

## **REPORT OF ACADEMIC STANDARDS COMMITTEE**

**Report #F2015-1; Nov 2015**

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

- **School of Child and Youth Care – Major Curriculum Modification**
- **School of Nutrition – Concentration in Nutrition & Health Research**
- **Department of English and RTA School of Media – Minor in Global Narratives**
- **TRSBM Real Estate Management – Minor in Real Estate Management**
- **Department of Philosophy – Minor in Music and Culture**
- **Department of Computer Science – Concentration in SoftEng**
- **TRSBM – HRM/OB Curriculum Revisions**
- **Bachelor of Arts – Double Majors in English and History, English and Philosophy, and History and Philosophy**

### **A) SCHOOL OF CHILD AND YOUTH CARE – MAJOR CURRICULUM MODIFICATION**

#### **1. Introduction**

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

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

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

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

#### **2. Overview of the School of Child & Youth Care**

- The School of Child & Youth Care was founded 26 years ago, originally as a part time degree completion program for individuals with college level three year child and youth worker diplomas.
- The School established a full time Direct Entry (entry into 3<sup>rd</sup> year) program in 2002, and then a full time program for entry directly from high school in 2006.
- The entire curriculum from 3<sup>rd</sup> year on is available online.

- The four-year program started with a cohort of 60 students in 2006 and has been admitting cohorts of 125 students since 2013. The full time direct entry admission targets have increased from 40 to 82 over the course of the past seven years, and the part time direct entry program admits 46 students each year, for a total annual intake of 253 students.
- The School is currently in the process of developing a Masters program, with an initial cohort of 20 students set to begin in Fall 2016.

### 3. Proposed Changes

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

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

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

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

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

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

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

#### 4. Changes to Program Required and Elective Courses

##### i. COURSE RENAMING WITH MINOR CONTENT CHANGE

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

##### ii. COURSE REPLACEMENTS

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

##### iii. COURSE ADDITIONS

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

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

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

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

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

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

Current Curriculum	Proposed Curriculum
<b>Year 1</b>	
CYC 101 Introduction to CYC	CYC 101 Introduction to CYC
PSY 102 Psychology: Introduction to Psychology I	PSY 102 Psychology: Introduction to Psychology I
Sociology: Understanding Society	SOC 104 Sociology: Understanding Society
Lower Liberal	Lower Liberal
Lower Liberal	Lower Liberal
CYC 201 Child Abuse & Neglect	CYC 201 Child Abuse & Neglect
PSY 202 Psychology: Introduction to Psychology II	PSY 202 Psychology: Introduction to Psychology II
PSY 302 Psychology: Child Development	PSY 302 Psychology: Child Development

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

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

Current Curriculum	Proposed Curriculum
<b>Year 3</b>	
CYC 347 Professional Issues I	CYC xxx Social Research & Evaluation 1
CYC 601 Social Research Methods	CYC xxx Social Research & Evaluation 2
CYC 602 Children's Rights	CYC 602 Children's Rights
CYC 702 Ecological Perspectives	CYC 803 Advocacy
CYC 605 Advanced Therapeutic Interv.	CYC xxx Therapeutic Assessment
CYC 705 Program Evaluation	CYC xxx Therapeutic Intervention
Upper Liberal	CYC Elective
Upper Liberal	CYC Elective
Professionally related required Group 2	Upper Liberal
CYC Elective	Upper Liberal
<b>Year 4</b>	
CYC 48A Independent Studies	CYC xxx Independent Studies (one term, one credit)
CYC 48B Independent Studies	CYC xxx Trauma-Informed Practice
CYC 802 Incident Response	CYC xxx CYC Practice with Families
CYC 804 Integrated Case Management	CYC xxx Professional Practice & Identity
CYC 847 Professional Issues II	CYC Elective
CYC Elective	CYC Elective

CYC Elective	Upper Liberal
Upper Liberal	Professionally Related
Professionally Related	Professionally Related
Professionally Related	Professionally Related

### **8. Transition Plan**

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

### **9. Grade Variation**

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

### **Recommendation**

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

## **B) SCHOOL OF NUTRITION – CONCENTRATION IN NUTRITION & HEALTH RESEARCH**

### **1. Summary/Rationale**

A six course concentration in “Nutrition & Health Research” is proposed for students enrolled in the Bachelor of Applied Science program in the School of Nutrition.

The Nutrition and Food program’s four-year undergraduate degree presents a unique blend of science, nutrition, research, communications, interdisciplinary and social science courses. Senior year courses offer the opportunity to pursue advanced studies in a number of academic options, such as a minor, certificate or eligibility in post-degree options. The Nutrition and Food program is accredited by the Dietitians of Canada. Graduates are employed in diverse career sectors including business, dietetics, education, food industry, food service management & hospitality, health promotion, nutrition regulatory affairs, and health research & food science.

With the introduction of a concentration in Nutrition & Health Research the School of Nutrition is nimble to the changing landscape and needs of the nutrition and food sector, by providing students with advanced skills in nutrition and health research. We also recognize that only 1 in 3 applicants who apply to post-graduate dietetic internships in Ontario are successful in securing an internship or Dietitians of Canada graduate placement. We therefore feel that it is imperative to offer additional career pathways apart from dietetics, i.e. in health research, food security, etc.. The concentration also grows out of our recent periodic program review (in 2013) and opportunities identified through our own self-study to: a) increase student support regarding non-dietetic career paths, and b) provide more opportunities for students to analyze information and apply theory.

While a growing number of our students are involved in experiential research with individual faculty members, this concentration will formally recognize their efforts and provide focused skills that may enhance career readiness and greater success in admission to graduate programs. Furthermore, the School of Nutrition will be first among accredited Dietitians of Canada nutrition and food programs to offer a concentration in nutrition and health research. The School of Nutrition plans to phase in several other concentrations over the next few years, including one in “Food Studies”, emphasizing the critical examination of food at the intersections among politics, history, society and geography.

### **2. Proposed “Nutrition & Health Research” Concentration**

To register, students must first complete FNR 100, FNR 201, and FNR 310, and then obtain written approval from a faculty member who agrees to supervise the research in FNR 400 and FNR 401. There

are no additional resource implications for the concentration, as the entire core courses and FNR 320 are offered yearly within the program. In addition, to continue in the concentration and to have it noted on the transcript, students must attain a grade of at least A- in FNR 400.

### **Required**

FNR 100: Introduction to Research and Statistics

FNR 201: Research Methods and Statistics (Prerequisite: FNR 100)

FNR 310: Senior Quantitative Research Project (Prerequisite: FNR 201)

FNR 320: Senior Qualitative Research Project (Prerequisite: FNR 201)

FNR 400: Independent Research Study I (Prerequisite: FNR 310)

FNR 401: Independent Research Study II\* (Prerequisite: FNR 400)

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\*This course builds on FNR 400 but focuses on data collection and analysis, scientific writing and oral presentation skills. Approved at School Council on October 1, 2014.

### **Recommendation**

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Concentration in Nutrition & Health Research – School of Nutrition*

## **C) DEPARTMENT OF ENGLISH AND RTA SCHOOL OF MEDIA – MINOR IN GLOBAL NARRATIVES**

### **1. Introduction**

The Global Narratives Minor is a joint minor that is thematically focused with most of the proposed courses for the Minor drawn from popular existing courses in both the Department of English and the RTA School of Media.

The English BA proposal underscores the department's strengths in transnational literatures, reflecting the diversity of the student population and faculty at Ryerson. The departments' offerings explore literatures across national, cultural, and media borders, emphasizing an interdisciplinary and an international vision in such study. Although the English program already has a strong transnational focus in its curriculum, the department is also in the midst of revamping its English gateway course to further reflect our focus on transnationalism, cosmopolitanism, urban diversity and experiential learning. The course (currently named *Introduction to Fiction*) will be renamed and reconceptualized as *ENG110 Literatures Across Borders*. We have reduced the number of prerequisites required for further study in English as part of a broader opening up of the English curriculum; as a result, ENG 208 will no longer be a prerequisite for many English courses. In addition, we will be adding an *ENG408 World Literatures* course to the curriculum that would be very well suited to the theme of this joint minor.

The RTA School of Media is Canada's preeminent school of media production, media art and broadcasting. However, its orientation reaches far beyond the boundaries of Canada as is evident in its course offerings. When students graduate, they are prepared to develop, write and produce narratives not only for Canada, but for the US and around the world. The school has several faculty members who are able to provide expertise based on their backgrounds and areas of interest. A joint minor with English will provide additional opportunities for RTA students to work in the global media landscape.

### **2. Rationale**

A joint English and RTA minor in "Global Narratives" fits well with the English BA's interest in transnational and global literatures, and the RTA program's interest in international media. This minor will appeal to all Ryerson students interested in developing a global and international focus in their studies at Ryerson. We feel that the international and transnational focus of this grouping of English and RTA courses will particularly appeal to students who would like a more thematically structured approach

to organizing their studies, but also to students who wish to combine their scholarly interests in the study of narrative, literature, and storytelling with an interdisciplinary and global perspective.

The proposed minor is also in line with the priorities expressed in the current Academic Plan. By allowing students the opportunity to jointly develop the skills learned in media production and literary study, this minor reaches across not only departments but across faculties to offer a truly interdisciplinary education for students. It combines the important “practical” skills developed in RTA courses with the critical thinking and communication and writing skills offered in English courses. Students will gain an interdisciplinary understanding and balance between practical and theoretical knowledge, thus providing the University with an opportunity to fulfill its commitment to exceptional experiential learning experiences.

Additionally, as a cross-faculty initiative, the Global Narratives Minor builds on the momentum of Zone Learning activities (English students have worked with RTA students in the Transmedia Zone, for example) creating a healthy mixture of students from across the University collaborating in a vibrant and vigorous learning environment. The cross-faculty approach to the Minor also demonstrates the innovative, “challenge-to-the status quo” approach to education that has been identified as a priority in the Academic Plan. Finally, Ryerson’s new Academic Plan recognizes the global connections fostered through the University’s links to Toronto and emphasizes the University’s ongoing commitment to equity, diversity, and interdisciplinarity. The proposed joint English and RTA Minor, a cross-Faculty collaboration, supports this vision.

### 3. Objectives

- To provide students with the opportunity to learn and study the narratives of global cultures and nations in conjunction with the expertise they will gain from media studies.
- To provide students with the opportunity for an enriching interdisciplinary educational experience.
- To build on and enhance existing courses now being offered in English and RTA with a global and international focus.
- To allow Ryerson students wishing to add a global and international focus to their studies from an interdisciplinary perspective.
- To provide a course of study that enhances the international outlook of Ryerson graduates and furthers their knowledge about different cultures.
- To enrich the professional and career-related education of our students.
- To provide faculty with increased opportunities for cross-disciplinary and interdisciplinary research and development in Global Narratives.

### 4. Curriculum

To achieve the Minor in Global Narratives, students must take the following two required courses along with four elective courses taken from the courses listed below.

<b>Required Courses:</b>	
1) ENG 110 Literatures Across Borders 2) RTA 988 International Media Storytelling	
<b>English Electives: (Choose 2)</b> ENG 223: Literatures of Exile and Migration ENG 203: Literatures of Native Peoples ENG 413: Colonial and Postcolonial Literatures ENG 416: American Literatures ENG 621: Women’s Texts, Global Contexts ENG 640 Literatures of Asia and its Diasporas ENG 620: Caribbean Literatures ENG 921: Narrative in a Digital Age ENG 942: Postcolonial Interventions ENG 408: World Literatures	<b>RTA Electives: (Choose 2)</b> RTA 920: Visual Storytelling RTA 939: Aboriginal Media RTA 938: Digital Popular Cultures RTA 903: News and Current Affairs Theory RTA 928: Gaming Theory and Practice RTA 918: Media Ethics RTA 940: Canadian Televisual Studies



## **5. Consistency with the Minors Policy**

Consistent with the Minors policy, this Minor offers a coherent yet flexible program of study. The required courses ensure that students have a firm base in the knowledge and skills they will need to complete the more advanced study they will encounter in their elective choices. Although Minors are available to all Ryerson students, we expect that this Minor in Global Narratives will primarily be of interest to RTA and English students.

## **6. Delivery plan**

- The Global Narrative Minor is available to all Ryerson students. Consistent with the Minors policy, the Global Narrative Minor gives prominent place to courses in the Professional Electives category and the Open elective table.
- English and RTA are committed to accommodating student demand for this minor, and will add section sizes to their courses if necessary.
- The program administrators and directors of both the English Department and RTA School of Media's Media Production programs will be involved in advising students from their respective programs. Because the courses already exist in the curriculum, we don't anticipate any issues with their delivery; however, the Chairs will meet annually and as needed to discuss the delivery of the minor.
- Students may require a certain amount of guidance to navigate the complexity of Ryerson's tripartite system in order to ensure that they are completing all required courses to obtain a Global Narratives Minor without taking courses that do not count for credit in their program of study. This is, however, a problem for all minors at Ryerson University and can be dealt with through our orientation and enrollment workshops as well as our curriculum advising afternoon. Clear directions in the calendar and advice from the program administrator and director will also help ensure our students stay on track.

## **Recommendation**

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Minor in Global Narratives – Department of English and RTA School of Media*

## **D) TRSBM REAL ESTATE MANAGEMENT – MINOR IN REAL ESTATE MANAGEMENT**

### **1. Introduction**

The Minor in Real Estate Management (to be introduced for 2016/2017) will offer students the opportunity to increase their knowledge and skills in real estate. Real estate propels the economy, and this minor allows students to gain the expertise to excel in this bustling arena in both housing and commercial property.

The minor, which will be offered by the Department of Real Estate Management in the Ted Rogers School of Management, will consist of one required course in Real Estate Management, one required course in Urban and Regional Planning, one required course on the financial analysis techniques used in real estate, and then three additional courses chosen from Real Estate Management, Geographic Analysis, Law and Business, and Urban and Regional Planning electives. This interdisciplinary approach to the study of real estate will provide students in the Minor with the opportunity to learn about the real estate discipline from a variety of perspectives.

The learning goals articulated for the Major in Real Estate Management also apply to the proposed Minor in Real Estate Management:

1. Analyze and solve quantitative problems arising in the real estate industry.
2. Communicate information, arguments and analyses accurately and reliably, orally and in writing to a range of multi-disciplinary participants in the real estate industry.
3. Apply an integrated multi-disciplinary knowledge of major theories, concepts and related research to solve real estate problems.

4. Explain the value and advantages to incorporating principles of sustainability, to respecting the diversity of the community through the values of equity and inclusivity, and to implementing ethical behavior consistent with integrity and social responsibility.
5. Formulate tactical and strategic directions in the management of real estate.
6. Work productively in teams to solve complex, interdisciplinary problems related to real estate.

## 2. Rationale

Real estate is a major part of Canada's economy and a significant employment sector, yet only two undergraduate programs in Canada other than Ryerson offer real estate educational options for undergraduate students. The gap in training in real estate management has been noted by industry professionals and students, and both stakeholder groups have supported the new Real Estate Management department. In terms of industry support, Cadillac Fairview has provided an endowment for seventeen student scholarships and the Real Estate Management Advisory Council is active and consists of industry leaders. In terms of students, there are over 500 student members of the Real Estate Ryerson student club, and the first cohort in the Real Estate Management major is 62 students strong.

The proposed Minor in Real Estate Management is consistent with the mission of Ryerson University: to provide programs of study that strike a balance between theory and application and that prepare students for careers in professional fields. The Ted Rogers School of Management's mission is to provide society with a source of educated management talent. The proposed new Minor will help to achieve these goals by providing interested students with the option to further their education in this area.

In terms of employment, this minor will give students the opportunity to increase their skills and knowledge in the field of residential and commercial real estate opening a wide range of potential employment opportunities in real estate asset classes such as housing, retail, office, industrial, hotel and government. The types of firms active in these property types include developers, REITs, pension funds and other financial institutions. The huge service sector in real estate includes brokerages, consultants, regulators, appraisers and property managers.

## 3. Curriculum

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

One (1) required *real estate management* course:

REM300 Introduction to Real Estate Management

Choose one (1) required *planning* course:

PLX333 City Building: Planning for Non-Planners

PLG100 Intro to Urban and Regional Planning

Choose one (1) required *real estate financial analysis* course:

REM400 Real Estate Finance I

PLE635 Feasibility Analysis of Development

Choose zero (0) or one (1) *geography and planning* courses:

GEO151 Location, location, location

GEO231 Principles of Demography

GEO719 GIS and Business

PLE 565 Community Sustainable Development

PLE755 Contemporary Urban Design

PLE815 Facility Siting and Env. Risk Assessment

Choose two (2) or three (3) *real estate-related business* courses:

LAW703 Real Estate Law

REM420 Sustainability in Real Estate

REM500 Development and Property Management

REM520 Real Estate Economics I

REM600 Housing and Construction Management

REM620 Real Estate Finance II

REM660 Real Estate Strategic Management

REM700 Real Estate Valuation

REM750 Real Estate Economics II

Note that if zero courses are chosen from Group D, then three courses must be chosen from Group E. If one course is chosen from Group D, then two courses must be chosen from Group E.

PLX333 is not open to students in Urban and Regional Planning. PLG100 is only open to students in Urban and Regional Planning.

#### **4. Managing Pre-requisites**

Students in the Ted Rogers School of Management routinely take FIN300, ECN104 and ECN204 as part of the core curriculum; therefore, the prerequisite demands are not limiting for this set of students. A smaller proportion of TRSM students take LAW603 which is a required prerequisite for LAW703, so we would expect a smaller proportion of TRSM students pursuing a minor in Real Estate Management to select this particular course.

For Ryerson students not in TRSM, the prerequisite structure may limit their access to courses in the subject areas of Real Estate Finance and Real Estate Economics in the Group E courses. However, students lacking the FIN and ECN prerequisites can access REM420, REM500, REM600 and REM660 once they have taken REM300. Therefore, they can choose their two or three courses from Group E from a set of four.

#### **5. Statement of Consistency**

The Minor consists of six one-semester courses and is in agreement with Policy 148 in all regards. The Real Estate Minor is not available to Business Management Program – Real Estate Management students who are completing the Major in Real Estate Management.

#### **6. Implementation**

No new course approvals are required for this minor. The REM courses and LAW703 are part of the Major in Real Estate Management proposal approved by Senate in 2012. Implementation of these courses will be concluded in the 2016/2017 academic year. No additional resources would be required to implement the Minor, since Minor students can be accommodated within the existing course sections.

#### **Recommendation**

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Minor in Real Estate Management – TRSBM Real Estate Management*

### **E) DEPARTMENT OF PHILOSOPHY – MINOR IN MUSIC AND CULTURE**

#### **1. INTRODUCTION**

The Department of Philosophy has a music section which offers numerous courses in classical music, popular music, world music and musical architecture. Historically, music has been part of the Department of Philosophy for more than forty years, offering music courses from the perspective of the humanities rather than performance or the business of music. Music viewed from the perspective of the humanities is interdisciplinary and may involve anthropology, sociology, politics, philosophy, cultural studies, gender studies and religion.

The Minor in Music and Culture focuses on examining music's function in the contemporary world. Using a broad repertoire that allows students to make connections between musical expression and broader societal changes, the minor focuses on engendering an understanding of music in and as culture and the ways music intersects with political, economic, ethnic, religious and cultural spheres. The Minor in Music and Culture enhances career possibilities in such diverse areas as the teaching and health care professions, community services, psychology, journalism and media.

## 2. BACKGROUND STATEMENT

Music is vital to contemporary society, whether it is commercial entertainment, political or social statement, spiritual expression, fine art, or a personal pastime. Many students prior to entering Ryerson have invested considerable amounts of time and money on musical training that ranges from basic to advanced levels. Many of these students are disappointed to have to abandon their interests during their university studies. Although these students choose to pursue different career training paths, they highly value their musical education and desire an outlet to pursue their musical comprehension. Volunteers at the annual University Fair are regularly asked about the possibilities for pursuing a minor in music at Ryerson, whether historical, theoretical, analytical or socio-cultural. In addition to those students who already have some music training, many Ryerson students who do not have a music background wish to learn more about the many types of music, whether popular, classical or world music.

One important issue that is often neglected in music studies is the role of music in contemporary culture, which will be addressed in the Minor in Music and Culture. The minor complements studies in related disciplines including, but not limited to, arts and contemporary studies, philosophy, sociology, anthropology, psychology, geography, early childhood studies, creative industries, and art and design. It focuses on examining music's function in culture through a critical lens, using a broad repertoire that allows students to make connections between musical expression and broader societal changes. The minor focuses on engendering an understanding of music in and as culture. The skills developed in the Minor in Music and Culture will allow students to understand and interpret the dynamic ways in which musical genres intersect with their political, economic, ethnic, religious and cultural spheres. Upon graduation, students in the Minor in Music and Culture will possess a lifelong set of skills which will allow them to understand the roles of music in society as well as conceptualize about diverse musical genres.

## 3. RATIONALE FOR THE MINOR

The Minor in Music and Culture will provide students with a cohesive program that examines music in a social, political, economic and cultural context. Students will also gain skill development in analysis of musical parameters such as form, rhythm, meter, melody, texture, timbre, and harmony. Within the minor, students may elect to develop their ethnographic research skills through courses such as MUS 211 (Music Cultures of the City) and MUS 401 (Music and Spirituality). The minor will also afford students the opportunity to focus on developing their understanding of the functions and styles of music from a global perspective. The flexibility that the Minor in Music and Culture offers in sub-disciplinary areas of concentration will allow each student to design the program of study that best enriches his/her major field of study and interest, as well as future educational or career goals.

## 4. CURRICULUM

To achieve the Minor in Music and Culture, students must take a minimum of six courses including MUS 101 or MUS 106 as a Required Foundation Course, with a maximum of three courses from each of the other two groups.

<b>One of MUS 101 or MUS 106 (Required Foundation Course):</b>
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MUS 101 Introduction to World and Early European Music
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MUS 106 Architecture of Music I
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<b>Minimum of 2, maximum of 3 courses from the following:</b>
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MUS 101 or MUS 106 (whichever not taken as the required foundation course)
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MUS 105 Global Chorus
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MUS 201 Introduction to Classical Music
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MUS 211 Music Cultures of the City
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MUS 303 Global Guitar
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<b>Minimum of 2, maximum of 3 courses from the following:</b>
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MUS 401 Music, Religion, and Spirituality
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MUS 501 Traditional Musics of the World
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MUS 503 Issues in Popular Music
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MUS 505 Popular Music and Culture MUS 507 Architecture of Music II CLD 315 Creative Arts II PSY 701 Psychology of Music
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## **5. EXCLUSIONS**

There are currently no exclusions for students wishing to pursue the Minor in Music and Culture.

## **6. AVAILABILITY**

We expect that students in Arts and Contemporary Studies could easily obtain the Music and Culture Minor, as well as Faculty of Arts students in English, Psychology, Philosophy, and the Department of Languages, Literatures and Cultures.

The MUS courses listed for the Minor in Music and Culture are on the Open Elective Table and therefore available to the nine programs that use the Table. Students outside the Faculty of Arts in programs such as Early Childhood Studies, Radio and Television, Image Arts, Fashion, Creative Industries and the Theatre School should be able to obtain the Music Minor.

## **7. STATEMENT OF CONSISTENCY WITH THE MINORS POLICY**

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

## **8. GOVERNANCE STRUCTURE**

The Department of Philosophy will oversee curriculum, as well as the advising of students with respect to the Minor in Music and Culture. The Department is committed to offering students all necessary guidance, both in person and through the website so that they may complete the minor in a timely and effective manner.

## **9. RESOURCE IMPLICATIONS**

We do not foresee any serious increase in demand on current resources. The delivery of the Minor in Music and Culture will not have any noticeable impact on the Philosophy Department. It will recognize the fact that many students continue to take music courses as electives at Ryerson.

## **10. DELIVERY PLAN**

The Minor in Music and Culture is feasible for a wide range of students at Ryerson. All of the Liberal Studies courses run every year. Multiple sections of both MUS 101 and MUS 106 are offered each year as well as through the Chang School.

Music in the Department of Philosophy is committed to collaborating with other programs to ensure that the Minor will be available to students of all interested programs at Ryerson.

### **Recommendation**

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

## **F. CONCENTRATION IN SOFTENG, Department of Computer Science**

### **1. Introduction**

The Department of Computer Science proposes the expansion of the Computer Science program with a new Concentration in SoftEng. The program expansion is strategically important to help the Department, the Faculty of Science, and the University achieve the goals and priorities identified in the 2014-2019 Academic Plan [1].

Software Engineering is “1. the systematic application of scientific and technological knowledge, methods, and experience to the design, implementation, testing, and documentation of software; 2. the application of a systematic, disciplined, quantifiable approach to the development, operation, and maintenance of software; that is, the application of engineering to software” [2]. The Software Engineer is ranked as a top 6 entry-level job in 2015 [3]. Moreover, as Service Canada points out, “Demand for software engineers and designers remains high and will continue to increase. Because of the strategic role of these engineers and designers, their experience and skills are extremely valuable to employers, and for this reason, they are let go only as a last resort” [4]. The above-mentioned factors lead to fierce competition among job applicants.

The Department of Computer Science proposes to expand its current regular Computer Science program with the addition of a new Concentration in SoftEng in order to:

- i) improve competitiveness of Ryerson students (interested in software engineering),
- ii) provide more focused curriculum, and
- iii) accommodate the growing demand [4] for software engineering.

Students entering their third year of the Computer Science program could choose the Concentration in SoftEng. The Concentration can be implemented for the 2016-2017 academic year.

## **2. Concentration Description: the Purpose, Anticipated Student Clientele**

The proposed Concentration has a common and distinct purpose, student clientele and curriculum. It aims to increase the marketability and visibility of Ryerson’s Computer Science program by increasing our programming in an area where we have substantial faculty expertise. Moreover, based on a survey conducted by a faculty member in September 2014, 74% of the first year students registered in the Computer Science program expressed an interest in software engineering.

The Concentration will also increase the opportunities for graduates in sectors<sup>1</sup> requiring software engineering skills, increase the placement rate and reputation of Ryerson’s Computer Science students in external graduate programs and/or professional schools and strengthen Ryerson’s Graduate programs in Computer Science by retaining well trained undergraduates.

## **3. Consistency with Ryerson’s Mission and Academic Plan, the Faculty Plan and the Department Plan**

The 2014-2019 University Academic Plan outlines an ambitious expansion of Ryerson’s mission in higher education, research, and service to society. The proposed Concentration and its implementation will help achieve the goals outlined in the Academic Plan [1] as follows:

- Increase recruitment of top undergraduate students pursuing a career in software engineering (Strategy 3)
- Improve the marketability and success rates of undergraduate students, whether they choose an industrial position or pursue a graduate degree (Strategy 3)
- Incorporate cutting-edge software engineering research<sup>2</sup> into classroom learning, enabling synergies between teaching and research (Strategy 12)
- Attract top graduate students by retaining highly trained undergraduate students who will go on to graduate school at Ryerson (Strategy 14)

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<sup>1</sup> Software is ubiquitous these days: almost any organization depends on developing complex software products.

<sup>2</sup> 6 out of the 8 faculty members who expressed interest in this Option conduct research in the area of Software Engineering.

#### 4. Preliminary Projection of Faculty and Other Resource Requirements

The proposed expansion of the Computer Science program into this new Concentration will require an additional faculty member. Currently, six existing courses (CPS 610, 613, 707, 714, 731, and 831) are taught by faculty members; the seventh existing course (CPS 845) by a sessional instructor. Two new courses (“Software Tools Used by Start-ups” and “Creating Big Data Systems”) will be offered. Both courses will be cross-listed as professionally related electives for the regular computer science program. Possibly an LTF or CUPE appointment could be used to bridge the teaching requirement until the appropriate faculty member can be hired.

#### 5. Proposed Curriculum and Schedule for Implementation

The Concentration has been created using nine professionally related courses (Table 1). These nine courses cover the software engineering curriculum, as suggested by the Association for Computer Machinery (ACM) Software Engineering Curriculum [5].

Table 1. Courses Included in the Concentration

COURSE	TITLE	PREREQUISITE
CPS 610	Database Systems II	CPS 510
CPS 613	Human-Computer Interaction	CPS 209
CPS 707	Software Verification And Validation	MTH 310 CPS 406
CPS 714	Software Project Management	CPS 406
CPS 731	Software Engineering I	CPS 406
CPS 831	Software Engineering II	CPS 731
CPS 845	Extreme Programming & Agile Processes	CPS 406
CPS ??1	Software Tools Used by Start-ups *	TBD
CPS ??2	Creating Big Data Systems *	TBD

\* new course

The Concentration shares a common first and second year with the regular computer science program (since software engineering requires computing and a mathematical foundation); in their third and fourth years, the students would take six elective courses out of the nine specified in this Concentration (Table 2). The nine courses in this Concentration also serve as electives for all computer science students.

The students will have to declare intention to pursue the concentration at the end of winter semester in Y2. In order to increase students’ awareness in the program we will add the following description<sup>3</sup> of the program to the Academic Calendar and CPS student handbook:

*You may focus your Computer Science BSc Program on software engineering by including a specific set of courses into your degree. Successful completion will mean that 'Concentration in SoftEng' will appear on your transcript. This concentration is not a CEAB accredited engineering degree program leading to the designation Professional Engineer (P.Eng.).*

*Students will have to declare intention to pursue the concentration at the end of winter semester in Y2. The program, at its discretion, may limit access to the concentration based on space availability in the concentration courses or to students achieving a minimum CGPA.*

<sup>3</sup> This description is based on descriptions (taken from academic calendars and program descriptions) of similar programs hosted by Computer Science departments of University of British Columbia [6], University of Calgary [7], Western University [8], and University of Windsor [9].

Table 2. Comparison of the Regular Program and Proposed Concentration

COMPUTER SCIENCE – REGULAR PROGRAM		PROPOSED CONCENTRATION	
<b>Semester 1</b>			
CPS 109	Comp. Science I	Unchanged	
CPS 213	Comp. Organiz. I		
MTH 108	Linear Algebra		
Phys/Chem/B			
Liberal			
<b>Semester 2</b>			
CPS 209	Comp. Science II	Unchanged	
CPS 393	Intro to C and UNIX		
CPS 310	Comp. Organiz. II		
MTH 207	Calculus and Comp. Methods I		
Liberal			
<b>Semester 3</b>			
CPS 305	Data Structures and Alg.	Unchanged	
CPS 506	Comparative Prog. Lang		
MTH 110	Discreet Math. I		
CMN 300	Comm. In Comp. Industry		
Elective			
<b>Semester 4</b>			
CPS 406	Intro to Soft. Eng.	Unchanged	
CPS 590	Intro to Operating Systems		
CPS 415	Discrete Structures		
CPS 421	Social Issues and Prof. Practice		
Elective			
<b>Semester 5</b>			
CPS 510	Database Systems I	Unchanged	
CPS 721	Artificial Intelligence		
Elective		CPS 613	Human-Computer Interaction
Elective		CPS 714	Software Project Management
Liberal		Liberal	
<b>Semester 6</b>			
CPS 633	Comp. Security	Unchanged	
CPS 706	Comp. Networks I		
Elective		CPS 610	Database Systems II
Elective		CPS 707	Software Verification and Validation
Liberal		Liberal	
<b>Semester 7</b>			
Elective		CPS 731	Software Engineering I
Elective		CPS 845	Extreme Programming & Agile Processes
Elective		CPS ??1	Software Tools Used by Start-ups
Elective		Elective	
Elective		Elective	



Semester 8			
Elective		CPS 831	Software Engineering II
Elective		CPS ??2	Creating Big Data Systems
Elective		Elective	
Elective		Elective	
Elective		Elective	

## 6. Course Descriptions for New Courses in SoftEng Concentration

CPS XX1 Software Tools Used by Start-ups

This course will discuss core tools, frameworks, and packages used by modern startups. It can be of interest to the students outside of CS departments (e.g., Zones). The labs and assignments will offer hands-on experience with the software. Sample tools are as follows: git, Pivotal Tracker, Django, Tornado, Node.js, MongoDB, and jQuery.

CPS XX2 Creating Big Data Systems

This course will discuss how to build Big Data analytic and transactional systems. The course will provide introduction to the theory and practice of large-scale software systems. We will focus on defining Big Data properties and architecting the systems to accommodate these properties. In addition, we will cover quality assurance of such systems, as well as management (risk estimation, planning, team management, etc.)

## 7. Examples of Occupational Titles [4]

Application Architect  
 Computer Software Engineer  
 Embedded Software Engineer  
 Software Architect  
 Software Design Engineer  
 Software Design Verification Engineer  
 Software Designer  
 Software Engineer  
 Software Testing Engineer  
 Systems Integration Engineer - Software  
 Technical Architect - Software  
 Telecommunications Software Engineer

## References

- [1] "Academic Plan overview - Academic Planning - Ryerson University." [Online]. Available: <http://www.ryerson.ca/provost/planning/index.html>. [Accessed: 28-Apr-2015].
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- [4] Service Canada, Government of Canada, "Software Engineers and Designers." [Online]. Available: [http://www.servicecanada.gc.ca/eng/qc/job\\_futures/statistics/2173.shtml](http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/2173.shtml). [Accessed: 28-Apr-2015].
- [5] "Computer Science Curricula 2013. Curriculum Guidelines for Undergraduate Degree Programs in Computer Science," The Joint Task Force on Computing Curricula Association for Computing Machinery (ACM) and IEEE Computer Society, 2013.
- [6] "Computer Science - Bachelor of Science - The Faculty of Science - Faculties, Colleges, and Schools - Vancouver Academic Calendar 2015/16 - UBC Student Services." [Online]. Available: <http://www.calendar.ubc.ca/vancouver/?tree=12,215,410,421>. [Accessed: 16-Oct-2015].
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## Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Concentration in SoftEng – Department of Computer Science*

## G. TRSBM – HRM/OB CURRICULUM REVISIONS

### 1. Background

The current curriculum for the Human Resources Management/Organizational Behaviour (HRM/OB) Major has been unchanged since 2005-2006 with the exception of the addition of three new courses (Occupational Health and Safety-MHR711, Special Topics in HRM-MHR670 and Human Resources Information Systems-MHR671) and the removal of Introductory Psychology-PSY105 as a required course.

While the curriculum for TRSBM Majors has remained largely unchanged for a decade, we have made a few significant changes to the HRM/OB curriculum for non-HRM/OB Majors in the School of Business Management and throughout the University. Two new Minors were introduced (in addition to our existing HRM Minor) – a Minor in Organization Leadership and a Minor in Labour and Employment Relations. In addition we have introduced an Organizational Leadership Certificate in the Chang School for our continuing education students. In 2010-2011, we switched the required "Organizational Behaviour" course (MHR405) in the School of Business Management Core program, with our "Introduction to Human Resources Management" course (MHR523) in order to provide first year students with a more realistic preview of the field of human resources management. The switch achieved its objectives and the number of HRM/OB Majors grew from 200 in 2008 to 900 currently.

### 2. Goals of the Proposed Curriculum Revision

#### i) Develop Core Competencies

A key goal in revising the curriculum is to ensure that students graduating with the HRM/OB Major have developed a set of core competencies. These competencies are critical thinking, interpersonal communication and team effectiveness, written communication, statistical analysis/numeracy, and research/citation. The plan is to address some of these core competencies through our required professional courses such as MHR520 (Industrial Relations), BUS221 (Business Decision Making-

Critical Thinking), MHR741 (Managing Interpersonal Dynamics and Teams) and Strategic Human Resources Management, our new capstone course, MHR901.

<b>Table 1: Core Competencies for HRM/OB Majors</b>	
<b>1. Critical Thinking</b>	<ul style="list-style-type: none"> <li>a. Analyze a situation and identify relevant facts, theories and assumptions</li> <li>b. Compare and contrast different theoretical perspectives</li> <li>c. Challenge theories and explain competing viewpoints</li> <li>d. Apply relevant theory and evidence to make better decisions/recommendations</li> <li>e. Articulate information, arguments and analyses accurately, reliably and persuasively</li> </ul>
<b>2. Interpersonal Communication &amp; Team Skills</b>	<ul style="list-style-type: none"> <li>a. Present effectively verbally and non-verbally in front of a variety of audiences</li> <li>b. Conduct oneself professionally (i.e. formal language, non-verbal communication, etc.)</li> <li>c. Apply principles and practice of supportive communication and build supportive relationships even when delivering negative feedback</li> <li>d. Self-manage and perform effectively within teams.</li> </ul>
<b>3. Written Communication</b>	<ul style="list-style-type: none"> <li>a. Write effectively using engaging word choices to make writing clear and easy to understand.</li> <li>b. Employ formal English and proper writing mechanics (i.e. consistent agreement between parts of speech, etc.)</li> </ul>
<b>4. Statistical Analysis /Numeracy</b>	<ul style="list-style-type: none"> <li>a) Interpret quantitative information (i.e. trend lines, forecasts, budgets, etc.)</li> <li>b) Describe and interpret fundamentals of regression analysis, correlation analysis, reliability and validity</li> </ul>
<b>5. Research/Citation Skills</b>	<ul style="list-style-type: none"> <li>a. Identify valid and reliable sources of scholarly information</li> <li>b. Critically interpret primary research (both qualitative and quantitative), synthesize key findings from multiple sources and identify implications for practice.</li> <li>c. Adhere to professional and academic integrity standards (including appropriate citation)</li> </ul>

### ii) Add a Capstone Course

Curriculum research supports the value of a capstone course, MHR901 Strategic Human Resources Management. The goals of this course are to help students integrate their learning across human resources management in general, and the two sub-specialties of organizational behaviour and industrial relations over the course of their prior two years of study. The course develops competencies in managing human resources within a global perspective. Specific topics include new and emerging perspectives on motivation, rewards, retention, globalization, restructuring and leadership. A centre-piece of the course is an interactive, on-line, talent management simulation, in which students learn how to use metrics and analytics to make accurate and effective human resources decisions. An additional goal of the course is to allow us to assess the development of core competencies in our 4<sup>th</sup> year students. The course will be offered in the Winter semester.

### iii) Offer Two Concentrations

Another goal is to provide more flexibility so that students, if they so desire, can chose to either stay general and work towards their Certified Human Resources Professionals Certificate or to concentrate in one of two sub-disciplines – organizational behaviour and industrial (labour) relations. While the majority of HRM/OB Major students are interested in human resources management leading to certification as a Human Resources Professional (CHRP), a number of students are interested in organizational behaviour and organizational leadership, while another group are interested in labour and industrial relations. The University’s Centre for Labour and Management Relations (CLMR) is closely affiliated with our Department. Students wanting to concentrate in organizational behavior or industrial relations they must select a minimum of 6 courses (Table 2). Students are not required to concentrate but if they chose to do so, they are limited to one Concentration only.

<b>TABLE 2: CONCENTRATIONS</b>	
<b>ORGANIZATIONAL BEHAVIOUR (Select a Minimum of 6 Courses)</b>	<b>INDUSTRIAL RELATIONS (Select a Minimum of 6 Courses)</b>
MHR 505 Organizational Behaviour 2	MHR 522 Union Management Relations
MHR 600 Diversity and Inclusion in the Workplace	LAW 529 Employment Law
MHR 640 Leadership	MHR 711 Occupational Health and Safety
MHR 650 Management of Change	MHR 721 Negotiation and Conflict Resolution
MHR 700 Cross-Cultural Dimensions of Organizational Behaviour	LAW 606 Advanced Issues in Labour and Employment Law
MHR 721 Negotiation and Conflict Resolution	ECN 605 Labour Economics
MHR 841 Organizational Theory and Design	PPA 319 Politics of Work and Labour
	SOC 472 Sociology of Work

As a result of the two new concentrations the total number of required professional courses remains at 14, with 6 rather than 9 being required professional courses: The six include a new course (MHR520) entitled Industrial Relations which is shown in Appendix 2, an existing critical thinking course (BUS221) that is new to our program, and a new capstone course, Strategic Human Resources Management (MHR901).

### 3. Proposed Curriculum

As shown in Table 3, the proposed curriculum requires students to take a total of 14 professional courses of which 6 are designated (MHR405, MHR520, MHR523, BUS221, MHR741, and MHR901) and 8 are elective.

<b>Table 3: Proposed HRM/OB Curriculum for 2016-2017</b>			
	<b>5th and 6<sup>th</sup> Semester</b>	<b>7<sup>th</sup> and 8<sup>th</sup> Semester</b>	<b>Notes</b>
<b>REQUIRED 1<sup>st</sup> SEM</b> <u>ACC 100</u> : Intro Financial Accounting <u>BUS100</u> : Strategies for Success <u>ECN104</u> : Intro Micro Econ <u>ITM102</u> : Bus Info Systems 1 <u>QMS102</u> : Bus Stats 1 <b>LIBERAL STUDIES</b> : 1 Course from Table A	<b>REQUIRED</b> <u>MHR741</u> : Managing Interpersonal Dynamics & Teams  <b>LIBERAL STUDIES</b> : 2 courses from Table B  <b>PROFESSIONAL</b> : 4 courses from the following: <b>Concentrations</b> : Students can follow one of two concentrations or remain broad. The two concentrations are 1) <i>Organizational Behaviour</i> and 2) <i>Industrial Relations</i> .  <u>MHR505</u> : Organizational Behaviour 2 <u>MHR522</u> : Union-Management Relations (Revised-formerly called "Industrial Relations")	<b>REQUIRED</b> <u>BUS 800</u> Strategic Management <u>MHR 901</u> Strategic Human Resources Management (NEW)  <b>LIBERAL STUDIES</b> : 1 Course from Table B  <b>PROFESSIONAL</b> : 4 courses from the following: <b>Concentrations</b> : Students can follow one of two concentrations or remain broad. The two concentrations are 1) <i>Organizational Behaviour</i> and 2) <i>Industrial Relations</i> .  <u>MHR505</u> : Organizational Behaviour 2 <u>MHR522</u> : Union-Management Relations (Revised-formerly called "Industrial Relations")	-Add the words "and Teams" to MHR741 to clarify that team effectiveness is key to the course  - ECN605, PPA319, SOC472, and LAW606 move from the PR Table to the Professional Table
<b>REQUIRED 2<sup>nd</sup> SEM</b> <u>ACC406</u> : Intro Mgt Accounting <u>ECN204</u> : Intro Macro Econ <u>GMS200</u> : Intro to Global Mgt <u>MHR523</u> : Human Resources Management <u>MKT100</u> : Intro to Marketing <u>QMS202</u> : Bus Stats 2			
<b>REQUIRED 3<sup>rd</sup> SEM</b> <u>CMN279</u> : Intro to Prof Communication			

<p><u>FIN300</u>: Managerial Finance 1  <u>GMS401</u>: Operations Management  <u>LAW122</u>: Business Law  <u>MHR405</u>: Organizational Behaviour  <b>LIBERAL STUDIES</b>: 1 Course from Table A</p> <p><b>REQUIRED 4<sup>th</sup> SEM</b>  <u>CMN279*</u>: Intro to Bus Communication  <u>FIN401</u>: Managerial Finance 2  <u>LAW122*</u>: Business Law  <u>MHR520</u>: Industrial Relations (NEW)  <u>BUS221</u>: Business Decision – Making (NEW to program)</p> <p><b>LIBERAL STUDIES</b>: 1 Course from Table A</p> <p>*CMN279 and LAW122 will be timetabled either in the 3<sup>rd</sup> or 4<sup>th</sup> Semester</p>	<p><u>LAW529</u>: Employment &amp; Labour Law  <u>MHR600</u>: Diversity &amp; Equity in the Workplace  <u>MHR623</u>: Recruitment &amp; Selection  <u>MHR640</u>: Leadership  <u>MHR650</u>: Management of Change  <u>MHR670</u>: Special Topics in HRM &amp; OB  <u>MHR671</u>: Human Resources Information Systems  <u>MHR700</u>: Cross-Cultural Dimensions of Organizational Behaviour  <u>MHR711</u>: Occupational Health &amp; Safety  <u>MHR721</u>: Negotiations &amp; Conflict Resolution  <u>MHR733</u>: Training and Development  <u>MHR749</u>: Compensation  <u>MHR841</u>: Organization Theory and Design  <u>MHR849</u>: Human Resources Planning  <u>ECN605</u>: Labour Economics  <u>PPA319</u>: Politics of Work &amp; Labour  <u>SOC472</u>: Sociology of Work</p> <p><b>PROFESSIONALLY-RELATED</b>: 3 courses from Table 1</p>	<p><u>LAW529</u>: Employment &amp; Labour Law  <u>MHR600</u>: Diversity &amp; Equity in the Workplace  <u>LAW606</u>: Advanced Issues in Labour and Employment Law  <u>MHR623</u>: Recruitment &amp; Selection  <u>MHR640</u>: Leadership  <u>MHR650</u>: Management of Change  <u>MHR670</u>: Special Topics in HRM &amp; OB  <u>MHR671</u>: Human Resources Information Systems  <u>MHR700</u>: Cross-Cultural Dimensions of Organizational Behaviour  <u>MHR711</u>: Occupational Health &amp; Safety  <u>MHR721</u>: Negotiations &amp; Conflict Resolution  <u>MHR733</u>: Training and Development  <u>MHR749</u>: Compensation  <u>MHR841</u>: Organization Theory &amp; Design  <u>MHR849</u>: Human Resources Planning  <u>ECN605</u>: Labour Economics  <u>PPA319</u>: Politics of Work &amp; Labour  <u>SOC472</u>: Sociology of Work</p> <p><b>PROFESSIONALLY-RELATED</b>: 3 courses from Table 1</p>	
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#### 4. Direct Entry

In the new program, Direct Entry students will have seven “reach backs”:

- |                                    |                              |
|------------------------------------|------------------------------|
| MHR405: Organizational Behaviour   | FIN300: Managerial Finance 1 |
| MHR523: Human Resources Management | FIN401: Managerial Finance 2 |
| MHR520: Industrial Relations       | LAW122: Business Law         |
| BUS221: Business Decision Making   |                              |

#### 5. Benefits of Proposed Revisions to Curriculum

The proposed revisions to the curriculum will benefit students, the HRM/OB Department, TRSM, and Ryerson University.

##### i) Benefits to Students: *More Choice; Concentrations; Development of Core Competencies; Integrated Learning*

Students benefit because they will have more choice, can select courses that are more directly in line with their career paths, and they will have the opportunity to concentrate in organizational behaviour or industrial relations. Students will also benefit from the two new required professional courses MHR520

(Industrial Relations) and BUS221 Business Decision Making. Both of these courses are intended to develop the students' abilities to think critically. Students will also benefit from the clear articulation of the four other core competencies of interpersonal communication and team skills, written communication, statistical analysis/numeracy and research/citation knowledge and skills. It is our intention to ensure that these core competencies are woven throughout the curriculum and are made explicit to students along the way. Students will also benefit from the newly designed capstone course because it will help them integrate what they have learned in a number of different courses and help them apply their learning through an integrative HRM/OB/IR simulation.

**ii) Benefits to HRM/OB Department and Faculty:** *A Common Language; Articulation of Sub-Specialities; Integration*

The HRM/OB Department and faculty members benefit because the core competencies have been articulated and this creates a common language and set of objectives around which course content and pedagogy can be adjusted, implemented and measured. The new capstone course benefits the department by providing an opportunity to work together and to identify terminal knowledge and skills that we expect from our graduates. It also offers a vehicle through which to work together and integrate our different perspectives. The department benefits because orienting the curriculum around sub-specialities allows for more in-depth development of each one. The department also benefits because providing more choice to students will increase their engagement and more engaged students create better classroom environments for the instructors.

**iii) Benefits to TRSM and the University:** *Visibility of Role in Developing Business Soft Skills; Measurement Opportunities*

TRSM and the university benefit because this new articulation of the concentrations clarify the roles that TRSM and the university plays in building not just HR professionals, but also in building critical soft skills for business such as leadership, interpersonal communication and teamwork through the organizational behaviour concentration. In addition, articulation and strengthening of the industrial relations concentration, supports the important work being done through the centre for labour management relations. TRSM and the university also benefit because the revised curriculum offers better opportunities to measure the knowledge and skills acquired by our graduates.

**Recommendation**

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the HRM/OB Curriculum Revisions – TRSBM*

**H. BACHELOR OF ARTS – DOUBLE MAJORS in English and History, English and Philosophy, and History and Philosophy**

The Faculty of Arts proposes Bachelor of Arts double majors in **English and History, English and Philosophy, and History and Philosophy** for students who choose to acquire an in-depth knowledge of two areas in the humanities and/or social sciences.<sup>4</sup>

**1. Background**

The last decade has been a period of tremendous growth in undergraduate programming in the Faculty of Arts, with the launch of Bachelor of Arts programs in Criminology, Environment and Urban Sustainability, Politics and Governance, Psychology, Sociology, English, History, and Philosophy. These programs, in addition to Undeclared Arts and Geographic Analysis, share a common first year in which students are introduced to the breadth of foundational, theoretical, and methodological knowledge in the humanities and social sciences while developing foundational skills in critical thinking, research, and effective written and oral communication.

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<sup>4</sup> The Departments of English, Philosophy, and History are the first to be ready to move forward with double major proposals. Other Arts departments plan to introduce double majors in the near future.

The one-year Arts common platform, which was launched in 2011, was designed to provide students with the opportunity to explore intra-Faculty program transfer options and Minors; to increase students' choice of courses and curricular pathways; and to maximize transferability to other Arts' programs. The common platform and four-year curriculum structure were also designed to provide a foundation for the development of intra-Faculty and inter-Faculty double majors.

The Faculty of Arts Academic Plan for 2008-2013 called for the development of double majors as the second phase of curricular evolution in Arts' undergraduate programming. One goal of Ryerson's Curriculum Renewal Initiative was to introduce standard nomenclature to describe various groupings of courses (e.g., majors, double majors, concentrations, etc.).<sup>5</sup> Although definitions were outlined in a draft omnibus undergraduate curriculum policy, this policy has not been approved by Senate. Although there is currently no Senate-approved definition of double majors, the Arts Chairs and Directors unanimously agree that it is in the best interests of our students and programs to move forward now with a proposal for double majors.

## **2. Rationale for Arts Double Majors**

Double majors align with the goals and priorities of Ryerson's and the Faculty of Arts' new academic plans and are advantageous to Arts students and programs. Double majors will address student demand, increase student choice, and allow Arts' programs to remain competitive with other universities. Double majors may also have a positive impact on key learning outcomes.

Address Student Demand. Feedback from prospective students and surveys of our current students indicate a strong demand for double majors. Academic planning consultations in the Faculty of Arts last year also revealed a strong desire among students and faculty to pilot double majors within Arts as soon as possible, and eventually across Faculties. Student demand for double majors is supported by research on undergraduate students' curricular choices at other universities. A recent report on double majoring at U.S. colleges and universities found a significant rise in students who double major. In fact, double majors were described as "...perhaps the most significant trend in the curricular lives of students in the last decade."<sup>6</sup>

Enhance Student Choice. Surveys indicate that students choose double majors because they believe it will improve their competitiveness for jobs and graduate school.<sup>7</sup> Double majors will expand Arts students' choice of curricular pathways. Students who are admitted to an Arts common platform program could choose one of the following options: (1) specialize in their program of entry and pursue a Minor or two Minors; (2) transfer to another Arts common platform program and specialize in that area (and pursue a Minor or two Minors); (3) double major in their program of entry and in a second humanities and/or social science area; or (4) transfer to another Arts common platform program and double major.

Increase Competitiveness of Programs. Arts double majors are important in order to continue to attract high-quality students, to enhance enrolment targets, and to remain competitive with other universities in the Greater Toronto Area that have similar curricular offerings (e.g., York University, University of Toronto, University of Western Ontario, Queen's University). Double majors may also be a boon for Arts' humanities programs. Data on students' choices of double majors indicate that "...the humanities and foreign language fields benefit from double majoring. In other words, a greater percentage of students double major than single major in these subjects."<sup>8</sup>

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<sup>5</sup> *Curriculum Renewal at Ryerson University: White Paper.*

[http://www.ryerson.ca/content/dam/senate/documents/CRC\\_White\\_Paper\\_May\\_3\\_2012.pdf](http://www.ryerson.ca/content/dam/senate/documents/CRC_White_Paper_May_3_2012.pdf)

<sup>6</sup> Pitt, Richard M., & Tepper, Steven. (September 2012). *Double Majors: Influences, Identities & Impacts.* A Curb Centre Report: Vanderbilt University. p. 9. <http://www.vanderbilt.edu/curbcenter/manage/files/Teagle-Report-Final-3-11-13-2.pdf>

<sup>7</sup> *Ibid.*

<sup>8</sup> *Ibid.*, p. 12.

Enhance Learning Outcomes. According to a survey of 1,760 undergraduate students at nine U.S. colleges and universities, double majors help students think creatively, develop their intellectual curiosity, and experience integrative learning.<sup>9</sup> The latter outcome was reported even when students were not explicitly required or encouraged to bring their two areas of study together.<sup>10</sup>

### 3. Double Major: Proposed Definition

The 2011 *Framework for Undergraduate Curriculum Evolution at Ryerson University* defined double majors as 13-15 courses in each major area, comprising 60-75% of the total curriculum.<sup>11</sup> Arts has adopted this definition of double majors. The Arts one-year common platform and four-year curriculum structure were, in fact, developed to accommodate a 13-course double major. Arts is proposing specific double major combinations; students will be able to pursue only those Arts double majors that are Senate approved.

### 4. Proposed Double Major Curriculum Structure

The proposed curriculum structure for double major in Arts is based on the curriculum template of the Arts common platform programs.<sup>12</sup> The double major curriculum breakdown is as follows:

- 13 courses in Major 1 (a combination of required and Table II professional elective courses, as defined by the Major 1 department);
- 13 courses in Major 2 (a combination of required and Table II professional elective courses, as defined by Major 2 department);
- two introductory humanities and/or social science electives (Table I);
- three required core competency courses (SSH 105, SSH 205, SSH 301);
- one required non-Arts elective (Table III);
- two professionally-related electives (Table I, Table III, Major 1 Table IV, or Major 2 Table IV);
- six liberal studies electives (two from Table A and four from Table B).

#### Proposed Arts Double-Major Curriculum Structure

(with the one-year common Arts platform)

YEAR I	
Major 1 Course* (required or from a required group)	Major 1 Course (required or from a required group)
SSH 205: Academic Writing and Research	SSH 105: Critical Thinking I
Table I Humanities Elective* (Major 2*)	Table I Humanities Elective** (Major 2)
Table I Social Science Elective* (Major 2*)	Table I Social Science Elective** (Major 2)
Table I or Table III	Table III
YEAR II	
Major 1 Course (required or Table II)	Major 2 Course (required or Table II)
Major 1 Course (required or Table II)	Major 2 Course (required or Table II)
Major 1 Course (required or Table II)	Major 2 Course (required or Table II)
SSH 301: Research Design and Qualitative Methods	Table I, Table III, Table IV (Major 1), or Table IV (Major 2)
Lower Level Liberal Studies***	Lower Level Liberal Studies
YEAR III	
Major 1 Course (required or Table II)	Major 2 Course (required or Table II)

<sup>9</sup> Ibid.

<sup>10</sup> Ibid.

<sup>11</sup> [http://www.ryerson.ca/content/dam/senate/agenda/2011/Curriculum\\_Framework\\_June\\_2011.pdf](http://www.ryerson.ca/content/dam/senate/agenda/2011/Curriculum_Framework_June_2011.pdf). This is in contrast to the 'combined major', which was defined in the 2012 *Curriculum Renewal at Ryerson University: White Paper* as a fully integrated interdisciplinary program "...consisting of 25 to 30 core courses but with a curricular focus in more than one area, offering both breadth and depth within the areas of study. The areas of study included in the curricular focus are prescribed in the program's curricular structure." ([http://www.ryerson.ca/senate/documents/CRC\\_White\\_Paper\\_May\\_3\\_2012.pdf](http://www.ryerson.ca/senate/documents/CRC_White_Paper_May_3_2012.pdf), p 3).

<sup>12</sup> The Arts common platform programs are: Criminology, English, Geographic Analysis, Environment and Urban Sustainability, History, Language and Intercultural Relations, Philosophy, Politics and Governance, Psychology, Sociology, and Undeclared Arts.



Major 1 Course (required or Table II)	Major 2 Course (required or Table II)
Major 1 Course (required or Table II)	Major 2 Course (required or Table II)
Major 1 Course (required or Table II)	Major 2 Course (required or Table II)
Upper Level Liberal Studies <sup>***</sup>	Upper Level Liberal Studies
<b>YEAR IV</b>	
Major 1 Course (required or Table II)	Major 2 Course (required or Table II)
Major 1 Course (required or Table II)	Major 2 Course (required or Table II)
Major 1 Course (required or Table II)	Major 2 Course (required or Table II)
Major 1 Course (required or Table II)	Major 2 Course (required or Table II)
Upper Level Liberal Studies	Upper Level Liberal Studies

In double major programs, Table II comprises professional electives in Major 1 and Major 2 (as determined by the Major 1 and Major 2 departments, respectively). Double major students may select from either Table IV in the Major 1 area of specialization or Table IV in the Major 2 area of specialization.

\* The program to which a student is admitted is referred to as Major 1. Major 2 is in either a humanities or social science area.

\*\* Students who pursue a double major in two humanities areas (e.g., History and Philosophy) must select two Table I social science courses.

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

<b>Table I</b>			
<b>Arts Common Platform</b>			
<b>Humanities - Minimum two courses:</b>		<b>Social Sciences - Minimum two courses:</b>	
ACS 100	Ideas That Shape the World I	CRM 100	Introduction to Canadian Criminal Justice
ACS 200	Ideas That Shape the World II	CRM 102	Introduction to Criminology
ENG 110*	Literatures Across Borders	ECN 104	Introductory Microeconomics
ENG 208	Introduction to Non-Fiction	ECN 204	Introductory Macroeconomics
FRE ***	A French course	ECN 220	Evolution of the Global Economy
HIS ***#	A History course	EUS 102	Environment and Sustainability
LIR 100*	Global Models in Intercultural Relations	EUS 202	Sustaining the City's Environments
PHL 101	Plato and the Roots of Western Philosophy	GEO 131	Energy, Earth and Ecosystems
PHL 201	Problems in Philosophy	GEO 151	Location, Location, Location
PHL 333	Philosophy of Human Nature	POG 100	People, Power and Politics
PHL 366	Existentialism and Art and Culture	POG 110	Power and Influence in Canadian Politics
SPN ***	A Spanish Course	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	Inquiry and Problem-Solving
		SSH 102	Learning and Development Strategies

\* ENG 110 replaces ENG 108, effective Fall 2016. LIR 100 will be added to Table I for Fall 2016.

# A History (HIS) course numbered between HIS 100 and HIS 490.

## 5. Proposed Double Major Curriculum Structure - English

The proposed English Double Major curriculum outlined below is compared with the professional requirements of the English BA. Students in the English Double Major select five Table II English electives, whereas English BA students select 12 Table II English electives. Similar to the restriction in the English BA, ENG Liberal Studies courses cannot be used to fulfil professional requirements in the English Double Major.

<b>Current BA English and Proposed English Double Major</b>				
	<b>BA English</b>		<b>Proposed English Double Major</b>	
	<b>Required</b>	<b>Electives</b>	<b>Required</b>	<b>Elective</b>
1st & 2nd Semesters	ENG 110 <sup>13</sup> ENG 208		ENG 110 ENG 208	
3rd & 4th Semesters	ENG 810 One of the following: ENG 302 ENG 304 ENG 306 ENG 390  One of the following: ENG 421 ENG 422 ENG 531 ENG 632	Three courses from Table II	ENG 810 One from the following: ENG 302 ENG 304 ENG 306 ENG 390	One course from English Double Major Table II.
5th & 6th Semesters	ENG 400 One of the following: ENG 421 ENG 422 ENG 531 ENG 632	Four courses from Table II.	ENG 400 One from the following: ENG 421 ENG 422 ENG 531 ENG 632	Two courses from English Double Major Table II.
7th & 8th Semesters	ENG 910 <sup>14</sup>	Five courses from Table II.	ENG 910 One from the following: ENG 421 ENG 422 ENG 531 ENG 632	Two courses from English Double Major Table II.

### **New Course Descriptions - English**

#### **ENG 110 Literatures Across Borders**

Literature shapes and is shaped by the world we live in. It straddles the borders between nations, personal and collective histories, and narrative forms. In this course, students engage with diverse literary forms, themes, locations, and historical contexts; and develop skills for critical analysis and the creation of sustained, organized, and well-reasoned arguments.

#### **ENG 531 18C Literature and Culture**

Eighteenth-century literature and culture introduces many traditions that we describe as quintessentially of our own time. Students will explore the eighteenth century as the beginning of "modernity." Topics may include globalization; feminism; middle class culture and the novel; the Gothic and sensibility; notions of sex, gender, ethnicity, and nationality; and philosophies of the individual.

#### **ENG 632 19C Literature and Culture**

From Romanticism to the emergence of modernism, nineteenth-century British literature and culture are characterized by revolutionary new ways of understanding the individual and society. Students will examine how diverse literary and visual texts shaped and responded to changing social conditions, ideologies, and media. Topics may include science and the supernatural; the neo-gothic; childhood; nature and ecology; gender, race, and class; consumer culture; decadence and aestheticism; emerging technology; and imperialism.

<sup>13</sup> ENG 110 replaces ENG 108, effective Fall 2016.

<sup>14</sup> Currently, English students are required to choose between ENG 904 and ENG 907 in Year 4. As of Fall 2016, ENG 904 and ENG 907 will become electives.

<b>English Double Major: Professional Table II</b>	
A total of <b>five (5) courses</b> must be taken. A maximum of three (3) asterisked courses can be taken.	
<b>Cultural Studies</b> ENG 703 Popular Literatures ENG 590 Studies in Word and Image ENG 705 Studies in Visual Cultures ENG 888 Televisual Texts and Contexts ENG 921 Narrative in a Digital Age ENG 941 Gender and Sex in Literature and Culture	<b>Literature Periods</b> ENG 421 16C Literature and Culture ENG 422 17C Literature and Culture ENG 531 18C Literature and Culture ENG 624 20C Literature and Culture ENG 632 19C Literature and Culture
<b>Urban, National, and Transnational Diversities</b> ENG 203 The Literature of Native Peoples* ENG 204 Literatures of Immigration* ENG 413 Colonial and Postcolonial Literatures ENG 416 American Literatures ENG 620 English Caribbean Literatures and Cultures* ENG 621 Women's Texts, Global Contexts ENG 630 Asian Literatures and Cultures ENG 701 Canadian Literatures ENG 710 Special Topics in Canadian Literatures ENG 942 Postcolonial Interventions	<b>Genre Studies</b> ENG 104 The Short Story* ENG 222 Fairy Tales and Fantasies* ENG 224 Children's Literature* ENG 540 The Novel ENG 550 Drama ENG 560 Poetry and Poetics ENG 570 Auto/Biography ENG 580 The Gothic ENG 530 Literary Non-Fiction ENG 706 Shakespeare and Performance ENG 707 Shakespeare and His World
	<b>Writing, Rhetoric and Publishing</b> ENG 200 Writing as a Cultural Act* ENG 520 The Language of Persuasion ENG 720 Principles of Persuasion ENG 730 The Social Life of Books

### 6. Proposed Double Major Curriculum Structure – History

The proposed History Double Major curriculum below is compared with the professional requirements of the History BA. In the History Double Major, three HIS courses must be from HIS 100 to HIS 490 and five HIS courses must be from HIS 500 to HIS 901 (see History Double Major Table II in Section 4.2.2). Of the total eight HIS elective courses, no more than four can be replaced with HST (liberal studies) courses.

<b>Current BA History and Proposed History Double Major</b>				
	<b>BA History</b>		<b>Proposed History Double Major</b>	
	<b>Required</b>	<b>Electives</b>	<b>Required</b>	<b>Elective</b>
1st & 2nd Semesters	Two HIS courses numbered from HIS 100 to HIS 490 <sup>15</sup>		Two HIS courses numbered from HIS 100 to HIS 490. <sup>16</sup>	
3rd & 4th Semesters	HIS 400 HIS 401	Two HIS courses numbered from HIS 100 to HIS 490 Two courses from History Table II	HIS 400 HIS 401	One HIS course numbered from HIS 100 to HIS 490
5th & 6th Semesters	HIS 505	Four courses from History	HIS 505	Two courses from History Double

<sup>15</sup> Any two HST courses numbered between HST 100 and HST 499. In total, a maximum of nine Liberal Studies HST courses may be substituted for HIS courses.

<sup>16</sup> Any two HST courses numbered between HST 100 and HST 499. In total, a maximum of four Liberal Studies HST courses may be substituted for HIS courses.

	One of the following: HIS 500 HIS 501 HIS 502	Table II	One from the following: HIS 500 HIS 501 HIS 502	Major Table II
7th & 8th Semesters	Two of the following: HIS 902 HIS 903 HIS 916 HIS 931 HIS 956 HIS 957 HIS 958 HIS 976 HIS 990	Four courses from History Table II	One from the following: HIS 902 HIS 903 HIS 916 HIS 931 HIS 956 HIS 957 HIS 958 HIS 976 HIS 990	Three courses from History Double Major Table II

<b>History Double Major: Professional Table II</b>			
A total of five (5) from the following. HST courses (numbered between HST 500-899) may be substituted.			
In total, a maximum of four (4) Liberal Studies HST courses may be substituted for HIS courses.			
HIS 500*	History and New Media	HIS 683	Victorian Britain
HIS 501*	Archaeology and Material Culture	HIS 696	The History of Terrorism
HIS 502*	Life Stories: Oral History	HIS 710	Managing Heritage Resources
HIS 510	Museology and Public History	HIS 742	Canadian Cultural Industries
HIS 541	Canada and the First World War	HIS 755	Material Cultures of North America
HIS 556	Colonial Africa	HIS 762	The Making of Modern South Asia, 1757-1947
HIS 559	Ancient Egypt	HIS 783	20th-Century Britain
HIS 561	The Ottoman Empire	HIS 790	Modern Germany
HIS 590	Modern International Relations	HIS 797	Modern Peacekeeping and Intervention
HIS 594	War to War: World Conflict, 1900-45	HIS 826	Science and World Exploration
HIS 610	Curating the Past	HIS 828	Science, Corporations and the Environment
HIS 615	Film, Television and 20th C History	HIS 845	Canada in the International Sphere
HIS 656	Post-Colonial Africa	HIS 886	The British Empire and the World
HIS 661	The Middle East from 1908	HIS 898	A History of International Organizations
HIS 662	The Mughal Empire, 1526-1764	HIS 900	Experiential Learning I
HIS 677	Society in the High Middle Ages, 1000-1500	HIS 901	Experiential Learning II
HIS 678	The Renaissance in Europe		

\* If not previously selected as a Required Group course in 5th and 6th Semester.

## 7. Proposed Double Major Curriculum Structure – Philosophy

The proposed Philosophy Double Major curriculum below is compared with the professional requirements of the recently revised Philosophy BA curriculum.<sup>17</sup> Philosophy Double Major students select 7 PHL electives, whereas Philosophy BA students select 12 PHL electives. Whereas Philosophy BA students must select a minimum number of PHL electives from each of five thematic categories, Philosophy Double Major students can select broadly from across these categories.

<sup>17</sup> At their May 26, 2015 meeting, the Department of Philosophy approved the Philosophy Double Major curriculum and approved a reduction of the number of required PHL courses in the Philosophy BA from ten to eight.

<b>Revised BA Philosophy and Proposed Philosophy Double Major</b>				
	<b>Revised BA Philosophy</b>		<b>Proposed Philosophy Double Major</b>	
	<b>Required</b>	<b>Electives</b>	<b>Required</b>	<b>Elective</b>
1st & 2nd Semesters	Two of the following: PHL 101 PHL 201 PHL 333 PHL 366		Two of the following: PHL 101 PHL 201 PHL 333 PHL 366	
3rd & 4th Semesters	PHL 503 PHL 708	Four courses from Table II	PHL 503 PHL 708	One course from Philosophy Double Major Table II
5th & 6th Semesters	PHL 600 PHL 601	Four courses from Table II	PHL 600 PHL 601	Two courses from Philosophy Double Major Table II
7th & 8th Semesters	One of the following: PHL 700 PHL 802 PHL 803  One of the following: PHL 900 PHL 910	Four courses from Table II		Four courses from Philosophy Double Major Table II

### **Philosophy Double Major: Professional Table II**

Students must complete a total of **seven (7)** courses from this table.

A minimum of three (3) courses marked with an asterisked (\*) must be completed.

PHL 101 Plato and the Roots of Western Philosophy PHL 110 Philosophy of Religion I PHL 187 Ancient Greek Philosophy PHL 201 Problems in Philosophy PHL 306 Freedom, Equality, Limits of Authority PHL 307 Business Ethics PHL 333 Philosophy of Human Nature PHL 334 Ethics in Professional Life PHL 365 Philosophy of Beauty PHL 366 Existentialism and Art and Culture PHL 400 Human Rights and Justice PHL 401 Philosophy and Mass Culture PHL 406 Issues of Life, Death and Poverty PHL 420 Philosophy, Diversity and Recognition PHL 449 Philosophy of Punishment PHL 500 Philosophy of the Natural Environment PHL 501*Social Thought and the Critique of Power PHL 502*Aristotle	PHL 504 Philosophy of Art PHL 505*Hegel and Marx PHL 506*The Rationalists PHL 508*The Empiricists PHL 509 Bioethics PHL 511*Kant PHL 512*Philosophy of the Emotions PHL 513*Phenomenology PHL 514*Mind and Agency PHL 515*Topics in Metaphysics and Epistemology PHL 516*Foundations of Analytic Philosophy PHL 525 Environmental Ethics PHL 530 Media Ethics PHL 550 Knowledge, Truth and Belief PHL 551 Metaphysics PHL 552 Philosophy of Science PHL 553*Post-Existentialist Philosophy PHL 603* Modern and Contemporary Ethics	PHL 605 Existentialism PHL 606 Philosophy of Love and Sex PHL 611 Philosophy of Mind PHL 612* Philosophy of Law PHL 614 Philosophy of Human Rights PHL 621 Beyond the Western Academic Tradition PHL 700*Meta-Philosophy PHL 709 Religion, Science and Philosophy PHL 710 Philosophy and Film PHL 802*Project in Applied Philosophy PHL 803*Philosophy Engaging Communities PHL 808*Language and Philosophy PHL 810 Philosophy of Cinema PHL 900*Senior Philosophy Seminar PHL 910*Senior Philosophy Seminar PHL 922*Religious Belief, Diversity and Truth PHL 923*Philosophy of Religion II PHL 924*Critical Thinking II
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## 8. Double Major Program Balance

The proposed Arts double major curriculum structure is consistent with Ryerson's recommended program balance.

		Category		
		Prof.	Prof-Related	Lib. Studies
Ryerson: Recommended		50-75%	10-40%	6
Arts Program	Course Count	26 (65%)	8 (20%)	6
	Course Hours	78	24	18

## 9. Double Major Program Restrictions

In accordance with Liberal Studies policies, which require Liberal Studies courses to be outside the student's field of professional specialization, liberal studies courses in the Major 1 and Major 2 areas cannot be used to fulfil Liberal Studies requirements. In accordance with the Minors Policy, students cannot complete a Minor in either of their Double Major areas.

## 10. Double Major Application and Approval Process

Students will continue to be admitted into an Arts common platform B.A. program or into Undeclared Arts, not into a double major. Students who choose to double major must apply to do so in their second semester of studies, for transfer to the double major for the Fall term of their second year of studies.<sup>18</sup> Students will be required to submit a double-major application to their Major 1 program. Double-major applications must be approved by the Undergraduate Program Director of the Major 1 and Major 2 Departments. Applications will be considered on a competitive basis subject to program capacity, and therefore, double major choice cannot be guaranteed.

In order to transfer to a double major, students must:

- have a Clear Academic Standing at the end of the Winter term in which they apply to double major;
- complete the required foundation course in the first and second major, as identified by the Major 1 and Major 2 departments, respectively;
- meet the minimum CGPA requirement, if specified by the Major 1 and/or Major 2 department.<sup>19</sup>

For administrative purposes, the program of entry (Major 1) will have primary responsibility for providing academic advising and support to students who double major.<sup>20</sup> Double major students will be referred to the Major 2 department, as needed, for academic advising.

English and History Double Major: In order to double major in English and History, students must have successfully completed ENG 110 and one HIS course numbered between HIS 100 and HIS 490. It is strongly recommended that students complete, in first year, both ENG 110 and ENG 208 as well as two HIS courses numbered between HIS 100 and HIS 490.

English and Philosophy: In order to double major in English and Philosophy, students must have successfully completed ENG 110 and one of PHL 101, PHL 201, PHL 333, or PHL 366. It is strongly recommended that students complete, in first year, both ENG 110 and ENG 208 as well as two of PHL 101, PHL 201, PHL 333, and PHL 366.

History and Philosophy: In order to double major in History and Philosophy, students must have successfully completed one HIS course numbered between HIS 100 and HIS 490 as well as one of PHL 101, PHL 201, PHL 333, or PHL 366. It is strongly recommended that students complete, in first year, two HIS courses numbered between HIS 100 and HIS 490 as well as two of PHL 101, PHL 201, PHL 333, or PHL 366.

<sup>18</sup> Students may apply to double major after their first year; however, if they do so, they may not be able to complete the double major in four years.

<sup>19</sup> Currently, Psychology and Criminology are the only Arts common platform programs that require a minimum CGPA (2.67) in order to be considered for program transfer. It is expected that, when double majors in these disciplines are proposed, students would be required to have a minimum CGPA of 2.67 to be considered for the double major.

<sup>20</sup> Undeclared Arts students who choose to double major must designate their primary major.

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

### **11. Learning Outcomes**

Due to the reduced number of program courses required of students in any double major combination, they will not acquire the exact same depth and breadth in the discipline as students in singular BA programs. Nevertheless, the overall learning outcomes of the BA Double Majors in English and History, English and Philosophy, and History and Philosophy are designed to produce the same skill-set as that of the singular BA student. Specifically, the learning outcomes of the three proposed double majors are to graduate students who:

- have mastered the ability to critically analyze oral, written, and other forms of texts;
- will appreciate the complexities in various academic interpretations, and will be able to think critically about the normative assumptions governing both particular interpretations and interpretation in general;
- are capable of developing probing research questions, conducting effective research, and persuasively communicating the results of their inquiry in a variety of oral and written modes;
- possess a superior set of “career-ready” research, analytical, and oral and written skills, and know how to apply them to professional situations as well as to post-graduate study opportunities; and
- demonstrate discipline-specific knowledge and skills by acting as responsible academic and community citizens, both locally and globally.

Students pursuing double majors will also be expected to develop “discipline-specific” knowledge and skills. These include (but are not restricted to) the following.

Students in an *English* double major will:

- have an integrated understanding of the aesthetic, intellectual, and social foundations of literature and culture, including the diversity of identities and expressions in a range of genres and media; and
- demonstrate cultural literacy through a familiarity with the richness and complexity of their literary and cultural heritage.

Students in a *History* double major will:

- be able to discuss and demonstrate a coherent understanding of the intellectual and other foundations of historical and modern societies, including the interconnectedness of people, ideas, things, and places;
- identify key historical issues from a diverse spectrum of regions, cultures, and time periods, and distinguish and evaluate overlapping, and sometimes competing, narratives;
- apply historical knowledge, drawn from a broad range of sources to help interpret contemporary events and issues, whether local, national, or global in character; and
- (for those engaging in experiential learning components in heritage management and public history) apply theoretical knowledge and practical skills in the contextualization, interpretation presentation, and preservation of historical artifacts in a professional setting.

Students in a *Philosophy* double major will:

- have the ability to analyze a wide range of philosophical texts and discriminate among issues arising;
- be able to discriminate premises from conclusions in such justificatory structures, and determine how various sub-arguments relate to one another in a complex chain of reasoning; and
- be able to develop and apply sophisticated critical abilities to the interpretation of complex, sometimes historically remote, texts which may contain subtle distinctions, new concepts, complex theories, and detailed argumentation.

## **12. Degree Designations**

The degree designations for the proposed degrees will be:

- Bachelor of Arts, English and History Double Major
- Bachelor of Arts, English and Philosophy Double Major
- Bachelor of Arts, History and Philosophy Double Major

## **13. Implementation Date**

The three Double Major combinations will be implemented in Fall 2016, pending Senate approval.

## **Recommendation**

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Bachelor of Arts – Double Majors in English and History, English and Philosophy, and History and Philosophy*

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
- Lois Weinthal, Faculty of Communication and Design, Interior Design
- Jean Bruce, Faculty of Communication & Design, Image Arts
- Thomas Tenkate, Faculty of Community Services, Occupational and Public Health
- Nick Bellissimo, Faculty of Community Services, Nutrition
- Medhat Shehata, Faculty of Engineering and Architectural Science, Civil Engineering
- Eric Harley, Faculty of Science, Computer Science
- 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
- Jay Wolofsky, Library
- Nenita Elphick, Chang School of Continuing Education
- Des Glynn, Chang School of Continuing Education