REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2011–4; June 2011

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

A. Framework for Undergraduate Curriculum Evolution at Ryerson University;

B. Policy on Minors (Policy 148);

C. Proposal for a *Bachelor of Arts in Philosophy* degree program.

A. Framework for Undergraduate Curriculum Evolution at Ryerson University

Preamble

This report brings to Senate a proposed framework to facilitate the evolution of undergraduate curriculum at Ryerson University. The framework is guided by the current academic plan to give students more choice and develop curriculum for the twenty-first century.

Background

For decades, the Ryerson community has discussed how its curriculum can better serve students while retaining its traditional strengths. While Ryerson's current curriculum model has built the foundation for highly regarded professional and professionally related programs, society's needs and students' aspirations are rapidly changing in the twenty-first century.

Ryerson is at a historic juncture where it can move from discussion into action. There is an opportunity to evolve the curriculum to meet the needs of students in an increasingly interdisciplinary working world while preserving Ryerson's strengths in providing them with an intentional curriculum, professional pathways and liberal studies.

Ryerson's tripartite curriculum model implicitly evolved as practice before it was ratified as policy in 1977. The model divides courses into three distinct categories: professional, professionally related and liberal studies. The first category includes courses which provide professional training; the second, courses which provide complementary knowledge for the profession; and the third, courses which provide a "social and cultural" context for all professions as well as writing skills and critical thinking development. This highly prescriptive and intentional curriculum served Ryerson well. Over the years it adapted to a changing institution and continued to provide a framework for career-relevant education.

However, as Ryerson and its programs evolved, defining a profession along traditional lines for students became limiting, and there has been increased student demand for more curriculum choice. By 2005, the demand for change led to the *Curriculum Review Report* (*the Currie Report*), authored by external consultants. After extensive consultation, the provost and vice president academic at the time believed that Ryerson was not ready for the changes that report proposed. He recommended that the next provost "monitor the evolution of the tripartite curriculum model, taking into consideration the Academic Standards Committee annual reports…, and that, in consultation with the Academic Planning Group, consider whether more fundamental change is desirable."

When consultations were undertaken in 2007 to inform Ryerson's current academic plan, *Shaping our Future*, there came renewed awareness of the desire among students for more opportunity to define their own educational paths leading to the increasingly diverse careers that they envision. This is supported by various student survey results, and faculty who also expressed the desire to see the curriculum afford broader opportunity.

Recent consultations

In order to advance the current academic plan, consultations on a proposed framework for a revised curriculum model were conducted over the last six months. Faculty teaching chairs, in partnership with student senators, hosted an information session for students, faculty and staff in their respective faculties. Consultations with student senators and the RSU Executive, librarians, the Chairs, Directors and Deans (CDD) group, the Academic Planning Group (APG), associate deans, the Senate Priorities Committee (SPC), the Chang School of Continuing Education, and the RFA Executive were also held. The feedback on the proposed model was generally positive. Most of the discussion was not about the model itself, but rather with its implementation and the details which would need consideration. Implementation details common to many faculties include course access and availability, resources for the teaching of additional elective courses, and the provision of appropriate student advising. If the proposed framework is approved, these and other questions would be assessed during the implementation phase.

Relationship to other initiatives

Senate is also implementing, beginning in fall 2011, the new Institutional Quality Assurance Process (IQAP). As part of this process, both the periodic program review and new program implementation processes will require programs to consider undergraduate degree level expectations (UDLEs) and to map curriculum to student learning outcomes. This presents an ideal opportunity to revise the curriculum structure and to define the attributes of a Ryerson graduate which we expect our curriculum to provide.

An important goal of the proposed curriculum model is to allow more student choice. The Academic Standards Committee (ASC) is also bringing to Senate, along with this report, a revision of the minors policy, which would allow students more flexibility in achieving a minor, and is appropriate for both the current and the proposed model. The minors proposal specifies that a minor is six courses, as approved by the ASC, and that while minor courses would normally be taken as part of the professionally related

elective group, students could use up to two "core" courses (as is the present case) and up to two of their liberal studies courses (the proposed change) to complete a minor. ASC believes that this change to the minors policy is an important, and relatively simple, first step in providing greater student choice.

At the same time, there is significant expansion in access to post-secondary education, particularly within the GTA. In order to respond to this growth and to ensure viability, sustainability and success, Ryerson has developed a new funding model. The new model was also developed to support the implementation of a new curriculum framework, providing the necessary incentives for faculties to mount new liberal studies and professionally related courses, and encourage even more minors. The new model should also make compensation for teaching departments more transparent and accountable.

Framework

The framework retains a tripartite structure including a program core that collapses current professional and professionally related required courses (including those selected from narrowly defined groups), a redefined professionally related elective (PRE) category that eliminates PR tables and opens courses to all students, and retention of the liberal studies (LS) category. In the consultation process, much of the discussion focused on LS, with general support expressed for looking at the current definition and purpose of these courses, and revisiting the LS governance structure. Part of the implementation process would focus on LS.

The framework accommodates those programs that have external professional accreditation requirements. Accredited programs are an integral part of our academic reputation and their accreditation requirements would be fully maintained.

The main features of the proposed curriculum framework are the definition of a program core and "professionally related electives", and the elimination of PR tables. The suggestion of double majors, and percentages and number of courses in each category reflect current Ryerson practice and some comparator university norms. The category names are suggested only. The framework presented is a starting point to advance curriculum evolution, and its suggested components are not set in stone but rather, will be assessed during the implementation phase.

If the framework is approved, it would begin a year of planning, modelling and impact assessment, followed by several years of implementation. There are currently several Senate policies that guide curriculum, and one of the first tasks would be to create one overarching curriculum policy.

Proposed curriculum framework

CURRENT MODEL	PROPOSED MODEL (based on 40 courses)		NOTES
	Core Courses		
Professional 50-75%	**Specialization** 25-30 courses (60-75%)	**Double major** 13-15 courses each (60-75% total)	▪ **Specialization**: Current (P + PR Required) ▪ **Major** must have both breadth and depth ▪ **Specialization, Major and Option** recorded on transcript ▪ **Stream** not recorded
Professionally related 10-40%	**Professionally related elective courses** 4-14 courses (10-30%)		▪ This category will allow more student choice of courses related to their individual career path. ▪ Elimination of current PR tables ▪ Exclude courses too close to core courses (anti-requisites)
Liberal studies 8-20% (6 courses)	**Liberal studies*** 6 courses		

* Currently engineering program students are required to complete four liberal studies. There is no intention to alter this.

Guiding principles

Based on the above, there are several guiding principles – most of which are articulated in the current academic plan – to be considered going forward:

- Students should have more flexibility to define their personal educational and career goals, and therefore should be given more curricular choice.
- Ryerson is known for its mission to provide career-relevant education and programs must maintain sufficient rigour and depth to ensure that this mission is served.
- Graduates must be well rounded, with a breadth as well as a depth of knowledge.

- The undergraduate degree level expectations (UDLEs), which are now part of Ryerson's Institutional Quality Assurance Process (IQAP), establish a framework for defining the attributes of a Ryerson graduate both generally and on an individual program basis. The curriculum model should provide the appropriate structure to ensure that students meet these educational objectives; including critical thinking and communication (particularly writing) skills.

Implementation process

If approved, the provost would appoint an implementation team, chaired by the vice- provost academic and including appropriate administrators, faculty and students from each faculty, and representatives from the Registrar's Office. Appointments to the implementation team would be done in consultation with academic deans and faculty members. The team would establish sub-committees which would consult more broadly with faculty, staff and students. Regular reports would be submitted to the Academic Standards Committee (ASC), Academic Governance and Policy Committee (AGPC) and as appropriate to Senate.

Proposed timeline

May 2012   Report due to Senate, including revised policies

It is anticipated that curriculum implementation would be phased in over a one- to two- year period.

Recommendation

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

Motion 1: That Senate approve the proposed curriculum framework which will form the basis of Ryerson undergraduate curriculum policy as described in this report.

Motion 2: That the Vice Provost Academic report regularly over the next year to the Academic Standards Committee, Academic Governance and Policy Committee and as appropriate to Senate with respect to implementation.

B. Policy on Minors

A Revision to Ryerson's Policy on Minors (Senate Policy 148)

Background: Ryerson's policy on minors (http://www.ryerson.ca/senate/policies/pol148.pdf) was last approved in 2000. Elements of that policy have made it difficult for many students to access many of the minors that they would find relevant to their career aspirations. In keeping with the current efforts to provide more student choice, the Academic Standards Committee reviewed the Policy on Minors and brings its revision to Senate for its approval.

The current policy requires that at least one-half of the minor's courses must be in the student's program curriculum. This means that programs are able to determine which minors their students can access because in order to do so, the minor's courses must be listed in Professionally Related Elective tables. Further, although it is not explicitly stated in the policy, the practice has been to exclude Liberal Studies courses from minors.

The proposed policy states that minors are composed of 6 courses and students may use up to two program courses and two of their Liberal Studies courses in completion of that minor. As the proposed curriculum model evolves, it is anticipated that minors will be more accessible as Professionally Related tables are eliminated.

It is realized that there will be a phase-in period for this new policy. If the revised policy is approved, new minor proposals and revisions of existing minors submitted to ASC for consideration by Senate in the fall must be in keeping with the new format. The requirements of all existing minors will be revisited over the next 2 years. The revision of minors would include a plan for students who are attempting an existing minor in its current form. As this proposed revision is coming to Senate late in the year, the deadline for the submission of new minors and for revision of existing minors to be considered by ASC in the fall is extended until September 1, 2011.

A discussion of student advisement will be one of the areas discussed over the next year in relation to the proposed curriculum model. ASC suggests that this discussion include ways in which students can get advice on minors.

The proposed Minors Policy is as follows:

RYERSON UNIVERSITY

ACADEMIC POLICIES AND PROCEDURES

POLICY ON MINORS

Policy Number: 148

Original Approval Date: April, 2000

Approval Date: June 7, 2011

Effective Date: Fall 2011

Responsible Office: Vice Provost Academic

DEFINITION

A Minor is an opportunity for a student to explore a secondary area of undergraduate study either for personal interest beyond a student's degree program, or as an area of specific expertise related to the student's degree program that will serve the student's career choice. A Minor consists of six one-semester courses with a coherence based on discipline, theme and/or methodology, as determined by the program offering the Minor and approved by the Senate Academic Standards Committee, as per the requirements for a Category 3 Modification outlined in the Procedures section of Senate Policy 127: *Curriculum Modifications, Graduate and Undergraduate Programs.*

POLICY ELEMENTS

1. A Minor consists of six one-semester courses. If the courses are included in the approved Minor curriculum, up to two core courses from the student's degree program (either required courses or professional/required group courses) and up to two Liberal Studies courses may be applied to a Minor. These two Liberal Studies courses can also be used in fulfillment of the Liberal Studies requirement.
2. No course substitutions will be permitted in the completion of Minors.
3. All students are eligible to take any Minor except those which are specifically excluded by their program because they are too closely related to the core program requirements.
4. Where it is possible, a student may take more than one Minor. However, an individual course may only be used to satisfy the requirements of one Minor.
5. It is acknowledged that scheduling issues may prevent individual students from being able to access all of the courses in a specific minor in the same time frame as they are completing the requirements for their degree.
6. Courses in the Minor may need to be taken above and beyond those in a student's program, possibly with additional fees.
7. A Minor must be completed before graduation.
8. Completion of a Minor is noted on the academic transcript, but not on the award document.

Recommendation

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

That Senate approve the revision of Policy 148: Policy on Minors, effective Fall 2011.

C. Bachelor of Arts Program in Philosophy

Preamble

Ryerson's current academic plan calls for the curriculum of a comprehensive university with cross-disciplinary, multi-disciplinary, and inter-disciplinary opportunities. Philosophy is a staple discipline in comprehensive universities around the world. As a cohesive area of study, philosophy has profound and enduring intrinsic value, tackling as it does some of the most fundamental questions of human existence.

The proposed program in philosophy, with its distinctive applied, experiential, and service learning features, and multi-disciplinary alternatives, will contribute to the ongoing evolution of Ryerson. It will do so by providing a philosophy program which meets its discipline-specific criteria of academic excellence, but in ways that make it distinct from other philosophy programs. The proposal also provides an indication of how a major in philosophy can be offered, although a major is planned for a later launch date than the BA.

Societal Need

Education in the humanities provides advanced problem-solving skills that are critical to many professions. These are of particular importance in the modern, knowledge based economies and society.

One may argue that the consequences and the manner in which the forces of economic production are employed are just as important as the technological changes themselves. Such questions are not new, but are still profoundly relevant. In addition, there are new sorts of societal issues affecting professional and everyday life. These issues require the skills to consider several points of view together. For example, our society is diverse in containing several national groups, cultures, races, ethnic groups, religions, philosophies, and other such sources of difference. While pluralism prevails and national economies become globally integrated, our histories have been morally problematic in certain respects; and they are sometimes contested from different points of view. How can inter-group issues be approached from different perspectives and successfully be deliberated as such?

This question is but one example of the complex and charged issues we face today in our professional, social, and personal lives. Philosophers have an important role to play as soon as meta-issues about values, diversity, metaphysics, epistemology, and pluralism arise in societal debates. Our disciplinary expertise, as well as our professional practice, involves articulating different points of view, their basic

differences and commonalities, and the means, manner and also limits of rational and reasonable public deliberation.

The proposed specialization and major are both grounded in an undergraduate curriculum equal to its comparators in terms of its discipline-based criteria of academic credibility. At the same time, our program requires students to reflect on and practice rational discourse across different points of view in public settings, with required experiential or service learning courses in public projects or public settings, which simulate professional experience, "facilitate student-directed initiatives,"[1] and promote a sense of civic responsibility.

Innovative Aspects of the Program

The proposed degree has a number of features which distinguish it from other undergraduate philosophy programs in the province and which provide it with a uniquely Ryerson character. Three features ground the distinctive features of the proposed program: (1) a set of applied and experiential courses which provide students opportunities for semi-professional experience and responsibility, promote the development of career-relevant skills and confidence, and offer opportunities to experience, apply, and reflect upon the relevance of philosophy to their future social, professional, and personal lives; (2) the potential for combining philosophy with programming from a wide range other schools, departments, and programs; (3) the emphasis on exposing students to advanced work in both the Anglo-analytic tradition(s) and the continental traditions of philosophy, while not unique, is still rather rare in Canadian departments.

Admission Requirements

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

Enrollment, Resources and Launch Date

The target intake for the BA is 30, a number which the financial analysis by the UPO indicates makes the program viable. In light of the very high demand demonstrated for the recently launched BA in English, it is anticipated that the program will have little problem meeting this target. The total faculty increment required over the four-year roll out of the program is 3.8 FTE. The launch date for the program is Fall 2013. The proposal also presents curriculum for a philosophy major which would be implemented at a later date.

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[1] *Shaping Our Future: Academic Plan for 2008-2013*, p. 8.

Curriculum

Distinctiveness of the Curriculum:

The program is designed to match the rigour of conventional philosophy degrees offered at other Ontario universities. However, as noted above, the Ryerson philosophy BA also has a number of distinct features. The most "Ryersonian" of these are the applied and experiential components proposed in the program. Applied and experiential courses provide students with semi-professional experience and responsibility in order to help prepare them for professional life; they provide students with opportunities to apply the philosophical ideas and skills they have acquired and practiced to the world outside the classroom in a concrete way. The courses are:

 a. **PHL XXX Philosophy Engaging Communities:** Philosophical questions appeal to children, youth and adults from all walks of life. In this course, students will develop the skills and philosophical insights required for engaging communities beyond the university in philosophical learning. Students will learn by examining texts on the nature, means and ends of philosophical education; participating in workshops on facilitating philosophical learning; and engaging various communities (including at-risk children and youth aged 5-17, homeless youth, prisoners, and seniors) in philosophical discussion.

 b. **PHL XXX Meta-Philosophy:** The course will involve comparing and contrasting philosophical approaches, traditions, styles, and methods, from different periods and cultures, in order to isolate and understand the skills employed. This course will also explore how philosophical skills are applied in a variety of non-academic activities, professions and occupations. Guest lecturers who work outside the academic sector will explain and discuss how their philosophical skills helped them in their lives, and how they use them in their professions.

 c. **PHLXXX Project in Applied Philosophy:** Students in this seminar will each be responsible for defining and completing an independent project involving the application of the philosophical methods and/or conclusions they have learned in the course of their degree to a contemporary social issue or problem. In the seminar, students will examine and discuss other such projects, plan and execute their project under the guidance of the instructor and in dialogue with other students. At the end of the course they will present their work in a public conference to which all faculty and students of the university are invited.

Program Learning Objectives:

The proposed BA Specialization in Philosophy aims to expose students to a wide range of philosophical positions and styles in order that they develop sophisticated critical and expressive skills, and to give them multiple opportunities to begin to develop and express their own critical and creative capacities in philosophizing. The specific goals listed below will, if achieved, prepare students in the program for graduate studies, should they so desire, but will also provide students with a range of sophisticated general skills and knowledge of great value in a wide range of other options such as teacher's college, law school, MBA's, and many employment patterns. Many of the outcomes identified, but not all, are

cumulative with repeated experience/exposure over the course of the program. The key learning objectives are:

1. Students will develop and apply sophisticated critical abilities to the interpretation of complex, sometimes historically remote, texts which may contain subtle distinctions, new concepts, and complex theories, as well as sometimes detailed argumentation.

2. Students will be proficient at analyzing texts in order to identify arguments and chains of reasoning in those texts.

3. Students will be able to express and clearly state arguments, whether their own or those of others.

4. Students will be able identify and make explicit the unstated assumptions that are operative in such arguments or chains of reasoning.

5. Students will be able to engage in evaluation of the logical validity or strength of arguments or chains of reasoning.

6. Students will be able to express clearly in writing and orally the basis for such evaluations, to identify the pertinent implications of such evaluations for the aims of a given text, and to express such evaluations in language appropriate to a range of audiences.

7. Students will achieve a significant level of understanding of the history of philosophy, and also of its core areas of study.

8. Students will be literate in various philosophical sub-traditions of the 20th Century, and the different conceptions of philosophy they embody.

9. Students will demonstrate sophisticated oral communication skills.

10. Students will become proficient in the necessary skills for searching libraries and the internet for relevant work.

11. Students' will begin to develop creative abilities in the articulation and presentation of new philosophical ideas.

12. Students will develop and expand their "comfort zone" by encountering and engaging new (for them) conceptual territories, where they do not "know their way about," and yet be able to make progress in understanding and analyzing these ideas and issues without either undue dogmatism or anxiety.

Program Learning Objectives and OCAV Degree Level Expectations

The program structure offers students a wide range of educational opportunities, and in general moves from a perspective of interdisciplinary breadth (the first year "common platform") to increasing disciplinary depth and breadth while retaining options for extra-disciplinary breadth.

Starting on page 16, the proposal maps individual PHL course content to the program learning objectives indicating whether the courses supports each objective at an introductory, reinforcing or proficiency level. The mapping demonstrates that the suite of PHL courses do support the learning objectives at all three levels. In particular, the proposed new PHL courses add the extra depth for students to achieve proficiency in the various learning objectives.

The proposal does not provide a mapping of the program-level learning objectives to the OCAV UDLEs. However, starting on page 39, the proposal provides a narrative of how the program goals and learning objectives of the BA Degree in Philosophy align with the OCAV UDLEs.

Common Arts Platform

The specialist curriculum in Philosophy will conform to the common arts platform. This curriculum template provides orderly and efficient direction for students to achieve their undergraduate goals and follow their career aspirations.

Figure 1: The Philosophy Degree- Common Arts Platform	
FALL	WINTER
YEAR I	
One of PHL 101, PHL 201, PHL 333, or PHL 366	One of PHL 101, PHL 201, PHL 333, or PHL 366
SSH 205: Academic Writing and Research	SSH 105: Critical Thinking I
Required Social Science Elective (Table I)	Required Social Science Elective (Table I)
Required Humanities Elective (Table I)	Required Humanities Elective (Table I)
First-Yr. Arts or Non-Arts Elective (Table I or Table III)	Non-Arts Elective (Table III)
YEAR II	
PHL 503 or PHL 708	PHL 708 or PHL 503
Philosophy Slot	Philosophy Slot
SSH 301: Research Design and Qualitative Methods	Philosophy Slot
Philosophy Slot	Open Arts or Non-Arts Elective
Lower Level Liberal Study	Lower Level Liberal Study
YEAR III	
Philosophy Slot	Philosophy Slot
Philosophy Slot	Philosophy Slot
PHL 900 Senior Philosophy Seminar or PHL 910 Senior Philosophy Seminar Open Arts or Non-Arts Elective	PHL XXX Seminar in Analytic Philosophy or PHL XXX Seminar in Continental Philosophy Open Arts or Non-Arts Elective
Upper Level Liberal Study	Upper Level Liberal Study

In this chart, "Philosophy Slot" refers to philosophy discipline courses. The following charts provide a more detailed look at the semester-by-semester nature of the program as well as indicate breadth requirements for specialists.

The detailed curriculum in calendar format is presented in Appendix C1. The structure of the curriculum ensures that students achieve both breadth and depth in the discipline of philosophy.

Note that specialists are required to take two of the three applied/experiential philosophy courses (*Metaphilosophy* is required and students must select one of *Project in Applied Philosophy* or *Philosophy Engaging Communities*), as well as one additional "applied" course.

The Peer Review Team (PRT) Report

As mandated by Senate Policy 112, a team[2] of peers visited Ryerson on May 3, 2011 to evaluate the proposed Bachelor of Arts degree program in Philosophy. The PRT enthusiastically endorsed the proposed program, stating that it was "impressed with the currency and rigor of the proposed undergraduate philosophy degree, and particularly the innovative "engaged philosophy" component." The report goes on to compliment the teaching and research strengths of the faculty and the diversity of their expertise. The support provided by Ryerson's administration was also noted as a very positive feature.

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

1. The department should continue to strengthen the coherence of the traditional and engaged components of the curriculum.

2. The 12th learning objective should be significantly revised to make it less opaque.

3. The PRT notes that there are no goals or learning outcomes exclusively or directly related to the engaged philosophy component of the curriculum. Given the importance of this component, the PRT recommends that goals and outcomes related to engaged philosophy be added.

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[2] The team was composed of Profs. F. Cunningham (University of Toronto), N. Walton (Ryerson University) and A. Wayne (University of Guelph).

4. The first 11 learning objectives should be reduced in number and made more concise, and additional learning objectives should be articulated that are directly related to the engaged philosophy component of the curriculum.

5. A minimum of four additional FTE faculty positions is required to implement the proposed curriculum.

6. The additional faculty position must be full-time tenure-stream appointments.

7. The department should continue its practice of hiring faculty with outstanding teaching and research abilities. Special attention should be paid to expertise in engaged or applied philosophy.

8. The department requires 1.0 FTE administrative assistant to implement this curriculum.

9. Given the predicted enrolment pressures, the department should cap transfer students after first year.

10. Library resources for this program should be reviewed regularly to ensure they continue to be adequate for the program.

Response to the PRT Report

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

The PRT sees challenges in the dual aims of the program- combining traditional philosophy with philosophy courses which engage some aspect of the world outside of philosophy. The department is confident about its capacity to offer the traditional components of the curriculum given the success of our Philosophy M.A. Further, and more to the point, it is confident that it can meet the challenges associated with the engaged components of the curriculum. The department points to its experience with offering Arts and Contemporary Studies philosophy option students with experiential opportunities including participation in the philosophy café, participation in the high school programs, and participation in the ethics speakers' series. In addition, the department will launch a pilot version of PHL XXX *Philosophy Engaging Communities* through ACS 800 in Fall 2011. Using this approach, with institutional support for experiential learning, the Department will be able to fully realize the experiential elements of the program before they are formally needed for program students (2015/2016 academic year).

The department recognizes the PRT's concerns with the opacity of objective 12. The department will tighten this up and in fact transform it into a culminating objective incorporating how objectives 1 to 11 might be applied to audiences, issues and situations in experiential learning. That is, objective 12 will articulate the expected outcomes of the experiential components of the proposal. In terms of conciseness, the department will work to make objectives 1 to 11 more concise, but not to the point where the department's ability to track these objectives in compromised.

The PRT report expressed concerns with understaffing in applied philosophy. There is a tendency among philosophers to suppose that only applied philosophy can engage the world outside of philosophy, but the department does not believe that to be so. The department makes a distinction between experiential learning and applied philosophy and maintains that many current faculty are actually engaged in the activities needed for the experiential component of the program, whether they do applied philosophy or not. Further, as the PRT report points out, the department enjoys a strong reputation which is positive for hiring strong new faculty to support the program.

The PRT expressed a concern that the popularity of the philosophy specialization might mean "a sharp increase" of transfer students which should be controlled by a cap on transfers. The proposal provides scope for adjustment of student intake upwards, and it is something which can be monitored.

Finally, the department agrees with the PRT that a 1.0 FTE administrative staff position would be desirable.

ASC Evaluation

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

Program Goal 9 and its Supporting Courses.

ASC notes that program goal 9 requires students to be able to demonstrate a "sophisticated" level of oral communication skills. ASC has concerns that "sophistication" will be a challenge to demonstrate and also that the courses indicated as supporting goal 9 are not said to do so at a Proficiency/Mastery level (UDLEs analysis). The program notes that the seminar courses will support achievement of this goal, but agrees that the term "sophisticated" is perhaps best removed from this goal. The program has agreed with this suggestion and will also indicate the extent to which all PHL courses contribute to oral and written communication skills.

Program Goal 10

This goal is framed in terms of attainment of skills in "searching libraries and the internet" for relevant information. ASC feels the focus on libraries and internet is too limited. ASC expects that these are basic skills that will be supported by most, if not all, the program's courses. ASC recommends that this goal be re-framed to require that students demonstrate "information literacy". The program agrees with this suggestion and is proposing alternate phrasing, namely: "Students will become information literate - able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Outcomes for the program include the development of skills in the areas of library research, critical thinking, and the ethical uses of information."

Program Goal 12

ASC agrees with the PRT that this goal, as articulated in the original proposal, was opaque. ASC agrees with the program's strategy to revise this goal as indicated above.

Recommendation

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

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

Appendix C1. Curriculum in Calendar Format: Bachelor of Arts Program in Philosophy

Year One (semesters 1 & 2)

    Required:

        SSH 105 (Critical Thinking)

        SSH 205 (Academic Writing and Research - seminar)

        Two of PHL 101 (Plato and the Roots...), PHL 201 (Problems in Philosophy), PHL 333 (Human Nature), PHL 366 (Existentialism, Art and Culture)

    Required Group 1:

        Four courses from Table I.

    Professionally Related Electives:

        One Arts or non-Arts elective (Table I or III)

        One non-Arts elective (Table III)

Year Two (semesters 3 & 4)

    Required:

        PHL 708 (Intro to Modern Philosophy)

        PHL 503 (Ancient and Modern Ethics)

        SSH 301: (Research Design and Qualitative Methods)

    Professional electives:

        four Philosophy courses *excluding* those from Table II

Professional Related Electives:

       one Arts or non-Arts elective (Table I, III, or IV)

Liberal Studies:

       two Lower Level Liberal Studies courses from Table A

Year Three (semesters 5 & 6)

Required:

       Two of PHL 900, PHL 910 , the "Seminar in Analytic Philosophy" or the "Seminar in Continental Philosophy"

Professional Electives:

       Four Philosophy Courses from Table II

Professionally Related Electives:

       Two Arts or Non-Arts electives (Table III or IV)

Liberal Studies:

       Two Upper Level Liberal Studies (Table B)

Year Four (semesters 7 & 8)

Required:

       PHL XXX Metaphilosophy

       One of PHLXXX Project in Applying **or** PHLXXX Philosophy Engaging
Communities

       Two of PHL 900, PHL 910 , the "Seminar in Analytic Philosophy" or the "Seminar in Continental Philosophy"

Professional electives:

       Two Philosophy courses from Table II

Professionally related electives:

       Two Arts or non-Arts electives (Table I, III, or IV)

Liberal Studies:

       Two Upper Level Liberal Studies courses (Table B)

Degree Requirements: 20 PHL courses satisfying all the categories below must be taken.

All of the following must be taken:

PHL 503: Ancient and Modern Ethics

PHL 708 Introduction to Modern Philosophy

PHL 900 Senior Philosophy Seminar

PHL 910 Senior Philosophy Seminar

PHL XXX Seminar in Analytic Philosophy

PHL XXX Seminar in Continental Philosophy

PHLXXX Metaphilosophy

A minimum of one of the following must be taken:

PHL XXX Project in Applying Philosophy

PHL XXX Philosophy Engaging Communities

A minimum of two of the following must be taken:

PHL 101 Plato and the Roots of Western Philosophy

PHL 201 Problems in Philosophy

PHL 333 Philosophy of Human Nature

PHL 366 Existentialism and Art and Culture

A minimum of one of the following must be taken:

PHL 101 Plato and the Roots of Western Philosophy

PHL 187 Ancient Greek Philosophy

PHL 333 Philosophy of Human Nature

PHL 505 Hegel and Marx

PHL 553 Post-existentialist Philosophy

PHL 605 Existentialism

A minimum of two of the following must be taken:

PHL 110 Philosophy of Religion

PHL 201 Problems in Philosophy

PHL 550 Knowledge, Truth, and Belief

PHL 551 Metaphysics

PHL 552 Philosophy of Science

PHL 611 Philosophy of Mind

PHL 922 Religious Belief, Diversity, and Truth

PHL 923 Philosophy of Religion II

A minimum of one of the following must be taken:

PHL 365 Philosophy of Beauty

PHL 400 Human Rights and Justice

PHL 500 Philosophy of the Natural Environment

PHL 501 Social Thought and the Critique of Power

PHL 504 Philosophy of Art

PHL 603 Modern and Contemporary Ethics

PHL 612 Philosophy of Law

A minimum of one of the following must be taken:

PHL 306 Freedom, Equality, Limits of Authority

PHL 307 Business Ethics

PHL 334 Ethics in Professional Life

PHL 406 Issues of Life, Death, and Poverty

PHL 420 Philosophy, Diversity & Recognition
PHL 449 Philosophy of Punishment

PHL 507 Bioethics

PHL 530 Media Ethics
PHL 921 Intellectual Property and Technology

PHL 924 Critical Thinking II

A minimum of six of the following must be taken:

Table II

PHL 501 Social Thought and the Critique of Power

PHL 505 Hegel & Marx

PHL 553 Contemporary Continental Philosophy

PHL 603 Modern and Contemporary Ethics

PHL 808 Language and Philosophy

PHL XXX Aristotle

PHL XXX The Empiricists

PHL XXX The Rationalists

PHL XXX Kant

PHL XXX Phenomenology

PHL XXX Foundations of Analytic Philosophy

PHL XXX Mind and Agency

PHL XXX Topics in Metaphysics and Epistemology

PHL XXX Philosophy of the Emotions

Respectfully Submitted,

Chris Evans, Chair for the Committee

ASC Members:

	Pamela Robinson, Urban Planning
Keith Alnwick, Registrar	
Diane Schulman, Secretary of Senate (non-voting)	Jacquie Gingras, Nutrition
Chris Evans, ASC Chair, Vice Provost Academic	Jacob Friedman, Mechanical & Industrial Engineering
Robert Murray, Philosophy	Noel George, Chemistry & Biology
Andrew Hunter, Philosophy	Cecile Farnum, Library
Jane Saber, Business Management	Des Glynn, Continuing Education
Tim McLaren, Information Technology Management	Andrew West, Politics & Public Administration
Alexandra Bal, Image Arts	Jennifer Cartwright, Business Management
Gene Allen, Journalism	