*)
NUR 823 *Adult Health*	Added as a course in the proposed curriculum with modifications (PAT401: *Advanced Pathotherapeutics*)
NUR 825 *Family Health*	Integrated in courses across the curriculum (e.g. PPN201 *Professional Practice in Nursing 3: Living with Chronic Illness*; PPN 301 *Professional Practice in Nursing 5: Promoting Maternal and Child Health*)
NUR 827 *End of Life Care*	Integrated in courses across the curriculum (e.g. PPN 202 *Professional Practice in Nursing 4: Experiencing Acute and Life-Threatening Illness;* PPN301 *Professional Practice in Nursing 5: Promoting Maternal and Child Health*)
NUR 824 *Women's Health*	Integrated in courses across the curriculum (e.g. PPN 301 *Professional Practice in Nursing 5: Promoting Maternal and Child Health;* PPN 3012 *Professional Practice in Nursing 6: Promoting Community Health*)
NUR 826 *Community Mental Health.*	Added as a course in the proposed curriculum with modifications (PPN 303: *Professional Practice in Nursing 7: Promoting Mental Health*)
NUR 828 *Global Health*	Content included in PPN 302 *Professional Practice in Nursing 6: Promoting Community Health*)

Comparison of Existing Curriculum to the Proposed Curriculum

	Existing Curriculum			Proposed Curriculum		
Semester	Courses	Core/ Elective	Status	Courses	Core/ Elective	Status
Semester 1	**7 courses in total** **Weekly hourly totals** **Class total: 17 hours** **Lab total: 4 hours**			**6 courses in total** **Weekly hourly totals** **Class total: 16 hours** **Lab total: 2 hours**		
	Theoretical Foundations of Nursing NSE11A Class: 3 hours	Core	Integrated	PPN 101 Professional Practice in Nursing 1: Introduction to the Nursing Profession Class: 3 hours	Core	Added (integrated content)
	Assessment of the Healthy Individual NSE13A Class: 1 hour Lab: 2 hours	Core	Integrated	NSE 111 Foundations for Nursing Practice Class: 1 hour Lab: 2 hours	Core	Modified and renamed (integrated content)
	Nursing Practice 1 NSE12A Class: 1 hour Lab: 2 hours	Core	Integrated	BLG 101 Anatomy and Physiology 1 Class: 3 hours	Core	Separated into 2 one-semester courses
	Anatomy and Physiology BLG10A Class: 3 hours	Core	Separated into 2 one-semester courses	NSE 101 Communication for the Nursing Professional Class: 3 hours	Core	Added (integrated content)
	Nutrition FNN111 Class: 3 hours	Core	Deleted-key content Integrated	PSY 102 Introduction to Psychology I Class: 3 hours	Core	Unchanged
	Introduction to Psychology I PSY102 Class: 3 hours	Core	Unchanged	Liberal Studies (LLL) Class: 3 hours	Liberal Studies	Unchanged
	Elective – LLL Class: 3 hours	Liberal Studies	Unchanged			
Semester 2	**6 courses** **Weekly hourly totals** **Class total: 14 hours** **Lab total: 4 hours** **Clinical total: 5 hours**			**5 courses** **Weekly hourly totals** **Class total: 11 hours** **Lab total: 2 hours** **Clinical total: 4 hours**		
	Theoretical Foundations of Nursing NSE11B Class: 3 hours	Core	Integrated	PPN 102 Professional Practice in Nursing 2: Health, Wellness, and the Role of the Nurse Class: 3 hours	Core	Added (Integrated content)
	Assessment of the Healthy Individual NSE13B Class: 1 hour Lab: 2 hours	Core	Integrated	NSE 103 Introduction to Health Assessment Class: 2 hours Lab: 2 hours	Core	Modified
	Nursing Practice 1	Core	Integrated	NSE 121	Core	Modified

	NSE12B Class: 1 hour Lab: 2 hours Clinical: 5 hours/week for 5 weeks (replaces class & lab)			Clinical Practice I Clinical: 8 hours every other week starting in Week One			
	Anatomy and Physiology BLG10B Class: 3 hours	Core	Separated into 2 one-semester courses	BLG 111 Anatomy and Physiology 2 Class: 3 hours	Core	Separated into 2 one-semester courses	
	Social, Political & Economic Perspectives NSE112 Class: 3 hours	Core	Integrated	Liberal Studies (LLL) Class: 3 hours	Liberal studies	Moved	
	Child Development PSY302 Class: 3 hours	Core	Deleted-key content integrated				
Semester 3	**6 courses** **Weekly hourly totals** **Class total: 18** **Lab total: 3** **Clinical total: 8**			**5 courses** **Weekly hourly totals** **Class total: 12 hours** **Lab total: 4 hours** **Clinical total: 12 hours**			
	Concepts, Individual and Family NSE21A Class: 3 hours	Core	Integrated	PPN 201 Professional Practice in Nursing 3: Living with Chronic Illness Class: 3 hours	Core	Added (integrated content)	
	Nursing Implications PAT20A Class: 3 hours	Core	Separated into 2 one-semester courses	NSE 203 Advanced Health Assessment Class: 2 hours Lab: 2 hours	Core	Added (Integrated content)	
	Nursing Practice 2 NSE22A Class: 3 hour Lab: 3 hours Clinical: 8 hours	Core	Integrated	NSE 211 Clinical Practice II Class: 1 hour Lab total: 2 hours Clinical total: 12 hours	Core	Modified	
	Research Design, Measurement & Applications NUR80A Class: 3 hours	Core	Separated into 2 one-semester courses	PAT 201 Pathotherapeutics 1 Class: 3 hours	Core	Separated into 2 one-semester courses	
	Adult development PSY402 Class: 3 hours	Core	Deleted-key content integrated	NSE 212 Quantitative Methods, Design and Statistical Analysis in Nursing Research Class: 3 hours	Core	Separated into 2 one-semester courses	
	Elective – LLL Class: 3 hours	Liberal Studies	Unchanged				
Semester 4	**6 courses** **Weekly hourly totals** **Class total: 15**			**6 courses** **Weekly hourly totals** **Class total: 16**			

	Clinical total: 14			**Lab total: 2** **Clinical total: 12**		
	Concepts, Individual and Family NSE21B Class: 3 hours	Core	Integrated	PPN 202 Professional Practice in Nursing 4: Experiencing Acute and Life-Threatening Illness Class: 3 hours	Core	Added (Integrated content)
	Nursing Implications PAT20B Class: 3 hours	Core	Separated into 2 one-semester courses	BLG 131 Microbiology for Nursing Class: 3 hours	Core	Added
	Nursing Practice 2 NSE22B Clinical: 14 hours	Core	Integrated	NSE 221 Clinical Practice III Class: 1 hour Clinical: 12 hours Lab: 2 hours	Core	Modified
	Research Design, Measurement & Applications NUR80B Class: 3 hours	Core	Separated into 2 one-semester courses	PAT 202 Pathotherapeutics 2 Class: 3 hours	Core	Separated into 2 one-semester courses
	Understanding Society SOC104 Class: 3 hours	Core	Deleted –key content integrated	NSE222 Qualitative Methods, Design and Analysis in Nursing Research Class: 3 hours	Core	Separated into 2 one-semester courses
	Elective – LLL Class: 3 hours	Liberal Studies	Unchanged	Liberal Studies (LLL) Class: 3 hours	Liberal Studies	Unchanged
Semester 5	**5 courses** **Weekly hourly totals** **Class total: 12 hours** **Clinical total: 15 hours**			**5 courses** **Weekly hourly totals** **Lecture total:13 hours** **Clinical total: 14 hours**		
	Community Health Nursing NSE31A Class: 3 hours	Core	Integrated	PPN 301 Professional Practice in Nursing 5: Promoting Maternal and Child Health Class: 3 hours	Core	Added (integrated content)
	Nursing Practice 3 NSE32A Clinical: 15 hours	Core	Unchanged	NSE 311 Clinical Practice IV Class: 1 hour Clinical: 14 hours	Core	Unchanged
	Professionally Related Elective Class: 3 hours	Elective	Unchanged	Liberal Studies (ULL) Class: 3 hours	Elective	Unchanged
	Ethics and Health Care PHL302 Class: 3 hours	Core	Deleted-key content integrated	Open Elective Class: 3 hours	Elective	Unchanged
	Elective – ULL Class: 3 hours	Elective	Unchanged	Open Elective Class: 3 hours	Elective	Added
Semester 6	**5 courses** **Weekly hourly totals** **Class total: 12 hours** **Clinical total: 15 hours**			**5 courses** **Weekly hourly totals** **Class total: 13 hours** **Clinical total: 15 hours**		

	Community Health Nursing NSE31B Theory 3 Class: 3 hours	Core	Integrated	PPN 302 Professional Practice in Nursing 6: Promoting Community Health Class: 3 hours	Core	Modified
	Leadership and Change NSE306 Class: 3 hours	Core	Integrated	PPN 303 Professional Practice in Nursing 7: Promoting Mental Health Class: 3 hours	Core	Added
	Nursing Practice 3 NSE32B Clinical: 15 hours	Core	Unchanged	NSE 321 Clinical Practice V Class: 1 hour Clinical: 14 hours	Core	Unchanged
	Professionally Related Elective Lec = 3 hours	Elective	Unchanged	Liberal Studies (ULL) Class: 3 hours	Elective	Unchanged
	Elective – ULL Lec: 3 hours	Elective	Unchanged	Open Elective Class: 3 hours	Elective	Unchanged
				Open Elective Class: 3 hours	Elective	Added
Semester 7	**4 courses** **Weekly hourly totals** **Class total: 9 hours** **Clinical total: 16 hours**			**5 courses** **Weekly hourly totals** **Class total: 13** **Clinical total: 23**		
	Professional Issues and Trends NSE407 Class: 3 hours	Core	Integrated	PPN 401 Professional Practice in Nursing 8: Transition to the Profession, Leadership and Change Class: 3 hours	Core	Added (integrated content)
	Nursing Practice 4 NSE417 Clinical: 16 hours	Core	Integrated	NSE 411 Clinical Practice VI Class: 1 hour Clinical: 23 hours GPA weight of 2	Core	Modified
	Professionally Related Elective Class: 3 hours	Elective		PAT 401 Advanced Pathotherapeutics Class: 3 hours	Core	Added (integrated content)
	Elective – ULL Class: 3 hours	Elective	Unchanged	Liberal Studies (ULL) Class: 3 hours	Elective	Unchanged
Semester 8	**3 courses** **Weekly hourly total** **Class total: 3 hours** **Clinical total: 32 hours**			**2 courses** **Weekly hourly total** **Class total: 4 hours** **Clinical total: 35 hours**		
	Professional Nursing Elective Class: 3 hours	Elective		PPN 402 Professional Practice in Nursing 9: Preparation for Independent Practice Class: 3 hours	Core	Added (integrated content)
	Nursing Practice 5 NSE418 Clinical: 32 hours	Core	Integrated	NSE 421 Clinical Practice VII Class: 1 hour` Clinical: 35 hours GPA weight of 3		Modified

Professional Electives: NUR 820 Gerontological & Geriatric Nursing NUR 823 Adult Health NUR 824 Women's Health NUR 825 Family Health NUR 826 Community Mental Health NUR 827 End of Life Care NUR 828 Global Health	Deleted (key content integrated throughout the curriculum)			

Pre/Co-requisite Structure - The revised curriculum is structured as semester-based versus year-long, to allow for better flexibility in transitions, and for increased student success, as outlined below:

Course Title	Prerequisite Courses	Co-requisite Courses
PPN 101		NSE 111, NSE 101, BLG 101
BLG 101		PPN 101, NSE 111, NSE 101
NSE 101		PPN 101, NSE 111, BLG 101
NSE 111		PPN 101, BLG 101, NSE 101
PPN 102	PPN 101, NSE 111, NSE 101	NSE 103, NSE 121
NSE 103	PPN 101, NSE 111, NSE 101	PPN 102, NSE 121
BLG 111	PPN 101, NSE 111, NSE 101, BLG 101	No co-requisites
NSE 121	PPN 101, NSE 111, NSE 101	PPN 102, NSE 103,
PPN 201	PPN 102, NSE 103, BLG 111, NSE 121	NSE 203, NSE 211, PAT 201, NSE 212
NSE 203	PPN 102, NSE 103, BLG 111, NSE 121	PPN 201, NSE 211, PAT 201, NSE 212
NSE 211	PPN 102, NSE 103, BLG 111, NSE 121	PPN 201, NSE 203, PAT 201, NSE 212
PAT 201	PPN 102, NSE 103, BLG 111, NSE 121	PPN 201, NSE 203, NSE 211, NSE 212
NSE 212	PPN 102, NSE 103, BLG 111, NSE 121	PPN 201, NSE 203, NSE 211, PAT 201
PPN 202	PPN 201, NSE 203, NSE 211, PAT 201, NSE 212	BLG 131, NSE 221, PAT 202, NSE 222
BLG 131	PPN 201, NSE 203, NSE 211, PAT 201, NSE 212	PPN 202, NSE 221, PAT 202, NSE 222
NSE 221	PPN 201, NSE 203, NSE 211, PAT 201, NSE 212	PPN 202, BLG 131, PAT 202, NSE 222
PAT 202	PPN 201, NSE 203, NSE 211, PAT 201, NSE 212	PPN 202, BLG 131, NSE 221, NSE 222
NSE222	PPN 201, NSE 203, NSE 211, PAT 201, NSE 212	PPN 202, BLG 131, NSE 221, PAT 202
PPN 301	PPN 202, BLG 131, NSE 221, PAT 202, NSE222	NSE 311
NSE 311	PPN 202, BLG 131, NSE 221, PAT 202, NSE222	PPN 301
PPN 302	PPN 202, BLG 131, NSE 221, PAT 202, NSE222	NSE 321, PPN 303
NSE 321	PPN 202, BLG 131, NSE 221, PAT 202, NSE222	PPN 302, PPN 303
PPN 303	PPN 202, BLG 131, NSE 221, PAT 202, NSE222	PPN 302, NSE 321
PPN 401	PPN 302, NSE 321, PPN 303, PPN 301, NSE311	NSE 411, PAT 401
NSE 411	PPN 302, NSE 321, PPN 303, PPN301 NSE311	PPN 401, PAT 401
PAT 401	PPN 302, NSE 321, PPN 303, PPN301, NSE311	NSE 411, PAT 401
PPN 402	PPN 401, NSE 411, PAT 401	NSE 421
NSE 421	PPN 401, NSE 411, PAT 401	PPN 402

New and Amended Courses in Calendar Format

PPN 101: Introduction to the Nursing Profession
Weekly Contact: 3 hours, 1 term
Course count: 1
Billing Units: 1
GPA weight: 1
Course Description
An exploration of self and the nursing profession in the context of health care. The historical, political, economic and gendered context of nursing is examined. Ethical and legal aspects of nursing are explored. Presents a comprehensive understanding of the nursing profession and relational practice

NSE 101: Communication for the Nsg Professional
Weekly Contact: 3 hours, 1 term
Course count: 1
Billing Units: 1
GPA weight: 1
Course Description
Explores communication within the context of professional nursing practice. Develops a range of skills to effectively communicate including both scholarly writing and communication with clients, families, and the interprofessional team. Significance of therapeutic communication for relational practice is addressed. Health history interviewing is practiced using a relational practice approach.

BLG 101: Anatomy and Physiology 1
Weekly Contact*:* 3 hours, 1 term
Course count: 1
Billing Units: 1
GPA weight: 1
Course Description
A comprehensive investigation into the cells and tissues of the human body. Specific content will include homeostasis and how it is maintained in the healthy human body. An exploration of cellular physiology and the nucleus as the control center of the cell sets the stage for the semester. Following this, an investigation into the four primary tissues of the body (epithelium tissue, connective tissue; muscle tissue, and nervous tissue), and the basics of the nervous system.

NSE 111: Foundations for Nursing Practice
Weekly Contact: 1 hour. class, 1 term + 2 hour lab, 1 term
Course count: 1
Billing Units: 1
GPA weight: 1
Course Description
Foundational nursing skills and interventions will be introduced and practiced in the class, clinical lab and simulation lab setting. Student will develop skills to assist clients with activities of daily living and utilize principles of infection control. Nursing psychomotor skills and interventions will be considered within the context of the nursing process and client centered care. This course provides the basis for future nursing practice within a healthcare setting.

PPN 102: Health, Wellness and the Role of Nurse
Weekly Contact: 3 hours, 1 term
Course count: 1
Billing Units: 1
GPA weight: 1
Course Description
Health and wellness are discussed within the context of nursing theories, nursing process, and social determinants of health. Relational practice with diverse clients is explored. Introduction to the role of the RN in an inter-professional team. Formal and informal caregiving roles are examined.

NSE 121: Clinical Practice I
Weekly Contact: 8 hours every other week (=4 hours clinical per week), 1 term
Course count:1
Billing Units: 1
GPA weight: 1

Course Description
This course introduces the student to the profession of nursing as a practice discipline. Students develop their understanding of the role of the nurse within the inter-professional team. In the clinical setting, students apply caring, communication, critical thinking and foundational nursing skills to maintain and support clients' health and well-being.

NSE 103: Introduction to Health Assessment
Weekly Contact: 2 hour class, 1 term; 2 hour lab, 1 term
Course count: 1
Billing Units: 1
GPA weight: 1
Course Description
Establish the foundation of theoretical and practical assessment of individuals' health and wellness across the lifespan. Health assessment skills are practiced using relational, ethical, and trauma-informed approaches. Knowledge of Indigenous peoples and other culturally-diverse groups are integrated into health assessment practice.

BLG 111: Anatomy and Physiology 2
Weekly Contact: 3 hours, 1 term
Course count: 1
Billing Units: 1
GPA weight: 1
Course Description
A comprehensive investigation into the major organ systems of the body. Specific content will include: cardiovascular (blood, heart and blood vessels), respiratory, gastrointestinal including nutrition, urinary including fluid/electrolyte and acid/base balance, reproduction and pregnancy including heredity.

PPN 201: Living with Chronic Illness
Weekly Contact: 3 hours, 1 term
Course count: 1
Billing Units: 1
GPA weight: 1
Course Description
A relational practice perspective underlies the exploration of adults and older adults living with chronic illness. An examination of chronic illness trajectory, family systems and client empowerment is undertaken. Inter-professional considerations and the impact of digital health related to management and support of chronic illness are explored.

NSE 203: Advanced Health Assessment
Weekly Contact: 2 hour class, 1 term + 2 hour lab, 1 term
Course count: 1
Billing Units: 1
GPA weight: 1
Course Description
Advanced understanding of theoretical and practical health assessment across the lifespan. Critical thinking and clinical decision-making in the assessment of multiple body systems related to complex clients. Nursing interventions planned and individualized to clients based on systematic assessments. Assessment skills are practiced using relational, ethical, and trauma-informed approaches. Integrate knowledge of Indigenous peoples and other culturally-diverse groups into health assessment practices.

NSE 211: Clinical Practice II

Weekly Contact: 1 hour class,1 term + 12 hours clinical, 1 term + 2 hours lab, 1 term
Course count: 1
Billing Units: 2
GPA weight: 1
Course Description
Students integrate theoretical approaches and critical thinking to collaborate with individuals and families to provide safe, therapeutic, culturally sensitive and ethical care in diverse, adult and older adult client populations. Opportunities are provided for the acquisition of psychosocial and psychomotor skills in class, lab and simulation. Clinical practice and simulation facilitate application of the skills.

PAT 201: Pathotherapeutics 1
Weekly Contact: 3 hours, 1 term
Course count: 1
Billing Units: 1
GPA weight: 1
Course Description
An exploration of core pathotherapeutic concepts is undertaken and applied to selected health conditions among diverse adult populations. Principles of pharmacokinetics, pharmacodynamics and pharmacogenetics are discussed with an emphasis on how they are affected by health conditions. Drug classifications and specific drugs are discussed. Inter-professional management of conditions supported by evidence-informed guidelines is incorporated.

NSE 212: Nursing Research: Quantitative Methods
Weekly Contact: 3 hours, 1 term
Course count: 1
Billing Units: 1
GPA weight: 1
Course Description
Introduction to the nursing research process. Methodologic and analytic approaches to quantitative nursing research with a focus on statistical analysis and the interpretation of quantitative data. The critical appraisal of quantitative studies promotes evidence-informed decision making and knowledge translation.

PPN 202: Acute and Life-Threatening Illness
Weekly Contact: 3 hours, 1 term
Course count: 1
Billing Units: 1
GPA weight: 1
Course Description
A relational practice perspective underlies the exploration of adults experiencing acute and/or life-threatening illnesses. Curative, rehabilitative and palliative actions are considered. An examination of health care systems related to acute illness is undertaken. Palliative care and end of life care are discussed.

BLG 131: Microbiology for Nursing
Weekly Contact: 3 hours, 1 term
Course count: 1
Billing Units: 1
GPA weight: 1
Course Description
This course will introduce the students to the fundamentals of microbiology. They will study bacteria, viruses, fungi and protozoans and their role in the acquisition and dissemination of infectious diseases. The students will also learn how microbial infections are controlled by hygiene, antimicrobial therapies and the immune system.

Infections of each of the body systems will be surveyed. The lecture material will be supplemented with case histories in order to simulate real world situations.

NSE 221: Clinical Practice III
Weekly Contact: 1 hour class, 1 term + 12 hours clinical, 1 term + 2 hours lab,1 term
Course count: 1
Billing Units: 2
GPA weight: 1
Course Description
Students integrate theoretical approaches and critical thinking to collaborate with clients, families and members of the health care team to provide safe, therapeutic, culturally sensitive, and ethical care to diverse adult clients and families. Opportunities are provided for the acquisition of increasingly complex psychosocial and psychomotor skills in class, lab and simulation. Clinical experiences and simulations will facilitate increased proficiency in nursing practice.

PAT 202: Pathotherapeutics 2
Weekly Contact: 3 hours, 1 term
Course count: 1
Billing Units: 1
GPA weight: 1
Course Description
Integration of core pathotherapeutic concepts support student learning, as increasingly complex and prevalent health conditions among diverse populations. Pharmacokinetics, pharmacodynamics and pharmacogenetics principals are applied to select drugs in the management of health conditions. Critical thinking and clinical decision-making are supported through integration of evidence-informed guidelines. Inter-professional management strategies are discussed

NSE222: Nursing Research: Qualitative Methods
Weekly Contact: 3 hours, 1 term
Course count: 1
Billing Units: 1
GPA weight: 1
Course Description
Phenomena are understood through the exploration of the qualitative research process. A focus is on qualitative inquiry from philosophical, methodological and analytical perspectives and critical appraisal of information and data informs knowledge for practice

PPN 301: Promoting Maternal and Child Health
Weekly Contact: 3 hours, 1 term
Course count: 1
Billing Units: 1
GPA weight: 1
Course Description
A critical social theoretical perspective underlies the exploration of family-centred maternal and child care, from pre-conception through adolescence. A focus on normal and high-risk pregnancy, labour/delivery, postpartum and paediatric nursing care is included. Current issues in maternal-child, paediatric and family health are explored.

NSE 311: Clinical Practice IV
Weekly Contact: 1 hour class (clinical conference), 1 term + 14 hours clinical, 1 term
Course count: 1
Billing Units: 2

GPA weight: 1
Course Description
Practice reflects the realities of community nursing in evolving, diverse social and health care environments, with an emphasis on prenatal, perinatal and child and adolescent family-centred care. A critical social theoretical perspective guides practice grounded in social justice, equity, determinants of health and relational practice. Students critically and reflexively draw on relevant standards and concepts to appraise and apply approaches and strategies that support community-based family-centred prenatal, perinatal and child and adolescent care.

PPN 302: Promoting Community Health
Weekly Contact: 3 hours, 1 term
Course count: 1
Billing Units: 1
GPA weight: 1
Course Description
A critical social theoretical perspective underlies the exploration of current and emerging issues affecting individuals, communities, and populations where they live, work and play. Using a social justice and equity lens and principles of primary health care, students critically and reflexively examine and apply community-nursing concepts to diverse populations, contexts and settings. Indigenous health is threaded throughout.

PPN 303: Promoting Mental Health
Weekly Contact: 3 hours, 1 term
Course count: 1
Billing Units: 1
GPA weight: 1
Course Description
A critical social theoretical perspective underlies the exploration of mental health, mental illness, addictions and mental health promotion for individuals, families and populations. Current and emerging societal issues and their influence on the understanding of and care for persons with mental health and addiction challenges are examined. Nursing interventions, scope of practice, inter-professional collaboration, and the broad legislative and ethical contexts shaping the provision of mental health services are integrated throughout.

NSE 321: Clinical Practice V
Weekly Contact: 1 hour class (clinical conference), 1 term + 14 hours clinical, 1 term
Course count: 1
Billing Units: 2
GPA weight: 1
Course Description
Practice reflects the realities of community nursing in a changing health care environment, with an emphasis on mental health. A critical social theoretical perspective guides practice grounded in social justice, equity, determinants of health and relational practice. Students critically and reflexively integrate community nursing standards and concepts to appraise and apply approaches and strategies that support client/community health.

PPN 401: Transition to the Profession
Weekly Contact: 3 hours, 1 term
Course count: 1
Billing Units: 1
GPA weight: 1
Course Description
Learners explore leadership competencies required to lead change and innovation within the context of an evolving profession and healthcare system. Learners use quality improvement methods and tools to promote

patient safety and quality care. Learners explore roles and responsibilities related to interprofessional practice.

NSE 411: Clinical Practice VI
Weekly Contact: 1 hour class (clinical conference), 1 term + 23 hours clinical, 1 term
Course count: 1
Billing Units: 3
GPA weight: 2
Course Description
The transition to professional practice includes increasing responsibility for the provision of care with clients and communities in a variety of settings in concert with the care of self and others. With the support and guidance of the preceptor and Faculty Advisor (Triad Model), learners integrate knowledge to provide increasingly complex care.

PAT 401: Advanced Pathotherapeutics
Weekly Contact: 3 hours, 1 term
Course count: 1
Billing Units: 1
GPA weight of 1
Course Description
Acute, life-threatening and traumatic conditions across the life span are examined. Integration of pathophysiological, pharmacokinetic, pharmacodynamic and nursing concepts support student learning. Students develop advanced assessment and clinical decision-making skills. Complex interventions are discussed. Interprofessional management through evidence-informed guidelines are explored.

PPN 402: Preparation for Independent Practice
Weekly Contact: 3 hours, 1 term
Course count: 1
Billing Units: 1
GPA weight: 1
Course Description
Preparation for independent practice establishes a foundation for transitioning into the Registered Nurse role with understanding of health discipline legislation and the College of Nurses of Ontario standards. Facilitates personal and professional leadership development, promotes healthy work environments and career planning. Promotes self-care practices to enhance resilience, manage relationships, and optimizes holistic care for self and others.

NSE 421: Clinical Practice VII
Weekly Contact: 1 hour class (clinical conference), 1 term + 35 hours clinical, 1 term
Course count: 2
Billing Units: 4
GPA weight: 3
Course Description
In preparation for registration, learners continue to expand professional practice with increasing independence to meet entry level competencies and professional standards. Learners engage in leadership practices to facilitate change and improve the healthcare system. Learners incorporate self-care practices to enhance resilience and optimize holistic care.

Academic Standing Variation – The approved academic standing variation (program and courses) for the existing curriculum will be incorporated into the proposed curriculum.
Resources required – The will be increased reliance on skills labs and simulation-based learning will require additional clinical lab staff who can supervise student learning in lab settings. The reduced number of courses offered in the proposed curriculum will have an impact on space resources in a positive way. As well, there will

be some understandable resource pressures on the Ryerson and college partners during the transition period. The addition of new courses and new approaches may also necessitate new acquisitions and resources in other areas of the university, such as the library.

Implementation Plan – Between September 2020 and April 2023, both the existing and new curriculum will be delivered simultaneously. The last cohort of the existing curriculum will graduate in June 2023. From then on all students will be in the redeveloped curriculum proposed herein. The program will work to ensure that there is an opportunity for any out-of-phase students to complete the program through appropriate course substitutions. During the transition period, careful planning and course management will be undertaken to ensure that students enrolled in both the existing and new curricula are appropriately guided and that the courses are delivered effectively and efficiently.

4-Year Phase-In Model

Cohort (Incoming Class)	2020-2021		2021-2022		2022-2023		2023-2024	
2017-2018 ("old" curriculum)	**Fourth Year** Fall (7th Sem) • NSE407 • NSE417 • Prof Related • Elective	Winter (8th Sem) • NSE418 • Prof Nursing Elective						
2018-2019 ("old" curriculum)	**Third Year** Fall (5th Sem) • NSE31A • NSE32A • Prof Related • PHL302 • Elective	Winter (6th Sem) • NSE31B • NSE32B • NSE306 • Prof Related • Elective	**Fourth Year** Fall (7th Sem) • NSE407 • NSE417 • Prof Related • Elective	Winter (8th Sem) • NSE418 • Prof Nursing Elective				
2019-2020 (last cohort in "old" curriculum)	**Second Year** Fall (3rd Sem) • NSE21A • NSE22A • PAT20A • NUR80A • PSY402 • Elective	Winter (4th Sem) • NSE21B • NSE22B • PAT20B • NUR80B • SOC104 • Elective	**Third Year** Fall (5th Sem) • NSE31A • NSE32A • Prof Related • PHL302 • Elective	Winter (6th Sem) • NSE31B • NSE32B • NSE306 • Prof Related • Elective	**Fourth Year** Fall (7th Sem) • NSE407 • NSE417 • Prof Related • Elective	Winter (8th Sem) • NSE418 • Prof Nursing Elective		
2020-2021 (new curriculum)	**First Year** Fall (1st Sem) • PPN 101 • NSE 111 • BLG 101 • NSE 101 • PSY 102 • Elective-LLL	Winter (2nd Sem) • PPN 102 • NSE 103 • NSE 121 • BLG 111 • Elective-LLL	**Second Year** Fall (3rd Sem) • PPN 201 • NSE 203 • NSE 211 • PAT 201 • NSE 212	Winter (4th Sem) • PPN 202 • BLG 131 • NSE 221 • PAT 202 • NSE222 • Elective - LLL	**Third Year** Fall (5th Sem) • PPN 301 • NSE 311 • Elective-ULL • Elective-O	Winter (6th Sem) • PPN 302 • PPN 303 • NSE 321 • Elective-ULL • Elective-O	**Fourth Year** Fall (7th Sem) • PPN 401 • NSE 411 • PAT 401 • Elective-ULL • Elective-O	Winter (8th Sem) • PPN 402 • NSE 421

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the modifications to the Collaborative Nursing program.*

F. LIBERAL STUDIES – New course proposals
The Liberal Studies Curriculum Committee (LSCC) met on September 18, 2019 to review 10 new liberal studies course proposals. The committee voted in favour of recommending 9 of the course proposals. While the remaining proposal was not recommended for approval, feedback was provided to the originating department, and they were invited to revise and resubmit the proposal in the future. The ASC then reviewed the course proposals, including the one not recommended for approval, and upheld the recommendation of the LSCC. The courses recommended for inclusion in the Liberal Studies curriculum effective Fall 2020 are listed in the table below, along with their calendar descriptions and requisites, where appropriate.

Proposed New Liberal Studies Courses (with calendar descriptions)

Course Code	**Course Name** + Calendar Description
ARB300	**Principles in Arabic Writing** - This course is for learners with basic knowledge of Arabic, who have acquired the language informally, and who wish to develop their writing literacy skills for communication in formal contexts in Modern Standard Arabic. Focus is on vocabulary acquisition, mastery of grammar, written expression and various composition styles. Students will engage with a variety of authentic materials to develop writing, critical, analytical and interpretive skills which are applicable to professional paths. Upon successful completion of this course, students will take ARB 301. Prerequisite: The Arabic Placement Test, which can be accessed through the following link: https://www.ryerson.ca/llc/futurestudents/placement_tests/ (UL)
ASC120	**Introduction to Architecture** - This course introduces students to architecture as a cultural and intellectual undertaking, as well as a prime contributor to the design of our built world. Lectures, media presentations readings, assignments, and other explorations will provide students with opportunities to develop architectural vocabulary and an understanding of architectural concepts. Through such lenses and activities they will evolve insights into the theoretical, historical, economic, and technological aspects of architecture as they have evolved over time. (LL)
ASL101	**Introductory American Sign Language I** - This professional elective course is designed for hearing students wishing to acquire some of the basic vocabulary and grammatical structures of American Sign Language (ASL). Through active participation, students learn to communicate in ASL, developing their ability to understand and use ASL fingerspelling, simple affirmative and interrogative statements. Students also learn to converse in ASL. By the end of this course, students should know 500 signs. Students with restricted dexterity may find the production of signs challenging. (LL)
ASL201	**Introductory American Sign Language II** - This course is designed for hearing students with some basic knowledge of ASL who wish to acquire the necessary vocabulary and grammatical structures to conduct basic conversations in American Sign Language (ASL). Quantifiers and classifiers are covered, as are tense and number indicators. Verb inflections and adverb modulations are also explained. By the end of this course, students should know around 1000 signs. Students with restricted dexterity may find this course challenging. Prerequisite: ASL101 (LL)
ASL301	**Intermediate American Sign Language I** - This course is for hearing students with good knowledge of ASL wishing to develop their use of signed vocabulary and complex grammatical structures. The use of quantifiers is emphasized in describing objects and providing location. Verb inflections and adverb modulations are covered. By the end of this course, students should know 1500 signs and be able to conduct conversations involving several people, expressing emotions and feelings. Students with restricted dexterity may find this course challenging. Prerequisite: ASL201 (UL)
ASL401	**Intermediate American Sign Language II** - This course is for hearing students with good knowledge of ASL wishing to develop their use of signed vocabulary and complex grammatical structures. The use of quantifiers is emphasized in describing objects and providing location. Verb inflections and adverb modulations are covered. By the end of this course, students should know 1500 signs and be able to conduct conversations involving several people, expressing emotions and feelings. Students with restricted dexterity may find this course challenging. Prerequisite: ASL301 (UL)

BLG850	**What is Cancer?** - Cancer is the most prevalent disease in contemporary world. The basic biology of cancer as well as relevant clinical and therapeutic aspects of the disease will be covered. This knowledge will be then integrated with current public health issues in cancer prevention and treatment. Students will learn how to critically evaluate cancer claims in the news and explore common myths about cancer. Students will also have an opportunity to effectively communicate information about cancer to general public through current forms of media. This course is designed for non-science majors and as such does not require any university level science courses as prerequisites. Antirequisite: BMS850 (UL)
MUS220	**Global Popular Music** - This course will offer a survey of global popular music, investigating how the adoption of western music industry practices have been informed by new local contexts. The growth of diasporic fan bases and globalized movement of music via modern technology will be examined, alongside the impact of regional identities and political movements on music production. Examples from global popular music will be analyzed to illustrate both developments in musical style and music's connection to social change. (LL)
MUS520	**Women in Popular Music** - This course will examine the role of women in recorded popular music, looking at the interrelationships of gender identity, gender performance, and musical creation. How women have sought agency and independence within the western capitalist music industry model will be examined, using case studies of the lives and careers of female musicians. Examples from western popular music will be analyzed to illustrate the social, cultural, and political contexts that influence female participation in music. (UL)

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the 9 course proposals for addition to the Liberal Studies elective tables.*

G. *For Information*: PERIODIC PROGRAM REVIEW FOLLOW-UP REPORTS

***i.* GRAPHIC COMMUNICATIONS MANAGEMENT One-Year PPR Follow-up Report**

This follow-up report addresses the recommendations stated in the Academic Standards Committee's assessment of the Periodic Program Review of the Bachelor of Technology, Graphic Communications Management, approved by Senate in April 2018.

Recommendation: The Academic Standards Committee recommends that the program provide a one-year follow-up report as follows:

1. Demonstrate progress on the developmental plan.
2. Provide feedback on how issues identified in the self study regarding the phased-out curriculum, as well as curricular enhancements regarding EDI, have been addressed in the revised curriculum that was implemented in the Fall 2015.

Response:
1. Demonstrate progress on the developmental plan.
Currency of Lab Equipment - The School has been very successful in keeping labs current. With the help of FCAD, software and hardware purchased have been consolidated, where possible. The FCAD Equipment Committee and GCM budget support lab currency. Gifts-in-kind to the School from industry, negotiated on a regular basis by GCM faculty members and staff, have been very important in allowing the School to maintain currency of labs.

Student Applicants - Incoming students, measured in terms of quality and number of applicants, have increased steadily and impressively through the Fall 2018 admission cohort. A full analysis of the Fall 2019 admissions cycle will be possible in Fall 2019, when reports from Undergraduate Admissions and Recruitment (UAR) are available.

SRC Space - Dedicated SRC space for faculty members has been addressed to an extent through the new FCAD Catalyst space in the Rogers Communications Centre (RCC). Additionally, the School has created a small SRC space in the Heidelberg Centre (HEI) by repurposing an office; this space is used primarily by faculty members and Research Assistants for measuring and analysis of print samples and data. GCM has no dedicated SRC labs due to space limitations; labs available for SRC are shared teaching-research labs which are normally heavily scheduled during the academic year.

Internationalization - GCM has continued to strengthen internationalization initiatives, in accordance with the Ryerson, FCAD and GCM strategic plans. In 2018-19, the School carried out a faculty exchange with partner university Hochschule der Medien (HdM), or *Stuttgart Media University,* in Stuttgart, Germany. Over the past two years, GCM has seen a significant increase in the number and quality of students seeking an international experience, and continues to work to provide short-term (typically one to two week) and semester-long international experiences.
GCM has held discussions to expand internationalization efforts to include Korean and other eastern partners in an effort to broaden the range of countries, cultures and economies which students may experience. The School is pleased that it is in the final stages of signing an international exchange agreement with Sungkyunkwan University in South Korea.
In Spring 2020, the School will arrange for two groups of students to attend Drupa and Interpack, the largest trade shows in the world for the printing and packaging industries, each event drawing around 300,000 global visitors.

Space Challenges - The major challenge identified in the PPR developmental plan was lack of space.
Two factors: the growth in the GCM student population to where the HEI building, designed for 400 GCM students is now home to 631 GCM students, plus an additional 590 non-GCM student enrolments per year in GCM courses, has put tremendous strain on space. The building is now some 60% over its design capacity. Labs are most affected, but dedicated space for SRC, adequate lecture facilities, space for extra-curricular student groups, and student study space are all stressors.
The School has done what it can: converting the GCM student lounge into a lab (following a referendum in which over 90% of voting GCM students supported the move), and adding two small group study spaces and over 60 power-equipped seats at tables in the hallways on the second and third floors of the HEI building. New student furniture for the main floor was purchased to replace aging and broken furniture from 2002. All of this was funded from the GCM budget.
GCM dedicates the board room in the HEI building as a student study space during exam periods. The School has engaged in unique timetabling, including a large number of evening classes, and the launching of six spring/summer courses in 2018, all of which help alleviate pressures on space, particularly labs.
The Dean assisted by providing two additional faculty offices in Kerr Hall South, and office space for the PMRC in the FCAD Catalyst research space in the RCC building. There has also been discussion about allocating space for GCM equipment within the new Creative Technologies Lab in the Daphne Cockwell Health Sciences Complex, and there was discussion in recent years about a shared wide format inkjet printing lab in the Image Arts (IMA) building. The Dean is cognizant of GCM's very significant space challenges, and is committed to searching for any significant additional space that may become available.

Implementation of New Curriculum - The new GCM curriculum, started in Fall 2015 and is now fully in place. One significant change is improved elective choice. Students now have access to four optional Concentrations, and more than 50% of students are choosing to complete a Concentration. Minors also remain highly popular with GCM students, and the number of elective courses in the GCM curriculum makes it possible for students to complete a large range of Minors without taking additional courses.

To effectively develop and deliver the new curriculum, GCM faculty and contract lecturers have uploaded and shared course outlines, content, resources and classroom materials into a shared faculty folder, and through a physical GCM teaching resources library. As part of this highly collaborative approach, at the end of each term the faculty meet to discuss content in all courses and update the shared resources. The goal of this process is to ensure that the curriculum is coherent, progressive and avoids unintended duplication.

Staffing (Faculty Members and Support Staff) - At the time of writing of the PPR, the School had five OPSEU support staff (three administrative staff and two technical staff). Since that time, the School hired a Client Support Technician. The main reason for the additional technical staff member is to support lab courses scheduled in the evenings until 9:30 p.m. and the growing number of students.

The developmental plan also established the goal of adding RFA faculty members. At the time of the PPR self-study, GCM had 11 RFA faculty and seven Contract Lecturers, two of whom worked full-time hours. Presently, the School has 11 RFA faculty and 14 Contract Lecturers, six of whom work full-time hours. In reality, the actual number of faculty members available for teaching, committee work, etc. is lower due to leaves. Presently, more than 50% of all teaching hours in GCM are taught by Contract Lecturers.

The need for additional RFA faculty members is greater now than it was at the time the PPR self-study was written; the Dean has provided significant hope that this will improve be the end of the 2019-20 academic year. The School is hopeful that GCM will be permitted to hire two RFA faculty members in 2019-20: one strategic growth hire and a retirement replacement, to replace the faculty member who retired in April 2019.

Assuming the above commitments are realized, this will bring the RFA complement to 13 faculty members by July 2020, barring any retirements or other unforeseen events.

Such hires will bring GCM closer to the FCAD student-faculty ratios, as well as improve GCM's strategic positions in priority areas such as packaging, design and typography, and SRC output. Additional RFA hires will reduce the portion of teaching done by CUPE Contract Lecturers below the 50% level. Hires offer the opportunity to improve the EDI profile of GCM faculty. Notably, at present, only 18% of GCM faculty members are female, while 75% of GCM students are female.

Resources Requested and Provided **-** The main resources requested by the School are physical space, especially lab space, office space and student space, as well as RFA tenure-stream faculty members and technical staff. These have been discussed above. Additionally, the PRT report recommended the School pursue a newer, more modern flexographic printing press. The School is currently investigating this possibility and has begun to set aside funds for this purpose. Industry has offered additional support. In the interim, thanks to financial support from the Dean's office, GCM is currently in the process of upgrading our existing flexo press.

2. Provide feedback on how issues identified in the self study regarding the phased-out curriculum, as well as curricular enhancements regarding EDI, have been addressed in the revised curriculum.

The phased-out curriculum is now concluded. The vast majority of students admitted prior to Fall 2015 graduated in Spring 2019. A few more will graduate in Fall 2019. Only nine (9) students enrolled under the phased-out curriculum will remain in the GCM program beyond the Fall 2019 convocation, and they are expected to graduate in 2020 or later. Of those nine, only six (6) still require GCM courses to graduate, the other three having only requirements for Liberal Studies, Professionally-Related Electives, or courses taught by other Schools and Departments.

One issue which the School is aware of is that two out-of-phase students will require the elective course GCM 812 in 2019-20 as a substitute for the phased-out required course GRA420. Because GCM 812 is an elective course, and despite the University's new budget challenges, it will be essential to offer GCM 812 for these students, or to find another appropriate solution in the event there is a requirement to cancel the GCM 812 elective course.

GCM is highly committed to EDI, both in curriculum and in other operations of the School. EDI is not only addressed directly through the curriculum; other opportunities include extra-curricular student groups and their activities, hires of faculty, staff and Teaching Assistants, interactions with industry and employers, SRC, events, meetings and conferences, publications and websites, emails and communication pieces, imagery, signage, etc.

However, the revised curriculum provides an excellent opportunity to advance EDI initiatives. Recognizing that EDI concepts and best practices are ever-evolving, faculty (including Contract Lecturers) and staff discuss EDI initiatives in department meetings on a regular basis. Other opportunities to focus on EDI are presented through the initiatives of many other University offices, programs and groups – too many to mention – and with strong support from the Dean.

EDI is not something which is necessarily specific to certain courses; rather the School's commitment to, and demonstration and practice of EDI principles, is something which runs across the curriculum, not unlike critical thinking, literacy or academic integrity. Below is a list of some ways in which EDI is practiced within and across the GCM curriculum.

• The revised curriculum includes GCM 740 Accessibility for Graphic Communications, which is also offered as an Open Elective without prerequisites to students from across the University

• Accessibility as a topic is specifically covered in varying degrees in the following courses: GCM 110, GCM 111, GCM 130, GCM 230, GCM 210, GCM 362, GCM 720, GCM 722, GCM 754, GCM 800, and GCM 806

• EDI is not always a specific topic in other courses, but instructors do incorporate it into teaching across courses by:

    o Using gender neutral pronouns (their/they) instead of he/she in verbal and written scenarios and examples and gently addressing the topic in class when students use less-neutral pronouns or language

    o Avoiding assumptions about students and their families, including about nationality, origin, gender expression, sexuality, family status, etc.

    o Coaching guest speakers, industry visitors and employers on EDI expectations of the School

    o Applying tools in Microsoft Office 365 that create automatic tags for images that can be read by assistive devices

    o Using the captioning feature in YouTube and other video players to play videos with captions

    o Working with Student Learning Support (SLS) and Academic Accommodation Support (AAS) to support students whose diverse needs may include accessibility accommodations

    o Discussion of EDI-related labour and human rights codes in GCM 370 Management Studies, ahead of the third-year internship placement

    o Emphasizing that good graphic design, printing and packaging includes accessibility features

• Some things we can do in the future that can further enhance EDI in the classroom include advertising new faculty positions in outlets and channels which will enhance the EDI profile of the GCM faculty, and adding a statement to course outlines that reads something like: "The School of Graphic Communications Management supports a non-sexist, non-transphobic, non-homophobic, nonableist and non-racist environment and is committed to upholding the values of equity, diversity, and inclusion."

As a follow up to the Academic Standards Committee's review (October 2019), the program is required to provide to the ASC, by no later than June 30, 2020 as part of its two-year follow-up report, an update with the points related to EDI noted below to be addressed:
In general positive initiatives have been made with respect to EDI. To further progress, ACS encourages GCM to think more broadly beyond diversity of students/faculty/staff to include diverse ways of knowing/knowledges. In particular, please consider:
-how GCM might Indigenize and decolonize the curriculum through ways such as course redesign, rethinking pedagogical practices and adding authors/work that is reflective of Indigenous and post/anti colonial perspectives.
-bringing in guests presenters who speak to EDI issues and linking these presentations back into student assessments.
-how having more female faculty members will or could transform the program.

ii. **JOURNALISM One-Year PPR Follow-up Report**
This follow-up report addresses the recommendations stated in the Academic Standards Committee's assessment of the Periodic Program Review of the Bachelor of Journalism, Journalism, approved by Senate in April, 2018.

Recommendation: The Academic Standards Committee recommends that the program provide a one-year follow-up report that includes:
1. Progress on the developmental plan.
2. Feedback on how issues identified in the Self-Study regarding the phased-out curriculum have been addressed in the revised curriculum that was implemented in the Fall 2015.
3. Revised program learning outcomes and mapping of required and elective core courses in the current curriculum to the revised learning outcomes.
4. Evidence that efforts have been made to review and improve course outlines.
5. A complete set of CVs, removing any duplicates and adding ones that were missing in the PPR submission.

Response:
1. Progress on the developmental plan.
• **Complete, as quickly as possible, the implementation of the new BJourn curriculum introduced Fall 2015**
Completed. The first cohort of students graduated in June 2019.
• **Track student progress in the new curriculum**
a) We tracked our graduating students by conducting three focus groups in Week 10–11 of the Winter 2019 semester. All students surveyed said the new program was effective. Four-fifths of the respondents intended to pursue a career in journalism, while the remainder either were looking to law school or graduate school, or wanted to move into communications. Students highlighted the hands-on, experiential teaching, the excellence of the professors (there were some calls for more diversity in faculty), and the opportunity to network while in school. There was concern about repetition from class to class, year over year, although this was balanced by the understanding that repetition develops skill sets. There was some concern over having too many choices and not knowing the right path to take through the program; recent improvements to our academic advising process, discussed below, are intended in part to respond to this concern.
b) With the new curriculum, students now have five options for course "packages" (rather than three) in their seventh and eighth semesters. The program committee and faculty meeting discussions addressed how faculty would navigate the changed menu of offerings, the impact on delivery of each of the courses, and revision of course outlines and program learning outcomes to reflect the diversity of choices.
c) One of the significant curriculum changes is the options offered students in their final year. Data show that students are taking advantage of the flexibility offered under the new curriculum.
• **Continue innovations through new curriculum-delivery modes, including asynchronous e-learning, interconnection between lecture and lab modes, and the development of new online and hybrid courses—beginning with online lectures for JRN 344 Journalism and Society.**
Our Reporting on Indigenous Issues (JRN 350) is offered online. The online rollout of JRN 344 has been successful. In terms of the interconnection between lecture and lab modes, the most significant change for second-year classes was with JRN 272 Feature Writing and Current Affairs. In Winter 2019, the course format was a "flipped classroom," with a weekly two-hour lecture delivered via eLearning. In their four-hour weekly tutorials, students worked in small groups led by the tutorial leaders (experienced journalists) to do hands-on exercises and build major features, organized in relation to six featured neighbourhoods. We have also introduced online instruction modules for many other courses, particularly in the first year.
• **Continue to develop curriculum that serves diverse student aspirations and makes the learning experience of marginalized groups, including Aboriginal students, as inclusive as possible. This will begin with implementation of the plan for raising understanding of Aboriginal People's issues and the challenges and opportunities for reporting their stories in a proper context.**
The School has taken several steps to increase our students' awareness of and exposure to Indigenous issues. Here are a few examples: the core introductory course, JRN103, included a module in Fall 2018 on covering Indigenous issues, including a lecture by Distinguished Visiting Professor Duncan McCue, member of the Chippewas of Georgina Island First Nation in southern Ontario. Ryerson's Indigenous community were invited to class for a panel discussion about the controversy over the Egerton Ryerson statue. Students were then assigned to conduct interviews with the guests and write news stories. In JRN 270, students were assigned in Fall 2018 to

research, report and produce video, audio and online stories about Louis Riel Day in Toronto. In JRN 806, students responded in writing and discussed in class long-form Indigenous narratives by Tanya Talaga (2017), Dan David (1996; 1997) and Duncan McCue (2016). The School's Atkinson Lecture for 2018–19 was delivered by Ryan McMahon, an Anishinaabe comedian, writer, media maker for the *Globe & Mail*, Vice, CBC, CBC Aboriginal, APTN, and host of the podcast "Thunder Bay." Reporting on Indigenous Issues (JRN 350) is offered to students in their final undergraduate years. It responds directly to the TRC Calls to Action and ensures that students know the basics about the UN Declaration on the Rights of Indigenous Peoples, the history of residential schools, and the legal relationship between the federal government and Indigenous peoples. It also encourages students to report on science, education, health, political and other stories through an Indigenous lens, putting Indigenous voices first. The School has also made arrangements for students who report on stories in Indigenous communities to make an appropriate offering of tobacco.

• **Make "learning journalism by doing innovative journalism for real audiences" more central to the second halves of the BJourn and MJ curricula. This includes developing sustainable plans for high-quality journalism, packaged and delivered innovatively, in all School publications**

Stories produced by students in the third-year news reporting workshops are regularly published in the R*yersonian*, and students in lower level courses also have opportunities for publication in this way. The *Ryersonian* has expanded its mandate to cover the broader urban community around Ryerson, not just the campus. The *Ryerson Review of Journalism*, meanwhile, has evolved into a multi-platform news organization, with a vibrant online presence, a podcast, newsletter updates, and live events: https://rrj.ca/

• **Articulate an enhanced "value proposition" of the BJourn degree that expresses the many benefits of training research on current events, critical thinking through verification and clarity of communication using multiple platforms. Work more consistently with other journalism schools and organizations to foster public awareness of what journalism is and its social importance as an impartial source of information for the public.**

Two new final-year courses in particular have been valuable to students preparing for a broader range of career paths that can be pursued with a BJourn degree. The Capstone Project course (JRN 840) gives students the opportunity to conduct in-depth research in areas such as history, marketing, smartphone app development, etc. Building the Brand (JRN 842) has been an extremely popular fourth-year elective, preparing students to think in entrepreneurial ways about developing and managing their careers. The School has taken a leadership role in J-Schools Canada, an organization launched in late 2018 to promote the study, practice and reflection of journalism education in Canada and internationally through the World Journalism Education Congress; to strengthen the common purpose of Canadian journalism programs in providing quality education at the college and university level for future generations of Canadian journalists; and to operate as the official publishing body responsible for J-Source.

• **Continue to grow News Studies enrolment, aided by a more robust "marketing" of these courses, through the new FCAD-wide focus on interdisciplinary learning and teaching, and by the already-apparent strong uptake of the Public Relations Minor by Professional Communication students.**

Enrolment in NNS courses increased by more than 80 per cent between 2014–15 and 2018–19. Two new NNS courses—NNS410 (Queer Media) and NNS419 (Journalism in Comedy)— have been offered. The program has been marketed through advertising by developing marketing materials that were sent to all NNS students and distributed across campus, and through class visits. Fewer NNS courses were offered in 2018– 19, which accounts for the decline in registrations last year. The NNS courses also became an option for Creative Industries students to complete their minor. The majority of NNS students are from other FCAD schools.

• **Work with FCAD development, administrative and academic colleagues to implement significant renovations to the School's second-floor spaces, as described in Part 7.2.3.**

The opening of the Catalyst and Catalyst Learning Lab in September 2018 provided new instructional space for our radio and other courses. New edit suites were constructed in RCC 223. The Catalyst also provides office space for the Ryerson ism Research Centre (RJRC), space for public lectures organized by the RJRC and *Ryerson Review of Journalism*, and office space for a visiting professor from Doshisha University in Kyoto, Japan.

- **Work with the Dean of, and colleagues in, FCAD to find more effective means of:**
- **responding to students' increasingly challenging mental-health and academic-accommodations needs,**
- **providing a consistently high quality of academic advising,**
- **advocating for the university to allocate more financial resources for essential student services, and**
- **designing a system that allows predictability and availability of elective course offerings.**

RSJ has been the beneficiary of an FCAD faculty-wide initiative that saw the addition of a "SHaWN" (student health and well-being navigator) to help FCAD students facing personal and academic challenges identify and navigate the many supports available across the university. In addition, the School of Journalism's Student Affairs Coordinator visits all mandatory classes on a monthly basis in Years 1 & 2 to remind students about the kinds of support that are available. January, 2018 saw the launch of a new D2L site called Accommodating Accommodation, produced by RSJ instructor and technician Sally Goldberg Powell and FCAD Teaching Chair and RSJ professor Ann Rauhala, in consultation with the university's Academic Accommodation office. This course, which includes short videos and links to information, was designed specifically for instructors teaching in FCAD to better equip them to meet accommodation needs. More than 30 FCAD instructors have done the certificate. To date, more than 20 RSJ staff and faculty have completed Thrive RU resilience training led by Diana Brecher. ThriveRU newsletters are also sent out to students each week.

The School has introduced new processes to provide high-quality academic advising. Students fill out a Google form that asks them which areas they need help with. With the new process, all questions and inquiries are dealt with in a timely manner.

To better plan course offerings of core electives, Journalism holds in-class workshops to guide students through a specially designed "pre-course intentions" form to indicate their intentions for journalism electives. This process allows the School to better predict the demand for specific courses and adjust our offerings accordingly.

- **Update our School's SRC policy to allow for the determination of priority areas for study and leverage funding opportunities to foster research in these areas**

The School of Journalism adopted a new and updated SRC policy in September 2018.

- **Continue planning and implement partnership with Journalists for Human Rights and Witwatersrand University to share values and techniques for journalism in Canada and sub-Saharan Africa, with a particular focus on entrepreneurial media ventures.**

The partnership with RSJ and JHR is currently dormant. Prof. Asmaa Malik, who established this connection, continues to be the external reviewer for Witwatersrand's graduate-level Creating Media course and is working on a longer-term scholarly collaboration with Journalism and Media Lab Accelerator Program director Indra de Lanerolle. She is also in conversation with the South African Media Innovation Program to do some advisory work with their incubator teams.

2. Feedback on how issues identified in the Self-Study regarding the phased-out curriculum have been addressed in the revised curriculum that was implemented in the Fall 2015.

Issues arising out of old curriculum and responses to them include:

- It retained a print focus in the first year of the program that is inconsistent with current industry practice. In response, students now begin to work in multimedia journalism in the second semester. By the end of Year 1, students have reported using text, photos, video, audio and social media, doing all of this on daily deadlines.
- It delayed the introduction of digital reporting skills until the second year, thereby losing vital learning and practice time on what is now an essential set of skills. This is no longer the case—see above.
- It didn't provide enough student choice to accommodate an increasingly large number of our students who decide to pursue careers in different or related professions, including advanced academic study. Students now have much more choice about how to proceed through the program and are clearly taking advantage of these opportunities. Anecdotally, we see at least a half dozen students opting to pursue graduate studies each year.
- It didn't allow sufficient flexibility in modes of delivery, relying largely on small lab- style classes even where well-prepared lectures could provide a more consistent delivery of core knowledge. All first- and second-year courses are now offered in combined lecture/lab format, whereas as recently as 2014, virtually all first- and second-year courses were strictly labs.

• It didn't provide enough opportunity for students to prepare reporting assignments for publication to real audiences at an increasingly professional level of achievement. This point is addressed under "Progress on the developmental plan" above.

3. Revised program learning outcomes and mapping of required and elective core courses in the current curriculum to the revised learning outcomes.

In May 2018, the School of Journalism's undergraduate and graduate program committees embarked on a shared initiative to map our respective degrees' learning outcomes. We devoted a two-day retreat to a critical examination of our degree to come up with learning outcomes. We then sought advice from subject-matter experts in Ryerson's Learning and Teaching Office. LTO experts met with our senior leadership team and attended our half-day faculty and instructor conference in August 2018 to help our instructors match assessments to learning outcomes. We met again in the fall to review the work done at the May retreat. We now have draft degree-level learning outcomes that will be put to a faculty vote and, if passed, sent to School Council for approval in the Fall of 2019. We'll also help individual faculty and instructors craft learning outcomes for their individual courses; those LOs will be reviewed and, where necessary, edited, as part of the course syllabus approval process in advance of the Fall 2019 semester.

4. Evidence that efforts have been made to review and improve course outlines.

All faculty and instructors are required to submit their draft course outlines to designated faculty reviewers before each semester begins. In August 2018, faculty and instructors received a copy of the University Senate's guide to course outlines along with a template, annotated by the chair of the School of Journalism to reflect additional rules and policies that are specific to RSJ. Faculty and instructors also received a checklist that lists the most common errors and deficiencies we see in course outlines. That checklist was used to provide feedback to guide any required revision to a draft course outline.

5. A complete set of CVs, removing any duplicates and adding ones that were missing in the PPR submission.

These have been uploaded and shared with ASC.

iii. POLITICS AND GOVERNANCE One-Year PPR Follow-up Report

This follow-up report addresses the recommendations stated in the Academic Standards Committee's assessment of the Periodic Program Review of the Bachelor of Arts, Politics and Governance, approved by Senate in May 2018.

Recommendation: The Academic Standards Committee recommends that the program provide a one-year follow-up report that includes:

1. The progress on implementing the recommendations in the revised self-study.
2. A complete mapping of all required and elective courses to the current program learning outcomes (SSH required courses, POG 313, POG 315, POG 323, POG 235, INP 900, POG 240, and POG 430), as well as an analysis of the mapping, noting any current or future considerations for curriculum revisions.
3. Map teaching methods and assessments to the current program learning outcomes and provide an analysis of the mapping.
4. A complete set of course outlines for all core required and elective courses. (Course outlines for the following courses were missing: SSH 105, SSH 205, SSH 301, POG 225, and POG 320.)
5. Refined program learning outcomes to clarify the intent. Consider adding EDI as a program learning outcome.
6. The missing CVs of all RFA faculty teaching core required and core elective courses in the POG program.
7. An update on curriculum revisions, including considerations for Concentrations, Double Majors, and experiential learning opportunities.

Response:
1. The progress on implementing the recommendations in the revised self-study.

The Department outlined ten immediate priorities. Several of the immediate priorities will be taking place in Year 2, post-PPR (2019-2020), and relate to a review of the broader curriculum in the degree. The Undergraduate Program Director (UPD) and Chair, for example, announced at the September 5, 2019 Department meeting, that a Working Group on curriculum review will begin to meet in late September or October. The group will consist of all area group leads (sub-disciplines in the field) along with any other members interested in participating. The themes of each monthly meeting conform to the issues outlined in the Development Plan, including: course requirements; experiential learning; new course development to reflect student and faculty interests and recommendations in peer-review; Indigenizing curriculum; and imbedding seminars in curriculum. One of the 'intermediate priorities' – double majors – was moved to an 'immediate priority' owing to the opportunity that existed in the Faculty of Arts.

In the year following the POG-PPR, the Department Chair has endeavoured to discuss the challenges and opportunities of curriculum revisions regularly with Department members, and also provided more details about the course loading process with the Department. The goal has been to open up the 'black box' of course offering decisions with the Department, and to make the process more transparent while increasing Department-wide knowledge of the process. The expectation is that this will help advance an informed discussion of curriculum changes in the years to come. Finally, the Department is fortunate that the Department Chair and UPD have established a plan to make clear and meaningful advances in PPR implementation in 2019-2020.

2. A complete mapping of all required and elective courses to the current program learning outcomes (SSH required courses, POG 313, POG 315, POG 323, POG 235, INP 900, POG 240, and POG 430), as well as an analysis of the mapping, noting any current or future considerations for curriculum revisions.
The courses omitted from the original mapping are now included in the Google Drive. The addition of these courses to the course map does not change the analysis presented in the original PPR

3. Map teaching methods and assessments to the current program learning outcomes and provide an analysis of the mapping.
This table is now provided and available in the Google Drive folder. Results from the Table do not change the original analysis: Our department uses a range of teaching and assessment methods.

4. A complete set of course outlines for all core required and elective courses.
These outlines are now included and available in the Google Drive folder.

5. Refined program learning outcomes to clarify the intent. Consider adding EDI as a program learning outcome.
The Department has discussed the ASC's concerns with the overlap and lack of clarity of some of the learning outcomes, in particular, Learning Outcomes (LO) #7, #8, #9. The Department has not amended or changed these Learning Outcomes and is comfortable with leaving them as presented. The response to the ASC clarified our rationale for these LO. The bigger lesson from the ASC's observations and concerns is that the Department needs to think more carefully about how to communicate its learning outcomes as it moves forward with its program revisions and for the next program review. Added to this is the potential to formally imbed Equity, Diversity and Inclusion (EDI) qualities in the program's learning outcomes. The Department did not include EDI as a learning outcome, in part because EDI is both diffused throughout the program already, and because we have stand-alone required courses and electives that directly and specifically deal with EDI. Hence, a student cannot graduate from our POG program without reflecting on the relationship between EDI and politics. Our course, POG 320, Social Identity and Citizenship is required for students; students can further expand their knowledge by taking an elective in Indigenous governance; race and ethnicity; nationalism and identity; women in politics; and the politics of sexual diversity, to name a few courses. Hence, the Department has not revised the learning outcomes in the POG PPR to add a new LO relating to EDI. But the Department duly notes that this is central to the program and should add reference to EDI in its future program LO and in its next program review.

6. The missing CVs of all RFA faculty teaching core required and core elective courses in the POG program.
The CVs of all RFA faculty teaching core required and elective courses are now available in the Google Drive folder.

7. An update on curriculum revisions, including considerations for Concentrations, Double Majors, and experiential learning opportunities.
On June 28, 2019, the Faculty of Arts, Associate Dean, Undergraduate Studies, submitted a proposal for the creation of double majors to the Academic Standards Committee on behalf of the Departments of Sociology, Politics and Public Administration, Criminology and History. The double major proposal will provide an opportunity for incoming Politics and Governance students to apply for a double major with each of the other undergraduate programs listed. The Department endorsed this proposal and we are excited about the opportunities this proposal will afford new and early POG students. As previously noted, the double major proposal was originally part of our intermediate priorities in our development plan. However, the opportunity to submit the proposal arose earlier than anticipated so we dedicated a lot of time and effort to submitting this. A copy of the double major submission documents are available in the Google Drive folder. Other curriculum revisions that have been made include:
• requested a new stand-alone course code for our very popular Constituency Office class, which used to have a shared course code, and stating clearly that it is an experiential learning course;
• requested a new stand-alone course code for our popular Washington DC course, and stating clearly in the new description that this is an experiential learning course;
• added a stream to our curriculum entitled "Intensive Experiential Learning" where the two new stand-alone courses will fall under;
• discussing concentrations at a Spring 2019 department meeting, and drafting some potential concentrations that will be discussed as part of our Curriculum Working Group this year, 2019-2020;
• commitment to make increased experiential learning opportunities a central discussion item for the Curriculum Working Group in 2019-2020;
• attending an information session about introducing coop in the Faculty of Arts and a general endorsement of moving forward with the opportunity.

As a follow up to the Academic Standards Committee's review (October 2019), the ASC strongly encourages, as part of the next program review, the addition of a learning outcome related to EDI to enable formal demonstration of how it is embedded in the curriculum and to facilitate future program enhancement initiatives.

iv. **SOCIOLOGY One-Year PPR Follow-up Report**
This follow-up report addresses the recommendation stated in the Academic Standards Committee's assessment of the Periodic Program Review of the Bachelor of Arts, Sociology, approved by Senate in May 2018.

Recommendation: The Academic Standards Committee recommends that the program provide a one-year follow-up report that includes:
1. The progress on implementing the recommendations within the implementation plan.
2. Refinement of the program learning outcomes as a foundation for considering the curriculum modifications identified in the self study.

Response:
1. The progress on implementing the recommendations within the implementation plan.

• *Embed experiential learning further in curriculum and enhance student opportunities for professional*

development and career focus.

In the Winter 2018 term, Sociology students took part in the career-focused pilot course. This course was then offered for the first time as a credit course in Winter 2019 as SSH 500. This course was oriented around career goals and job search practices, helping students to develop a sense of direction and initiative through self-reflection, career search self-assessment, work on resumes, practice interviews and other activities. Students took part in a job shadow experience in an establishment aligned with their career goals, observing the work routines and having conversations with employees about the nature of the work, how jobs in the field are filled. The enrollment for the course was 26, 22 of whom were Sociology program students. This course will be offered again in the Winter 2020 term. Based on the positive student feedback, we expect the demand for this course to grow significantly in the coming years.

As we introduce new courses, particularly our new 4th year seminar courses, we are including specific language indicating experiential components. The work of embedding experiential learning into existing courses is ongoing. In addition, the Sociology Department has started to provide faculty members with additional resources to support the work of developing and implementing experiential learning components of a course. These funds have been used for additional TA hours and RA support, but may be used for other relevant needs. In 2018-19, four
faculty members accessed this support.

- *Deepen the transformative equity focus in the department by Indigenizing and decolonizing the Sociology Curriculum, increasing the variety of equity-oriented courses and strengthening processes for raising equity-oriented concerns in the department*

The work of Indigenizing and decolonizing the Sociology curriculum includes developments in course design, pedagogy and content. In the past year, Drs. Julie Tomiak and Damien Lee have met with the Curriculum Committee on two occasions to discuss possibilities related to Indigenous-focused course and program development. Based on these conversations, the Department Council approved an upper-year course entitled Special Topics in Indigenous Studies. While further curricular changes are planned, it was decided that these discussion should be postponed in order to include the perspectives of the three new Indigenous faculty members who will join the department on July 1, 2019. These faculty members bring knowledge and perspectives that will not only inform new course development, but will bring Indigenous perspectives into all aspects of the Sociology curriculum, including pilot projects in land or place-based pedagogy.

We are also developing more focussed and intensive equity-oriented courses to complement the broader and more introductory character of many of our courses in this area. Dr. Mélanie Knight developed a new course, called "Blackness and Freedom" (SOC 530). This course was approved in the Fall 2018 term, and will be taught in the Fall 2019 term. In addition, the department has undertaken discussions to develop additional sociology courses with an equity and decolonizing focus.

We also continue to support the Caribbean Studies courses. To support the Caribbean studies focus of the department, the department undertook a search for a Caribbean studies scholar. As this was a failed search, it is the expectation that the position will be re-posted this fall.

- *Provide program students with a wider variety of substantive courses covering exciting sociological topics*

To allow students greater variety of substantive courses, the Sociology Department has loosened its restriction on Sociology program students taking Liberal Studies sociology courses. Beginning in the Fall 2018 term, students are now permitted to take up to two upper-level Liberal Studies sociology courses, and count them as part of their

Table II requirements. This change has been met with widespread support from students, who are eager to have access to courses such as Sociology of Sport, Sociology of Food and Eating, and Women and Islam. A very small number of students have accidentally enrolled in more than two UL sociology courses. While these cases have been addressed individually, the Undergraduate Program Director and Undergraduate Program Administrator are developing strategies to help educate students about the restriction.

The department also continues to develop more elective courses offered as Table II courses. For example, SOC 530 (Blackness and Freedom) and the new Special Topics in Indigenous Studies courses will both be offered as Table II courses. In addition, the department is developing new courses as part of the revised 4th year curriculum (see below).

- *Smaller seminar courses offer the possibility of integrative learning in which students draw on their theoretical and methodological preparation to investigate pressing social issues through a sociological lens. We will explore possibilities for students to be exposed to more integrative learning through the exploration of substantive issues.*

The department has developed a proposal to modify the fourth year of the program by adding one additional required course. Specifically, students will take SOC 490 *and* one additional fourth year course. The additional required course will be selected from among 4 options. This additional required course will replace one of the required Table II courses, resulting in no change to the number of SOC courses that students require to complete their program. Each of the fourth-year course options would ideally be capped at 40 students, distinguishing these courses from other sociology electives.

The four options for the courses are: (1) Making Social Change; (2) Career Integration; (3) Current Social Issue Focus; and (4) Independent Sociological Analysis. Students who are interested in a traditional focused seminar course can take Current Social Issue Focus. Our students with a strong interest in social activism and social justice may elect to take Making Social Change. Students who are pursuing a career directly from their BA Sociology program will likely take an interest in the Career Integration course. Finally, students who wish to develop their own sociological analysis around a specific question or experience can fulfill their fourth year requirement through the Independent Sociological Analysis.

The Sociology Department Council approved this plan on April 9, 2019. We are now in the final stages of consultation on the plan for submission to the Academic Standards Committee by June 28, 2019.

- *The development of a graduate program in Transformative Social Research to enhance the research profile of the department and offer new forms of seminar-based learning for senior undergraduate students.*

Actions:
The Letter of Intent (LOI) for our proposed graduate program in Transformative Social Research has been approved. The next phase is for the Department to turn this into a full proposal ready to go through the stages of the formal approval process. The proposed program complements strengths of the undergraduate program, with its focus on experiential learning, effective research practices and equity. The goal will be to have the full proposal completed by the end of Fall 2019 so it can go through formal processes in Winter 2020. The Department will also have time for serious strategic discussions early in the Fall to address important issues raised by the UPO concerning access to resources for new programs.

2. Refinement of the program learning outcomes as a foundation for considering the curriculum modifications identified in the self study.

The program learning outcomes listed in the Sociology Periodic Program Review were formed through active collaboration and input by faculty and students in the department. The program reviewers stated "these learning outcomes are very clear while at the same time being quite detailed and specific". Further, they note that seven of the learning outcomes align with Ryerson's four principle priorities, and five of the learning outcomes align with the Faculty of Arts strategic plan. Finally, it is noted that the program requirements and learning outcomes encompass six Undergraduate Degree Level Expectations (UDLEs) for Ryerson University.

These learning outcomes remain central to the curricular changes and strategic priorities of the department, and are the foundation for changes made (or currently in progress). The changes outlined in this document have only strengthened the capacity of our program to address each of these learning outcomes. No further refinement of these learning outcomes is needed at this time.

v. URBAN AND REGIONAL PLANNING One-Year PPR Follow-up Report
This follow-up report addresses the recommendation stated in the Academic Standards Committee's assessment of the Periodic Program Review of the Bachelor of Urban and Regional Planning, Urban and Regional Planning, approved by Senate in March 2018.

Recommendation: The Academic Standards Committee recommends that the program provide a one-year follow-up report that includes:
1. An update on the initiatives outlined in the developmental plan.
2. A complete set of recent course outlines (dated) of all required and elective professional courses.
3. Up-to-date CVs (dated) of all RFA and CUPE instructors teaching required and elective courses in the program as of 2016-2017.
4. An update on any decisions made by the School regarding revising or deleting the academic standing variation that is outlined in the Ryerson Calendar.

Response:
1. An update on the initiatives outlined in the developmental plan.
The 2018-2019 academic year has been an extraordinarily active year in the School of Urban and Regional Planning. The School has had an Interim Director and an Interim Graduate Program Director since June 2018; significant faculty resources were committed to the first formal Program Review of the Graduate Program throughout the year; additional resources were committed to a search for a Tenure Track Position in Environmental Planning; two full-time faculty were on Sabbatical Leave; and much of the Winter Term was taken up by budget reduction planning requirements of the University. The cumulative impact of these activities has made it difficult to assign the highest priority to many of the short-term tasks identified in the Planning Periodic Program Review. Most of these short-term tasks have now started to be addressed and are 'on-track' following a robust end-of-year May Days 2019 set of faculty meetings and discussions.

- **Students and Alumni**

Goal - Provide greater support for university and other efforts to recruit secondary school students and promote urban planning as a field of study. Priority – Moderate.
Tasks - Consider changing admission requirements, such as mandatory high school courses or a portfolio if the number of applicants continues to grow at a sustained level and there is no academic standing rate improvement; Develop and grow minors in Urban Design, Real Estate, and other subjects to become attractors to the program; Focus on the program's differentiation strengths around studio teaching, as well as in subject areas of urban design, transportation planning, private development, environmental planning in order to attract high-quality allied-discipline applicants from other high demand programs across Ryerson.
Status – Medium Term/Ongoing.

Goal – Improve the School's Identity and Student Community. Priority – Moderate.

Tasks - Host additional RAPS meet and greets/events early in first year – **ACHIEVED/ONGOING;** Bring alumni to speak in first year classes on the strengths of the school and the importance of peer work, encourage student participation in events – **ACHIEVED/ONGOING;** Update website to include client-based studio activities – **ONGOING;** Invite alumni and community stakeholders to SURP lectures and other events – **ACHIEVED/ONGOING;** Link current student body and alumni together through specific events that feature alumni – **ACHIEVED/ONGOING.**
Status – Short Term/Ongoing.

Goal – Improve job-finding skills and opportunities. Priority – Moderate.
Tasks – Host additional RAPS meet and greets/events with alumni and employers in upper years of study– **ACHIEVED/ONGOING;** Support student ability to attend the annual alumni event; Continue to work with the Career Center to host employment finding seminars in fourth year; Expand Professional learning series from the fourth year to third year using our asset of experienced practitioners to increase employment and professional learning skills; Seek advice from the Advisory Council; Work with the Ontario Professional Planners Institute and the Canadian Institute of Planners to support their efforts to promote job recruitment and networking.
Status – Short Term/Ongoing.

- **Program Delivery:**

Goal – Incorporate a greater diversity of opinions and people in the classroom, particularly in terms of Human Rights and Indigenous People (duty to consult is required by law). Priority – High.
Tasks – Replacement hire needed for Prof. Altrows to address this gap in the curriculum – **ACHIEVED WITH HIRING OF DR. MAGDALENA UGARTE;** Include mandatory content in relevant core courses regarding human rights and indigenous perspectives; Facilitate projects, assignments and revised course content to focus on planning issues related to Diversity, Equity and Inclusion–**ONGOING;** Repurpose PLG700 capstone methods course as Human Rights and Planning to offer this content in tandem with planning ethics course (pilot tested in Fall 2016); Offer PLE765 International Development elective (Professor McCartney) – **ONGOING;** Offer elective or independent study elective in Aboriginal Planning & Indigenous Perspectives; Link field trip and field camps with elective courses and studios to directly work on projects with clients in communities, increase experiential learning in international and/or Indigenous communities.
Status – Short Term/Ongoing

Goal – Enhance the link between faculty SRC and student learning. Priority – Moderate.
Tasks –Make greater use of PLE775 Independent Study, especially as PLE806 is eliminated as an annual class loaded to one faculty member; Explore ways to reward faculty efforts to engage undergraduates in their SRC via Research Assistantships or other incentives for supervision and training of our students; Link elective and studio offerings to faculty SRC.
Status – Short Term/Ongoing.

Goal – Explore opportunities to increase hands-on "making and building", fabrication in the core curriculum; Explore additional professional contacts to increase Placement and Studio opportunities. Priority – Moderate.
Tasks – Introduce a DME / digital media experience boot camp and/or explore collaborations with similar platforms in FCAD, DAS where possible (short term); Consider shared modelling and fabrication lab space or moving into a faculty where those assets can be shared (long term); Establish studios as places for students to work on, securely store and display "made and built" materials; Plan and greet/social event hosted at SURP to explain placement program and benefits to prospective placement hosts; Create recruitment strategy for new placement hosts with Alumni and Partners; Work with Ryerson's Office of Cooperative Education to explore a formal co-op education program – **ACHIEVED/ONGOING.**
Status – Long & Short Term/Ongoing

Goal - Enhance the training, use, application and platform availability of technology; introduce specific technology-based learning as discrete and cumulative skills-based components of the program. Priority – High.

Tasks – PLG320, 420 and 520 to be restructured with significant technology components and requirements, similar to the technology module included as part of PLG220 and the AutoCAD components of PLG320; so that these core studios explore all of the technologies (e.g., GIS, AutoCad, Adobe Suite) through what they require of the students and tie these into "making and building" objectives related to data visualisation, graphic representation and 3D modelling (i.e. model making and building, both physical and digital); Encourage and provide funding for RAPS to offer software specific workshops with DME with peer-peer training support for current students (pilot tested in Fall 2016); Continue to offer GIS elective annually and work with faculty to develop an advanced AutoCAD Design and Infrastructure elective; Explore collaboration with DME and FCAD or DAS to offer a visual communication, graphic representation, GIS boot camp orientation course prior to fall term; Introduce visual communication content into lower year-courses as platform for growth while supporting PLAB and PLAD students through an advanced boot camp orientation course prior to fall term.
Status – Short Term/Ongoing

Goal – Enhance the training, use, application and platform availability of design-thinking into the core curriculum in ways that capitalize on existing and new faculty capacity for teaching and research related to design. Note that "design" as used here includes design of policy, landscape and built-form alike. Priority – High.
Tasks –Introduce design-thinking and visual communication curriculum content into first year planning studio and/or explore as a separate required 1st year course; Adapt all core studios to include design-thinking and visual communication curriculum content and build on this content throughout the program; Continue to offer GIS, Urban Design and Ecological Design electives annually and facilitate updated curriculum content in this context; work with faculty to develop an advanced Design-Thinking & Visual Communication elective; Build-on growing faculty expertise in research and teaching capacity for design-thinking content.
Status – Short Term/Ongoing

Goal – Offer official program specializations within the undergraduate program. Priority – High.
Tasks –Develop curriculum clusters with faculty– **ACHIEVED/ONGOING WITH THE FIRST 'TRANSPORTATION PLANNING' CLUSTER RECOGNITION FOR GRADUATING STUDENTS IN WINTER 2019;** Work to strengthen and develop Urban Design Minor (currently being developed with DAS and Interior Design), Real Estate Minor, and other relevant minors; Define nature of recognition for completing specialization; Undergo approvals process for integration specializations into curriculum; Clearly communicate specializations to students and the process for acquiring them when they are implemented; Implement additional courses required for the clusters (if needed); Ensure that electives are offered in a two-year rotation so that students can complete a cluster over a two-year term; Link to be developed between courses regarding Indigenous Planning and Economic Development to certificate programs at the Chang School.
Status – Medium Term/Ongoing.

Goal - Increase the number and breadth of PLE elective course offerings. Where funding becomes available to do so, consider open electives to facilitate cross-pollination of curriculum and collaborative potential. Priority – Moderate.
Tasks – Increase emphasis on the history of planning within core curriculum in lower years of the program– **ACHIEVED/ONGOING.**
Status – Short Term/Ongoing

Goal - Revise the entire research methods stream to ensure appropriate content and timing. Specifically, consider earlier introduction of research design course in which both qualitative and quantitative methods are considered in a multi-methodological context; consider adding a qualitative methods component into the upper stats course. This should address late timing in the delivery of research methods courses beginning only in upper years of the PLAN program curriculum. Priority – High.
Tasks – Re-evaluate the timing and delivery of research methods courses including both stats/quants courses (PLG 310 and 410) and PLG600 Research Design; Redirect PLG700 to Human Rights as mandated by law / planners' duty to consult (as per Diversity, Equity and Inclusion Focus); Allow students to pursue research

interests via PLE775 Independent Study as opposed to PLE806 due to consistently declining enrolment; Resolve issues arising from changes in timing of delivery of research methods courses as they relate to the PLAB/D curriculums.
Status – Short Term/Ongoing

Goal – Revise and optimize delivery of PLAB and PLAD programs. Priority – Moderate.
Tasks –Eliminate the former PLAD capstone individual research paper/project course PLG805 due to persistent inability of PLAD students to successfully complete; replace PLG805 with a liberal arts / English writing skills course in the first semester of the PLAD program to improve writing skills and address this recognised weakness among PLAD students; PLG420 to be substituted within PLAB program once PLG420 content is revised to address deficiency in visual communication, design-thinking and associated technical skills; requires resolution of scheduling and may shift course timing within the program; Renew agreements with PLAD feeder colleges (Fanshawe and Mohawk) contingent on the replacement of PLG805 with a writing skills class at the onset of the program.
Status – Medium Term/Ongoing

- **Faculty Development:**

Goal - Track and expand SRC activities. Priority – Moderate.
Tasks – Celebrate and promote faculty SRC: on the website, featured in weekly news banners, with links to new and merging faculty labs (Lister's Ecological Design Lab, Mitra & Sweet's TRANSform Lab, Robinson's Open Data Sandbox, McCartney's +CityLab and others); at the "front door" in hard copy and posters; on our website in the Ryerson News and FCS News whenever possible using an active communication strategy assisted by the Departmental Assistant; Begin measuring progress based on 2011 ACSP and allied disciplines' as well as FCS indicators annually; Improve communication of existing and growing faculty SRC; recognise the full range of venues and formats through which planning faculty publish and mobilize their peer-adjudicated SRC; research and professional organisations to include but are not limited to (e.g.) ACSP, AAG, APA, IFLA, CSLA, ASLA, OALA, OAA, CIP, AIA, and others; Celebrate and promote studios that feature SRC: where faculty SRC is explicitly linked to advanced planning studios in which student-faculty projects are outputs, these projects need to be enumerated and highlighted in a separate section on the SURP website (in addition to and cross-linked to faculty research labs, some of which already do this); Explore ways to provide greater support for faculty research via capital and infrastructure incentives and spaces for collaboration within and between these faculty labs; Incentivize faculty supervision of RAs, GAs, and undergraduate research; Continue to support FCS activities related to faculty grants, conference attendance, editorial support, writing circles, etc.
Status – Medium Term/Ongoing.

2. A complete set of recent course outlines (dated) of all required and elective professional courses.
Course outlines have been updated and included.

3. Up-to-date CVs (dated) of all RFA and CUPE instructors teaching required and elective courses in the program as of 2016-2017.
The CVs have been updated and included.

4. An update on any decisions made by the School regarding revising or deleting the academic standing variation that is outlined in the Ryerson Calendar.
The academic standing variation requiring that a second failed grade in any given course will lead to a REQUIRED TO WITHDRAW standing has now been removed.

Respectfully Submitted,

Kelly MacKay, Chair for the Committee