



Liberal Studies
Faculty of Social Science and Humanities

April 5 2018

Executive Summary

The Faculty of Social Science and Humanities at the University of Ontario Institute of Technology (UOIT) is proposing a 120 credit Liberal Studies Honours program that (1) includes a college-university pathway, (2) presents a unique opportunity for students to explore and develop knowledge and skills across disciplines, and (3) allows the university to foster student success in a new way. Housed in the Faculty of Social Science and Humanities, the program is designed to equip students with the skills and knowledge necessary to adapt to and thrive in a dynamic employment environment. Structured with required first year courses common to all FSSH programs, two compulsory Liberal Studies courses and many elective choices, students will have both the guidance and flexibility in course choices to develop as self-directed, lifelong learners. The program will be attractive to:

- College students bridging from general arts and specialized diploma programs;
- Current UOIT students seeking to broaden their focus from a STEM program or different FSSH major;
- Secondary students from Oshawa and the Durham region interested in a general liberal arts program;
- Students who may be “undecided” in their future education or career plans;
- Students who are looking to transfer from a program they are unsuited for to a Liberal Studies program with minimal loss of credits and time.

Establishing the Liberal Studies program at UOIT reflects and advances an understanding that research and teaching in the social sciences and humanities inform and benefit from research and teaching in science and technology. UOIT’s specialized set of course offerings (compared to larger universities with similar programs) will allow Liberal Studies students to have a focussed program that integrates a portfolio-based capstone project and affords reflexivity about course content and the development of artefacts demonstrating skills learned.

Students will develop a range of skills (critical thinking, written and verbal communication, social understanding and critical self-reflection) with applicability across a range of technical domains. A technologically-enriched learning environment allows students the opportunity to acquire the inter-disciplinary knowledge, skills, and attributes necessary to respond to emerging and future challenges on both global and local levels. Therefore, by building on UOIT’s existing strengths, the Liberal Studies program enables the UOIT to continue to grow and adapt in fulfilling its special mission “to provide career-oriented university programs and to design and offer programs with a view to creating opportunities for college graduates to complete a university degree.”

Table of Contents

1.	INTRODUCTION	3
a.	Background.....	3
b.	How the program fits into the broader array of program offerings.....	6
c.	Student Demand.....	6
d.	Evidence of the need for graduates of the programs.	7
e.	Duplication	8
2.	DEGREE REQUIREMENTS.....	13
a.	Program Learning Outcomes.....	13
b.	Evaluating achievement of learning outcomes and degree-level expectations achievement	20
c.	Admission Requirements	20
d.	Program Structure/ Program Maps.....	21
e.	Calendar Copy	21
3.	RESOURCE REQUIREMENTS	21
a.	Faculty Members, Current and New Faculty requirements	21
b.	Additional Academic and Non-academic Human Resources	21
c.	Student Support Requirements	21
d.	Physical Resource Requirements.....	24
4.	BUSINESS PLAN	24
a.	Statement of Funding Requirement.....	24
5.	APPENDICES.....	25
A.	Program Maps	26
B.	New Course Proposals and Required Course Changes	32
C.	Course Information Sheets and Course Outlines Attached below	36
D.	Research methods and humanities course descriptions	38
E.	Selected References.....	50

1. INTRODUCTION

a. Background

Rationale

The Faculty of Social Science and Humanities at the University of Ontario Institute of Technology (UOIT) is proposing a 120 credit Liberal Studies Honours program that (1) includes a college-university pathway, (2) presents a unique opportunity for students to explore and develop knowledge and skills across disciplines, and (3) allows the university to foster student success in a new way. This program is in line with the legislatively enacted “special mission of the university to provide career-oriented university programs and to design and offer programs with a view to creating opportunities for college graduates to complete a university degree” (UOIT Act, 2002). As the trend of pursuing multiple, varied careers over the course of one’s lifetime becomes the new normal, “providing career-oriented university programs” means equipping students with the skills and attributes that they will need to adapt and thrive in a dynamic employment environment (Conference Board of Canada, 2018; Ministry of Advanced Education and Skills Development, 2018; Finnie, 2016; Adamuti-Trache, 2006). The proposed program will provide skills in critical thinking, written and verbal communication, social understanding and critical self-reflection that will afford lifetime adaptability in the workforce.

Offering a Liberal Studies program at UOIT reflects the insight increasingly acknowledged by researchers, university administrators, and employers that it is not merely the university graduate’s overall sum of knowledge, but the capacity to increase, deepen, distribute, and apply that knowledge, which matters most in an ever-changing employment market (Manyika, 2017). Furthermore, given the complex and ever-changing relationship between scientific, technological, and economic challenges on the one hand, and political, social, and cultural challenges on the other, the knowledge, skills and ability to understand and address that complexity are more important assets than ever before (Suskind & Suskind, 2015; Nussbaum, 2010). For example, with advances in Artificial Intelligence transforming the face of industry, questions about the social dimension and human agency have assumed new urgency and importance (Stone et al, 2016). In this context, creating a new Bachelor of Arts (Honours) program in Liberal Studies at UOIT is at once timely and valuable. Not only does it highlight the symbiotic relationship of research, teaching and service within and across faculties at this university, it offers current and prospective students the opportunity to participate in the proud tradition of innovative, real-world engagement through an integrative, self-directed undergraduate program that builds on the strengths of science, technology, engineering, arts and mathematics at UOIT.

Bookended by introductory and capstone courses, and with regular integrated opportunities for personalized institutional guidance and support, the Liberal Studies honours degree program will afford students flexibility in deciding which courses to take among present offerings at the university. Liberal Studies places priority on

students developing as self-directed, lifelong learners. The following components of the program support the accomplishment of this goal:

- Materials, instructional approaches and evaluation methods in the introductory and capstone Liberal Studies courses have been designed in accordance with the principle of constructive alignment to advance the kind of long-term, self-directed learning crucial for professional, civic and personal growth (Anderson et al, 2001; Boud & Falchikov, 2006; Goff et al, 2015; Merritt, 2010; Miller & Morgaine, 2009; Rhodes, 2011; Sum & Light, 2011; Yancey, 2009).
- The Faculty of Social Science and Humanities' well-established Practicum program grants students the opportunity to engage in experiential learning and discover what the right career path is for them, while building their professional network (Bay, 2006; Ikononopoulos et al., 2016; Johnson & Luhman, 2016; Park et al, 2017).
- Individually tailored academic advising and supports will provide students with the necessary guidance to pursue their own unique program of study; they may choose among courses in the social sciences and humanities, as well as the natural sciences, engineering, business and information technology (Drake et al, 2013; Egan, 2015; Ledwith, 2014; Mohamed, 2016).
- A technologically-enriched learning environment allows students to acquire the inter-disciplinary knowledge, skills, and attributes necessary to respond to emerging and future challenges on both global and local levels (Kaur, 2013; Kay, Benzimra & Li, 2017; Kay & Lauricella, 2014; McKnight, 2016). This is in keeping with the university's values, and reflects the FSSH's commitments to increasing online and hybrid opportunities for students on top of high-quality face-to-face instruction.

The Liberal Studies BA promises to attract interest from an array of students, including college students bridging from general arts and more specialized diploma programs; current UOIT students seeking to broaden their focus from a STEM program or a different FSSH major; and secondary school students in Oshawa and the Durham Region wishing to pursue a general liberal arts program close to home. All of these students will discover in Liberal Studies the intellectual resources to plot their academic trajectories in light of their interests and future aspirations. Establishing a Liberal Studies program will enable students to pursue an array of courses within and beyond the Faculty of Social Science and Humanities and will provide a new opportunity for bridging students who are interested in a more integrated, less subject-matter-exclusive undergraduate program of study (King et al, 2007).

At present, the FSSH offers students five discipline-specific program majors: Criminology and Justice, Communications and Digital Media Studies, Forensic Psychology, Legal Studies, and Political Science. Building on the success of our more specialized majors, this program will offer the opportunity to learn critical thinking skills within the context of a wider variety of subject areas than can be provided in any one disciplinary program.

A holistic, interdisciplinary, inquiry-driven approach already animates the curricular design and pedagogy deployed in each of the existing majors. Questions of political

authority, economic power, legal process, psychological development, symbolic meaning—and a host of other issues pertaining to how human beings endeavour to order their lives, while finding their lives ordered or disordered by forces beyond their direct control—inform the existing pedagogy. The Liberal Studies program will capitalize on the ways in which the disciplinary strengths of the university as a whole, and the FSSH in particular, overlap with and complement each other. Moreover, the new degree program will reinforce the Faculty's goal of creating awareness and compassion in the name of social justice, fostering civic engagement, and nurturing the needs of the 'whole student'. Crucially, the program will provide an outlet for students wishing to pursue academic interests and professional aspirations that cut across the disciplinary confines of the FSSH's existing programs. Furthermore, because the Liberal Studies program will permit students transitioning to a new program to have their existing university course credits recognized, it offers a valuable dimension to a comprehensive student success strategy, while highlighting and developing the commitments to a liberal education and a rigorous interdisciplinary academic culture that the FSSH's mission reflects. Completing a Bachelor of Arts Honours degree, featuring a program of liberal studies that students tailor to their own interests and ambitions, will endow graduates with the cross-disciplinary higher education characteristic of versatile, self-directed citizen-leaders in the 21st Century (Robinson, 2017; Nussbaum, 2010; 1997; Wilson, 2012; O'Grady & French, 2000).

Program abstract

Liberal Studies is a 120-credit, Honours Bachelor of Arts program. The program satisfies the breadth criteria of the FSSH set of Bachelor of Arts degree requirements, which includes completion of a common first year and at least one research methods course. In addition to a common first year comprised of courses from the existing majors in the Faculty, the Liberal Studies program includes two newly-created compulsory courses: a second year course, *Introduction to Liberal Studies*, and a fourth year *Liberal Studies Capstone*. Further courses designed for the Liberal Studies program will be developed as the program grows. To graduate from Liberal Studies, students must also complete at least one other 4000-level course beyond LBAT 4000U Liberal Studies Capstone and at least one humanities-oriented course. With counsel from the Liberal Studies director and designated Academic Advising staff members, students select from a range of courses at the university to tailor an interdisciplinary program of study that reflects their academic interests. Students must have the relevant prerequisites to enrol in the courses they wish to take. They must also complete no more than 42 credit hours (including the common first-year courses) at the 1000-level, at least one Methodology course, and at least 36 credit hours at the 3000 or 4000-level. Students with the requisite GPA and fourth year standing may also enrol in the Practicum (SSCI 4098U), an elective course with a placement and in-class component. The Practicum represents 100 hours of placement (unpaid) over the course of one academic semester (Fall or Winter). The Practicum office serves the FSSH as a whole and has developed a wide range of placement opportunities. These cut across domains such as communications and digital media, law, politics, social programming, criminal justice, NGO work, and the research and development sectors. The Practicum placement offers the opportunity to gain relevant skills and develop realistic expectations of the workforce before graduation, while gaining a broader understanding of career options; this not only allows students to further their self-

directed learning through the experiential and critically reflective elements of the Practicum course, it also offers students in Liberal Studies concrete opportunities to apply their knowledge and skills in a workforce environment. Thus, the Liberal Studies program builds on the disciplinary strengths of the university as a whole, and the course offerings, programming and academic supports of the FSSH in particular, to prepare graduates for a competitive and changing job market and the responsibilities of 21st Century citizenship.

b. How the program fits into the broader array of program offerings

The Liberal Studies program reflects the underlying curricular and pedagogical commitments of the existing programs within the Faculty of Social Science and Humanities, while offering a unique stream of academic pursuit that encompasses a potentially broader range of subject matter, with a more deliberate focus on empowering students as agents in customizing their undergraduate program of study. The second-year introductory course and fourth-year capstone course are designed to equip students to determine how their specific subject choices relate to traditional and contemporary approaches of framing a liberal education.

c. Student Demand

Current UOIT students as well as prospective bridging students from Durham College have expressed interest in this type of program. These students seek the opportunity to pursue a broader area of study than current BA and BSc offerings at the university allow. Those transferring into Liberal Studies will have more of their existing credits count toward their degree than if they were to enroll in one of the FSSH's existing five majors. Thus, the new program has the potential to serve as an important student success tool for the university as a whole. No longer will students seeking to attain an undergraduate honours degree in four years have to switch universities when they want to transfer out of their original program of study. Recent American research has shown that between 20% and 50% (depending on their field of study: 52% of students originally enrolled in mathematics, 26% of students in health science, and 22% in non-STEM fields) of undergraduate students will change their major in their first three years of study (National Centre for Educational Statistics, 2014). Since the higher rate of change tends to be amongst students in STEM fields, a program that allows students to transfer within UOIT to another more suitable program is in the best interests of both students and the university. In addition, one study suggests that allowing students to delay the choice of a major or to have a simple pathway for changing majors enhances their success in university and to graduate on time (Straumsheim, 2016).

Furthermore, adding a Liberal Studies program to the UOIT course calendar may attract students to the FSSH who are undecided about embarking on a four-year program in one of the existing majors. In the United States, between 20% and 50% of students enroll in a four year baccalaureate program as "undecided" about their major (Freedman, 2013; National Centre for Educational Statistics, 2014). While UOIT does not have an "undecided" option, all first-year FSSH students, regardless of their major, take a common first year, which allows for easier transfer between programs. Liberal Studies students may, in the course of the common first year, become interested in pursuing a more specialized program of study after all. Thus, although some students may choose to transfer from their current programs of study to pursue a Liberal Studies degree, the inverse is also true. The Liberal Studies

program signals to prospective applicants that the FSSH offers a liberal education through a variety of disciplinary frameworks.

Projected enrolment levels for the first five years of operation

Table 1. Projected enrolment by year of operation and program year.

YEAR OF OPERATION	Yr1	Yr 2	Yr 3	Yr 4	TOTAL ENROLMENT	Maturity
2019	30	0	0	0	30	
2020	30	24	0	0	54	
2021	30	24	23	22	77	
2022	30	24	23	22	98	Yes
2023	30	24	23	22	98	Yes

d. Evidence of the need for graduates of the programs.

Graduates from the Liberal Studies program will have a wide and solid academic foundation, preparing them for a range of professions and employment opportunities, as well as further education in areas including:

Administrative officers, College Instructor, Community and Social Service Worker, Correctional Officer, Educational Counsellor, Entrepreneur, Fundraiser, Human Resource Manager, Mediator, Lawyer, Librarian, Researcher, Retail Manager, Sales and Purchasing Agent, Social Worker, Police Officer, Probation Officer, Public Relations Officer, Public Servant, Elementary School Teacher, Writer / Editor

Although further specialization and accreditation may be required to work in many of these areas, the Liberal Studies graduate is poised to succeed both in pursuing further training and in performing the job itself. That is because the skills in critical and creative thinking, oral and written communication, as well as engagement with a range of subject matters have wide-ranging transferability and application. For example, the job requirements that the Ontario government outlines for Human Resource Managers include: “Leadership skills, organizational ability, problem solving, planning skills, communications and negotiations skills, and strong interpersonal relations skills” (https://www.app.tcu.gov.on.ca/eng/labourmarket/ojf/profile.asp?NOC_CD=0112). Similar attributes are essential for managerial positions across a range of domains, as well as when operating a small business or working as a self-employed professional or consultant. Similarly, the breadth of courses students will have the opportunity to take will position them for work in social justice organizations, such as NGOs and charitable organizations, which tend to have few employees who are expected to take on wide ranging tasks as needed. While there are variations in starting salaries and career path depending on field of study, graduates of social science and humanities programs tend to experience more stable earnings over time than do graduates of STEM disciplines (Finnie et al., 2014). However, because social science and humanities graduates may not always see a direct path from degree to career in the same way that a nursing or engineering student might, the Liberal Studies program will use a portfolio-based model starting in second year that is designed to allow students to critically reflect on the skills being developed and knowledge being

acquired. By the end of their program, Liberal Studies graduates will have both a critical understanding of their skills and a portfolio of artefacts demonstrating those skills.

e. Duplication

A number of universities in Ontario offer programs similar to the proposed Bachelor of Arts (Honours) in Liberal Studies. Only a handful offer a BA in “Liberal Studies”; however, some version of a “general arts BA” is a staple of nearly all university curricula in the province. Review of these programs reveals different types of nomenclature, courses offerings, and degree requirements. Nearly all program names feature some combination of “general”, “liberal”, or “interdisciplinary”, on the one hand, and “arts”, “humanities” and/or “social science”, on the other.

UOIT has a Faculty of Social Science and Humanities, consisting of five discrete programs, with important intellectual overlaps, synergies and differences. For example, Criminology and Justice, Forensic Psychology, Legal Studies, Political Science, and Communication and Digital Media Studies (CDMS) all bear some relationship to the state legal system. At the same time, distinct modes of inquiry and methods of research characterize each discipline. The proposed Liberal Studies program aims to enable students to glean insight into how these different approaches to organizing and expanding knowledge may inform how one understands oneself, society, and the world.

Each program, from its inception, has had roots both in an evolving, multi-faceted professional domain and in a rich, complex, shifting field of scholarship and learning. There is a wide array of jobs associated with crime prevention, the justice system, forensic psychology, law, politics, policy, communications, and digital media. There is an even greater gamut of academic inquiry into each of these subjects, as well as their various inter-relationships. The Liberal Studies program affords students the opportunity to explore the inter-relationships and differences more closely because of the interdisciplinary nature of the program: students will undertake courses in more than one field and will reflect critically on the content of those courses in their portfolio.

Because each of these areas of scholarship is also a practice-oriented domain, UOIT Liberal Studies students will have a correspondingly concrete sense of some of the ways in which they may seek to apply their education upon graduation. At the same time, creating a Liberal Studies degree program reflects and promotes recognition of the value that studying across the social sciences, humanities, and STEM has to offer. A Liberal Studies program draws attention to the intellectual interplay not just between the programs in the FSSH but across the university. Teaching and learning opportunities that directly and transparently foreground inter- and trans-disciplinarity serve to stimulate and support this kind of research and scholarship.

The present inability of students to earn a degree by studying across disciplines (unless they pursue a double major in two of the current programs on offer) makes UOIT an outlier within the provincial post-secondary landscape. The specific set of course offerings of the FSSH is less broad, and features fewer traditional selections, than that of other, more established universities in the province, which signals a strength as well as an opportunity for further

improvement through the Liberal Studies program. It is a strength because a Liberal Studies graduate from UOIT will have a broad foundation in the sciences, social sciences, and humanities as explored through scholarly lenses focused on institutional structures, techniques and processes. At the same time, the Liberal Studies program will create further incentive to develop opportunities for interdisciplinary collaboration, knowledge production, and dissemination at the university.

In a 2015 report entitled Educational Pathways of Leaders: an international comparison, the British council notes:

55% of leaders are liberal arts grads. The social sciences and humanities make up more than half of bachelor’s degrees among current professional leaders with higher education qualifications, across 30 countries and all sectors. (British Council, 2015).

Given the complex and ever-changing relationship between scientific, technological, and economic challenges on the one hand, and political, social, and cultural challenges on the other, the knowledge, skills and ability to understand and address that complexity are more important assets than ever before (Susskind & Susskind, 2015; Nussbaum, 2010). Enabling students to incorporate STEM, as well as social science and humanities, courses is a strength of this program. Not requiring that students major in a specific area of study more specialized than Liberal Studies distinguishes the program from other Bachelor-level degrees. Ensuring that students are equipped with an introductory and capstone course that enables them to engage self-reflexively with the design of their program of study makes this program different from a general BA with an undeclared major that students may pursue at some other institutions. A further distinguishing factor is the nature of the existing FSSH programs and the social justice mandate of the Faculty. Liberal Studies students will have a more focussed set of course offerings than the larger universities. A Liberal Studies graduate who has taken some science, legal studies, criminology, and communication courses and who wishes to pursue a law degree, for instance, will be well positioned to be successful in both law school and in their future career because of their breadth of experience in university studies.

The list below does not exhaust all general arts degrees in the province bearing some resemblance to the Liberal Studies Honours BA. Instead, it identifies those whose formal characteristics resonate most with those of the proposed program, while also highlighting their differences. That a program of this general type is a common feature of university curricula across this province suggests it is time for UOIT to also offer a Liberal Studies program in order to be competitive in terms of attracting new students and retaining current ones, and thereby address the demand expressed by present and prospective students. UOIT’s qualities as a university and the specific choices it makes in designing this program ensure that the Liberal Studies BA will be a distinctive and valuable addition to the set of undergraduate programs available in Ontario.

Institution: University of Waterloo
Program Name and Credential: Liberal Studies (BA)

Program Description: No major required but “Bachelor of Arts breadth requirements” must be met
Similarities and Differences: Offers three-year as well as four-year program; can also be completed entirely online; graduating from the four-year general Liberal Studies program requires: a minimum Faculty of Arts average of 65%; at least 12.5 academic course units (25 courses) in the Faculty of Arts, including a minimum of two academic course units (four courses) in the Faculty of Arts at the 300-level or above; no Liberal Studies specific courses
Justification: does not feature an Introduction to Liberal Studies or Liberal Studies capstone course
Links: https://uwaterloo.ca/arts/undergraduate/majors-and-minors/liberal-studies

Institution: University of Windsor
Program Name and Credential: Liberal Arts & Professional Studies (BA)
Program Description: Students select from courses in the social sciences, humanities and natural sciences, while also pursuing a certificate in either either Applied Information Technology, Organizational Management (tbc), Public Administration, or Work & Employment Issues
Similarities and Differences:
Justification: does not feature an Introduction to Liberal Studies or Liberal Studies capstone course
Links: http://www.uwindsor.ca/laps/

Institution: Queen’s University *advertised as available in 2018
Program Name and Credential: Liberal Studies (BA)
Program Description: “Explore how the humanities, social sciences, and natural sciences have shaped much of our daily lives through online courses in four modes of critical thought: scientific inquiry and reasoning, insights into contemporary society and culture, critical perspectives on history, and academic writing. This general BA degree program will help you develop adaptable skills for any career path or life activity, or further education.”
Similarities and Differences: Three-year program consisting of 90.0 units— 60.0 electives which can be taken from any subject, at any level and in any order, provided prerequisites in order; the other 30.0 units must be drawn from the following online courses: Required LIBS 100 (3.0 units): Origins and Practices of Liberal Arts LIBS 300 (6.0 units): The Liberal Arts in the Contemporary World Selected from the following options structured around four modes of critical thought: 6.0 units from Scientific Inquiry and Reasoning (e.g. Math, Biology, Computing, Psychology, etc.); 6.0 units from Insights into Contemporary Society and Culture (e.g. Film, Sociology, Philosophy, etc.); 6.0 units from Critical Perspectives on History (e.g. History, Religious Studies, Classics, etc.); 3.0 units from Academic Writing (Writing courses)
Justification: Unlike the proposed UOIT program, Queen’s Liberal Studies program is not an Honours BA; it is three-years long

Links: http://www.queensu.ca/artsci_online/programs/bachelor-of-arts/liberal-studies-degree

Institution: Nipissing University

Program Name and Credential: Liberal Arts (BA)

Program Description: Involves completing a minor (18 credits) in each of the two disciplines the student chooses. One discipline must be in an academic area from the Humanities or Social Science groups; the other discipline must be chosen from the Humanities, Business, Science or Social Science groups.

Similarities and Differences: Requirement to do two minors; No Liberal Studies specific courses

Justification: does not feature an Introduction to Liberal Studies or Liberal Studies capstone course

Links: <https://uwaterloo.ca/arts/undergraduate/majors-and-minors/liberal-studies>

Institution: Ryerson Polytechnic University

Program Name and Credential: BA Arts and Contemporary Studies

Program Description: First two year centred around “great ideas that have shaped the world from ancient times to the present day”; progressing to upper years, students may choose from among four subject-based options (English, French, History, and Philosophy), and five inter-disciplinary options (Cultural Studies, Diversity and Equity Studies, Global Studies, Inquiry and Invention Studies, and Anthropology Studies)

Similarities and Differences: Much more detailed and elaborate structure

Justification: Diverges from organizing logic of Liberal Studies program at UOIT, given extant programs in FSSH and subject options in the other faculties

Links:

http://www.ryerson.ca/artsandcontemporarystudies/prospective_students/program_overview/

Institution: Lakehead University

Program Name and Credential: General Arts (BA)

Program Description:
Student can select courses drawn from fifteen departments, within the Faculty of Social Science & Humanities: Criminology, English, History, Indigenous Learning, Interdisciplinary Studies, Languages, Media Studies, Music, Northern Studies, Outdoor Recreation, Parks and Tourism, Philosophy, Political Science, Sociology, Visual Arts Women's Studies.

Similarities and Differences: can also be completed entirely online; no Liberal Studies specific courses

Justification: does not feature an Introduction to Liberal Studies or Liberal Studies capstone

course
Links: https://www.lakeheadu.ca/academics/undergraduate-programs

Institution: Lakehead University
Program Name and Credential: Interdisciplinary Studies (BA)
Program Description: Students may choose any two disciplinary areas from the following: Anthropology, Biology, Criminology, English, General Science, Geography, History, Media Studies, Political Science, Psychology, Sociology
Similarities and Differences: focused on inter-disciplinary comparison as opposed to eclectic set of course selections
Justification: more inter-disciplinary than explicitly liberal studies-focused
Links: https://www.lakeheadu.ca/academics/undergraduate-programs/orillia/interdisciplinary-studies/node/3453

Institution: York University
Program Name and Credential: Interdisciplinary Social Science program (BA)
Program Description: Honours program available where students must choose from list of approved theory courses; fields include: Work & Labour Studies, Development Studies, Health & Society, Urban Studies and African Studies; aim is to critically examine historical and contemporary issues related to social and political thought, social justice and diversity, sustainability and the environment, social exclusion and identity, diaspora and global development.
Similarities and Differences: social science focused; no explicit Liberal Studies specific courses
Justification: social science focused; no explicit Liberal Studies specific courses
Links: https://futurestudents.yorku.ca/program/social-science

Institution: University of Windsor
Program Name and Credential: Bachelor of Interdisciplinary Arts and Science (BA)
Program Description: Students select major and minor among programs in the social sciences, social work, all of the fine arts and a robust selection of humanities
Similarities and Differences:
Justification: less flexibility than Liberal Studies program and fewer options outside of social sciences, humanities, and fine arts
Links: http://www.uwindsor.ca/artsci/

Institution: Wilfrid Laurier University
Program Name and Credential: General BA without Designation
Program Description:
Similarities and Differences: can also be completed entirely online; no Liberal Studies specific courses
Justification: three-year, online program with no Liberal Studies specific courses
Links: https://legacy.wlu.ca/calendars/program.php?cal=1&d=1066&p=2179&s=502&y=53

Institution: University of Guelph
Program Name and Credential: BA General Degree
Program Description: “Choose between 15 areas of concentration in the BA General degree. This flexible, multidisciplinary three-year degree involves a generalized study of a broad range of subjects, and allows you to tailor your studies to your interests and career plans.”
Similarities and Differences: can also be completed entirely online; no Liberal Studies specific courses
Justification: three-year, online program with no Liberal Studies specific courses
Links: https://admission.uouelph.ca/ba/gen

Institution: McMaster University
Program Name and Credential: Honours Arts & Science (B.Arts Sc.)
Program Description:
Similarities and Differences: much more structured than the Liberal Studies degree proposal; large number of course tailored specifically to Arts & Science students
Justification: more structured than the flexible Liberal Studies model
Links: http://future.mcmaster.ca/programs/artsci/

Institution: Trent University
Program Name and Credential: Bachelor of Arts and Science (BAS)
Program Description: includes courses in the sciences and the arts (humanities and social sciences), plus interdisciplinary courses that specifically address a range of historical and current topics from multiple disciplinary perspectives
Similarities and Differences: advertised as a good option for students who have well-defined interdisciplinary interests, but is not intended for students who do not yet know what they want to study
Justification: more structured than the flexible Liberal Studies model
Links: https://www.trentu.ca/bas/bachelor-arts-and-science

Why program is being offered on a “stand-alone” basis rather than as a joint program offered with another institution

Offering the program on a “stand-alone” basis reflects recognition of the university’s ability to fulfill the resource and performance requirements this proposal entails, while at the same time responding to the demands emanating from within the wider university community for this type of program.

2. DEGREE REQUIREMENTS

a. Program Learning Outcomes

Degree Level Expectation	Learning Outcome	How the program instructional design & elements support the	Method of assessment: How are you planning to measure the learning outcome stated in column 2
--------------------------	------------------	---	---

		attainment of student learning outcomes	
<p>(1) Depth and Breadth of Knowledge</p>	<ul style="list-style-type: none"> -Identify what distinguishes the humanities, social sciences and natural sciences as approaches to academic study -Describe historical factors contributing to emergence of different academic disciplines -Give an overview of how scholarship and teaching have come to be categorized in these disciplinary categories -Discuss the meaning and value of a contemporary liberal education - Evaluate normative justifications in light of social, political, economic, legal, cultural, and moral considerations -Practice critical self-reflection in the production of creative, synthetic work 	<ul style="list-style-type: none"> -Compulsory common year of introductory FSSH courses -Compulsory LBAT2000U Introduction to Liberal Studies & LBAT4000U Liberal Studies Capstone -Requirement of at least one FSSH Methodology course: COMM 2210U Researching Communication and Digital Culture LGLS 2940U Legal Research Methods SSCI 2900U Research Methods SSCI 2920U Qualitative Research Methods SSCI 2910U Data Analysis -Requirement of at least one FSSH 4000-level course (in addition to LBAT 4000) -Requirement of at least one humanities course 	<ul style="list-style-type: none"> -Common year courses tend to incorporate summative assessment methods, such as tests, to measure breadth of knowledge, as well as essays to assess depth of knowledge -Teaching and assessment methods in LBAT2000U Introduction to Liberal Studies & LBAT4000U Liberal Studies Capstone (i.e. independent essays, group presentations, academic journaling and scaffolded portfolio project) are coordinated to ensure development of critical and creative thinking, along with reflexive practice, and effective communication -Students introduced to writing independent research essays and academic journaling, as well as to engaging in technologically-enriched presentations and group work to achieve the designated program learning outcomes. Students become increasingly adept with opportunities for self, peer, and instructor assessment, and future attempts at similar work cast at a higher level of

		<p>-Maximum of 42 credit hours (including the FSSH common first-year courses) at the 1000-level may be taken in courses offered in any faculty</p> <p>-At least 36 credit hours at the 3000 or 4000-level in courses offered in any faculty</p>	<p>complexity</p> <p>-Myriad evaluation methods employed across courses to assess reading and aural comprehension as well as written and spoken proficiency</p>
<p>(2) Knowledge of Methodologies</p>	<p>-Differentiate methodological commitments across a range of academic disciplines</p> <p>-Analyze respective strengths and limitations of qualitative and quantitative research methods</p> <p>-Apply knowledge of strengths and limitations of specific methodologies in planning and completing research projects</p>	<p>-Common first year courses introducing students to range of disciplinary approaches</p> <p>-Compulsory LBAT2000U Introduction to Liberal Studies & LBAT4000U Liberal Studies Capstone</p> <p>-Requirement of at least one FSSH Methodology course: COMM 2210U Researching Communication and Digital Culture LGLS 2940U Legal Research Methods SSCI 2900U Research Methods</p>	<p>-Assessment methods in LBAT2000U Introduction to Liberal Studies & LBAT4000U Liberal Studies Capstone (independent essays, group presentations, academic journaling and portfolio project) focus not only on the “what” but “how” knowledge is generated from a variety of approaches</p> <p>-Research exercises in each available methods class grant students the opportunity to demonstrate knowledge of the rationales and logics of particular methodologies</p>

		<p>SSCI 2920U Qualitative Research Methods SSCI 2910U Data Analysis</p> <p>-Maximum of 42 credit hours (including the FSSH common first-year courses) at the 1000-level may be taken in courses offered in any faculty</p> <p>-At least 36 credit hours at the 3000 or 4000-level in courses offered in any faculty</p>	
<p>(3) Application of knowledge</p>	<p>-Appraise a range of social problems in a theoretically informed, rationally justified, and practical manner</p> <p>-Plan, draft and execute written and verbal demonstrations of critical analysis in relation to contemporary social issues</p>	<p>-Compulsory LBAT2000U Introduction to Liberal Studies & LBAT4000U Liberal Studies Capstone</p> <p>-Requirement of at least one FSSH Methodology course: COMM 2210U Researching Communication and Digital Culture LGLS 2940U Legal Research Methods SSCI 2900U Research Methods SSCI 2920U</p>	<p>-Option of Practicum SSCI 3098U and SSCI 4098U & Honours Thesis I and II SSCI 4101U and SSCI 4102U in fourth year; both provide opportunities for assessment of knowledge application</p> <p>-Design of capstone course LBAT4000U predicated on notion of developing aptitudes (featuring journaling, portfolio-making, and increasing expectations for research and writing outputs); employment of many similar assessment methods in 4000 and 2000-level Liberal Studies course,</p>

		<p>Qualitative Research Methods SSCI 2910U Data Analysis</p> <p>-Maximum of 42 credit hours (including the FSSH common first-year courses) at the 1000-level may be taken in courses offered in any faculty</p> <p>-At least 36 credit hours at the 3000 or 4000-level in courses offered in any faculty</p>	<p>but with appropriately increased expectations of analytical skill and depth</p>
<p>(4) Communication Skills</p>	<p>-Plan, compose, and edit narrative, expository, descriptive and argumentative essays</p> <p>-Connect and distinguish normative positions taken in a discipline under study, identifying thesis, evidence, arguments, and evidence</p> <p>-Relate to listeners and readers in an articulate, respectful, and effective manner</p>	<p>-Compulsory LBAT2000U Introduction to Liberal Studies & LBAT4000U Liberal Studies Capstone</p> <p>-Requirement of at least one FSSH Methodology course: COMM 2210U Researching Communication and Digital Culture LGLS 2940U Legal Research Methods SSCI 2900U Research Methods SSCI 2920U Qualitative</p>	<p>- Assessment methods in LBAT2000U Introduction to Liberal Studies & LBAT4000U Liberal Studies Capstone geared to assessing both written and verbal communication skills (writing independent research essays; academic journaling; technologically-based or enhanced presentations or performances; group work exercises feature peer and self-assessments)</p> <p>-Myriad evaluation methods employed across courses to assess reading and aural comprehension as</p>

		<p>Research Methods SSCI 2910U Data Analysis</p> <p>-Maximum of 42 credit hours (including the FSSH common first-year courses) at the 1000-level may be taken in courses offered in any faculty</p> <p>-At least 36 credit hours at the 3000 or 4000-level in courses offered in any faculty</p>	<p>well as written and spoken proficiency</p>
<p>(5) Awareness of Limits of knowledge</p>	<p>-Identify and explain a variety of methodologies and their implications for how knowledge is imagined, organized, and communicated</p> <p>-Recognize and illustrate the contingent nature of political, cultural, economic, and social truth-claims originating from hypotheses in the social sciences and humanities</p>	<p>-Compulsory LBAT2000U Introduction to Liberal Studies & LBAT4000U Liberal Studies Capstone</p> <p>-Requirement of at least one FSSH Methodology course: COMM 2210U Researching Communication and Digital Culture LGLS 2940U Legal Research Methods SSCI 2900U Research Methods SSCI 2920U Qualitative Research</p>	<p>-Assessed in the quality of work produced in independent research essay assignments, academic journaling exercise, class presentations, and group exercises</p> <p>-LBAT4000U Liberal Studies Capstone is especially designed to pose this question to students in multiple ways through series of practical case studies requiring them to draw reflexively on disciplines studied to date</p>

		<p>Methods SSCI 2910U Data Analysis</p> <p>-Maximum of 42 credit hours (including the FSSH common first-year courses) at the 1000-level may be taken in courses offered in any faculty</p> <p>-At least 36 credit hours at the 3000 or 4000-level in courses offered in any faculty</p>	
<p>(6) Autonomy and professional capacity</p>	<p>-Show responsibility, industry and self-motivation across a range of academic activities</p> <p>-Analyze in an original and independent way</p> <p>-Engage with others in a conscientious and considerate manner</p>	<p>-Compulsory LBAT2000U Introduction to Liberal Studies & LBAT4000U Liberal Studies Capstone</p> <p>-Requirement of at least one FSSH Methodology course: COMM 2210U Researching Communication and Digital Culture LGLS 2940U Legal Research Methods SSCI 2900U Research Methods SSCI 2920U Qualitative Research Methods</p>	<p>-Undertaking active role in consulting with academic advisors in designing and completing one's program of study (as assessed on a continuous, individual basis by program director/academic advising support team and collectively upon annual review)</p> <p>-Learning to develop and keep a portfolio of one's work in LBAT2000U Introduction to Liberal Studies; producing and submitting a portfolio of one's work in LBAT4000U Liberal Studies Capstone</p> <p>-Establishing the habit of</p>

		<p>SSCI 2910U Data Analysis</p> <p>-Maximum of 42 credit hours (including the FSSH common first-year courses) at the 1000-level may be taken in courses offered in any faculty</p> <p>-At least 36 credit hours at the 3000 or 4000-level in courses offered in any faculty</p>	<p>tracing connections and drawing distinctions between bodies of knowledge and modes of knowledge acquisition (as assessed through essay assignments and journaling exercises in the introductory and capstone courses)</p> <p>-Opening one's heart and mind to the experiences and perspectives of others (self and peer assessment in the course of group work a crucial component of this evaluation)</p>
--	--	---	---

b. Evaluating achievement of learning outcomes and degree-level expectations achievement

The plans for documenting and demonstrating the level of student performance have been designed specifically to be consistent with the degree level expectations (DLE). The program-level learning outcomes are based on the DLEs and onto these were mapped appropriate courses and methods of assessment. The program will be externally reviewed during cyclical reviews, and assessed on an ongoing basis through indicators such as student grades, student success, and yearly course evaluations. Classes and assessment practices as outlined in the proposal will be closely monitored on an ongoing basis through the internal curriculum committee. We will also monitor closely the career success of our students upon completion. All students are also required to complete a culminating capstone project. The projects completed by students will allow them to demonstrate that they have achieved the overall program learning outcomes that have been aligned with the degree level expectations. The outcomes of the capstone project will be closely monitored to ensure that the courses in the program are preparing students for success in this culminating project.

c. Admission Requirements

Direct Entry from Secondary School

To be eligible for admission to the Liberal Studies (Honours) program, applicants must have completed an Ontario Secondary School Diploma (OSSD) with six 4U or 4M courses, including English (ENG4U). Applicants must have a minimum secondary school grade average of 70%-72%, which is consistent with the entrance threshold set for the other FSSH programs. Since the average entrant grade across these programs is closer to the high 70's,

it is anticipated that the actual entrance threshold for Liberal Studies will likewise increase over time due to competitiveness.

College Pathway to Liberal Studies Program

Students who have completed an Ontario college diploma in a Liberal Studies relevant program with a minimum of 70% are eligible for admission into the third year of Liberal Studies, but must complete the second year Introduction to Liberal Studies course.

General Arts and Science (GAS) Transfer to the Liberal Studies Program

Students who have successfully completed a GAS certificate may apply for direct admission into the second year of the Liberal Studies program. Eligible GAS applicants must have achieved a mark of not less than 70 per cent in each required course in the GAS-UOIT Liberal Arts Transfer courses, with an overall GPA of not less than 3.0 on a 4.3 scale (70 per cent). GAS transfer students receive 30 credit hours toward a 120 credit hour BA degree in Liberal Studies. Possession of the minimum requirements does not guarantee acceptance.

d. Program Structure/ Program Maps

See appendix.

e. Calendar Copy

See appendix.

3. RESOURCE REQUIREMENTS

a. Faculty Members, Current and New Faculty requirements

In the short-term, no additional faculty members will be required. The curriculum vitae of present faculty members who have expressed interest in teaching the required courses and/or supervising Liberal Studies Honours Thesis students are included as an appendix. An intermediate to long-term goal is to broaden the specifically liberal studies course options and the range of course offerings in the Faculty of Social Science and Humanities. This will benefit other students in the FSSH, as well as satisfy demand in other Faculties for social science and humanities oriented electives. Included in this strategy will be the development of online courses to enhance accessibility to the Liberal Studies program and the Faculty of Social Science and Humanities. Based on the projected course load and student enrollment, the plan is to hire a new faculty member in year 3 of the Liberal Studies program.

b. Additional Academic and Non-academic Human Resources

Additional person hours for non-academic human resources will be required to provide Liberal Studies students with the additional Academic Advising support that a flexible, student-designed program such as this requires.

c. Student Support Requirements

There are already a number of services in place to ensure students receive the necessary support to excel at the UOIT. All undergraduate students have access to an extensive support system that ensures a quality student experience. In addition to the services outlined

below, students may also take advantage of the Campus Childcare Centre, Campus Bookstores, Housing and Living Resources as well as the Student Association. Further information can be found at <http://studentlife.uoit.ca/>

Student Learning Centre

The Student Learning Centre fosters a high level of academic excellence in the UOIT community by working with all UOIT students, undergraduate and graduate, to achieve educational success. Foundational knowledge and prerequisite skills are essential to all university level courses, and competency with these skills is vital for strong academic performance. The subject specialists offer support services in mathematics, writing, study skills, ESL and physics. With the additional support of peer tutors and workshops, the Centre can further accommodate the needs of a specific course or program. <http://studentlife.uoit.ca/student-learning/>

Student Accessibility Services

The staff work as a collaborative team to ensure students with disabilities have equal opportunities for academic success. The SAS operates under the Ontario Human Rights Code (OHRC) and the Accessibility for Ontarians with Disabilities Act (AODA). Services are provided for students with documented disabilities. Accommodation supports include but are not limited to:

- Adaptive technology training;
- Alternate format course material;
- Learning skills support;
- Testing support; and
- Transition support for incoming students.

Careers and Internships

The Career Centre offers comprehensive career service assistance and a variety of valuable resources to help students along their career paths:

- Assistance with creating effective job-search documents;
- Career Counselling;
- Interview preparation;
- Job market information; and
- Job search strategies.

A variety of events are hosted on campus during the academic year, including employer information and networking sessions, job fairs, and interviews conducted by leading employers.

Student Engagement and Equity

The Student Experience Centre supports students' successful transition into the university and provides opportunities for them develop leadership and professional skills throughout their university career. Services provided through the Student Experience Centre include:

- Orientation and events through first year

- Specialized programming for first generation, graduate, indigenous, international, mature, online, transfer, and diploma-to-degree pathways students
- Equity and inclusivity programming
- Assistance and advice for living off campus
- Peer mentoring to help students through first year
- Opportunities to grow and develop leadership skills through the Ambassador program.

Student Mental Health Services

Student Mental Health Services helps students learn how to better manage the pressures of student life. Students can:

- Attend a drop-in session;
- Participate in events and activities that promote positive health and well-being;
- Access tools and resources online to learn about mental health and how to maintain good health and wellness;
- Work with a mental health professional to address concerns;
- Contact the Student Lifeline for immediate help and assistance; and
- Get answers to frequently asked questions about mental health.

Student Mental Health Services offers short-term counselling and therapy services to students. Students in distress will also be provided support and counselling as needed. There is no cost and services are confidential. For students who need long-term counselling support or specialized mental health services, UOIT will provide referrals to assist the student in accessing resources in the local community or in the student's home community.

Athletics and Recreation Facilities

UOIT offers a number of recreation facilities and fitness opportunities to meet all lifestyles and needs. On-campus facilities include the state-of-the-art FLEX Fitness Centre which overlooks Oshawa Creek, five gymnasiums, a 200-metre indoor track, two aerobic/dance studios, the Campus Ice Centre, Campus Fieldhouse, a soccer pitch, a fastball diamond, squash courts and an indoor golf-training centre.

Campus Health Centre

The Campus Health Centre provides assistance in numerous confidential health-care options including:

- A medical clinic with daily access to physician and nursing staff;
- Allergy injections, immunizations and influenza injections;
- An on-site laboratory (blood work, STI testing, throat swabs, etc.);
- Complementary Health Services featuring acupuncture, chiropractic, custom orthotics, massage therapy, nutritional counselling and physical therapy;
- Gynaecological health-care and prescriptions; and
- Treatment of disease, illness and injury.

Student Awards and Financial Aid

Student Awards and Financial Aid (SAFA) is dedicated to helping students understand the variety of options available to finance their education. Budgeting and financial planning are essential to their success and Student Awards and Financial Aid is on hand to help create

the right financial plan. Financial assistance can be in the form of bursaries, employment (both on-campus and off), parental resources, scholarships, student lines of credit and the Ontario Student Assistance Program (OSAP).

d. Physical Resource Requirements

Classroom allocations will be made from existing space resources. No additional physical resources will be required except for an office for the new faculty member hire planned for year 3.

4. BUSINESS PLAN

a. Statement of Funding Requirement

Table 11. Projected revenue and expenses by year.

Assumptions:

1. BA tuition rate of \$6,500
2. Sessional course rate of \$7,200 plus 9% fringe
3. New faculty member salary of \$120k plus 18.5% benefits
4. TA support of 140 hours per course plus 9% fringe and \$150 STA payment

	19-20	20-2	21-22	22-23	23-24
Revenue	\$ 195,000.00	\$ 351,000.00	\$ 499,200.00	\$ 639,990.00	\$ 639,990.00
Expenses					
Sessional	\$ 7,848.00	\$ 15,696.00	\$ 23,544.00	\$ 31,392.00	\$ 47,088.00
Faculty	\$ -	\$ -	\$ 142,200.00	\$ 142,200.00	\$ 142,200.00
PD Stipend	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00
TA Support	\$ 5,657.10	\$ 11,314.20	\$ 39,599.70	\$ 45,256.80	\$ 56,571.00
	\$ 21,005.10	\$ 34,510.20	\$ 212,843.70	\$ 226,348.80	\$ 253,359.00
Net Revenue	\$ 173,994.90	\$ 316,489.80	\$ 286,356.30	\$ 413,641.20	\$ 386,631.00

5. APPENDICES

- A. Program Maps
- B. New Course Proposals and Required Course Changes
- C. Course Information Sheets and Course Outlines Attached below
- D. Research Methods and Humanities course descriptions
- E. References
- F. Completed Notice of Intent
- G. Library Report
- H. Statements of Resource Availability
- I. Academic Staff CVs

Liberal Studies – Calendar Copy

General information

Pursuing Liberal Studies entails deepening one's capacity for effective communication, incisive analysis, creative thinking, and critical self-reflection. It is not just a university graduate's overall sum of knowledge, but the capacity to increase, deepen, distribute, and apply that knowledge, which matters most in an ever-changing world. Preparing students to flourish in their personal and professional lives informs the holistic, interdisciplinary, inquiry-driven approach of the Liberal Studies program. Creating awareness and compassion, fostering civic engagement, and nurturing the needs of the 'whole student' are central to the FSSH's mission to equip students with the intellectual and interpersonal skills they need to excel in all facets of life.

Building on the disciplinary strengths of the university as a whole—and the Faculty of Social Science & Humanities in particular—Liberal Studies enables students to pursue their academic interests and professional aspirations beyond the disciplinary confines of other programs. Consisting of an introductory and capstone course, plus continuous opportunities for personalized institutional guidance and support, the Liberal Studies honours degree program grants students the flexibility to decide which courses to take among the fascinating array of offerings at the UOIT.

Admission requirements

Admission is competitive. The specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria including school marks, distribution of subjects taken, and performance in subjects relevant to the academic program. Possession of the minimum requirements does not guarantee acceptance. Preference will be given to applicants with the best qualifications.

Current Ontario secondary school students must complete the Ontario Secondary School Diploma (OSSD) with six 4U or 4M credits including English (ENG4U). All other applicants should refer to [admissions](#) for the requirements for their specific category of admission. NOTE: Students intending to take Science courses as part of their Liberal Studies program are strongly recommended to have Advanced Functions (MHF4U), and two of Biology (SBI4U), Calculus and Vectors (MCV4U), Chemistry (SCH4U) or Physics (SPH4U).

Practicum

The FSSH practicum office serves students from all five current BA programs, arranging placements for students in a wide variety of workplace environments. The practicum office therefore has experience and an established network of contacts for catering to students enrolled in the Liberal Studies program.

The Practicum Course consists of 100 hours of fieldwork, several in-class seminars and a set of academic assignments. The pre-practicum process commences in the winter of third year. The Practicum office initiates this process by sending an email to third-year students in the beginning of their winter semester. As part of the pre-practicum process, students are expected to acquire a Vulnerable Sector screening. Students are matched with community

organizations based on the goals, interests and learning outcomes identified in pre-placement interviews (verbal and written). In consultation with a designated fieldwork supervisor, students design, manage and receive feedback on a series of self-directed workplace goals and objectives.

In their applications, students indicate which categories of interest align with their career goals:

Abuse and assault (including domestic assault), Addictions, Adoption, Advocacy, AIDS, Arts, By-law, Children, Community groups and associations, Community development, Conflict resolution, Correctional facilities, Counseling, Courts, Crime victims, Cultural groups and services, Detention centres, Diversity, Drop-in centres, Diversion programs and services, Education and Academic upgrading, Elderly, Emergency services, Employment services, Environment, Family services, Financial assistance and credit management, Food banks, Fraud, French services, Health services and support, Helplines, Homeless support services, Hospitals, Housing, Immigration and welcoming services, Labour support, Law enforcement, Legal services, Leisure programs and clubs, LGBTQ, Literacy programs, Mental health Services and support, Nutritional programs and services, Offenders, Parole and probation, Persons with disabilities, Policing, Public services, Residential programs, Safety and emergency management, Seniors, Service clubs, Settlement services, Social action and special interest groups, Social assistance, Sports, Taxes and fraud, Young offenders, Youth groups and activities, or Other: _____

Program details and degree requirements

To be eligible for the Bachelor of Arts (Honours) degree in Liberal Studies, students must successfully complete 120 credit hours, including all courses outlined in the following program map. Each year prior to course registration, the order and timing of course offerings will be released by the Faculty and communicated to students.

Year 1 (30 credit hours)

- COMM 1100U – Introduction to Communication Studies
- CRMN 1000U – Introduction to Criminal Justice
- LGLS 1000U – Foundations of Legal Studies
- POSC 1000U – Introduction to Political Science
- PSYC 1000U – Introductory Psychology
- SOCI 1000U – Introductory Sociology
- SSCI 1910U – Writing for the Social Sciences
- 3 electives

Years 2-4 (90 credit hours)

Students are required to complete at minimum 36 credit hours of 3000-4000 level courses (and at maximum 42 credit hours of 1000-level courses). That leaves 54 credit hours for 2000, 3000, and 4000 level courses to be completed in 2nd, 3rd, and 4th years.

NOTE: LBAT 2000U – Introduction to Liberal Studies should be completed in the second year of study. **LBAT 4000U** – Liberal Studies Capstone must be completed in your fourth year.

In addition to LBAT 4000U, you are required to complete at least one other **4000-level course**, one **FSSH methodology course**, and at least one **humanities course** offered in another FSSH program.

Honours Thesis I and II SSCI 4101U and SSCI 4102U

In order to be considered for the Honours Thesis I, students must apply during their sixth semester to begin their Honours Thesis I in semester seven. The course application must include a detailed statement of intent outlining the methodology, theoretical significance and the projected timelines for completion of the project. To proceed to Honours Thesis II, a student must have successfully completed Honours Thesis I with a minimum A- and prepare a written statement outlining the projected timelines for completion of the project.

Please note: only a limited number of applicants will be admitted to the Honours Thesis. Consent is required from both the instructor and the Dean or the Dean's delegate

Program Map: Sample Illustrations

The following program maps illustrate what students in Liberal Studies could take. The first outlines the program map for a BA in Liberal Studies with “an emphasis in social justice leadership” and the second, “an emphasis in technology and society”.

a) Emphasis in Social Justice Leadership

Year 1

- COMM 1100U Introduction to Communication Studies
- CRMN 1000U Introduction to Criminal Justice
- LGLS 1000U Foundations of Legal Studies
- POSC 1000U Introduction to Political Science
- PSYC 1000U Introductory Psychology
- SOCI 1000U Introductory Sociology
- SSCI 1910U Writing for the Social Sciences
- 3 electives

Year 2

- LBAT 2000U Introduction to Liberal Studies
- PSYC 2010U Developmental Psychology
- INDG 2000U Introduction to Indigenous Studies
- LGLS 2940U Legal Research Methods
- LGLS 2200U Legal Theory
- POSC 2200U Fundamentals of Policy Theory
- COMM 2410 History of Communication Technology
- SSCI 2900U Research Methods
- CRMN 2030U Social Control
- CRMN 2831U Critical Race Theory

Year 3

- POSC 3600U Politics of Education in Canada
- POSC 3100U Political Economy of Global Development
- LGLS 3310U Indigenous Peoples, Law and the State in Canada
- LGLS 3300U Disability and the Law
- LGLS 3700 Law & Power
- CRMN 3010U Social Justice and Conflict
- CRMN 3040U Restorative Justice
- CRMN 3035U Representations of Crime and Justice
- COMM 3110 Communication Ethics
- COMM 3710 Intercultural Communication

Year 4

- LBAT 4000U Liberal Studies Capstone
- SSCI 4020U Leadership and Administration
- LGLS 4200U Law and Social Change

- LGLS 4100 Law, Justice and Education
- CRMN 4000U Advanced Justice Studies
- COMM 4420 Digital Media, Politics and Democracy
- SSCI 4101U Honours Thesis I
- SSCI 4102U Honours Thesis II
- SSCI 3098U Pre-Practicum
- SSCI 4098U Practicum

b) Emphasis in Technology and Society

Year 1

- ALSU 1101U Foundations for Academic Learning and Success
- COMM 1100U Introduction to Communication Studies
- COMM 1420 Living Digitally
- CRMN 1000U Introduction to Criminal Justice
- LGLS 1000U Foundations of Legal Studies
- POSC 1000U Introduction to Political Science
- PSYC 1000U Introductory Psychology
- SOCI 1000U Introductory Sociology
- SSCI 1910U Writing for the Social Sciences
- One general elective

Year 2

- LBAT 2000U Introduction to Liberal Studies
- COMM 2110U Communication Theory: Keywords
- COMM 2410 History of Communication Technology
- PSYC 2010U Developmental Psychology
- INDG 2000U Introduction to Indigenous Studies
- LGLS 2940U Legal Research Methods
- LGLS 2200U Legal Theory
- LGLS 2500U Information and Privacy Law
- POSC 2200U Fundamentals of Policy Theory
- CRMN 2030U Social Control

Year 3

- COMM 3410 Digital Media Storytelling
- COMM 3740 From Pong to Pokemon Go: Digital Games Studies
- COMM 3110 Communication Ethics
- POSC 3700U Social Theory and Technology
- POSC 3750U Technology and Popular Culture
- POSC 3751U Technology and Conflict
- POSC 3600U Politics of Education in Canada
- CRMN 3021U Cybercrime
- LGLS 3520U Law and Technology
- LGLS 3510 Freedom of Expression & Censorship

Year 4

- LBAT 4000U Liberal Studies Capstone
- COMM 4420 Digital Media, Politics and Democracy
- COMM 4261 Tweet, Friend and Follow Media: Understanding Social Media
- COMM 4140 Visual Rhetoric
- SSCI 4020U Leadership and Administration
- LGLS 4200U Law and Social Change
- SSCI 4101U Honours Thesis I
- SSCI 4102U Honours Thesis II
- SSCI 3098U Pre-Practicum
- SSCI 4098U Practicum

TEMPLATE 8-A**NEW COURSE TEMPLATE**For changes to existing courses see *Course Change Template*

Faculty: FSSH			
Full Course Title: Introduction to Liberal Studies			
Short Form Course Title (max 30 characters): Introduction to Liberal Studies			
Subject Code and Course number: LBAT 2000U	Cross-listings: n/a	<input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective	Credit weight: 3
Contact hours (please indicate number of total hours for each component): <input checked="" type="checkbox"/> Lecture _3____ <input type="checkbox"/> Lab _____ <input type="checkbox"/> Tutorial _____ <input type="checkbox"/> Other _____			

PROGRAM(S) IMPACTED [For a core course, please list all impacted programs including any applicable fields or specializations here and include this form with a program adjustment/proposal; for an elective course being inserted anywhere other than the Course Description section of the Academic Calendar, please list all impacted programs including any applicable fields or specializations and place the Calendar copy for each here (e.g. in a list of electives tied to a specific program).]

New Liberal Studies program

CALENDAR DESCRIPTION

What does the subject of liberal studies entail? Tracing how the foundational disciplines of a liberal education (the humanities, social sciences, and natural sciences) have developed historically, students will examine the kinds of questions these disciplines pose, as well as the distinctive ways they go about answering them. Students will discuss and evaluate theories of what knowledge, skills, attributes and abilities a liberal education demands and fosters. Students are expected to read widely and reflect critically on the civic, professional and personal justifications for (and objections to) pursuing such a course of study today.

Prerequisites	2 nd year standing
Co-requisites	
Credit restrictions	
Equivalency courses	
Grading scheme	<input checked="" type="checkbox"/> letter grade <input type="checkbox"/> pass/fail

LEARNING OUTCOMES (this section is required)

- Identify and explain what distinguishes the humanities, social sciences and natural sciences as approaches to academic study
- Give an overview of how scholarship and teaching have come to be categorized in these disciplinary categories
- Study, practice, and evaluate various methods of conducting and communicating scholarly research

- Communicate effectively in the written and spoken word about the kinds of inquiry animating liberal studies
- Reflect critically on the significance of a liberal education for one’s understanding of oneself and the world

COURSE INSTRUCTIONAL METHOD

(check all that may apply) CLS (in-class) HYB (in-class and online)
 IND (individual studies) OFF (off-site)
 WB1 (synchronous online delivery)
 WEB (asynchronous online delivery)

TEACHING AND ASSESSMENT METHODS

3 hours per week over a 12-week academic term, consisting of in-person and/or hybrid in-person/on-line instruction

Assessment methods will include: peer discussions, in-class presentations, debates and other group learning activities, journaling, essays, and a portfolio assignment

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

See proposal for new Liberal Studies program

EFFECTIVE SEMESTER (Specify First Active Term e.g. Fall 2017)

Fall 2019

APPROVAL DATES

Curriculum Committee approval	
Faculty Council approval	
Submission to CPRC/GSC	

TEMPLATE 8-A

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: FSSH			
Full Course Title: Liberal Studies Capstone			
Short Form Course Title (max 30 characters): Liberal Studies Capstone			
Subject Code and Course number: LBAT 4000U	Cross-listings: n/a	<input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective	Credit weight: 3
Contact hours (please indicate number of total hours for each component): <input checked="" type="checkbox"/> Lecture _3____ <input type="checkbox"/> Lab _____ <input type="checkbox"/> Tutorial _____ <input type="checkbox"/> Other _____			

PROGRAM(S) IMPACTED [For a core course, please list all impacted programs including any applicable fields or specializations here and include this form with a program adjustment/proposal; for an elective course being inserted anywhere other than the Course Description section of the Academic Calendar, please list all impacted programs including any applicable fields or specializations and place the Calendar copy for each here (e.g. in a list of electives tied to a specific program).]

New Liberal Studies program

CALENDAR DESCRIPTION

To what extent (and how) does an undergraduate education in liberal studies shape the way one understands, experiences, and acts in the world? The aim of this course is to encourage students to perform an accounting of what they have been learning over the course of their degree and to reflect critically on the meaning of their education for their values, goals, and aspirations. We will return to the set of assessment methods adopted in the Introduction to Liberal Studies, which integrate personal-reflective and group-interactive elements. Inquiry into a series of complex contemporary social issues provides the structure of the course.

Prerequisites	4th year standing in the Liberal Studies program
Co-requisites	
Credit restrictions	COMM 4130U, POSC 4010U, SSCI 4010U, LGLS 4200U, CRMN 4000U
Equivalency courses	
Grading scheme	<input checked="" type="checkbox"/> letter grade <input type="checkbox"/> pass/fail

LEARNING OUTCOMES (this section is required)

- Identify, explain, and evaluate arguments as to the salience and value of the liberal arts in the 21st Century
- Demonstrate how your awareness of various of ways of organizing and disseminating knowledge informs your approach to defining and analyzing problems
- Show a verbal and written communication capacity whereby you can say what you mean and mean what you say

- Reflect critically on the significance of a liberal education for how you understand yourself and the world around you

COURSE INSTRUCTIONAL METHOD

(check all that may apply) CLS (in-class) HYB (in-class and online)
 IND (individual studies) OFF (off-site)
 WB1 (synchronous online delivery)
 WEB (asynchronous online delivery)

TEACHING AND ASSESSMENT METHODS

3 hours per week over a 12-week academic term, consisting of in-person and/or hybrid in-person/on-line instruction

Assessment methods will include: peer discussions, in-class presentations, debates and other group learning activities, journaling, essays, and a portfolio assignment

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

See proposal for new Liberal Studies program

EFFECTIVE SEMESTER (Specify First Active Term e.g. Fall 2017)

Fall 2019

APPROVAL DATES

Curriculum Committee approval	
Faculty Council approval	
Submission to CPRC/GSC	

Introduction to Liberal Studies

LBAT2000U

Course Outline

Course Description

What does the subject of liberal studies entail? Tracing how the foundational disciplines of a liberal education (the humanities, social sciences, and natural sciences) have developed historically, students will examine how these disciplines developed over time, while examining the kinds of questions these disciplines pose, as well as the distinctive ways they go about answering them. Students will discuss and evaluate theories of what knowledge, skills, attributes and abilities a liberal education demands and fosters. Students are expected to read widely and reflect critically on the civic, professional and personal justifications for (and objections to) pursuing such a course of study today.

Learning Outcomes

Upon completing this course, you will be able to:

- Identify and explain what distinguishes the humanities, social sciences and natural sciences as approaches to academic study
- Give an overview of how scholarship and teaching have come to be categorized in these disciplinary categories
- Study, practice, and evaluate various methods of conducting and communicating scholarly research
- Communicate effectively in the written and spoken word about the kinds of inquiry animating liberal studies
- Reflect critically on the significance of a liberal education for one's understanding of oneself and the world

Instruction Methods

The course will meet 3 hours per week over a 12-week academic term and will consist of in-person and/or hybrid in-person/on-line instruction; classes may consist of lectures, peer discussions, in-class presentations, debates and other group learning activities.

Materials

Selection of course textbook or course pack readings subject to discretion of instructor

Assessment methods

Creating a student portfolio; writing independent research essays; academic journaling; technologically-based or enhanced presentations or performances; group work exercises feature peer and self-assessments.

Liberal Studies Capstone

LBAT4000U

Course Outline

Course Description

To what extent (and how) does an undergraduate education in liberal studies shape the way one understands, experiences, and acts in the world? The aim of this course is to encourage students to perform an accounting of what they have been learning over the course of their degree and to reflect critically on the meaning of their education for their values, goals, and aspirations. We will return to the set of assessment methods adopted in the Introduction to Liberal Studies, which integrate personal-reflective and group-interactive elements. Inquiry into a series of complex contemporary social issues provides the structure of the course.

Learning Outcomes

Upon completing this course, you will be able to:

- Identify, explain, and evaluate arguments as to the salience and value of the liberal arts in the 21st Century
- Demonstrate how your awareness of various of ways of organizing and disseminating knowledge informs your approach to defining and analyzing problems
- Show a verbal and written communication capacity whereby you can say what you mean and mean what you say
- Reflect critically on the significance of a liberal education for how you understand yourself and the world around you

Instruction Methods

The course will meet 3 hours per week over a 12-week academic term and will consist of in-person and/or hybrid in-person/on-line instruction; classes may consist of lectures, peer discussions, in-class presentations, debates and other group learning activities.

Materials

Selection of course textbook or course pack readings subject to discretion of instructor

Assessment methods

Creating a student portfolio; writing independent research essays; academic journaling; technologically-based or enhanced presentations or performances; group work exercises feature peer and self-assessments.

Research Methods: Course Descriptions

LGLS 2940U – Legal Research Methods

The objective of this course is to have the student gain basic legal research skills that can be applied to any legal problem, as well as acquire a critical understanding of research methods used in the interdisciplinary field of Legal Studies. The student will learn traditional methods of legal research, such as locating and interpreting relevant case law and legislation, as well as research skills for placing legal issues in a broader social context. The students will also be exposed to a variety of social science and humanities research methods that inform the field of Legal Studies.

SSCI 2900U – Research Methods

This course is designed as an introduction to research methods in the social sciences. Students will develop practical experience in a variety of research methods and techniques. Quantitative and qualitative research methods will be examined. Students may choose a research question from an area of personal or professional interest to pursue in the course.

SSCI 2910U – Data Analysis

This course offers an introduction to descriptive and inference based statistical data analysis techniques commonly used in the social sciences and humanities. Topics to be included are: frequency distributions, measures of central tendency and variability, cross-tabulations, independent sample t-tests, ANOVA, correlation and regression, and elementary sampling theory. The application of statistical methods will be examined in depth with examples. Activities in this course are designed to build on those in the Research Methods course.

SSCI 2920U – Qualitative Research Methods

This course is a survey of qualitative research methods. Students will be introduced to the historical, theoretical, epistemological, and ethical foundations of qualitative research. The course will provide a survey of major qualitative approaches such as: interview, focus group, observation, unobtrusive methods, and action research.

COMM 2210U – Researching Communication and Digital Culture

This course introduces students to the major research approaches in communication, cultural and digital media studies, and acquaints them with a variety of field-specific qualitative and quantitative methods. Students learn to formulate research questions, evaluate and select appropriate methods, design a research project and interpret and report research findings to peers.

Humanities Course Descriptions by Program

Political Science

POSC 2100 – Global Politics

Students taking this course will learn about the emergence of global communities over the last century. Students will also learn to identify and assess the needs of global communities. Course content will emphasize community development best practices and policies that extend beyond traditional boundaries of community towards more international development initiatives.

POSC 2200U – Fundamentals of Policy Theory

This course introduces students to the main theoretical approaches utilized in understanding public policy making and outcomes. Throughout the course, particular attention is paid to influences on public policy, varying conceptions of institutions, ideas and interest, and the role of these conceptions in explanations of policy change and stasis.

POSC 2300 – Mobilizing for Change

Students taking this course will learn about the major controversies and issues in the study of social movements and contentious politics. Different types of social movements will be explored as well as their origin, emergence and organization within the context of community/collective action. Emphasis will be placed on community leadership and the ability to prepare and aid in future social movements (online/conventional). The course content will give examples to students on how to best translate theory and policy into sustainable practice.

POSC 3100U – Political Economy of Global Development

Students taking this course will learn to analyze the social, economic, and political facets that underlie the dynamics and policies of international development. Furthermore, students will gain an in-depth knowledge of the history of international monetary and trade relations that encompass contemporary efforts to advance developing countries and cities. Special attention in the course content will be paid to changes in both political and corporate ideology, as well as financial regulations and monetary relations over the last forty years.

POSC 3600U – Politics of Education in Canada

This course is an introduction to educational policies in Canada. Formal education is one of the most expensive and contentious areas of social policy. Some of the areas that may be covered include: the development of public education, post-secondary education, educational accessibility, education and social mobility, education and the workforce, lifelong learning, private education and training, public understanding of education issues, and public support for educational policies.

POSC 3700U – Social Theory and Technology

This course examines the social theoretical issues that have developed in the social studies of science and technology. Some of the areas that may be covered include: paradigm theory, technoscience, evolutionary theories, technical communities, social systems theory, network theory, discourse analysis, the science wars, and postmodernism.

POSC 3750U – Technology and Popular Culture

This course will survey the portrayal and role of technology in literature, film, television, and other media formats (including internet, radio, etc.), and how these might shape the ways in which we think about science and technology as objects of policy making. The course readings will include examples from these sources, along with scholarly literature that confronts these issues from sociological, philosophic, political, and other perspectives. Students will be required to think critically about the connection between technology, popular culture, and policy not only in the aforementioned media formats, but also in other macro cultural and interpersonal structures including economic systems, religion, family, peer-relationships, etc.

POSC 3751U – Technology and Conflict

This course will provide a broad overview of the role of technology in political, environmental, socio-cultural, and other forms of conflict. More specifically, students will be required to critically examine topics including historical impacts of technology on criminal enterprise and interpersonal violence, genocide and ethnocide, deviance, and a broad range of political conflicts including espionage, arms races, and aerospace competition. Students will be required to address the practical and theoretical implications of current and future technologies with respect to peacemaking, reintegration of offenders into a technologically embedded culture, and the use and potential misuses of technology as surveillance (along with other topics determined by the expertise and interests of the instructor).

Legal Studies**LGLS 1000U – Foundations of Legal Studies**

The course provides students with knowledge of the basics of the Canadian legal system (structure of government, court system, and the principles, sources, and types of law) as well as critical perspectives on law and its role in society. The creation and functioning of the law and its relationship with society are examined through the lens of core themes such as: breaking the law, applying the law, making the law, resisting the law, defining the law and studying the law.

LGLS 2120U – International Law

International Law will introduce students to the key topics of public international law, including sources and subjects of public international law, the law of international treaties, state responsibility, use of force, self-determination, international human rights and international criminal law. The course will examine the functioning of the UN and some regional systems of human rights and international criminal law enforcement, such as the European Court of Human Rights, the International Criminal Court, International Criminal Tribunals for Rwanda and former Yugoslavia.

LGLS 2200U – Legal Theory

This course is a general introduction to legal theory. Some of the topics that may be covered include legal positivism, natural justice, critical legal theory, normative theory, sociological theories of law, feminist legal scholarship, legal pluralism and Marxian theories of law. The intention of this course is to give the student an appreciation for the range and power of theoretical perspectives in legal studies.

LGLS 3220U – Philosophy of Law

This course explores the nature of law by examining fundamental legal concepts such as justice, authority, legal rules, and the obligation to obey. Students will learn to critically analyze patterns of legal reasoning and the goals they serve.

LGLS 3230U – Law and Globalization

Law has been traditionally understood as a state-created and state-enforced phenomenon. However, recent developments across the globe challenge this view by drawing our attention to the role played by non-state actors (NGOs, international organizations, corporations, and transnational entities) in generating norms, and implementing international and transnational rules. This evidence suggests that states are ‘disaggregating’ and that their powers and immunities are being redistributed to these non-state actors, which are increasingly becoming centres of authority in their own right. This course will introduce students to theoretical perspectives on law and globalization and will assist them in developing an appreciation for the complexity of regulatory frameworks and patterns in today’s world. Topics may include: state sovereignty and post-conflict reconstruction, economic regulation and international trade, migration, international justice and advocacy, security, and the impact of technological change.

LGLS 3240U – Cultural Studies of Law

This course explores cultural studies approaches to law. Part of the course will be dedicated to developments in legal scholarship, including law and literature, law and film, and law and popular culture. Students will become familiar with methods of reading cultural texts that deal with the law in various forms (such as courtroom dramas and legal thrillers, or texts dealing with divorce or other social phenomena which engage the law). Students will also study ways in which cultural studies scholars examine the law itself (such as cases or legislation), or place the law in a broader cultural context.

LGLS 3300U – Disability and the Law

This course examines disability from a human rights perspective. Students will be introduced to different theories and historical approaches to disability; domestic and national documents dealing with disability rights and mechanisms established to protect rights of disabled persons both nationally and internationally. The course will examine how law defines and treats disability in such contexts as employment, social assistance, medical treatment, criminal law, and education.

LGLS 3310U – Indigenous Peoples, Law and the State in Canada

This course is an overview of the evolution of Canadian law as it relates to Aboriginal peoples, including the history of the Indian Act, treaty rights, Aboriginal rights under the Charter, legislative jurisdiction, self-government, and land claims. We will discuss the role of Indigenous traditional jurisprudence in shaping Canadian law, and how law has been and continues to be used as an instrument of oppression against Aboriginal peoples in Canada. International aspects of Indigenous rights and legal claims will be considered.

LGLS 3320U – Race, Ethnicity and the Law

This course introduces students to the analysis of how racialized groups are treated in the Canadian justice system. This course examines the way that Canadian law has been used

to ensure both difference and sameness of treatment of racialized and ethnic minorities. Students will examine litigation and legislation under the Charter, and critically consider the existence of structural discrimination.

LGLS 3330U – Gender, Sexuality and the Law

This course examines gendered and sexual orientation inequities in the legal system, primarily through analysis of the legal regulation of sexuality, reproduction, and family relationships. The course approaches topics from a critical perspective. Specific topics may include legal regulation of: reproduction, birth control and abortion; sex work and other sexual activities; gender changing; pay equity and labour issues; marriage and divorce; child custody and adoption; survivor rights; and sexual orientation and gender-based violence.

LGLS 3430U – International Human Rights Law

This course familiarizes students with major international and regional human rights documents, national implementation of human rights obligations, and the international bodies created to monitor the compliance of state parties to human rights treaties. Among the topics that may be discussed are prohibition of torture in the context of the war on terror, the right to life and the death penalty, human rights and development, as well as various humanitarian and human rights issues arising in conflict situations. In addition, the course considers the role of non-state actors such as international organizations, NGOs and multinational corporations in the human rights process.

LGLS 3510 – Censorship & Freedom of Expression

This course examines the legal tensions and social dynamics of censorship and freedom of expression. Some of the substantive areas that may be considered are: pornography, political expression, advertising as expression, and hate. The importance of Charter cases will be analyzed.

LGLS 3520U – Law and Technology

New technologies engage the law in at least three ways: they may become the object of regulation; they may affect the application of the law to human interactions; and they may affect the procedural elements of the law (such as evidence law). The course will examine the ways that both historical and recent technological inventions engage and are engaged by the law.

LGLS 3600U – Family Mediation

This course examines conflict not only in the traditional two parent family situation but also in emerging single and same sex parented families. While the main focus will be on conflicts created during marriage breakdown, separation and divorce, emphasis will also be given to issues of intergenerational care and abuse both involving children and the elderly. Skills and forms of practice leading to the creation of parenting plans and separation agreements will be examined against the backdrop of the emotional, social and legal forces affecting the participants. Family relations mediation, family financial mediation and family comprehensive mediation with emphasis on the development of parenting plans will be considered.

LGLS 3620U – Human Rights Mediation

Human rights mediation looks at the way that mediation and alternative dispute resolution

can be used in the context of human rights complaints. Students will examine human rights mediation initiatives such as the Canadian Human Rights Commission and ways that mediation is used to divert disputes from the tribunal process. Students are also exposed to the ways that mediation is used in human rights disputes to resolve conflict and to educate parties to rights issues. The student in this course is expected to understand the legal framework of human rights and will demonstrate an ability to create win-win solutions to typical conflicts in this area.

LGLS 3700U – Law and Power

The course provides students with critical perspectives on the relationship between law and power. The course will examine how uneven distribution of power affects and shapes processes of law creation, access to justice and legal knowledge, susceptibility to legal sanction, and political advocacy of legal remedies. Topics studied will be drawn from the fields of law and economics, gender and law, indigenous legal issues, race and law, and legal and political theory.

LGLS 3800U – Issues in Health and Ethics

This course examines the principles, philosophies, and debates in the biomedical field that are foundational to health law, with a focus on how law organizes health care access and resource allocation, and how health law responds to contentious bioethical issues. The course presents and critically reflects on law's role in upholding patient rights, and corresponding responsibilities of medical professionals and the state, in relation to contemporary issues which may include consent to treatment and decisional capacity, management of medical information and patient rights to privacy and disclosure, reproductive justice, end of life decision making, and organ and tissue donation.

LGLS 4050U – Impartiality, Neutrality and Objectivity

An examination of the challenge of judging in diverse cultural, religious, and ethnic contexts. Students will investigate the normative assumptions that underlie competing theories of judicial reasoning, drawing upon key insights of theoretical approaches such as feminist legal theory and postmodern and critical legal studies movements. The course will focus in particular on the role assigned to the concepts of impartiality, neutrality, and objectivity in rival accounts of the activity of judging.

LGLS 4070U – Public Governance through Law

This course focuses on the regulatory dimensions of the administrative state and how policy becomes law. Through a series of in-depth case studies, classical concepts in and contemporary theories of public administration are explored. Students will examine principles of social ordering such as legislation, adjudication, contract and negotiation as applied in practice. Students will have the opportunity to develop skills of statutory construction, to widen their knowledge of the institutional and process features of the contemporary administrative state and deepen their understanding of contemporary governance challenges and the ways in which law may be drawn upon to meet such challenges.

LGLS 4099U – Legal Studies Integrating Project

This course is designed to allow students to participate in an upper-level research seminar in legal studies. Emphasis will be placed on student participation in all aspects of the course.

Student participation will include class presentations, class discussions, scheduled and routine meetings with the instructor, and several written assignments that will contribute to the development of the research project. Students will be expected to demonstrate an advanced level of understanding based on their previous course work in this program.

LGLS 4100 – Law, Justice and Education

The course provides students with an overview of institutional forms and ideological rationales for legal education in a variety of social contexts. From professional training for lawyers to public legal education initiatives, the course examines a range of theories and practices of legal education. The course offers students historical background and the opportunity to engage a range of critical perspectives on the relationships that law, justice, and education bear to one another. Students have the opportunity to demonstrate their powers of critical self-reflection, while designing, executing, and assessing workshops for students in first year Foundations of Legal Studies.

LGLS 4200U – Law and Social Change

This capstone course addresses the interplay between law, law-making and social change. It asks students to use the theoretical and conceptual insights of prior courses to think critically about the possibilities and limits of law as a mechanism of social change.

Criminology & Justice Studies

SSCI 1700U – Reading Our World

Our world is full of stories – books, documentaries, TV shows, films and more – about the contemporary dynamics of globalization, law and order, war and peace, political power, love and hate, ecological crisis, and technological change. In this course, students learn to read, analyze and write about our world by exploring how salient texts respond to it and make statements about it. By reading the texts of our world with attention to their social messages and contexts, students hone their reading, writing, critical thinking and civic skills. The texts selected promote close engagement with current and relevant social issues and problems.

CRMN 2030U – Social Control

This course will examine theoretical and empirical approaches to the study of social control, which might be understood as the ways in which societies respond to behaviour deemed inappropriate, deviant, or even criminal. Our focus will be on both informal and formal methods of social control, and the inter-relationship among them. We will discuss the cultural, structural, political, and ideological forces that have sustained and transformed both systems of social control during modernity and late modernity. Particular attention will be paid to the ways in which identity (e.g. race, class and gender) shapes one's relationship to these mechanisms of social control.

CRMN 2031U – Alternative Methods in Justice

This course will introduce students to methods of intervention applied in the justice field. It will use methods of problem solving to identify the appropriate intervention to solve the problem. Methods of intervention covered will include negotiation, mediation, arbitration, debriefing, crisis/conflict management and group process facilitation. Simulations and activities are included. Students will be expected to demonstrate an advanced level of understanding based on their previous course work of concept justice as it is found in

common law systems, civic law systems and socialist systems.

CRMN 2050U – Rights and Freedoms in the Justice System

This course considers the development of rights internationally and in Canada. After introducing the Charter of Rights the course moves on to explore rights in action within the context of the justice system. It explores current issues that may place limits on the free exercise of rights in Canada, with special emphasis on legal and political rights.

SSCI 2710U – Protest and Dissent

Why do individuals protest and/or engage in mobilized forms of political dissent? What is the role of social movements in shaping the political, economic, geographic and social contexts in which they arise? While activism, marches, riots, strikes, and other forms of protest are easily recognizable, what are the other ways in which individuals and groups might express political dissent? This course explores the ideology, formation, growth and practices of political protest, dissent and mobilization. Drawing from a range of cases (e.g., civil, labour, anti-war, Indigenous, women's, LGBTQ, and sex worker rights movements etc.), this course traces the development of collective action in response to racial, class, gender, and political inequalities. These historical and contemporary movements of political protest and dissent will be analyzed through interdisciplinary concepts such as political opportunity, social movement organization and collective identity. Explanations of the emergence of collective action, the conditions under which people do or do not rebel, the impact of social movements, as well as the interactions between the media, state, and law enforcement and social movements will be considered.

CRMN 2830U – Justice Theory and Policy

This course considers social and political theories, law and justice and their implications for policy development in the justice system. It explores the diverse nature of the theory within the field of crime and deviance by focusing on modern and post-modern theories. The selected paradigms are studied with regard to their explanatory domain, role in examining social and criminological problems and the development of policies.

CRMN 2831U – Critical Race Theory

Critical race theory, a term unknown two decades ago, is now a field with a growing interest, vocabulary, and literature. This course will consider the history, theoretical underpinnings, and implications of CRT. Students will read some of the ground-breaking texts in CRT, as well as some of its precursors. Beginning with readings in legal literature, we will then venture into theoretical constructs in feminism and postmodernism that inform critical race theory.

CRMN 2840U – Introduction to Gender, Sexualities, and Justice Studies

This interdisciplinary course will provide an overview of the key texts, topics, debates and politics that inform the intersecting fields of gender and sexuality studies. Students will learn about the history of gender and sexuality studies; variation in the social construction and representation of gender and sexuality over time and context; how gender and sexuality intersect with other social categories like race, class, ability and age; as well as about contemporary debates about gender, sexuality and justice.

CRMN 3010U – Social Justice and Conflict

This course will examine justice from a social perspective by considering various cultural and ethnic groups' experiences with the law and the justice system (broadly defined). The diverse make-up of Canadian society is considered in the domains of social and criminal justice. This stratification is analyzed in relation to socio-cultural conflict in Canadian society.

CRMN 3035U – Representations of Crime and Justice

This interdisciplinary course will provide an introduction to the critical study of depictions of crime and justice in the media. The course will devote significant attention to the intersectionality of race, class, and gender.

CRMN 3040U – Restorative Justice

This course examines the roots, principles, core assumptions and current practices of restorative justice in Canada and globally. Students are exposed to how restorative justice is a profoundly different approach to resolving crime and conflict. The course examines the needs and roles of key stakeholders (victims, offenders, communities, justice systems), and outlines some of the primary models of practice. It also identifies current challenges, dangers, and pitfalls of restorative justice. Future strategies of restorative justice will also be examined.

CRMN 3056U – Race and Ethnicity in the Criminal Justice System

This course explores the disparate experiences of ethnic and racial minorities within the criminal justice system. Emphasis will be placed on the raced nature of contemporary criminal justice policies. Together, the professor and the students will assess and critique the relationship between race and criminal offending, victimization and sentencing.

SSCI 3920U – Advanced Qualitative This course provides an opportunity to learn about selected qualitative methods in depth and gain practical experience applying them to a research project. Students will learn how to plan and conduct a qualitative research project from start to finish. Historical, theoretical, epistemological, and ethical foundations of selected methods will be explored in depth. Methods

CRMN 4000U – Advanced Justice Studies

This capstone course will provide an opportunity for critical analysis of specific justice topics. Students will be expected to synthesize material from previous courses and apply it to a social justice issue, demonstrating significant mastery of justice concepts, theory and research.

SSCI 4025U – Children's Rights

This course will examine the discrepancy between theory and practice in the field of children's rights from both a national and international perspective. Central topics for the course are: children in conflict with the law, child labour, child participation and non-discrimination. The UN Convention on the Rights of the Child (UNCRC) and its implementation will be examined throughout the course along with the active work by governments, NGOs, agencies and other human rights movements.

CRMN 4065U – Criminal Justice Ethics and Misconduct

This course is an exploration of professionalism and decision making in criminal justice through the lens of ethics, professional codes of conduct and leadership in organizations.

The course will lay a foundation for exploration through a comprehensive survey of various ethical theories and leadership theories. With this foundation, the students will examine their own decision making process and apply these theories to current problems and issues facing criminal justice professionals.

SSCI 4097U – Community Connections

This course is intended primarily to expose students to community agents, agencies, and activists through a series of lectures or workshops delivered either directly to students or as participants in other university or community events. The series will be interdisciplinary in nature, including talks from practitioners and other parties (e.g. activists) involved in areas relevant to Faculty of Social Science and Humanities programs. The series will be specifically tailored to inform and engage students in social issues affecting our communities. Schedules of lecture/workshops will vary and will occur outside of the scheduled course time. Students should expect to be somewhat flexible in order to attend lecture/workshops.

Communications & Digital Media Studies

COMM 1420U Living Digitally

This course introduces the study of digital media and society. It explores how the shift from analog to digital is changing the way we live, learn, work, shop, play, and vote and surveys debates about the present and future impacts of digital media technologies in society.

COMM 2110U Communication Theory: Keywords

How do some of the world's most important philosophers and big thinkers conceptualize communication technology and digital media? This course helps students to learn to stand on the shoulders of the giants of North American, European and non-Western communication and media theory. Keywords in the field will be introduced and applied through case studies of 21st century communications, cultural and digital media practices.

COMM 2220U The Media in Canada

This course examines the history, economics, and policies of the media in Canada. What is "Canadian" about the media? How do media goods represent Canada? What policies protect and promote the "Canadian" media industry, how and why? These questions are addressed through a survey of Canadian publishing, film, radio, television, games and digital media.

COMM 2410U History of Communication Technology

This course focuses on the history of communication technologies. Students learn about the development and impact of tablets, the printing press, the telegraph, the telephone, the phonograph, the radio, the TV, satellites, cybernetics, personal computers, A.I. and smartphones

COMM 2530U Advertising and Society

Why are ads so effective at persuading people to buy things? What makes the brands of Apple, Microsoft, Google and Coca-Cola so pervasive and popular? How does advertising drive developments in communications, entertainment and digital media? What theories, debates and controversies surround advertising? Students address these and related questions by exploring the economic, political, cultural, semiotic, ecological and ethical

dimensions of advertising in a global consumer society.

COMM 2230U Screen Studies

This course will utilize core critical concepts from film theory (psychoanalysis and feminism to contemporary Continental philosophy) and cultural criticism to analyze films, videos, mobile communication devices, and gaming cultures, with reference to key thinkers, movements, and contexts.

COMM 2270U Entertainment Goes Global

This course examines the globalization of entertainment media. Students learn about the entertainment industry, the policies governments use to support it, the production of entertainment by workers around the world, globally popular blockbuster films and TV formats and the ways entertainment may influence viewers and cultures while moving across borders.

COMM 3110U Communication Ethics

This course examines ethical issues as they arise in interpersonal communication, mass communication media (TV, newspapers, Internet, etc.), and in the formation of public policy and law. The dominant moral theories and approaches to moral decision making will be analyzed and put to use to help students understand and evaluate concrete examples and case studies. The course will include topics such as objectivity, freedom of expression, representations of sex, violence and other human behaviour, privacy, confidentiality and obligations to the public.

COMM 3250U Pop Culture

This course surveys and applies competing theories of popular culture in society through case studies of ads, films, TV shows, video games, comic books, music, celebrities etc. The course helps students to understand, contextualize and critically analyze pop culture.

COMM 3410U Digital Media Storytelling

This course explores the theory, aesthetics and practice of digital storytelling. In the age of media convergence, one story's plot, tropes and set of characters increasingly spread across many novels, comic books, films, TV shows, websites, social media platforms and video games. Students examine how writing, structuring, telling, reading, selling and experiencing stories is changing to hone their knowledge and understanding of the economic drivers, design and cultural resonance of trans-media digital storytelling.

COMM 3710U Intercultural Communication

How does "culture" shape the way people communicate? What are the best practices for communicating within and across cultures? In multicultural societies, citizens from many cultural and linguistic backgrounds communicate at work, play and in politics, but much is often lost in translation, even when they speak the same language. This course examines the theories and practices of intercultural communication. Students will self-reflexively examine how culture shapes communication, hone their cultural sensitivity, and learn how to communicate effectively within many cultural contexts.

COMM 3720U Communicating Identities

What is identity? How are our identities shaped by ethnicity, gender, religion, education, class and the media? This course examines identities through the lens of communication theory and as they relate to sensitive social issues, such as stereotyping and oppression. Students will investigate how people construct, differentiate and perform their identities in relation to others. They will also interrogate how and why the media may represent, underrepresent, and misrepresent identities in society. Students will subsequently understand how communications shapes identities and reinforces and challenges power relations in society.

COMM 3740U From Pong to Pokemon Go: Digital Games Studies

Video games are an increasingly prominent part of everyday experience. Games and gaming are becoming a core component of how we communicate, learn, relax, socialize, and engage with the world around us. In this course, students will explore the cultural impact, meanings, and uses of video games and become immersed in the emerging field of game studies. Core issues in game studies, such as play and pleasure, storytelling and genre, and representation and production will be introduced as part of a broader emphasis on games' cultural and critical contexts. By the end of the course, students will have a critical understanding of how video games shape and are shaped by the cultures in which they exist.

COMM 4261U Tweet, Friend and Follow Media: Understanding Social Media

This course is an advanced examination of the theory, practice and effects of social media technologies including Facebook, YouTube, and Twitter. It examines how different individuals, groups and organizations interact with different publics via social media to achieve their goals and highlights ethical issues surrounding the economics, politics and cultures of social media.

COMM 4420U Digital Media, Politics and Democracy

Digital media technologies weigh heavily on the quality of our lives as citizens and on the quality of our political environment. Do social media promote political expression? Do mobile devices contribute to civic engagement? Are virtual gaming environments arenas for political discourse? Can big data contribute to digital activism? Students who take this course will address these and similar questions about the relationship between digital media technologies and the future of our political system.

COMM 4710U International Communication

This course examines communications and media in the context of international relations. What roles do communications technologies and old and new media play in global politics? How do they intersect with and shape international relations between states, economies, and cultures? To answer these and related questions, students examine theories, topics and problems in the study and practice of international communication.

COMM 4140U Visual Rhetoric

This course introduces students to the theoretical foundations of the field of visual rhetoric. By learning a vocabulary of visual meaning-making based on gestalt theory, visual semiotics, discourse analysis, and visual culture, students explore how visual texts can be rhetorical or persuasive across a multitude of visual genres. Analysis will range across print-based texts, moving images, and digital content

Selected References

- Adamuti-Trache, M et al. (2006). "The Labour Market Value of Liberal Arts and Applied Education Programs: Evidence from British Columbia." *Canadian Journal of Higher Education* 36:2, 49.
- Anderson, LW et al. (2001). *A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives* (New York; London: Longman).
- Bay, J. (2006). "Preparing Undergraduates for Careers: An Argument for the Internship Practicum." *College English* 69:2.
- Boud, D & N Falchikov. (2006). "Aligning assessment with long-term learning." *Assessment & Evaluation in Higher Education* 31:4, 399.
- Conference Board of Canada. (2018). "Employability Skills." *Conference Board of Canada*, online: <<http://www.conferenceboard.ca/spse/employability-skills.aspx?AspxAutoDetectCookieSupport=1> >
- Drake, JK et al. (2013). *Academic advising approaches: strategies that teach students to make the most of college First edition*. Jossey-Bass.
- Egan, K. (2015). "Academic Advising in Individualized Major Programs: Promoting the Three I's of General Education." *The Journal of General Education* 64:2, 75.
- Finnie, RE. (2016). "Barista or Better? New Evidence on the Earnings of Post-Secondary Education Graduates: A Tax Linkage Approach." Unpublished paper prepared for the 34th IARIW General Conference in Dresden, Germany Education Policy Research Initiative (EPRI), University of Ottawa, Ottawa, online: <http://www.iariw.org/dresden/finnie.pdf>
- Finnie, R., Childs, S., Pavlic, D., and Jevtovic, N. (2014). "How Much Do University Graduates Earn?" Education Policy Research Initiative, University of Ottawa, Ottawa.
- Freedman, L. (2013). "The Developmental Disconnect in Choosing a Major: Why Institutions Should Prohibit Choice until Second Year." *The Mentor: An Academic Advising Journal*. <https://dus.psu.edu/mentor/2013/06/disconnect-choosing-major/>
- Goff, L et al. (2015). "Learning Outcomes Assessment: A Practitioner's Guide." *Higher Education Quality Council of Ontario*, online: http://www.heqco.ca/SiteCollectionDocuments/heqco.LOAhandbook_Eng_2015.pdf
- Ikonomopoulos, J et al. (2016). "Examining the Practicum Experience to Increase Counseling Students' Self-Efficacy." *The Professional Counselor*, 6:2.
- Johnson, J & S Luhmann. (2016). "Social justice for (university) credit? The women's and gender studies practicum in the neoliberal university." *Resources for Feminist Research*, 34:3.

- Kaplan, J. (2015). *Humans need not apply: A guide to wealth and work in the age of artificial intelligence*. New Haven: Yale University Press.
- Jenkins, H, B Ferrier, and M Ross, eds. (2004). *Combining Two Cultures: McMaster University's Arts & Science Programme*. Lanham, MD: University Press of America.
- Kaur, M. (2013). "Blended learning-its challenges and future." *Procedia-Social and Behavioral Sciences* 93, 612.
- Kay, R, D Benzimra & J Li. (2017). "Exploring Factors That Influence Technology-Based Distractions in Bring Your Own Device Classrooms." *Journal of Educational Computing Research*.
- Kay, RH & S Lauricella. (2014). "Investigating the Benefits and Challenges of Using Laptop Computers in Higher Education Classrooms." *Canadian Journal of Learning and Technology* 40:2.
- King, PM et al. (September/October 2007). "Liberal arts student learning outcomes: An integrated approach." *About Campus* 12:4, 2.
- Ledwith, K. (2014). "Academic Advising and Career Services: A Collaborative Approach." *New Directions for Student Services* 148, 49.
- Manyika, J et al. (December 2017). "Jobs Lost, Jobs Gained: Workforce Transitions in a Time of Automation." *McKinsey Global Institute*, online: <
<https://www.mckinsey.com/~media/McKinsey/Global%20Themes/Future%20of%20Organizations/What%20the%20future%20of%20work%20will%20mean%20for%20jobs%20skills%20and%20wages/MGI-Jobs-Lost-Jobs-Gained-Report-December-6-2017.ashx>>
- McKnight, K et al. (2016). "Teaching in a digital age: How educators use technology to improve student learning." *Journal of Research on Technology in Education* 48:3, 194.
- Merritt, DB. (2010). "Pedagogy, Progress and Portfolios" *Ohio St J on Disp Resol* 25 ,7
- Miller R & W Morgaine. (2009). "The Benefits of E-portfolios for Students and Faculty in Their Own Words." *Peer Review: Emerging Trends and Key Debates in Undergraduate Education* 11:1, 8, online:
https://www.aacu.org/sites/default/files/files/peerreview/Peer_Review_Winter_2009.pdf
- Ministry of Advanced Education and Skills Development. (2018). "Essential Employability Skills." Postsecondary Education Partner's Gateway, online:
<http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/essential.html>>.
- Mohamed, A. (2016). "Interactive decision support for academic advising." *Quality Assurance in Education* 24:3, 349.
- National Center for Education Statistics. (2017). "Percentage of 2011–12 First Time Postsecondary Students Who Had Ever Declared a Major in an Associate's or Bachelor's

Degree Program Within 3 Years of Enrollment, by Type of Degree Program and Control of First Institution: 2014” *Institute of Education Sciences, U.S. Department of Education*.
online: <<https://nces.ed.gov/datalab/tableslibrary/viewtable.aspx?tableid=11764>>

Nussbaum, M. (1997). *Cultivating Humanity: A Classical Defense of Reform in Liberal Education*. Cambridge: Harvard University Press.

—. (2010). *Not for Profit: Why Democracy Needs the Humanities*. Princeton: Princeton University Press.

O’Grady J & GS French eds. (2000). *Northrop Frye's writings on education*. Toronto: University of Toronto Press.

Park, S et al. (2017). “Experiences of International Students in Practicum and Internship Courses: A Consensus Qualitative Research.” *Journal of Counselor Preparation and Supervision* 9:2.

Rhodes, T. (January-February 2011). “Making Learning Visible through E-Portfolios.” *Change Magazine*, online: <http://www.changemag.org/Archives/Back%20Issues/2011/January-February%202011/making-learning-visible-full.html>

Robinson, M. (9 November 2017). “What are We doing Here?” *New York Rev of Books*, online: <<http://www.nybooks.com/articles/2017/11/09/what-are-we-doing-here/>>

Sarat, A ed. (2004). *Law in the Liberal Arts*. Ithaca : Cornell University Press.

Stone, P, et al. “Artificial Intelligence and Life in 2030 - One Hundred Year Study on Artificial Intelligence: Report of the 2015-2016 Study Panel”, online: <<https://ai100.stanford.edu/2016-report>>.

Straumsheim, C. (2016). “Decision Time: Study of tens of thousands of college students finds that those who were open to change their major were more likely to graduate than those who decided right away.” *Inside Higher Ed*, online: <<https://www.insidehighered.com/news/2016/08/24/study-finds-students-benefit-waiting-declare-major>>

Sum, PE & SA Light. (2010). “Assessing Student Learning Outcomes and Documenting Success through a Capstone Course.” *PS: Political Science & Politics* 43:3, 523.

Susskind, R & Susskind. (2015). *The future of the professions: How technology will transform the work of human experts*. Oxford: Oxford University Press.

University of Ontario Institute of Technology Act, 2002, S.O. 2002, c. 8, Sched. O

Wilson, J. (Winter 2012). “Remedial Metaphor: Pedagogical Frye.” *University of Toronto Quarterly* 81:1, 111-122

Yancey, KB. (2009). “Electronic Portfolios A Decade into the 21st Century: What We Know,

What We Need to Know.” *Peer Review: Emerging Trends and Key Debates in Undergraduate Education* 11:1, 28.

April 9 2018

RE: Revisions to the Liberal Studies New Program Proposal Following the CPRC Meeting on January 19 2018

This memo highlights changes made to the Liberal Studies New Program Proposal in response to questions and concerns arising from the January 19th 2018 meeting of the Curriculum and Program Review Committee.

The present version of the proposal now includes:

- A one-page executive summary
- Descriptions of the courses satisfying the methodology and the humanities course requirement (38-49)
- References to relevant research, supporting key statements in the proposal (List of works cited at 50-53)
- Sample program maps to illustrate what students in Liberal Studies could take. The first outlines the program map for a BA in Liberal Studies with “an emphasis in social justice leadership” and the second, “an emphasis in technology and society” (29-31)
- Further elaboration and clarification of how the proposal addresses the following four issues raised at CPRC

1- Marketing of the program *What distinguishes the program from similar degrees at other institutions? What makes this program unique? Is there a technical component?*

These features distinguish the UOIT Liberal Studies program from similar offerings at other universities:

- two compulsory LBAT courses that focus specifically on reflexive and critical thinking;
- scaffolded assignments that build artefacts demonstrating skills and knowledge;
- the creation of an e-portfolio to illustrate the collected artefacts and demonstrate proficiency with technology;
- flexible student-centred program and close contact with advising and program director will promote student success.

Students will develop a range of skills (critical thinking, written and verbal communication, social understanding and critical self-reflection) with applicability across a range of technical domains. A technologically-enriched learning environment allows students to acquire the inter-disciplinary knowledge, skills, and attributes necessary to respond to emerging and future challenges on both global and local levels (Kaur, 2013; Kay, Benzimra & Li, 2017; Kay & Lauricella, 2014; McKnight, 2016). This is in keeping with the university’s values, and reflects the FSSH’s commitments to increasing online and hybrid opportunities for students on top of high-quality face-to-face instruction.

2- Institutional fit and justification *How does the program fit with the UOIT Act and Mission to be market driven/job ready?*

This program is in line with the legislatively enacted “special mission of the university to provide career-oriented university programs and to design and offer programs with a view to creating opportunities for college graduates to complete a university degree” (UOIT Act, 2002). As the trend of pursuing multiple, varied careers over the course of one’s lifetime becomes the new normal—“providing career-oriented university programs” means equipping students with the skills and attributes that they will need to adapt and thrive in a dynamic employment environment (Conference Board of Canada, 2018; Ministry of Advanced Education and Skills Development, 2018; Finnie, 2016; Adamuti-Trache, 2006). The proposed program will provide those skills in critical thinking, written and verbal communication, social understanding and critical self-reflection that will afford lifetime adaptability in the workforce.

Offering a Liberal Studies program at UOIT reflects the insight increasingly acknowledged by researchers, university administrators, and employers that it is not merely the university graduate’s overall sum of knowledge, but the capacity to increase, deepen, distribute, and apply that knowledge, which matters most in an ever-changing employment market (Manyika, 2017). Furthermore, given the complex and ever-changing relationship between scientific, technological, and economic challenges on the one hand, and political, social, and cultural challenges on the other, the knowledge, skills and ability to understand and address that complexity are more important assets than ever before (Susskind & Susskind, 2015; Nussbaum, 2010). In a 2015 report entitled *Educational Pathways of Leaders: an international comparison*, the British council notes:

55% of leaders are liberal arts grads. The social sciences and humanities make up more than half of bachelor’s degrees among current professional leaders with higher education qualifications, across 30 countries and all sectors. (British Council, 2015).

With advances in Artificial Intelligence transforming the face of industry, questions about the social dimension and human agency have assumed new urgency and importance (Stone et al, 2016). In this context, creating a new Bachelor of Arts (Honours) program in Liberal Studies at UOIT is at once timely and valuable. Not only does it highlight the symbiotic relationship of research, teaching and service within and across faculties at this university, it offers current and prospective students the opportunity to participate in the proud tradition of innovative, real-world engagement through an integrative, self-directed undergraduate program that builds on the strengths of science, technology, engineering, arts and mathematics at UOIT. Given the Ministry’s increasing emphasis on STEAM—and recognition of the civic and economic value of integrating science and technology with humanities and social sciences—this new, research-based, market-driven proposal to establish a Liberal Studies program at our university represents an important development for the province’s flagship institute of technology

3-The Practicum *How is the practicum administered? How do students apply? How do they find placements, etc.*

The FSSH practicum office serves students from all five current BA programs, arranging placements for students in a wide variety of workplace environments. The practicum office therefore has experience and an established network of contacts for catering to students enrolled in the Liberal Studies program.

The Practicum Course consists of 100 hours of fieldwork, several in-class seminars and a set of academic assignments. The pre-practicum process commences in the winter of third year. The Practicum office initiates this process by sending an email to third-year students in the beginning of their winter semester. As part of the pre-practicum process, students are expected to acquire a Vulnerable Sector screening. Students are matched with community organizations based on the goals, interests and learning outcomes identified in pre-placement interviews (verbal and written). In consultation with a designated fieldwork supervisor, students design, manage and receive feedback on a series of self-directed workplace goals and objectives.

In their applications, students indicate which categories of interest align with their career goals:

Abuse and assault (including domestic assault), Addictions, Adoption, Advocacy, AIDS, Arts, By-law, Children, Community groups and associations, Community development, Conflict resolution, Correctional facilities, Counseling, Courts, Crime victims, Cultural groups and services, Detention centres, Diversity, Drop-in centres, Diversion programs and services, Education and Academic upgrading, Elderly, Emergency services, Employment services, Environment, Family services, Financial assistance and credit management, Food banks, Fraud, French services, Health services and support, Helplines, Homeless support services, Hospitals, Housing, Immigration and welcoming services, Labour support, Law enforcement, Legal services, Leisure programs and clubs, LGBTQ, Literacy programs, Mental health Services and support, Nutritional programs and services, Offenders, Parole and probation, Persons with disabilities, Policing, Public services, Residential programs, Safety and emergency management, Seniors, Service clubs, Settlement services, Social action and special interest groups, Social assistance, Sports, Taxes and fraud, Young offenders, Youth groups and activities, or Other: _____

4-Student success *The discussion on retention, as phrased, gives perhaps an impression that this program might be a dumping ground from other programs for students that are having trouble. Perhaps the proposal can be improved to talk more about student success.*

The word “retention” has been removed from the proposal to reflect the university’s focus on “student success”; furthermore, we aim to show in the proposal that the Liberal Studies program provides an opportunity for students to be successful in their university studies if they choose to change programs. Given that between 20% and 30% of students will choose to change from their initial program of study, introducing a more flexible

interdisciplinary program will help those students to be successful while remaining enrolled at UOIT.

Since many students (estimated at between 20%-50%) are “undecided” about what major to enroll in, the Liberal Studies program will be attractive because the common first year courses will introduce students to a range of disciplines and provides the opportunity to take courses from across the university.