

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2015–1; Jan 2015

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

- **CERTIFICATE IN PRE-MEDICINE AND PROFESSIONAL HEALTH CAREER FOUNDATIONS**
- **BACHELOR OF ARTS IN LANGUAGE AND INTERCULTURAL RELATIONS**
- **CERTIFICATE IN IBM MAINFRAME SYSTEM Z COMPUTING: DISCONTINUATION AND CANCELLATION OF COURSES**
- **CERTIFICATE IN LABORATORY MANAGEMENT AND PRACTICES: DISCONTINUATION**

A) CERTIFICATE IN PREMEDICINE AND PROFESSIONAL HEALTH CAREER FOUNDATIONS

1. OVERVIEW

The Faculty of Science, in cooperation with The G. Raymond Chang School of Continuing Education, proposes to offer a Certificate in PreMedicine and Professional Health Careers Foundations especially to help those planning to pursue entrance to health career professional schools, namely: Medical School, Veterinary School, Dentistry School, Pharmacy School, Midwifery School, Physical Therapy School, Osteopathy School, Podiatry School, Speech Pathology, and Graduate Programs including Environmental Biology and Biomedical Sciences/Engineering.

The certificate aims to help candidates who have not yet completed foundational courses required to pursue their desired health career to achieve entrance into the above schools by allowing them to take Chang School courses from several disciplines from within the Faculty of Science. A recent survey of The Chang School's Chemistry and Biology Spring semester students revealed that the majority of those enrolled were interested in applying to medical school and other health career programs.

The curriculum is based on the courses commonly required by Medical and other Health professional schools. Since course requirements for entry vary from medical school to medical school and from health professional school to health professional school depending on the health discipline, the certificate's curriculum is open and flexible to meet the identified needs of individual certificate students. Students who are completing (or have already completed) post-secondary education; or who satisfy the criteria for mature student status would complete this certificate in order to strengthen a future application to one of the health career professional schools. This program also provides pathways for Aboriginal learners and other underrepresented groups to obtain prerequisite and core content for entry to health education and academic success.

Academic governance of this certificate will reside with the Dean of the Faculty of Science, with the participation of the Chairs of the Departments of Chemistry & Biology, Math, and Physics. The Academic Home is the Department of Chemistry & Biology.

Students who complete the proposed certificate will be able to demonstrate:

- Preparedness for admission to medical school and other health care related career programs, having completed the course requirements typically needed for entrance into these programs; and,

- Satisfactory undergraduate preparation in scientific disciplines such as mathematics, physics, chemistry and biology.

The certificate will promote accessibility to health care related professions and allow students to engage in university degree level courses to satisfy the admissions requirements to the professional schools of their choice. The target audience may, therefore, include:

- University graduates with an undergraduate degree but who do not have all the academic courses required to apply to a health professional school.
- University graduates with an undergraduate degree but who do not have high enough academic grades in the courses required to apply to a health professional school and wish to retake courses and improve their course grades.
- Individuals eligible for mature student status who have been educated outside of Canada but who do not have the university coursework required of Canadian health professional schools to apply for entry.
- Individuals with some college or other post secondary education who wish to explore academic areas before deciding to which health professional school(s) they wish to apply.
- Lifelong-learners who want to change careers and do the necessary academic bridging to apply to health professional schools.

2. ADMISSION REQUIREMENTS

- Successful completion of any of the following 12U or M high school courses in:
 - Calculus (or higher math)
 - Biology
 - Chemistry
 - Physics

OR

- Bridging University Level Chemistry, Biology, Physics or Math courses (Chang School offers these Bridging courses.)

OR

- An undergraduate bachelor's degree or higher from a university or college;

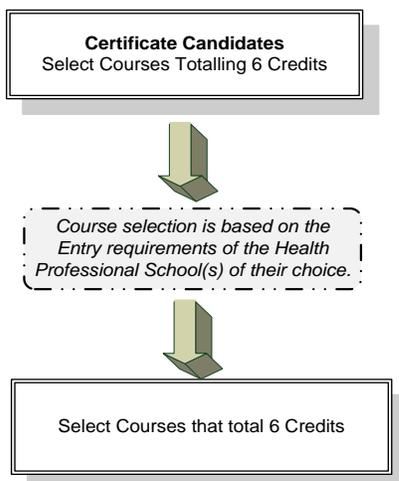
OR

- Mature Student Status (as defined by Ryerson University Admissions): the Certificate applicants are to have other relevant academic qualifications or relevant professional experience, to be assessed/evaluated by the Academic Coordinator in consultation with the applicant.

3. CURRICULUM

The proposed certificate consists of six credits of university degree study.

Certificate Structure



Unless otherwise indicated, the credit weighting per course is 1.0.

- Anatomy and Physiology (CBLG 10A/B) 2.0 credits
 - Biology I (CBLG 143)*
 - Biology II (CBLG 144)*
 - Microbiology I (CBLG 151)*
 - General Chemistry I (CCHY 103)
 - General Chemistry Laboratory (CKCH 107) 0.5 credits
 - General Chemistry II (CKCH 113) 0.5 credits
 - Organic Chemistry I (CKCH 142) 0.5 credits
 - Organic Chemistry Laboratory (CKCH 143) 0.5 credits
 - Biochemistry I (CKCH 225) 0.5 credits
 - Biochemistry Laboratory I (CKCH 227 0.5 credits)
 - Organic Chemistry II (CCHY 242)
 - Physical Chemistry I (CCHY381)
 - Mathematics for Professional Programs (CMTH 125)
 - Modern Mathematics I (CMTH131)
 - Modern Mathematics II (CMTH231)
 - Calculus and Computational Methods I (CMTH 207)
 - Probability and Statistics I (CMTH 304)
 - Calculus and Computational Methods II (CMTH 310)
 - Probability and Statistics II (CMTH 404)
 - Physics (CPCS 110)
 - Physics I (CPCS 120)
 - Physics II (CPCS 130)
- * Laboratory exercises complement lectures.

If a student is uncertain as to which courses to take, the student is asked to contact the Certificate's Academic Coordinator in The G. Raymond Chang School of Continuing Education for advice.

Note: The completion of the courses does not necessarily mean a student is ready to apply to medical school or a health professional school. Time for study and preparation for the MCAT exam or other admissions requirements at the end of the certificate course work need to also be considered.

4. LIBRARY RESOURCES

Ryerson's Library supports all the full-time undergraduate degree programs offered by the Faculty of Science. Since the curriculum of this certificate is based on the common first year platform for most of these programs, the Library will support this certificate as well.

5. SOCIETAL NEED

The Association of Universities and Colleges of Canada (AUCC) states that in the last 20 years, 87% of new jobs created in professional and management occupations, including the health occupations, were filled by individuals with university and professional school degrees.¹ The AUCC has also

¹ http://www.aucc.ca/publications/auccpubs/value-of-a-degree/in-canadas-labour-market_e.html (Accessed April 1, 2014.)

pointed out that over the past 6 years, employment growth for university and professional school graduates in the health professions has increased and outpaced other levels of education. Jobs grew by 28% for those with a medical school or health professional school degree. In 2009, health professional school graduates had the lowest unemployment rate when compared to those with other levels of education.

The Canadian population is aging, people are living longer, and are increasingly facing complex and chronic health conditions. An adequate supply of health care professionals is critical to sustaining the delivery of quality health care service. Large numbers of health professionals are approaching retirement² and this trend will create a looming challenge for the sustainability of health care provision.

Physicians, dentists and many allied health care professionals (who require university-based training) are involved in all stages of health care delivery. Ontario's Health Workforce is relatively large. In 2011, there were about 25,480 physicians, and 270,940 allied health care workers (not including nurses). Many of these allied health care professions are regulated and require at least some university education for admission to a professional education program. These professions include Audiology, Occupational Therapy, Physiotherapy, Medical Radiation Technology, Chiropractic, Speech and Language Pathology, Pharmacy. Veterinary Medicine also requires fundamental university based science course prerequisites for admission.

Recently (June 2014) the Government of Canada announced an "express entry" program to allow skilled immigrants who want to come here as permanent residents. This strategy is seen as a way to fill open jobs where there are no available Canadian workers. Starting in January 2015, Canada will be actively recruiting skilled immigrants for the federal skilled worker program in 50 occupations, which the government says reflect the latest labour market needs. These occupations (NOC code indicated) include the following jobs in the healthcare sector³:

| | |
|--|---|
| 3012 Registered nurses and registered psychiatric nurses | 3143 Occupational therapists |
| 3111 Specialist physicians | 3214 Respiratory therapists, clinical perfusionists and cardiopulmonary technologists |
| 3112 General practitioners and family physicians | 3215 Medical radiation technologists |
| 3132 Dietitians and nutritionists | 3216 Medical sonographers |
| 3141 Audiologists and speech-language pathologists | |
| 3142 Physiotherapists | |

In order to meet the diverse health care needs of the Canadian population the diversity of those recruited to the profession needs to mirror the population. Under-represented populations such as first generation university students and those of Aboriginal background often experience challenges entering health professions. One of the reasons is that these individuals often lack adequate information about careers and lack academic preparation and prerequisites for entry to professional schools. This has negative implications for First Nations, Inuit and Métis health by creating barriers to health care and contributing to alienating healthcare experiences. Facilitating entry of Aboriginal peoples into health career professional schools needs improvement. This program could provide one pathway for Aboriginal learners and other underrepresented socio-economic and cultural groups to obtain prerequisite and core content for entry to health education and academic success.

² Canadian Occupation Projection System, Employment and Social Development Canada
<http://www23.hrsdc.gc.ca/4cc.5p.1t.3.4n.1lf.4rc.1sts.5mm.1rys.2.1rch@-eng.jsp>

³ <http://www.cbc.ca/news/politics/skilled-immigrants-recruited-in-50-occupations-ahead-of-express-entry-launch-1.2673822>

6. COMPARATOR PROGRAMS

The proposed program is the only one in Canada that is available part-time and through a school of continuing education. There are no part-time pre-medical programs in Canada. However, there are a few full-time undergraduate models that provide ‘Pre-med’ requirements for most medical schools in North America.

In Ontario and in Canada, there are several “pre-med” programs that are degree based:

| Institution | Program | Features |
|-------------------------------|--|--|
| Carleton University, Ottawa | Bachelor of Health Science, Biochemistry, Biology, Neuroscience, Neuroscience and Mental Health, Biomedical and Electrical Engineering, Biomedical and Mechanical Engineering or Bachelor of Humanities (combined honours in Biology and Humanities) | Carleton University Pre-Medical Society assists members in providing insight into the application process and the MCAT |
| Brock University | Biomedical Sciences offered through the Departments of Biological Sciences and Community Health Sciences | Prepares students for careers in biomedical research, teaching or professional programs in health sciences |
| York University | Biomedical Sciences offered by the Faculty of Science | Designed for those planning a career in biomedical research and for those preparing for medical school or some allied health professions. |
| McMaster University | Bachelor of Health Sciences (Honours) Program (B.H.Sc.) | Competitive program with a high acceptance rate into medicine. However, many students pursue public health, immunology, teaching, medical illustration, research, law school, dentistry, physiotherapy etc. |
| University of Waterloo | Biomedical Sciences offered through the Faculty of Science | Designed to provide a strong background for students interested in pursuing a wide variety of careers in the health care field including Medicine, Optometry, Physiotherapy, Occupational Therapy, Pharmacy, Forensics, Radiotherapy, Nursing, Dentistry and Veterinary Science. It is also an excellent preparation for those students wishing to go on to graduate studies in the health disciplines. |
| University of Western Ontario | Bachelor of Health Sciences Degree offered through the School of Health Studies | Interdisciplinary curriculum provides a foundation for students wishing to pursue professional training in medicine, or rehabilitation sciences (such as, speech pathology, physical therapy, or occupational therapy). It also provides a background for students interested in careers or master's-level education in areas of health promotion, health policy, gerontology, bioethics, or health measurement. |

It should be noted that the pre-med model is not as well established in Canada as it is in the United States. Most universities now recruit medical students from any discipline. Science and humanities based prerequisite courses (if specified) can usually be completed as part of any degree. The University of Manitoba indicates that pre-medicine at the university can be a three year degree in Science or Arts. While there may be required or recommended courses, usually no one degree or program is required for entry into medicine.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Certificate in PreMedicine and Professional Health Career Foundations*

B) BACHELOR OF ARTS IN LANGUAGE AND INTERCULTURAL RELATIONS

1. OVERVIEW

The Bachelor of Arts in Language and Intercultural Relations (LIR) will be offered by the Department of Languages, Literatures and Cultures at Ryerson University. The degree will give students advanced linguistic and cultural competence as well as the required transformational leadership skills to navigate, and to help organizations navigate, culturally diverse business and working environments.

The key components in the LIR program will give students the opportunity

- to focus on another culture and on a target language;
- to reach an advanced level of linguistic fluency and cultural intelligence in that culture and target language;
- to take six (6) concentration courses;
- to complete community-engagement courses.

This degree proposal puts forth two relatively new concepts: intercultural relations and cultural intelligence. Cultural intelligence is a strategic skill set that includes both a thorough knowledge of linguistic and cultural practices and customs along with a unique ability to adapt to different circumstances and facilitate intercultural and interlinguistic communication. It goes beyond cultural expertise, as it requires relational competence and involves the ability to produce strategic information based on a thorough analysis of intercultural contacts.

The field of Intercultural Relations is sometimes associated with that of language mediation. The two fields represent valued skill sets in strategic teams working for international organizations. Those who possess such skills are called upon to help foster environments in which communication between and among groups from a variety of backgrounds is optimized.

Globalization, at its best, is the free movement of people, products, resources and ideas. Openness to diversity may be Canada's key to an increasingly globalized playing field. The study of Language and Intercultural Relations will provide students with valuable perspectives on the forces that shape people and cultures. It will encourage them to develop a personal and critical understanding of issues, increase their ability to see the differences, as well as similarities, as positive factors in an ever-changing world, and develop their confidence to apply their intellectual, negotiation and communication skills to the goal of open and informed exchange.

The key goal of the BA in Language and Intercultural Relations (LIR) is to give students both the linguistic and cultural competence needed to enter a global market and the leadership skills particular to a global workforce. Intercultural Relations is a field of study designed to give students the ability to understand and facilitate communication among, and accomplish specific tasks within, specific cultures. Students will have the opportunity to deepen their sense of self-awareness in order to achieve intercultural empathy, or *cultural competence*; in other words, to understand how others may see the world differently, to embrace otherness, and to appreciate and value diverse world-views. They will hone specific language skills. Moreover, they will be given skills in transformational leadership.

Students will be prepared for a wide range of cultural encounters—from the known to the vastly unfamiliar. This requires a breadth of knowledge that stems from a humanities-based education. The degree will draw extensively on language courses offered by the Department, i.e., French and Spanish; however, to reflect the interdisciplinary nature of Intercultural Relations, the proposed curriculum will cross fields, departments, and even faculties. Based in language studies and anthropology, the proposed degree also includes courses that focus on history, urban studies, gender studies, human development, political science and psychology.

The Language and Intercultural Relations BA will expose students to new and exciting career paths, with the choice of one of the following concentrations:

- Organizational Behaviour
- Language and Cognition
- Translation Studies

Students will acquire cognitive and practical skills through a variety of experiential learning opportunities, and will be well situated to seek employment in sectors where language and culture specialists are in demand: human resource management, labour relations, business, education, advocacy work, immigrant settlement, social services, translation, public administration, to name but a few. Additionally, students will be able to apply their skills to community development, faith-based field work, urban development, and applied linguistics; or continue their academic endeavour and pursue graduate studies. Primarily, though, LIR graduates will work internationally, help foreign international organizations better understand the Canadian market, or help Canadian organizations deal with international stakeholders.

2. PROGRAM LEARNING OUTCOMES

By the end of the four-year LIR program, students will have the knowledge, skills and attitudes enabling them to:

1. Identify, organize and generate systems of cultural organization.
2. Select and distinguish appropriate strategies to recognize cultural diversity and negotiate differences and appreciate similarities.
3. Demonstrate leadership knowledge, skills and attitudes.
4. Develop plans, strategies, and processes in order to solve problems.
5. Interpret cultural practices in order to generate positive intercultural exchanges.
6. Communicate effectively in at least two languages (English and French or Spanish) in a variety of forms, styles and media produced for diverse audiences.
7. Appraise cultural specificities in order to design and direct strategies for intercultural brokerage.
8. Apply a range of ethnographic tools, skills and methods to interpret verbal and non-verbal cultural meanings.
9. Apply knowledge of intercultural dynamics to ethically prevent, mediate or resolve conflict.

3. CURRENT AND ANTICIPATED SOCIETAL NEED

Ryerson University's Academic Plan⁴ notes the high number of non-English speakers on campus. This is a "fact to be celebrated because the linguistic diversity is a sign of strength." At the same time, barriers in language and culture can inhibit progress. There is a societal need for people who are able to navigate such barriers, and to also help others to do so. According to Strategy 2 of the

⁴ While this program proposal was developed under the orientations of the 2008–2013 Academic Plan, we are confident that our program's orientation will match Ryerson's continued commitment toward community-oriented, employment-focused education in the new 2014-2019 academic plan "Our Time to Lead".

plan, “Ryerson’s undergraduate programs will offer opportunities to students to develop a broad foundation of knowledge and skills necessary for the changing professions of the twenty-first century”, and we believe that this program will contribute to this goal.

The Plan also identifies three factors—of particular relevance here—that influence the university’s direction: 1) we have a mandate to serve the growing number of students in the GTA; 2) we are committed to increasing the number of professional, career-focused programs; and 3) post-secondary education is mirroring the economic world in becoming more global and dependent on partnerships and collaborations.

Globalization and increased migration have brought people from a variety of backgrounds closer together and in more frequent contact. Even though this increase in international contacts has seen a heightened use of English as a lingua franca or common language of communication, “the [information] that’s available in English in a foreign [non-English speaking] country typically is superficial.”⁵

Intercultural relation professionals are strategic relationship builders who work with individuals, corporations, governments and NGOs to help all parties communicate in a way that bridges cultures and lifts barriers of language. The goal is to enable an unimpeded flow of information.

Growing demand for liberal arts programs

Current predictions see Ryerson’s student body growing by about 6–7,000 people through the 2010s. Two-thirds of the increase is expected to be accommodated in new programs. This growth forms part of the university’s commitment to helping the Province of Ontario meet challenges arising from the massive increase in demand for university placements in the Greater Toronto Area.⁶ A large number of future students seeking places in GTA universities will want to pursue a liberal arts or humanities education.

Growing demand for programs focusing on job-readiness

In June 2013, we conducted a survey among 1000+ high school counselors. Their responses point to the fact that students wishing to pursue their study of languages and cultures are looking for a program leading to a degree with practical applications.

LIR graduates may seek careers in education, translation, law, information studies, public service, business or closely-related fields, such as immigration services or financial services, either directly or after further education. Of those who enter the wider labour force, certain employment areas, such as government, NGOs, and other parts of the public realm would be common destinations for LIR graduates, partly because of the obvious relevance of the discipline to the underlying needs of the kind of work involved, but also because of the general intellectual abilities they will develop in their studies—abilities that are relevant to public sphere endeavours.

Much emphasis has been placed on technical skills in academic curriculum design, as the key to ensuring that our graduates have an “edge” in the current labour market; however, one of the consequences of this approach is that non-specialized skills such as communication, interpersonal relations and “non-specialized innovation” have been neglected, so that these are now left to communication specialists, such as Intercultural Communication professionals. LIR graduates could combine these two skill-sets.

⁵ Elmi, Amira. (2010). “Can you understand me now?” *Fulcrum*, Mar 3, <http://www.thefulcrum.ca/articles/27816>, page accessed on Feb 14, 2011.

⁶ Clark, I. et al. 2010. *Academic Transformation: The Forces Reshaping Higher Education in Ontario*. Queen’s Policy Studies Series 138. McGill-Queen’s University Press.

LIR graduates would be successful in both traditional and new media, cultural industries, and other creative ventures such as software localization⁷ and testing. LIR graduates would be competitive candidates for entry into the business world and a great range of other occupations because of the research, analytical, communications, and other skills they would bring to their jobs.

Finally, the number of people pursuing further education after obtaining their bachelor's degree is increasing – up 42 per cent among the graduating class of 2005 compared to that of 2000, for instance.⁸ LIR graduates wanting to continue their education might go to teachers' college or graduate school, or pursue an MBA with a strong cultural component, such as Ryerson's MBA Global program in the Ted Rogers School of Management; they might enter law school or other professional programs.

The global market and workplace

Ryerson's Academic Plan recognizes that students of the 21st century need a “broad foundation of knowledge and skills”; moreover, we are becoming increasingly dependent on global exchange and partnerships. Our students face the potential of an international job market like never before.

Language majors will have an opportunity to capitalize on the concept of the *global village*. LIR specialists are likely to be in demand for their skills in *intra*lingual communication: that is, for their ability to operate as cultural brokers—between cultures of one single language—as between French Switzerland or French Belgium and Canada, or between English Canada and Australia or the United States of America.

In an increasingly international and interconnected global business environment, cultural and language mediation has become a necessity. It is hard to imagine how business graduates, for instance, could function successfully in countries like China without an appreciation of that country's history, evolution and culture. Moreover, the strong analytical capabilities, independent and critical thinking, and sound oral and written communication skills that LIR graduates will possess are talents valued by employers widely. While some careers in the categories noted earlier require further education and training, there is no question that if a job requires critical thought, research, analysis, persuasive writing, and extensive communication skills, LIR graduates will be strong candidates.

According to the Department of Human Resources and Skills Development (Canada), we need international skills and knowledge if we want to take full advantage of the global economy.⁹ Programs that promote cultural understanding and knowledge of diversity, resiliency and coping skills, a positive attitude toward change, advanced language skills, a capacity for discovering new or innovative ways to solve problems, flexibility and adaptability, and an ability to work effectively with co-workers and in teams will equip students for the emerging labour market.

Investing in society through language education

Although language education plays a crucial role in elementary and secondary school curricula, it should be noted that, as human capital, language wealth can decline without investment. For this

⁷ Localization (often shortened to “l10n”) involves adapting a product, such as a piece of software and accompanying instructions, to a particular language-culture so that the product feels as though it were designed for the specific market. For example, Microsoft® Office™ 2010 is now available in 96 languages/cultures, including French for Canada and French for France.

⁸ Statistics Canada. (2009). “Graduating in Canada: profile, labour market outcomes and student debt of the class of 2005.” Ottawa: Statistics Canada, p. 14; <http://www.statcan.gc.ca/pub/81-595-m/81-595-m2009074-eng.pdf>.

⁹ Advancing International Skills and Knowledge, http://www.rhdcc-hrsdc.gc.ca/eng/learning/exchanges/iam_program/activities/advancing.shtml, page viewed March 16, 2011.

capital to remain current, language education must play a central role in post-secondary education. Such investment produces *social returns*—increasingly important in a globalized context. Social returns are difficult to identify, but the development of relationships based on speaking a common language—for example, Canada’s membership in the Francophonie—is a notable one.

Language as human capital is a relatively new concept. Historically, language has been studied first as an ethnic attribute, something that helped label individuals and that, to some extent, allowed for explaining discriminatory biases. More recently, we began to look at language as human capital, which opened the way to a different perspective on language: language skills were being interpreted in the same way as other types of skills, and language became an area in which people could invest profitably as a source of economic advantage. Specialists now consider both dimensions jointly: languages are no longer considered as elements of identity *or* potentially valuable skills, but as sets of attributes that, over time, influence the individual’s socio-economic status.¹⁰

Market trends

We now face a situation in which not mastering another language is seen as a deficit. In an OECD seminar (2008), Bruno della Chiesa writes of the growing expectation that workers will be competent in more than one language: “The impact of these labour market practices on the language learning/teaching market and the consequence of labour market outcomes on social representations are substantial.”¹¹ Statistical trends in Canada seem to be supporting this idea. In 2006, 15% of the population aged 15 and over who were employed between January 1, 2005 and May 16, 2006 reported using more than one language at work. This was a slight increase compared to 2001.¹² While della Chiesa cited evidence of a rise in the knowledge of English (among non-native English workers) the knowledge of French has also increased—between 2001 and 2006—among the Anglophones (from 9.0% to 9.4%) and Allophones (from 11.8% to 12.1%).¹³

Enriching our collective understanding

One’s career path is not the only consideration. As American journalist Flora Lewis once said, “Learning another language is not only learning different words for the same things, but learning another way to think about things.”¹⁴ Intercultural Relations is not based solely on grammar and vocabulary skills, but also on extensive knowledge about intercultural differences, strategic communication and negotiation dynamics.

Intercultural Relations helps to bring together parts of the world in which we live and to foster mutual understanding in a globalized world. All professional studies, such as business or architecture, require an understanding of *Otherness* in order to understand *Self* and vice versa. Furthermore, a mature and nuanced understanding of other languages and cultures can help identify differences, as well as similarities, and anticipate conflicts in the contemporary world.

¹⁰ Grin, François. (2007). “Using Language Economics and Education Economics in Language Education Policy: Guide for the Development of Language Education Policies in Europe. From Linguistic Diversity to Plurilingual Education.” <http://www.coe.int/t/dg4/linguistic/Source/GrinEN.pdf>.

¹¹ della Chiesa, Bruno. (2008). “Globalization and Linguistic Competence: Responding to Diversity in Language Environments. Towards more efficient non-native language learning (NNLL) policies and practices.” Pp. 11, 12, <http://www.oecd.org/dataoecd/46/6/41504351.pdf>.

¹² “Using Languages at Work in Canada.” 2006 Census: Canada, <http://www12.statcan.ca/census-recensement/2006/as-sa/97-555x/p2-eng.cfm>.

¹³ “The Evolving Linguistic Portrait.” 2006 Census: Bilingualism, <http://www12.statcan.ca/census-recensement/2006/as-sa/97-555/p13-eng.cfm>.

¹⁴ Lewis, Flora. (2000). “Round Table: Dialogue among Civilizations.” United Nations, New York, 5 September, <http://www.unesco.org/dialogue/en/lewis.htm>.

Cultural differences, when viewed in isolation, are everywhere. They are used (and frequently abused) to explain and justify particular actions. They are poorly understood by many, yet often quoted and discussed as something familiar. Linguistic and cultural competence is powerful, dynamic, exacting, accepting and complicated. It is precisely because of these characteristics that the study of languages and cultures is important. Intercultural Relations specialists strive to be objective and critical, and in the process enrich our collective understanding of each other. The study of languages and cultures is dynamic, intellectually rigorous, and, above all, highly relevant to understanding today's world.

4. COMPARISON WITH SIMILAR PROGRAMS

The proposed LIR program will enable students to combine two strands of learning: 1) experience related to three of the most-widely spoken languages in the world—English, French, and Spanish—and the many cultures they represent; and 2) valuable insight into the world of intercultural relations management. This unique combination will set the program apart from classic language or applied language programs, international studies programs, or even international business programs offered in Canada and the United States¹⁵. This focus not only will fit with the Ryerson brand—offering real-world skills and experience—but also will enhance the Department's attractiveness to students looking for a different kind of bachelor's degree in language or global management within the larger arts and humanities milieu. Ryerson's commitment to program flexibility, and our ability to align the study of LIR with subject areas that normally are not combined in other universities, should enable us to attract a wide range of high quality students with diverse interests, talents, and potentials.

Elsewhere in Canada, university programs have developed BA degrees in International Studies (e.g. UNBC, Trinity Western, Ottawa, Calgary, UNB, York). With the exception of the International Bachelor of Arts at York (Glendon)—which puts less emphasis on global business/management than the proposed LIR—none of these offers a strong language component. UBC has developed a certificate in Intercultural Studies, self-described as “an innovative career development program that seeks to enable people from corporate, education and community sectors to develop cultural intelligence.”¹⁶ This program recognizes the need for cultural intelligence, but lacks a language component.

Degree programs that are closer in nature to the proposed LIR can be found at McGill University (Major in International Management) and Carleton University (Bachelor of International Business). Both of these programs include a focus on language proficiency, experiential learning, and real-world relevance; however, they are more limited in their applications, focusing on business and/or management only, and lack the LIR emphasis on cultural intelligence.

The proposed program is unique in the way that it brings together language, cultural, ethnographic, communication and negotiation knowledge and skills, together with skills, for example, in management or international development. This unique approach to language and culture programming reinforces the need for applied skills in today's labour market, while being characteristic of Ryerson's unique educational and societal mission.

5. CURRICULUM OVERVIEW

This 40-course unique program constitutes a dynamic addition to other programs offered at Ryerson. The program is based on the Faculty of Arts, one-year common platform degree template, which provides for maximum flexibility and strong foundational educational opportunities.

¹⁵ These programs are usually dedicated to the study of a specific language, translation, international issues, but nowhere are these topics combined into one degree.

¹⁶ <http://www.cstudies.ubc.ca/intercultural-communication/certificate-in-intercultural-studies/index.html>

Twenty (of the total 40) courses are grouped into four categories:

1. Intercultural Relations and ACS courses (5) taught in English:

- LIR100 Global Models in Intercultural Relations¹⁷: This course will instill in students the concepts of world-view as expressed in language and culture, and will help them develop analytical and critical skills in order to be effective as cross-cultural communicators and negotiators. In this course, students will become aware of the concepts of *interculturality*, through the study of the works of Geert Hofstede,¹⁸ Alfons Trompenaars,¹⁹ and David Katan,²⁰ against the background of a variety of definitions of the concept of “culture” ranging from the anthropological to the classic, cultural perspective.
- LIR200 Critical Practices in Intercultural Relations,²¹ a course in which students will be presented with contemporary theories of intercultural, international and cross-cultural communication. They will explore how these theories apply in everyday situations.
- LIR300 Intercultural Negotiation,²² a course in which students will see how intercultural negotiations occur between organizations, businesses, and even levels of government and what techniques may help these parties reach agreements while maintaining different world-views.
- LIR400 Ethnographic Practices²³, a course in which students will learn the skills required in ethnographic practices, including field research, interviews, analysis, and interpretation. Student research skills will grow and coalesce into a final ethnography. These courses will be taught in English, and not from a language or culture-specific perspective; in addition, we expect that they will be taught in single sections by full-time rather than sessional faculty members.
- ACS 401 Introduction to Research Statistics

2. Language and culture courses (minimum of 8) in either French or Spanish.

“Language is an overt marker of cultural membership, and because people place values on different cultural groups, a second language involves decisions about values.” (Bialystok and Hakuta, 1994) The core of the LIR program includes courses on language, literature and culture, in addition to applied language courses.

¹⁷ The current working concept for “Global Models in Intercultural Relations”: As technological, social, political, economic and cultural developments continue to make international communications increasingly prevalent, this course will help students get a better understanding of the differences and similarities between their systems of communication and those of members of other cultures. This course will teach students to develop the necessary emotional competence and intercultural sensitivity to be able to understand the complexities associated with brokering social connections between people from a variety of backgrounds.

¹⁸ <http://www.geerthofstede.nl/culture/dimensions-of-national-cultures.aspx>.

¹⁹ http://changingminds.org/explanations/culture/trompenaars_four_cultures.htm.

²⁰ Katan, David. 1999. *Translating Cultures: An Introduction for Translators, Interpreters and Mediators*. Manchester: St. Jerome Publishing, 271 p.

²¹ The working concept of “Critical Practices in Intercultural Relations”: This course explores the relationship between culture, language and communication. The key concepts of identity, otherness, culture, assumptions and stereotypes, beliefs, and value systems are discussed. Foundational theories and practices are presented, and students investigate the impact of identity and context in intercultural interactions. The focus of this course is to help students develop meaningful strategies to communicate in today’s culturally diverse communities.

²² The working concept of “Intercultural Negotiation”: This course will present students with phase models of negotiations, negotiation contexts, negotiations based on principles or interest, power relations in negotiation situations, negotiation ethics, and intercultural negotiations. Students will have an opportunity to put models and tools into practice, negotiate in their language other than English, with a context-related framework, and be expected to present negotiation-relevant matters in the form of a report.

²³ Students are also required to take ACS 401 Introduction to Research and Statistics, because students will need to be able to generate, analyze and understand quantitative data in order to apply to their full extent the skills they will acquire in LIR 400 Ethnographic Practices.

For students with little prior knowledge of their target language, it could be difficult (but not impossible) to achieve a very high level of fluency within this framework, and they might want to take advantage of additional language courses to that end, by taking more than two concentration courses in the target language and by taking LIR 900 in the target language. On the other hand, students with prior knowledge of their target language of choice will be able to reach a high level of fluency after having taken their ten courses²⁴ in the given language, and will have an opportunity to develop and apply this knowledge to the study of culture and applied language studies.

The language and culture courses included in this program are already offered as Liberal Studies courses—and will continue as such. The Department will thereby ensure healthy enrolment numbers in its Lower Level language course sections; while students entering at an intermediate or advanced level of fluency will increase enrolment numbers in the program's upper level Liberal Studies course sections.

3. Concentration courses (6) in one of the following concentrations: Organizational Behaviour; Language and Cognition; Translation Studies.

In their second, third and fourth years, students will take their concentration courses. *These courses contribute to this program's distinctive edge over language programs offered by other language departments in Ontario and Canada.* A minimum of two of the concentration courses will be taken in either French or Spanish. Normally only one concentration will be achieved within the program structure. It may be difficult for students who opt to spend one or more semesters abroad to complete these courses—some of which are quite unique to Ryerson. In those cases we will consider course substitutions.

4. Community-engaged learning course (1): LIR800 Capstone Course: Community-Engaged Learning in Language and Intercultural Relations

This course is meant to be focused on experiential learning, and will enable students to begin building up a professional portfolio. It is anticipated that the course will function as a capstone and enable students to bring all of their learning into focus as part of a research and work project. This course is meant to be, first and foremost, student-driven and community-focused.

Directed Reading

In semester 7, students interested in pursuing graduate studies may choose to prepare a thesis. In this course, students focus on a community-related research topic, under the supervision of a faculty coordinator, and prepare their thesis, which can in turn become the foundation of their application to graduate school. Students who wish to take this option will need departmental consent. This course will be offered in French or Spanish. It can be taken in English with departmental permission if the student takes 3 concentration courses in the target language).

6. CURRICULUM STRUCTURE

Currently, 10 Arts programs are part of the 'common platform': Criminology, English, Geography, Environment & Urban Sustainability, History, Philosophy, Politics & Governance, Psychology, Sociology and Undeclared Arts. The LIR program would join this group. It is recommended that, by the end of their second semester of studies, students successfully complete the two foundational courses in the program to which they choose to transfer. In the case of LIR, those courses are LIR100 and one language and culture course.

²⁴ In most cases, ten courses in French is the minimum for teachers' colleges to consider French as the main teachable subject.

The proposed program includes:
 8 language and culture courses (French or Spanish)
 2 concentration courses in French or Spanish
 4 concentration courses in English
 6 core courses (LIR courses + ACS 401)
 6 liberal studies courses
 7 common platform courses
 7 open electives
 Total: 40

The curriculum breakdown is as follows:

8 Required courses
 4 – 6 Required Electives (Table I)
 8 Professional Electives (Table II)
 1 – 7 Professionally Related Electives (Table III)
 0 – 5 Professionally Related Electives (Table IV)
 6 Required Concentration courses (Table V)
 6 Liberal Studies courses (Table A, B in Ryerson Calendar)

| FALL | WINTER |
|--|--|
| YEAR 1 | |
| LIR100 Global Models in Intercultural Relations | Course from Table II |
| SSH 205: The Fundamentals of Academic Writing | SSH 105: Critical Thinking |
| Course from Table I : Social Science Elective | Course from Table I : Social Science Elective |
| Course from Table I : Humanities Elective | Course from Table I : Humanities Elective |
| Course from Table III | Course from Table I or Table III |
| YEAR 2 | |
| LIR200 Critical Practices in Intercultural Relations | ACS401 Introduction to Research and Statistics |
| Course from Table V | LIR300 Intercultural Negotiation |
| Course from Table II | Course from Table II |
| SSH 301 Research Design and Qualitative Methods | Course from Table I, III or IV |
| Course from Table A ²⁵ | Course from Table A |
| YEAR 3 | |
| LIR400 Ethnographic Practices | Course from Table II |

²⁵ Table A or B refers to the Lower Level (A) and Upper Level (B) Liberal Studies course offerings in the undergraduate calendar. Students are allowed to take Liberal Studies language and culture courses other than their second language of choice, the same way that they are allowed to take English literature Liberal Studies courses. The fact that all languages are taught in the same department does not prevent students to have that choice. Students are not, however, allowed to take Liberal Studies courses in their target second language.

| | |
|---|-----------------------------------|
| Course from Table II | Course from Table II |
| Course from Table V | Course from Table V |
| Course from Table III or Table IV | Course from Table III or Table IV |
| Course from Table B | Course from Table B |
| YEAR 4 | |
| LIR 800 Capstone Course | Course from Table V |
| LIR 900 Dir. Read. or course from Table V | Course from Table V |
| FRE/SPN 900 or course from Table II | Course from Table II |
| Course from Table III or Table IV | Course from Table III or Table IV |
| Course from Table B | Course from Table B |

TABLE I – REQUIRED GROUP 1

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

| | |
|---|---|
| <p>Humanities - Minimum two courses from the following:</p> <p>ACS 100 Ideas that Shape the World I ACS 200 Ideas that Shape the World II ENG 108 Introduction to Fiction ENG 208 Introduction to Non-Fiction FRE ***+ A French course HIS ***# A History course 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 SPN *** + A Spanish Course</p> <p>*Students who chose French as their target language cannot take FRE courses *Students who chose Spanish as their target language cannot take SPN courses</p> | <p>Social Sciences - Minimum two courses from the following:</p> <p>CRM 100 Introduction to Canadian Criminal Justice CRM 102 Introduction to Criminology ECN 104 Introductory Microeconomics ECN 204 Introductory Macroeconomics ECN 220 Evolution of the Global Economy EUS 102 Environment and Sustainability EUS 202 Sustaining the City's Environment GEO 131 Energy, Earth and Ecosystems GEO 151 Location, Location, Location POG 100 People, Power and Politics POG 110 Power and Influence in Canadian Politics PPA 101 Cdn. Public Administration I: Institutions PPA 102 Cdn. Public Administration II: Processes PSY 102 Introduction to Psychology I PSY 202 Introduction to Psychology II SOC 105 Introduction to Sociology SOC 107 Sociology of the Everyday SSH 100 Social Scientific Inquiry SSH 102 Learning and Development Strategies</p> |
|---|---|

PROFESSIONAL – TABLE II

Students must declare their target language upon admission: either French or Spanish. Of the 10 courses to satisfy the LIR requirement a minimum of 8 are from Table II and a minimum of 2 are to be completed within the concentrations (Table V).

| | |
|--|--|
| <p><u>French</u></p> <p>FRE 101/201 Introductory French I & II FRE 302 French Food, Wine and Hospitality FRE 301/401 Intermediate French I & II FRE 402 French Conversation and Pronunciation FRE 501/601 Speaking and Writing French I & II FRE 502/602 Advanced Business French I & II FRE 505/605 Language and Culture I & II FRE 507/607 English-French Translation I & II FRE 508/608 Introduction to 20th C French Literature I & II FRE 509/609 Franco-Canadian Literature I & II FRE 510/610 Effective Writing I & II FRE 515 Introduction to Business French FRE 701/801 French in the Media I/II FRE 703 French Theatre from Classicism to the Absurd FRE 704/804 Introduction to Franco-Canadian Culture I & II FRE 706 Cultural Evolution of the French language FRE 707 Introduction to French-English Translation FRE 709 Children's Literature in French FRE 803 French Theatre: 20th Century and Contemporary FRE 900 Senior French Seminar FRE 901 Francophone Women Writers FRE 902 Gender and Decadence 1850-1920 FRE 903 Francophone Short Story FRE 805 French Language Teaching Methodologies</p> | <p><u>Spanish</u></p> <p>SPN 101/201 Introductory Spanish I & II SPN 301/401 Intermediate Spanish I & II SPN 402 Spanish Conversation and Pronunciation SPN 501/601 Advanced Spanish I & II SPN 507/607 English-Spanish Translation I & II SPN 515 Introduction to Business Spanish SPN 702/802 Advanced Business Spanish I & II SPN 704/804 Introduction to Latin-American Culture I & II SPN 707 Spanish-English Translation SPN 708 Contemporary Spanish Fiction SPN 710 Spanish of Spain and Latin America SPN 810 Cultural Context of Writing SPN 805 Spanish Language Teaching Methodologies</p> |
|--|--|

Although any ten courses in French (for students in the French stream) or Spanish (for students in the Spanish stream) may be taken to complete LIR language requirements, students wishing to pursue a particular concentration may wish to include these recommended course selections:

Organizational Behaviour

French Stream: FRE 515, FRE 502, FRE 602

Spanish Stream: SPN 515, SPN 702, SPN 802

Language and Cognition

French Stream: FRE 505, FRE 605, FRE 709, FRE 805

Spanish Stream: SPN 704, SPN 804, SPN 805

Translation Studies

French Stream: FRE 507, FRE 607, FRE 706, FRE 707

Spanish Stream: SPN 507, SPN 607, SPN 707, SPN 710

| PROFESSIONALLY-RELATED COURSES – TABLE III | |
|--|---|
| A minimum of one course is required for graduation. | |
| ACC 100 Introductory Financial Accounting | INP 901 Developing Effective Organizations |
| ACC 333 Core Concepts of Accounting | INP 902 Program Evaluation |
| ACC 406 Introductory Management Accounting | INP 910 Strategic Planning |
| ACC 414 Intermediate Accounting I | INT 900 Program Planning and Evaluation Strategies |
| BLG 143 Biology I | INT 905 Conflict Resolution and Dispute Negotiation |
| BLG 144 Biology II | INT 908 Homelessness in Canadian Society |
| BLG 151 Microbiology I | INT 912 Community Development: International Field Experience |
| BSM 100 The New Business: From Idea to Reality | INT 913 Issues of Migration |
| BSM 200 The Growing Business: Breaking Even | INT 914 Settlement Experiences |
| CHY 103 General Chemistry I | INT 917 Urban Community Development |
| CHY 113 General Chemistry II | ITM 100 Foundations of Information Systems |
| CHY 213 Analytical Chemistry III | ITM 207 Computer-Enabled Problem Solving |
| CMN 279 Intro to Professional Communication | ITM 305 System Analysis and Design |
| CMN 288 Promotional Communication in New Media Contexts | ITM 350 Concepts of e-Business |
| CMN 305 Strategic Public Relations in Professional Communication | JRN 400 Critical Issues in Journalism |
| CMN 306 Risk and Crisis Communication | JRN 401 History of Journalism |
| CMN 313 Organizational Problem Solving and Report Writing | JRN 402 Theory in Journalism and Mass Communications |
| CMN 314 Professional Presentations | JRN 403 Journalism and Ideas |
| CMN 315 Issues in Communication and the Contemporary Workplace | JRN 404 Journalism's Best |
| CMN 316 Questioning Numbers | LAW 122 Business Law |
| CMN 317 Governance in the Information Society | LAW 525 Law of the Marketplace |
| CMN 413 Corporate Communications | LAW 529 Employment and Labour Law |
| CMN 414 Interpersonal Communication in Management | MHR 405 Organizational Behaviour and Interpersonal Skills |
| CMN 447 Communication and the Law | MHR 505 Organizational Behaviour II |
| CMN 448 Introduction to Visual Communication | MHR 522 Industrial Relations |
| CMN 450 Participatory Media and Communication | MHR 523 Human Resources Management |
| CPS 513 Introduction to Multimedia Computation | MHR 640 Leadership |
| CYC 101 Intro to Child and Youth Care | MHR 733 Training and Development |
| CYC 201 Child Abuse and Neglect | MKT 100 Marketing I |
| CYC 401 Theories of Change for Children and Youth | MKT 300 Marketing Metrics and Analysis |
| DST 501 Rethinking Disability | MTH 110 Discrete Mathematics I |
| DST 502 Disability and the State | NNS 101 Introduction to News |
| DST 503 Current Topics in Disabilities I | NNS 102 Understanding Multimedia Journalism |
| EID 100 Digital Skills and Innovation for The Global Economy | NNS 103 Basics of Photojournalism |
| ENT 500 New Venture Startup | OHS 208 Occupational Health and Safety |
| ENT 526 Entrepreneurial Behaviour and Strategy | OHS 477 Integrated Disability Management |
| ENT 601 Identifying Opportunities | OHS 508 Occupational Health |
| FIN 562 Personal Finance | PCS 102 Physics Answers to Everyday Questions |
| | PCS 120 Physics I |
| | PCS 130 Physics II |
| | SCI 102 Chaos and Fractals |

PROFESSIONALLY-RELATED COURSES – TABLE IV

A minimum of one course is required for graduation.

| | |
|---|---|
| ANT 100 Introduction to Anthropology | MPF 327 Film History and Criticism to 1945 |
| ASC 731 The Architecture of Urban Housing | MPF 427 Film History and Criticism since 1945 |
| ASC 733 Canadian Architecture Since 1945 | MPM 301 New Media History: Analogue Culture(s) |
| ASC 735 Heritage Conservation Theory and Practice | MPM 401 New Media History: Digital Culture(s) |
| ASC 750 Architecture and Public Policy | NNS 502 Journalism and the World of Business |
| ASC 858 Toronto: Architecture of Urbanism | NNS 510 Reporting Religion |
| CLD 213 History and Philosophy of ECE | NPF 504 Technology, Culture and Communication I |
| CMN 207 Communication in Hosp. and Tourism Management | NPF 505 Independent Cinema I |
| CMN 288 Promotional Comm. in New Media Contexts | NPF 506 Contemporary Art History |
| CMN 443 Contemporary Intercultural Communication | NPF 507 Critical Theory |
| CMN 447 Communication and the Law | NPF 548 Modern Movements/Issues in Photography |
| CMN 448 Introduction to Visual Communication | NPF 553 Modern Movements in the Arts I |
| CMN 450 Participatory Media and Communication | NPF 554 Modern Movements in the Arts II |
| CRB 600 Post-Colonial Caribbean Society | NPF 557 Topics in Film |
| CRB 605 Caribbean Tourism: Impacts and Resistance | NPF 559 Advanced Topics in Curatorial Practice |
| CRB 614 Caribbean Critical Thought | NPF 560 Adv. Topics in Film History and Theory |
| CRM 200 Criminal Law | NPF 561 Adv. Topics in New Media History and Theory |
| CRM 202 Victims and the Criminal Process | NPF 564 Contemporary World Cinema |
| CRM 205 Gender, Sexuality and the Law | NPF 565 Contemporary Canadian Cinema |
| CRM 206 Race, Ethnicity and Justice | NPF 566 History of Animation |
| CRM 300 Policing in Canada | NPF 567 Exhibition Practices in Contemporary Art |
| CRM 304 Youth Justice in Canada | NPF 568 Analogue as Meaning |
| CRM 306 Corrections in Canada | NPF 569 Disaster Images: Memory and Response |
| CRM 308 Criminal Courts in Canada | NPF 571 Introduction to Museum and Gallery Studies |
| CRM 314 Criminal Justice and the Charter | NPF 572 Curatorial Practices in Toronto |
| CRM 316 International Perspectives | NPF 604 Technology, Culture and Communication II |
| CRM 402 Criminal Justice and Social Inequality | NPF 605 Independent Cinema II |
| CRM 404 Criminal Justice Policy | NPF 606 Contemporary Art Theory |
| CYC 601 Social Research Methods | NPF 607 Cultural Studies |
| DST 500 A History of Madness | PHL 400 Human Rights and Justice |
| DST 504 Mad People's History | PHL 401 Philosophy and Mass Culture |
| ECN 104 Introductory Microeconomics | PHL 449 Issues in the Philosophy of Punishment |
| ECN 204 Introductory Macroeconomics | PHL 530 Media Ethics |
| ECN 220 Evolution of the Global Economy | PHL 621 Beyond the Western Academic Tradition |
| ECN 301 Intermediate Macroeconomics I | POG 100 People, Power and Politics |
| ECN 321 Introduction to Law and Economics | POG 110 Power and Influence in Canadian Politics |
| ECN 330 Economic Systems in the New World Economy | POG 210 Canadian Government |
| ECN 501 Industrial Organization | POG 214 Controversial Policy Topics |
| ECN 502 Economics of Natural Resources | POG 225 Global Governance |
| ECN 504 Intermediate Microeconomics I | POG 235 Western Political Thought |
| ECN 506 Money and Banking | POG 240 Introduction to Comparative Politics |
| ECN 510 Environmental Economics | POG 310 Provincial Politics |
| ECN 605 Labour Economics | POG 313 The Politics of Race and Ethnicity |
| ECN 606 International Monetary Economics | POG 315 Equity and Human Rights |
| ECN 609 Topics in Economic History | POG 316 Social Policy |
| ECN 640 The Economics of Immigration | POG 317 Education, Policy |
| ECN 703 Public Finance I | POG 320 Social Identity and Citizenship |
| ECN 707 Economics of International Trade | POG 323 The Politics of Development |
| ECN 710 Transportation Economics | POG 410 Canadian Urban Politics |
| ECN 721 International Financial Markets | POG 411 Canadian Foreign Policy |
| ECN 803 Public Finance II | POG 412 Government and the Economy |
| ECN 808 Economics of Technological Change | POG 415 Environmental Politics and Policy |
| ENG 413 Colonial and Postcolonial Literatures | POG 416 The Politics of Canadian Federalism |
| ENG 416 Modern American Experience | POG 417 Canadian American Relations |
| ENG 421 16C Literature and Culture | POG 423 Nationalism and Identity |
| ENG 422 17C Literature and Culture | POG 424 Human Rights and Global Politics |
| ENG 530 Literary Non-Fiction | POG 425 Regional Economic Integration |
| ENG 531 18C Literature and Culture I | POG 426 Contemporary Global Conflicts |
| | POG 430 Contemporary Political Thought |

| | | | |
|---------|---|-----------|---|
| ENG 532 | 18C Literature and Culture II | POG 431 | Power, Hegemony, and Resistance |
| ENG 540 | The Novel | POG 440 | Indigenous Governance/Justice |
| ENG 550 | Drama | POG 442 | Women and Comparative Politics |
| ENG 560 | Poetry and Poetics | POG 443 | Global Cities |
| ENG 570 | Auto/Biography | POG 444 | Politics, Media and Technology |
| ENG 590 | Word and Image | POG 446 | Voters, Elections and Parties |
| ENG 621 | Women's Texts, Global Contexts | PPA 101 | Cdn. Public Administration I: Institutions |
| ENG 624 | 20C Literature and Culture I | PPA 102 | Cdn. Public Administration II: Processes |
| ENG 626 | 20C Literature and Culture II | PPA 120 | Canadian Politics and Governance |
| ENG 632 | 19C Literature and Culture I | PPA 122 | Local Politics and Government |
| ENG 633 | 19C Literature and Culture II | PPA 124 | Indigenous Politics and Governance |
| ENG 701 | Canadian Literatures | PPA 235 | Theories of the State |
| ENG 703 | Popular Literatures | PPA 319 | Politics of Work and Labour |
| ENG 705 | Visual Cultures | PPA 401 | Collaborative Governance |
| ENG 720 | Rhetoric: Theory and Criticism | PPA 403 | e-Government |
| ENG 730 | The History of the Book and Publishing | PPA 414 | Comparative Public Policy |
| ENG 888 | Televisual Texts and Contexts | PPA 700 | Comparative Indigenous Politics/Policies |
| ENG 921 | Narrative in a Digital Age | PPA 702 | Administrative Law in Indigenous Context |
| ENG 930 | High and Low Culture | PSY 102 | Introduction to Psychology I |
| ENG 940 | Discourses of Difference and Diversity | PSY 518 | Environmental Psychology |
| ENG 941 | Gender and Sex in Literature and Culture | PSY 605 | Psychology of Health and Health Care |
| ENG 942 | Postcolonial Interventions | PSY 731 | History and Theory of Psychology |
| FNY 403 | Food Security Concepts and Principles | PSY 808 | Community Psychology |
| FNY 404 | Food Policy and Programs for Food Security | PSY 941 | Cross Cultural Psychology |
| FNY 406 | Economics of Food Security | SEM 101 | Sign, Sense and Meaning |
| FNY 407 | Community Development and Food Security | SEM 201 | Introduction to Visual Semiotics |
| FNY 408 | Urban Food Security | SOC 104 | Understanding Society |
| FRS 102 | Francophone Detective Fiction | SOC 105 | Introduction to Sociology |
| FRS 501 | Women and the Arts in the 19th Century France | SOC 25A/B | Media and Society |
| FRS 502 | French Feminisms | SOC 300 | The Sociology of Diversity |
| FRS 602 | French Caribbean Literature and Culture | SOC 302 | The City and Society |
| FSN 203 | History of Design | SOC 402 | The City and Social Problems |
| FSN 132 | History of Art I | SOC 470 | Toronto: The Changing City |
| FSN 232 | History of Art II | SOC 473 | Classical Sociological Theory |
| FSN 302 | History of Costume I | SOC 474 | Immigration, Minorities and Citizenship |
| FSN 509 | Topics in Fashion History and Theory | SOC 475 | Contemporary Sociological Theory |
| FSN 556 | Design and Cultural Diversity | SOC 608 | Women, Power and Change |
| FSN 704 | Dress - Cultural Transformation | SOC 609 | Women and Human Rights |
| GEO 313 | Geography of the Physical Environment | SOC 611 | Future Worlds: Technology and Social Change |
| GEO 527 | Inequalities in Urban Neighbourhoods | SOC 706 | Globalized Labour and Consumption |
| GEO 530 | Urban-Economic Geography | SOC 931 | Waste and Consumerism |
| GEO 551 | Urbanization and Regional Development | SOC 941 | Race, Ethnic and Aboriginal Studies |
| GEO 553 | Studies in Rural Geography | SOC 943 | Poverty Issues |
| GEO 627 | Accessibility in Urban Social Services | SPS 502 | Spanish Caribbean Literature and Culture |
| GEO 631 | Exploration in Travel and Tourism | SPS 502 | Sex in the Early Modern City |
| GEO 671 | Developmental and Environmental Law | SWP 132 | Critical Social Work Foundations |
| GEO 691 | Canadian Immigration: Patterns and Place | SWP 302 | Social Policy: Welfare and Programs |
| GEO 703 | Perspectives on Environmental Management | SWP 331 | Social Work Theories and Practice |
| GEO 705 | Environment and Society in the Caribbean | SWP 335 | Power, Resistance and Change |
| GEO 803 | Recreation and Tourism Analysis | SWP 435 | Aboriginal Approaches to Social Work |
| GEO 910 | Structure of the Global Village | SWP 900 | Race and Ethnicity |
| GMS 200 | Introduction to Global Management | THF 200 | Timelines of Performance History I |
| GMS 400 | The Global Business Environment | THF 201 | Timelines of Performance History II |
| IDE 303 | Housing in Society | | |
| INT 910 | First Nations Issues | | |
| INT 911 | International Community Development | | |
| INT 915 | Responses to Migration | | |
| INT 916 | Introduction to fundraising | | |
| IRH 101 | History of Design I | | |
| IRH 110 | Introduction to Art History | | |
| IRH 115 | Introduction to Contemporary Design | | |
| IRH 201 | History of Design II | | |
| | | | <u>Available only to students in the Spanish stream</u> |
| | | FRE 302 | French Food, Wine and Hospitality |
| | | FRE 402 | French Conversation and Pronunciation |
| | | FRE 502 | Advanced Business French I |
| | | FRE 515 | Introduction to Business French |
| | | FRE 602 | Advanced Business French II |
| | | FRE 701 | French in the Media I |
| | | FRE 801 | French in the Media II |

| | |
|--|---|
| JRN 405 Special Topics in Journalistic Theory | <u>Available only to students in the French stream</u> SPN 402 Spanish Conversation and Pronunciation SPN 515 Introduction to Business Spanish SPN 702 Advanced Business Spanish SPN 802 Advanced Business Spanish II |
| JRN 412 Documentary Survey | |
| JRN 508 Literary Journalism | |
| JRN 509 Journalism and the Political Arena | |
| MPC 103 Art and the Classical Tradition | |
| MPC 201 Concepts and Theories | |
| MPC 203 Art in the Modern World | |
| MPF 290 Introduction to Film Studies | |
| MPF 427 Film History and Criticism since 1945 | |
| MPM 301 New Media History: Analogue Culture(s) | |
| MPM 401 New Media History: Digital Culture(s) | |
| MPS 301 History of Photography I | |
| MPS 401 History of Photography II | |
| MUS 211 Music Culture of the City | |
| MUS 401 Music, Religion and Spirituality | |

CONCENTRATION COURSES – TABLE V

Organizational Behaviour

Students take six of the following courses. Two of these courses must be in French or Spanish depending on their target language.

- MHR 405 Organizational Behaviour and Interpersonal Skills
- MHR 523 Human Resources Management
- MHR 700 Cross-Cultural Dimensions of Organizational Behaviour
- MHR 721 Negotiation and Conflict Resolution

French Stream:

- FRE 515 Introduction to Business French
- FRE 502/602 Advanced Business French I & II

Spanish Stream:

- SPN 515 Introduction to Business Spanish
- SPN 702/802 Advanced Business Spanish I & II

Language and Cognition

Students take six of the following courses. Two of these courses must be in French or Spanish depending on their target language.

- PSY 102 Introduction to Psychology I
- PSY 202 Introduction to Psychology II
- CLD 206 Language Development²⁶
- CLD 307 Cognitive Development

French Stream:

- FRE 505/605 Language and Culture I & II
- FRE 709 Children's Literature in French
- FRE 805 French Language Teaching Methodologies

Spanish Stream:

- SPN 805 Spanish Language Teaching Methodologies
- SPN 704/804 Introduction to Latin American Culture I & II

Translation Studies

Students take six of the following courses. Four of these courses must be in French or Spanish depending on their target language.

- ACS 106 Introduction to Language
- LIR 207 Translation as a Cultural Bridge

French Stream:

- FRE 507/607 English-French Translation I & II
- FRE 706 The Life and Times of the French Language
- FRE 707 French-English Translation

²⁶ Upon agreement between the Department of LLC, Curriculum Advising and the School of the Early Childhood Studies, the prerequisites for students in LIR program for CLD 206 & CLD 307 will be: "CLD 103 or PSY 102 or Direct Entry".

| | |
|-----------------|------------------------------------|
| Spanish Stream: | |
| SPN 507/607 | English-Spanish Translation I & II |
| SPN 707 | Spanish-English Translation |
| SPN 710 | Spanish of Spain and Latin America |

Note: Normally only one concentration will be achieved within the fields of program structure.

Interdisciplinarity is fundamental to the LIR program. Built on the Faculty of Arts' Common Platform, LIR also includes courses from the Ted Rogers School of Management. The proposed LIR program not only gives Ryerson a new opportunity for admitting students into the (comparatively cost-effective) arts and humanities programs; it also gives a new structure for inter-faculty collaboration—requiring students, for example, to take courses with the Ted Rogers School of Management or the Faculty of Community Services.

Although there is currently no double major curriculum structure at Ryerson, the Department believes that, should it become possible for students to take double majors in the future, a slightly modified version of this program would provide a very interesting and innovative opportunity—both within the Faculty of Arts (for example with a second major in English, Sociology, History, International Economics, Politics and Governance, etc.), and outside the Faculty of Arts (for students in Journalism, Radio and Television Arts, Hospitality and Tourism, Social Services and Social Work, for example). Students would be able to acquire a unique set of skills through complementary programs. This would improve the Department's capacity to brand its program with Ryerson's unique mandate and give students the possibility to earn a degree made up of programs that are rarely, if ever, combined in Canada and abroad.

Initial concerns, voiced by the School of Professional Communication regarding the potential for competition with their courses, have given way to an interest in adding some LIR courses to their series of elective courses. LIR students will likewise be interested in ProComm courses. We are confident that a significant number of our students will be interested in taking the Professional Communication minor. Thus, we see our two disciplines as being complementary rather than competitive.

The current French Option offered as part of the Arts and Contemporary Studies program will not be affected by the introduction of this new degree.

7. NEW PROGRAM ADVISORY COMMITTEE

Dr. Mariel O'Neill Karch, French Department, University of Toronto
 Dr. Marcel Danesi, Department of Anthropology, University of Toronto
 Dr. Jeff Tennant, Études françaises (linguistics), University of Western Ontario
 Dr. Stephen Rupp, Vice Dean, Academic, University of Toronto
 Ms. Bronwyn Best, President, Heiwa Business International

8. ALIGNMENT WITH INSTITUTION'S PLANS

Ryerson's Academic Plan (2008–2013) puts a high value on societally relevant education, and on methods that blend theory and practice. A primary goal is to provide students with educational opportunities that are clearly aimed at developing employment-ready skills, while strengthening critical thinking and analytical ability. The LIR program would support Ryerson's mission by adding an element of cultural competence—and global market awareness—to an already robust language program. Furthermore, the Department hopes to expand its course offerings, with their current focus on French and Spanish, to include Arabic and Chinese. These four languages represent a major section of the world population, culture, and economy.

Supporting strategies in Ryerson's Academic Plan

- The faculty members of the Department recognize and embrace the need to provide opportunities for direct and distinctive career-oriented and experiential learning within a diversity of contexts to meet the wide range of interests of the Ryerson student body, as demonstrated through our involvement in Liberal Studies course offerings, which are very popular among students.
- The Department will provide instruction and practical opportunities of direct relevance so that Ryerson graduates will be able to adapt to ever-changing employment markets as well as equip them to be competitive entrants into graduate and other further educational programs.
- The LIR program is being developed in response to a demand for career preparation; to a growing need for cultural “brokerage.” Courses are designed to take advantage of technological innovation in learning.
- In developing two capstone courses and in working towards creating a learning environment that values self-initiated experiential learning opportunities, the Department will work hand in hand with the Faculty of Arts Student Experience Centre to ensure that the needs of students and community partners are both met.
- The Department strongly believes that their programs, which are based on a close interdisciplinary relationship with the Ted Rogers School of Management, will help Ryerson meet the goal of enhancing partnerships with others to support teaching, learning, and student success and retention and build on a strong tradition of preparing students for employment readiness. They already have formal support from the Chairs of Human Resources, Global Management Studies, and Sociology.
- Along with the practical skills learned within the classroom, course-related experiential assignments and opportunities, and specific research projects associated with the Community-Engagement Projects, students will have opportunities to put their skills to work in the wider world of immigration services, procurement, language and culture mediation in public services and with international corporations, NGOs, and other organizations where they will work with professionals in closely-aligned endeavours in real world contexts.

It should be noted that we are transitioning into a new Academic Plan. “Our Time to Lead” 2014-2019 at the departmental and faculty level is being finalized simultaneously with the LIR approval stages but we can already point out how the proposal fits with the goals of 2014-2019. The program’s philosophy and design links directly to the new plan, especially to Priority 1: Enable Greater Student Engagement and Success through Exceptional Experiences. By combining cultural competence with global market awareness LIR supports Ryerson’s mission “to provide graduates with strong intellectual foundations, as well as transferable skills needed to succeed in careers, become responsible global citizens and enable positive change”. At the same time, new faculty hires will contribute to teaching excellence as well as enhancement of SRC profile that aligns with Priority 2: Increase SRC Excellence, Intensity and Impact.

How the LIR will benefit the Department

The French and Spanish language and culture courses that form the core of this program already exist. Currently, the number of students who achieve the level of fluency necessary to enroll in French and Spanish advanced courses is limited at Ryerson. The Department is therefore unable to offer all its courses each year. Since the LIR program will require students to pursue their language studies at an advanced level and to undertake cultural studies in the target language, these courses will be in greater demand, and thus offered more frequently. Some upper level courses are currently only offered every second or third year. The LIR program will provide an opportunity to populate upper level courses to a level that cannot be achieved under the Department’s current service

mission, therefore enabling tenured faculty members to teach in areas that are closely related to their fields of expertise or research interests.²⁷

As part of its commitment to this program, the Department plans to review its course offerings, amending or removing those that are no longer taught regularly, and reviewing the content of some other courses in order to reflect more faithfully the focus of the proposed program. However, these changes will not derail our current commitments toward Liberal Studies and the Chang School of Continuing Education. We currently have three certificates with the Chang School, and we intend to maintain our ongoing level of commitment toward adult learners.²⁸

Theory, practice, and societal relevance

The Intercultural Relations courses address objectives that would be difficult to meet to the same extent within traditional language courses.

1. **To provide students with the necessary theoretical background to reflect on language as a cultural marker, and on how language can dictate and reflect culture-specific and language-specific world views**—sometimes described as *linguistic determinism* (Athanasopoulos 2006)²⁹—while giving them the necessary technical skills to put into practice their cultural and language skills and knowledge. These courses will enable students to achieve a level of appreciation for intercultural relations as a discipline by focusing on key issues and effective methodologies.
2. **To ensure that students see *intercultural relations in the light of culture and its multiple manifestations as shared practices***—while also recognizing that inter-linguistic communication forms a subject based on four language skills (writing, reading, speaking, listening).³⁰ Intercultural relations courses will look at communication from a unique perspective. In language classes, students are taught how to modify their own linguistic and social behaviour to adopt that of the “Other.” In intercultural relations courses, students will learn how to bridge the cultural and communication divide between members of a different cultural background, thus enabling each party to maintain its cultural distinction. These courses strive to ensure that students approach intercultural and cross-linguistic relations from a perspective that is generally overlooked in traditional language programs.
3. **To develop students’ intercultural knowledge, skills and values to a professional level of competence.** Already, students taking language and culture courses with the Department acquire, and learn to use, intercultural knowledge to some extent. Intercultural relations courses will frame this language and cultural knowledge as a skill-set that is used not only to communicate, but also to bring together groups and individuals separated by language, cultural and value-driven barriers. Intercultural relations courses will provide students with crucial professional tools and expand on Ryerson’s rich tradition of experiential learning. This set of competencies will help students compete in the labour force or gain admission to graduate and other further educational programs.
4. **To improve students’ capacities for corporate and civic engagement and leadership**—enabling them to take their place as thoughtful and active members of society, to participate

²⁷ For a summary of faculty fields of expertise, see the section on Department Staffing 2014-15 in section 2.7.

²⁸ We understand that any significant change made to Liberal Studies courses will have to be first submitted to the Liberal Studies Curriculum Committee then approved by the Liberal Studies Council, prior to being implemented.

²⁹ “[C]ertain patterns of language may highlight certain patterns of reasoning/thinking more than others. In this respect, we are likely to pay more attention to those aspects of reality that are coded in our language than those that are not.” Athanasopoulos 2006, p. 89.

³⁰ In this document, culture is understood in its anthropological sense, with artistic manifestations being an important but partial component of culture.

in public discourse as knowledgeable and articulate individuals, and to contribute effectively to the evolution of the world around them.

Multilingualism / multiculturalism and Canada

Initially, we intend to offer two language streams in the LIR program—French and Spanish—but (as mentioned above) we hope to be able to expand and offer others, using a variety of approaches to curriculum delivery, including exchange or study abroad opportunities. This is consistent with recent developments. In fall 2011, the Department began offering, through the Chang School, a series of Chinese courses. Starting in fall 2012, these were offered during the day as Liberal Studies courses. There appears to be much demand for Chinese, and if the level of enrollment warrants it, Chinese could form the basis of a third stream within this program. We are also looking into the possibility of offering an Arabic stream, (Arabic courses were introduced in fall 2014), among others, through partnerships or exchange programs with foreign institutions. Based on an internal survey conducted in 2010, students in business were interested in Chinese (Mandarin), Hindi, and German. Brazilian Portuguese may also be an option to explore.

It should also be noted that, given the increasingly multicultural nature of our country—and of Toronto, especially—many students will come to this program already equipped with the knowledge of a language and culture other than English or French.³¹ Therefore, it would not be entirely accurate to say that this program will train language and culture specialists able to work in English and French or Spanish only.

9. APPROPRIATENESS OF DEGREE NOMENCLATURE

The degree nomenclature—Bachelor of Arts Degree in Language and Intercultural Relations—reflects both an innovative perspective and a well-established theoretical and practical field of expertise. The BA nomenclature is consistent with comparable programs offered at other Canadian universities, such as the Bachelor of Arts in French Studies (University of Windsor), the International Bachelor of Arts: Bilingual or Trilingual (York University) or the Bachelor of Arts in International Relations (University of Calgary).

The nomenclature also conveys the attributes that set our program apart. For example, other universities currently offer programs in international or intercultural studies but, to our knowledge, ours is the only program that gives students a solid humanities degree that equips them with advanced second language and cultural competence (including skills and knowledge) based in theory and practice.

Evidence of an established field of expertise is found in peer-reviewed journals. For example:

- *Language & Intercultural Communication* (Taylor & Francis)
- *International Journal of Intercultural Relations* (Elsevier)
- *Intercultural Pragmatics* (de Gruyter)
- *Journal of Intercultural Communication Studies* (IAICS)
- *Journal of International and Intercultural Communication* (Taylor & Francis)

Book titles such as *The Routledge Handbook of Language and Intercultural Communication* (2012), *Intercultural Language Activities* (2010), and *Cultures in Conversation* (2005)—published by such

³¹ “In 2011, 11.5% of the population reported speaking both English and a language other than French at home. The corresponding figure in 2006 was 9.1%.” More than 200 languages were reported as a home language or mother tongue in 2011. Statistics Canada, “Linguistic Characteristics of Canadians,” Census 2011, <http://www12.statcan.gc.ca/census-recensement/2011/as-sa/98-314-x/98-314-x2011001-eng.cfm>.

houses as Routledge and Cambridge University Press—further indicate that the field is well-established globally.

10. ADMISSION REQUIREMENTS

Students interested in seeking admission to the LIR program will need to have obtained an Ontario Secondary School Diploma (OSSD) or equivalent with a minimum of six Grade 12 U or M courses (a minimum overall average of 70% establishes eligibility for admission consideration; subject to competition, individual programs may require higher pre-requisite grades and/or higher overall averages). Students should note that they will also need a minimum grade of 70% or higher in Grade 12 U English/Anglais. Students are also encouraged to include one Grade 12 U French or Spanish course.

Upon admission, students will be placed at the appropriate level of fluency in their target language. Furthermore, in addition to being fluent in English, it is expected that some will already have native or near-native levels of fluency in French, Spanish or another language.³² However, our current course offerings in these languages will enable students of all levels to improve their knowledge of non-English language and cultural skills.

The admission requirements are the same as those of all programs on the Common Arts Platform. Nevertheless, following consultation with the Ryerson University Registrar and Director of Admissions, we will recommend to students interested in our program that they make an attempt at having at the very least a very basic knowledge of their second language of choice upon admission.

11. STRUCTURE

As specified by the learning outcomes the LIR degree hopes to introduce, reinforce, and lead towards proficiency identification, organization, interpretation, and appraisal of intercultural dynamics to mediate, prevent, and resolve conflict. The LLC offers courses that will introduce the 9 established program learning outcomes so that students become familiar with the theoretical and practical skills and knowledge needed for intercultural brokerage and interpretation.

LIR100, LIR200, and LIR207 will help students learn the necessary skills to communicate effectively research and outcomes in cultural systems and meaning. Within LIR300, LIR400, and ACS401, students will continue to acquire intercultural analysis and practical skills as well as reinforce the theoretical and attitude based framework presented in their first years. LIR800 and LIR900 presents the students with an opportunity to become proficient and self-directed at intercultural brokerage and research, as well as myriad ethnographic strategies to promote and resolve problems and issues uncovered via observations and readings.

Language specific courses (both the FRE and SPN) follow a gradual and progressive ascent towards language proficiency. All students taking language specific courses at Ryerson through the department of the LLC must first complete an online placement test to ensure that they register in a level-appropriate class. This is important in order to respect the level of the class and, by so doing, create a strong learning environment for the true beginners. Students starting with little familiarity with the language of choice, will commence their journey at the 101 level. The 101 and 201 introduce students to the elements of grammar, style, pronunciation, and culture associated with the language in a dynamic and engaged learning environment. Students commencing their BA in LIR with some previous knowledge of the language, would commence at the intermediate level (i.e. SPN or FRE 301/401), where the foundations introduced at the 101/201 level are reinforced and new

³² It should be noted that, starting in fall 2014, the Department will offer four of the six official languages of the United Nations (Arabic, Chinese, French and Spanish).

language and culture specific elements are introduced (such as literary skills and communication skills).

Recently, the LLC created two new (and popular) courses that focus on phonetics and pronunciation within a specific language. Both the FRE 402 and SPN 402 provide students with a unique opportunity to refine the palette and the tongue and exercise the particular oral/aural requirements of the language.

As students in the program need to complete 10 credits towards their intended language acquisition goal (10 credits towards proficiency), they will continue with business and translation courses or language specific courses, which allow them to fine-tune and become proficient in the grammar and writing styles of the chosen language.

The department of LLC also offers a selection of courses that use elements of literature, cultural studies, media and writing styles, specific time periods, and purviews, to continue reinforcing and making proficient the use of language. Courses coded 5xx, 6xx, 7xx, 8xx, and 9xx offer students a variety of courses where the language is used as a vehicle through which the cultural variance, appreciation, and performance can be pursued.

12. PROGRAM CONTENT

As we recognize the limitations of offering this kind of degree solely in French and Spanish—the two languages for which we currently have tenured and tenure-track faculty members within the Department—we will be offering students interested in other languages and cultures the possibility to meet the language and culture requirements for their degree through a variety of external learning opportunities (online courses, extended stays and student exchanges). Chinese will be the next logical language to develop, as demand is increasing for more advanced courses. We can also see a logical link between some of the History courses currently being offered and what could be included in a Chinese stream in this program.

13. MODE OF DELIVERY

Most courses are, or will be, offered in a lecture format (3 hours per week). However, courses will use many modes of delivery as needed. Language courses, in particular, will offer a lab-like setting to encourage students to build their skill and confidence in speaking; while, in some cases, intensive conversational workshops will be offered in class. Some instructors make use of internet-based grammatical and cultural activities.

Many of our courses draw upon a variety of media sources: newspapers, film, music, image, audio recordings, magazines, historical text, and theatre (among others). This variety is essential for representing a wide range of cultural “voice,” reportage, and artifact. It provides students with real-world experience and heightens their awareness of the dynamic nature of culture: not only does cultural competence require four separate language skills— writing, reading, speaking, listening—but it also depends on diverse kinds of expression, some of which are non-verbal.

Experiential learning

“For the things we have to learn before we can do them, we learn by doing them” said Aristotle, and it is fair to say that all courses currently offered by the Department have a strong experiential component. How can you learn a new language other than by using it to communicate? In our language courses, from the introductory to the most advanced levels, students participate fully in the learning process. Courses are built in such a manner that students have that opportunity to remain constantly involved. In literature courses, students apply critical approaches by defining first the

social-cultural framework of the literary work being studied. In language for business and translation classes, students receive constant feedback and are placed in realistic situations in which they produce texts aimed at fulfilling a given communication goal, in a given communication situation, within a given system of cultural reference. For example, some students have translated an NGO's communication strategy from English into French, and have been able to use this as part of their professional portfolio.

The experiential Intercultural Communication courses allow both individuals and small groups of students to put declarative and conditional (theoretical) knowledge into practice within and—perhaps most importantly—outside the classroom in professional, career-oriented contexts through internships, work placements, or other opportunities. They may work in the private or public sector, for large corporations or small NGOs, but in each case these experiential learning opportunities will be supervised by the Department and will always include a critical and reflexive component that will involve writing an essay and, potentially, keeping a journal of the learning experience. It is hoped that these learning opportunities will also translate into a wide range of venues, allowing students to develop a strong professional network including specialists and other stakeholders on whom students will be able to count, upon graduation, for further guidance in their careers of choice, hence facilitating the university-to-labour market transition.

14. ASSESSMENT OF TEACHING AND LEARNING

Course-level assessments of student achievement are based on the learning objectives as expressed in the course description and anticipated outcomes. The LIR program will challenge students to demonstrate language, culture and mediation competence through the production of documents, using both analogue and digital media, of presentations, as well as the conducting of field work, including mediation sessions between culturally diverse partners. Assignments are related to program goals, with the overall outcome that students graduate with dual language and culture competence, and the ability to mediate effectively and ethically between culturally diverse partners. The ability to self-criticize and question their own behaviour and attitudes is also part of the evaluation scheme. These methods of measuring the achievement of learning objectives and program goals is linked with the University Degree Level Expectations, which ensure graduates that they have the required degree of self-awareness, communication and negotiation skills to perform the duties expected of them in the workplace, in a multiplicity of professional spheres.

15. RESOURCES

LLC is already a strong department that has helped countless students over decades to develop critical skills and a better understanding of the world. For many years, it has maintained some of the highest teaching evaluations in the university. Members of the Department look forward to expanding opportunities to welcome students who will become subject specialists by offering courses that will capture their imaginations—while developing their critical research, analytical, and communications skills more fully than is possible in the Department's current matrix of programming.

Past and present faculty members have been acknowledged for their scholarship and teaching, some being recognized internationally. They cover a wide range of fields, and contribute to a rich educational environment. Courses offered by the Department attract, year after year, students interested in French, Spanish and, more recently, Chinese and Arabic; topics include literature, theatre, cinema, translation, lexicology, migration and language, French feminism, semiotics, and diasporic literatures. Demand for the Department's courses is high and increasing.

From a resource perspective, the Department will be able to use the untapped skills of its faculty members—especially its seven (7) RFA members, who will be able to share knowledge not only of languages but also of their specialist fields on a regular basis.

The Department currently has seven full-time faculty members (tenured/tenured-stream) and a skilled group of sessional instructors. In preparing to deliver the degree with an initial intake of about 45 student FTEs (full-time equivalents), the Department anticipates a need for a total complement of ten full-time faculty along with ongoing sessional support and, on occasion, LTF (limited term faculty) personnel. The projected growth will enable the Department to meet the core requirements of the LIR program as well as to fulfill commitments to Liberal Studies, professionally-related courses, Arts and Contemporary Studies, graduate studies and others.

The Department receives the half-time support of one departmental assistant, shared with the Department of History. The new program will require some additional support: we anticipate moving from 0.5 FTE to 1.5-2.0 FTE in terms of support staff. It is also likely that a faculty member will need to take on additional administrative duties as undergraduate program director to support the chair—which would entail some course release.

Fields of expertise among tenured/tenure-stream faculty

- a) Latin American Literature and Culture; Feminist Theory
- b) Translation Theory; Gender and Discourse; Interlinguistic Communication; Language for Special Purposes
- c) Quebec/Franco-Canadian Literature and Culture; Francophone women’s fiction; Francophone Short Story; Narratology; Feminist Theory
- d) Anthropological Linguistics; Ethnography of Communication; Semiotics; Chinese Languages
- e) Communication Theory; Literary Theory; Semiotics; Cognitive Semiotics; Culture Theory; Contemporary Québécois Literature; Magic Realism; Psychoanalysis
- f) Spanish Peninsular Golden Age Literature; Early Modern discourse on prostitution; Cervantes and Picaresque novel
- g) 20th Century French, Québécois and Francophone Drama; Theatre Semiotics; Theories of Otherness in Literary Discourse; Second Language Acquisition

Fields of expertise among CUPE sessional faculty

- a) Comparative Studies; Spanish Influence on Philippine Hispanic literature; 19th Century Peninsular prose: Costumbrism; Role of Women in Hispanic Literature; Second Language Acquisition
- b) Stylistics and Translation
- c) Latin-American Literature and Culture
- d) Translation; Cuban Literature; Poetry
- e) Translation, French
- f) Chinese Language and Literature; Language for Special Purposes
- g) Second Language Acquisition; Applied Linguistics; Arabic; French
- h) Early Modern Philosophy (Arnauld); Wittgenstein; Transnational and Post-Colonial Literature; 20th Century French novel (Duras); Cinema Narrative
- i) 19th Century French Literature
- j) 17th Century French Literature, Feminist Theory

Anticipated full-time faculty requirements when the program is fully operational

| | CURRENT | ANTICIPATED |
|-----------------------------|---------|-------------|
| France | 1 | 1 |
| Francophonie | 1 | 2 |
| Caribbean and Latin America | 1 | 1 |

| | | |
|---------------------------------------|---|----|
| Iberian Peninsula | 1 | 1 |
| Chinese Studies | 0 | 1 |
| Translation | 1 | 2 |
| Communication Theory/Cultural Studies | 2 | 2 |
| Totals | 7 | 10 |

16. REPORT ON RYERSON UNIVERSITY LIBRARY AND ARCHIVES — RESOURCES AND SERVICES

Collections

The library is adequately equipped to support the BA in Language and Intercultural Relations. However, inflationary increases to subscription costs require sustained financial commitment from the university in order to provide the current level of service to students, and to allow for improvement and innovation. This is of particular importance as, historically, the acquisition of Chinese materials has been very limited.

Our collection development philosophy is very much holistic in its intent. In response to the rise of interdisciplinary studies in the academy, we have ensured that librarians engaged in collection development are not motivated by strict subject silos, rather they are aware of the needs of all program areas and make collection decisions that improve our resources for all users. A committee comprised of librarians representing all subject areas vets requests for new serials and electronic resources. The committee considers all requests and approvals are granted based on a myriad of factors, including usability, cost, access, and relevance to programs of study at Ryerson.

Where at all possible, we work with our national and provincial consortium, the Canadian Research Knowledge Network (CRKN) and the Ontario Council of University Libraries (OCUL) to negotiate licenses for many of our electronic resources. This increases our purchasing power, and allows us to ensure that the content we purchase is archived in perpetuity on servers housed at University of Toronto via the Scholarsportal initiative.

Liaison with the Department

- a) Subject Librarian for French and Spanish. Offering collections, reference and instruction support for those areas. Languages spoken and written: English, French, Spanish, and German.
- b) Subject Librarian for Sociology and Anthropology. Offering collections, reference and instruction support for those areas.
- c) Subject Librarian for Psychology and Chinese. Offering collections, reference and instruction support for those areas. Languages spoken and written: English and Chinese/Mandarin.

17. QUALITY AND OTHER INDICATORS

The curriculum vitae of LIR faculty members are testament to the interdisciplinary nature of our professional horizons and academic ambitions. The fields of expertise of our faculty members cover the wide scope of research experience necessary to support and develop a bachelor's program in Language and Intercultural Relations.

Faculty members represent a wide spectrum of fields of interest, ranging from Peninsular Spanish culture to Semiotics, from Linguistic Anthropology to Francophone studies, from Translation to Latin American literature, from French feminism to Argentine women writers in exile. LLC is the embodiment of intercultural communication and relations. The SRC achievements of this young department show that intercultural relations are a fertile ground for scholarly studies.

The areas of interest of faculty members lead them to launch research projects that often require the processing of large quantities of data, in a relatively short period of time, and these research projects require research assistants who have a minimal knowledge of the analytical skills required for such tasks. This means that, whenever possible, faculty members will hire undergraduate students as research assistants to support them in their endeavours. For example, currently, five of the seven faculty members are expecting to launch new research projects that will require research assistants with some knowledge of a language other than English, or some knowledge of semiotics and anthropology. Our students would be ideal candidates to fill such positions and they would be able to apply their newly acquired skills, and even gain an interest for scholarly research and graduate studies.

18. PEER REVIEW TEAM (PRT) REPORT

This review was conducted by site visit on November 3, 2014 by Dr. Marc Charron, Associate Professor, School of Translation and Interpretation, University of Ottawa and Dr. Rosa Sarabia, Professor, Department of Spanish and Portuguese, University of Toronto.

1. Objectives

The Language and Intercultural Relations (LIR) program has been developed under the orientations of the last academic plan (2008-13), and is perfectly consistent with the ongoing commitment toward community-oriented and employment-centered education at Ryerson University. In fact, LIR will contribute to serve the growing numbers of students in the GTA, many of whom are non-English speakers. Notwithstanding the positive impact of linguistic diversity, this phenomenon is creating and will inevitably create some linguistic and cultural obstacles and tensions. LIR aims to form professionals who will be able to navigate these obstacles and tensions and respond to a variety of challenges coming out from different social and cultural interactions. LIR graduates will build strategies towards non-obstructed information whether they deal with individuals, corporations, governments or NGOs.

To the existing university's mission, the LIR program will provide students with a dual linguistic and cultural competence that will enable them to become cultural mediators. The LIR program clearly complies with the Undergraduate Degree Level Expectations. It does so by addressing learning outcomes in which students will be able to identify, organize and generate systems of cultural organization; select and distinguish strategies towards cultural diversity and negotiate differences while appreciating similarities; demonstrate leadership; develop plans and processes in order to solve problems; interpret cultural practices so to generate positive intercultural exchanges; communicate effectively in two or more languages; appraise cultural specificities; design and direct strategies for intercultural brokerage; apply a range of ethnographic tools, skills and methods to interpret cultural meanings and apply knowledge of intercultural dynamics to ethically prevent, mediate or resolve conflict. In sum, LIR will train and form students to apply their experiential learning to the real world, which is at the core of the university's mandate.

The degree nomenclature –BA in Language and Intercultural Relations—is consonant with an established field of study. Although there are some programs in international and intercultural studies offered by Canadian universities, LIR is unique by offering both an advanced second language and practical skills along with knowledge pertaining to inter-cultural competence.

2. Admission requirements

Although LIR sits on the Faculty of Arts Common Platform and therefore admission requirements are common to all programs (an OSSD or equivalent with a minimum overall average of 70%, plus a minimum of 70% or higher in Grade 12 U English), LIR will recommend --upon admission-- that students have a basic knowledge of their second language of choice (e.g. one Grade 12 U French,

Spanish, Chinese or Arabic course). Nevertheless, there is an expectation that some students will already have a native or near-native level of fluency in the chosen language. The current language course offerings in LLC will allow students of all levels to improve their knowledge of non-English language and cultural abilities. These LIR language requirements are completely justified by the very nature of the program, and they amount to its expected outcomes.

3. Structure

As part of the Faculty of Arts Common Program, the LIR program proposed offers a coherent structure. In that sense, it is in complete keeping with the regulations set to meet learning outcomes and degree expectations. By offering this structure, the proposed LIR program makes sure that students develop the required competencies in both theory and practice. The applied component of this program is well thought out, and is constantly supported by and developed in accordance with the more analytical and reflective parts of the curriculum. The ethnographic dimension of the upper-level LIR 800 and LIR 900 is a welcome plus-value of this program. As for the language specific courses, their sequence and distribution ensure overall student proficiency (both oral and written, including the writing techniques specific to business/commerce and translation). Course offerings for students also ensure that the widest array of aspects of cultural variance, appreciation and performance are covered. In sum, the structure of the proposed LIR strikes a right balance.

4. Program Content

The curriculum proposed addresses very well the state of intercultural studies, a field that is currently undergoing a considerable expansion in the Americas, Asia, and Europe. If only for that reason, the timing for this program could not be better. The courses related to translation studies and conflict studies, especially, are well designed and relevant for such a program. Their combination with multilingual proficiency makes this program unique and innovative. The Canadian context is particularly well positioned for the launch of such a program, and downtown Toronto even more so. The idea to expand this program to Chinese (after French and Spanish, a logical choice, given that they are the 2nd and 3rd Canadian languages) is more than justified. Again, Metropolitan Toronto seems an obvious choice. The linguistic makeup of such an intercultural-focused program should of course be supported by a well-developed, yet flexible, offer of opportunities for students to study abroad and/or engage in extra-curricular activities in the Francophonie and Spanish-speaking countries, especially Latin America.

5. Mode of delivery

Given the fundamental focus on inter-culturality in this program, the decision to offer the vast majority of courses in a lecture format seems appropriate, if not outright necessary. The lab-like environment for language courses is also a logical one. Resources offered online are additionally part and parcel of the latter, again a contextual necessity that this program acknowledges and has taken into consideration. Same for media sources, which are essential in order to offer a comparative critical viewpoint of possibly “conflicting cultural voices”. Through these, students will be exposed to the major issues (be they local, national, or global) of our times, all the while having to “negotiate” through a multiplicity of not only cultural perspectives, but also social, economic, and political ones.

6. Assessment of teaching and learning

Students’ achievements will be assessed mainly through the creation and delivery of documents, presentations and field work projects (e.g. LIR400, LIR800, LIR900), all of which are oriented by the program’s main learning goals, i.e. dual language and culture competence, and successful mediation between culturally distinct parties and/or subjects.

While LIR students will demonstrate acquired cognitive and practical skills, they will be expected as well to self-evaluate their own attitudes, understand the limitations to their own knowledge, and be aware of how all this may affect analyzes and interpretations. Certainly, this is a healthy and sensible

approach to the complexities of cultural interactions and negotiations due to increased migration. Regarding the levels of student performance and achievement, LIR's proposal is consonant with the guidelines of the university undergraduate Degree Level Expectations.

7. Resources

If the launch of such a creative and multidisciplinary program clearly presents multiple challenges, the current faculty within LLC (aided by an impressive, qualified and experienced group of sessional teachers in all relevant fields) still seems more than adequately equipped to take upon the task. LLC is made up of a young yet extremely focused group of professors-researchers, with strong pedagogical qualities. Also, many of them have published internationally, in prestigious university presses and publishing houses. This top-notch research, in turn, funnels inevitably into the classroom. The Department's languages courses are challenging, and will assuredly offer students some of their most worthy academic experience. Finally, the interdisciplinary principle at the heart of this program can be observed in both the teaching and scholarly activities of its faculty members, and equally in the collaborative spirit that allows the latter to be able to actively engage with other members in the same Faculty and beyond. This type of collaboration (be it teaching- or research-based) is to be encouraged and can only benefit a new trans-disciplinary endeavour like the LIR program.

The LIR proposal elaborates a realistic projection based on existing faculty and staff plus new hires. Since LIR is planning an intake of 45 students in its initial stages new positions seem essential and necessary for the running of the program, both at the faculty and administrative levels. Currently, LLC has seven RFA members, some eleven sessional instructors, and a part-time administrative assistant, shared with the Department of History. In order to meet the core requirements and obligations, and fulfill expected goals of the new program and the ongoing ones of LLC, new hiring seems imperative and reasonable. With the creation of LIR, LLC aims to hire three tenured or tenure-track professors (one will replace a recent retirement) and 1.5-2 FTE full committed administrative assistants. In addition to an undergraduate program director, which will require course release, faculty members will be expected to guide and direct advanced students in LIR800 and LIR900, as part of their teaching load. Also marking allowances will be needed to support those LIR courses with more of 50 students.

New faculty hires intended in the areas of Francophonie, Chinese Studies and Translation will cover the expected needs coming from the three proposed concentrations—a forefront feature not common at Ryerson University.

From the curricula vitae provided, and from our personal exchange with full-time faculty, there is solid proof of high qualified professionals who possess very positive energy and a passionate dedication to teaching and research.

8. Quality and other indicators

As stated prior, the quality of LLC team is excellent, in all aspects (teaching and research, to name but the two most prevalent). All are dedicated pedagogues, and every one of the members brings a unique contribution to this inter-disciplinary program. From anthropological linguistics to translation theory, from Latin American culture to Theories of Otherness in Literary Discourse, to name but a few of the diverse research specialities of LLC team, this program will benefit from a wide variety of scholarly expertise, all of it directly concerned with "languages and intercultural relations". From that perspective, it can only be expected that students will be thoroughly introduced to today's most dynamic and mind-provoking inter-linguistic and intercultural school of thoughts. The key word here is "interdisciplinary", and as a team, the LIR program can count on quite a range of depth in both cutting-edge research and pedagogical initiative.

Summary and Recommendations

Without a doubt, LIR is not only an exciting, cohesive and innovative program but also a long-awaited and much-needed initiative since LLC is the only Department left without a program in the Faculty of Arts. Definitely, LIR will provide LLC with well-defined goals that will channel the synergy of its faculty. Moreover, LIR encompasses the professional vision of Ryerson University at large by forming brokers with mediation capabilities, language knowledge and intercultural competence. Most importantly, LIR's graduates will be crucial agents in a multicultural society defined by bilingualism and characterized by an increasing multiethnic population. In sum, we strongly believe that the LIR program deserves the university's full support.

19. DEPARTMENT RESPONSE TO THE PRT REPORT

As required by Policy 112, Dr. Sarabia and Dr. Charron conducted the site visit on November 3rd, 2014. During the visit both members of the Peer Review Team commented on the distinctive and original aspects of the LIR, its potential as a future template for language departments, and a program they would wish to see established in their own institutions. In the written report submitted on November 18th, 2014, the reviewers are unanimous in their positive assessment of the proposal and "strongly believe that the LIR program deserves the university's full support".

There are no issues raised in the report or questions from the reviewers necessitating a response and we are pleased to see their observations align with the goals and objectives underlined in the proposal. The assessors highlight LIR consistency with the university's mandate and commitment toward community-oriented and employment-centered education via its balanced structure and content that ensure students will develop both cognitive and practical competencies. They commend the realistic plans in terms of staffing and new hires to complement the current "extremely focused group of professors-researchers, with strong pedagogical qualities". Most importantly they emphasize how the combination of intercultural studies with multilingual proficiency makes this program unique and innovative and bring attention to the fact that "the timing for this program could not be better".

In their conclusion the reviewers state that "LIR encompasses the professional vision of Ryerson University at large by forming brokers with mediation capabilities, language knowledge and intercultural competence. [...] LIR's graduates will be crucial agents in a multicultural society defined by bilingualism and characterized by an increasing multiethnic population."

20. DEAN'S RESPONSE (Dr. J.-P. Boudreau)

The LLC department has been working energetically on a degree proposal dating back to 2011 when we first submitted an LOI in June of that year. We received permission from Provost Shepard on June 12, 2012 to post the LOI for the university community. We subsequently engaged with all the feedback received on the LOI, most of which was very positive with our response submitted on October 1, 2012. Following additional requests for further information (data, modules, employment, Ontario survey, etc.), we completed an extensive review and provided responses on June 12, 2013. The LLC Department was authorized to proceed to proposal stage on October 24, 2013; with several points that should be considered in developing the final proposal. All of these changes were carefully incorporated in the proposal along with some new suggestions from Curriculum Advising. On October 23, 2014, the Office of the Vice Provost Academic indicated that the revised degree proposal was ready for peer-review.

The peer review site visit was conducted by Dr. Rosa Sarabia (U Toronto) and Dr. Marc Charron (U Ottawa) on November 3, 2014; the peer review report was received in a timely manner on November 18, 2014. We were very pleased to receive the report which was uniformly supportive and enthusiastic.

I am pleased to express my full and enthusiastic support of the program. I believe this degree—one that brings language and culture into a new lens of exploration—will add innovative programming to Ryerson University and strengthen the range of options available to students all the while embodying Ryerson's unique mission of blending theory with practice within a stimulating intellectual context.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Bachelor of Arts in Language and Intercultural Relations*

C) CERTIFICATE IN IBM MAINFRAME SYSTEM Z COMPUTING: DISCONTINUATION AND CANCELLATION OF COURSES

The Certificate in IBM Mainframe System z Computing was developed and commenced delivery in the 2007-2008 academic year. It is a 6-course certificate delivered through the Chang School's Information Technology Studies (ITS) area within the Engineering, Architecture and Science Unit. It is designed for IT professionals to acquire comprehensive theoretical and practical knowledge in basic and advanced Mainframe computing, focusing on the z/OS environment. Mainframe computers are complex hardware systems used by large corporations and government institutions for mission critical applications such as intensive data processing, management information systems, financial transaction processing, manufacturing control systems, and managing large databases including census statistics and financial data. Mainframe computers, a significant segment of the IBM product line, are used for large scale simultaneous processing of very large information databases. Security of data warehousing and accuracy of processing are of paramount importance. Mainframes require sophisticated and specialized computer programming management and maintenance.

The curriculum is intended to help participants gain knowledge and competencies in the Mainframe environment, including hardware systems, workflows, end-user interfaces, programming, and data management.

Required Course

CKCS 191 **Mainframe Computing:** Introduction to Mainframe Computing z/OS Environment

Electives (select five)

CKCS 192 **Mainframe Computing:** Mainframe Application Programming ASSEMBLER

CKCS 193 **Mainframe Computing:** Mainframe Application Programming COBOL

CKCS 194 **Mainframe Computing:** Mainframe Batch Programming JCL

CKCS 195 **Mainframe Computing:** Mainframe Online Programming: CICS

CKCS 196 **Mainframe Computing:** Mainframe Database Management Systems DB2

CKCS 197 **Mainframe Computing:** Websphere Application Server on z/OS

Consultation with current instructors and staff have resulted in the recommendation that the Certificate in IBM Mainframe System z Computing be discontinued. This Certificate has been experiencing declining enrollment for the last 2 years. In the 2011-2012 year, enrollment was insufficient to start the program as advertised in the Fall 2011 term. Therefore, a second attempt was made to run the program in the Winter 2012 term, but again enrollment was insufficient and the IBM Mainframe System z/OS Computing Certificate did not run during the 2011-2012 academic year. The IBM Certificate program did run during the following academic year, starting in Fall of 2012 and concluding by the end of October 2013. However, the courses in this cohort attracted an approximate

average enrollment of 8 students per course. In the current 2014-15 year, the certificate program is on “pause”.

Currently, there are no certificate registrants in the program. Accordingly, the normal steps (phase-out) taken to ensure certificate completion shall not be necessary.

Since the anticipated need to replace the mainframe technical workforce has declined drastically with the emerging universal adoption of cloud computing, with the downturn in the economy, and with planned retirements put on hold, with retirees returning to work on contract, and with industry not filling vacated positions, it is advisable at this time to discontinue this certificate, commencing discontinuance in the 2015-16 academic year. The courses in the Certificate should be removed from the Chang School course calendar.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Certificate in IBM Mainframe System Z Computing: Discontinuation and Cancellation of Courses*

D) CERTIFICATE IN LABORATORY MANAGEMENT AND PRACTICES: DISCONTINUATION

The Department of Chemistry and Biology proposes to discontinue the Certificate in Laboratory Management and Practice and to delete the related CKLP courses from the Chang School Calendar.

The Certificate in Laboratory Management and Practices has been developed for professionals currently practicing or anticipating careers in science-related fields. This program has been designed to equip graduates with managerial skills combined with practical knowledge (ranging from safety, environmental awareness, standards and regulations, specialized information technology systems, effective communications, record keeping, and technical writing) that laboratory work requires. To date none of the courses have run since the certificate’s inception. In fact, there are no certificate candidates in the Certificate in Laboratory Management and Practices Certificate. The certificate is currently on pause for the 2014-2015 academic year at the request of the Department of Chemistry and Biology.

Required Courses

- CKLP 100 **Laboratory Practice:** Professional Laboratory Practice
- CKLP 110 **Laboratory Practice:** Standards and Good Practices
- CKLP 120 **Laboratory Practice:** Intro to Lab Project Management
- CKLP 130 **Laboratory Practice:** Intro to Laboratory Regulations
- CKLP 140 **Laboratory Practice:** Laboratory and Research Ethics
- CKLP 150 **Laboratory Practice:** Sample Management
- CKLP 160 **Laboratory Practice:** Laboratory Info Management
- CKLP 170 **Laboratory Practice:** Data Handling

Elective Courses

- CKLP 180 **Laboratory Practice:** Applied Technical Writing
- CKLP 190 **Laboratory Practice:** Skills for Professional Practice
- CKLP 200 **Laboratory Practice:** Intro to Intellectual Property
- CKLP 210 **Laboratory Practice:** Laboratory Quality Processes
- CKLP 220 **Laboratory Practice:** Independent Study I
- CKLP 230 **Laboratory Practice:** Independent Study II
- CKLP 240 **Laboratory Practice:** Fundamentals of Clinical Research
- CKLP 250 **Laboratory Practice:** Current Topics in Lab Science

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Certificate in Laboratory Management and Practices: Discontinuation*

Respectfully Submitted,



Chris Evans, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

John Turtle, Secretary of Senate

Chris Evans, Chair and Vice Provost Academic

Denise O'Neil Green, Assistant Vice President/Vice Provost, Equity, Diversity and Inclusion

Anne Marie Singh, Faculty of Arts, Criminology

Kathleen Kellett-Bestos, Faculty of Arts, Languages, Literatures and Cultures

Ian Baitz, Faculty of Communication and Design, Graphic Communications Management

Jean Bruce, Faculty of Communication & Design, Image Arts

Mary Sharpe, Faculty of Community Services, Midwifery

Nick Bellissimo, Faculty of Community Services, Nutrition

Medhat Shehata, Faculty of Engineering and Architectural Science, Civil Engineering

Vadim Bostan, Faculty of Science, Chemistry & Biology

Tina West, Ted Rogers School of Management, Business Management

Jim Tiessen, Ted Rogers School of Management, Health Services Management

Naomi Eichenlaub, Library

Nenita Elphick, Chang School of Continuing Education

Des Glynn, Chang School of Continuing Education

Jona Zyfi, Student, Faculty of Arts, Criminology