

Fanshawe College

FIRST: Fanshawe Innovation, Research, Scholarship, Teaching

Documentation (Approvals etc...)

General Arts and Science - One Year (co-op /
non co-op)

2020

GAP1 Curriculum Modification for 2021-22



Fanshawe College

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CURRICULUM MODIFICATION REQUEST FORM

COURSE OR PROGRAM CURRICULUM "RATIONALE FOR CHANGE"

Program Requiring Changes

Program Title: General Arts & Science		
Program Number: GAP1	Date Submitted: 12/21/2020	
Dean responsible for program: Susan Cluett	Associate Dean: Tony Gremaud	
Credential Provided: <input type="checkbox"/> Declaration of Academic Achievement <input type="checkbox"/> Local Certificate <input checked="" type="checkbox"/> Ontario College Certificate <input type="checkbox"/> Diploma <input type="checkbox"/> Advanced Diploma <input type="checkbox"/> Grad Certificate <input type="checkbox"/> Degree <input type="checkbox"/> Apprenticeship		
Program Intakes: <input checked="" type="checkbox"/> F <input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> S Other:	Catalogue Year(s) Impacted: 2021/22	
Residency Requirement: <input checked="" type="checkbox"/> Met or <input type="checkbox"/> Not Met	Date of Last Program Review: 3/1/2016	
<i>I have read the reasons for the change and...</i>	<i>Signature and date</i>	
Associate Dean of School: Tony Gremaud	<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	Tony Gremaud, Dec. 21/2020
Dean of Faculty (Lead program): Susan Cluett	<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	 December 21, 2020
Dean of Faculty (Affiliate program-impacted by change):	<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
Senior Vice President Academic (required for major changes and late DAs): Gary Lima	<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
Director, Centre for Academic Excellence: Greg Yantz	<input checked="" type="checkbox"/> Supports <input type="checkbox"/> Does Not Support	 December 22, 2020
Office of the Registrar:	<input type="checkbox"/> Supports <input type="checkbox"/> Does Not Support	
Notes:		

Please answer each of the questions below, if applicable. Missing or incomplete information may delay review of the proposed changes.

1.0 Describe proposed change(s). Complete Appendix A (if necessary), Appendix B and amend SDAR (Refer to Appendix C).

2.0

As part of Fanshawe's commitment that each student will be provided an opportunity for a Signature Innovative Learning Experience (SILEx), we would like to add a suite of courses that provides students with this opportunity. Students would be required to complete only one SILEx course in order to graduate from the certificate program.

Reason/Rationale for Changes

2.1 The reason for the change is based on:

- A recent program review
- Program Advisory Committee feedback
- Student feedback
- KPI results
- Accreditation or other regulatory requirements
- Shared curriculum
- Trends in the field/industry
- Other (please describe): College-wide SILEx requirement

2.2 Does the change support the College's Strategic Framework (mission, vision, values)?

- Yes
- No (If no, please explain)

2.3 What strategic goal(s) does the proposed change support?

- Goal 1 – Enhance innovative practices for exceptional student learning
- Goal 2 – Manage enrolment growth
- Goal 3 – Optimize use of resources
- Goal 4 – Build sustainable sources of alternative revenue

3.0 Students

3.1 Will the change affect the cost of the program for students?

- Yes
- No

3.2 If yes, there will be an additional cost for:

- Materials (Include details):
- Equipment (Include details):
- Other (Please describe):

4.0 Program Learning Outcomes

4.1 Will the proposed change meet the Program Vocational Learning Outcomes? (Complete Appendix B and mark the changes in the mapping [e.g. red font])

- Yes
- No

4.2 Are there any implications related to progression because of pre-requisite courses (and/or co-requisite courses)?

- No
- Yes (If yes, please explain)

5.0 Relationships with Other Programs

5.1 Are any of the courses impacted by the change provided by another School (e.g., SLLS, LKSB) and/or delivered at another campus?

- No
- Yes

5.2 What Schools/Campuses will be impacted by the proposed change?

- Lawrence Kinlin School of Business
- School of Information Technology
- School of Contemporary Media
- School of Design
- School Digital and Performing Arts
- School of Tourism, Hospitality and Culinary Arts
- School of Community Studies
- School of Health Sciences
- School of Nursing
- School of Public Safety
- Donald J. Smith School of Building Technology
- Norton Wolf School of Aviation Technology
- School of Applied Sciences and Technology
- School of Transportation Technology and Apprenticeship
- School of Language and Liberal Studies
- English Language Institute
- London South Campus

- Simcoe/Norfolk Regional Campus
- St Thomas/Elgin Regional Campus
- Woodstock/Oxford Regional Campus
- Huron/Bruce Regional Sites

5.3 Will the change affect pathway agreements (e.g., bridging, articulations, laddering, advanced standing) with other Fanshawe program(s) and/or other institution(s)?
(Refer to the pathway agreements listed here: <http://transferagreements.fanshawec.ca/>)

- No
- Yes (If yes, indicate when you will notify the other Fanshawe program(s) and/or other institution(s) and the Pathways Coordinator in the Centre for Academic Excellence of the change)

5.4 If this program is a Co-Operative Education program, will the proposed change impact Co-op?

- No
- Yes (If yes, consult with the Co-op office prior to submission)

6.0 Resource Implications of Proposed Changes

6.1 Will the proposed change have staffing implications?

- No
- Yes (If yes, please explain)

6.2 Will the proposed change impact any of the Enabling areas?

- No
- Yes (If yes, please explain)

6.3 Will the proposed change affect space and/or technology requirements?

- No
- Yes (If yes, please explain)

7.0 General College Requirements

7.1 Are changes consistent with Colleges policies?

- Yes
- No (If no, please explain)

7.2 Will the program meet the General Education requirements (Policy A126) as listed below?

- No
- Yes

Local Certificate, Ontario College Certificate and Graduate Certificate - none required)	Diploma - 3 required (minimum of 1 must be an elective)	Advanced Diploma - 4 required (minimum of 2 must be electives)
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7.3 Will the program have 25% distinct curriculum to meet the Residency Requirement of 25% credit units? Consider all pathway agreements (e.g., bridging, internal articulations, laddering, advanced standing) with other Fanshawe programs and/or other institutions.

- No
 Yes

Note: In accordance with POLICY NUMBER: A122 Graduation from Approved College Programs

...to be eligible for any College Credential a student must be enrolled and complete at least 25% of that program's credit units at Fanshawe College, unless stipulated differently by other approving bodies such as the Postsecondary Education Quality Assessment Board (PEQAB).

7.4 Indicate:

- i) Total program hours before proposed change: 465_____
- ii) Total program hours after proposed change: 465_____
- iii) Level(s) in which the proposed change(s) occurs: 1 or 2_____

7.4.1 Are the total program hours consistent with the requirements as listed below?

- Yes
 No (If no, please explain)

Local Certificate - 300 hours	Ontario College Certificate - 600 hours
Diploma - 1200 to 1400 hours	Advanced Diploma - 1800 to 2100 hours
Graduate Certificate - 600 hours	DOAA – 120 to 200 hours

Degree Audit Report

Catalog: 2021/2022

Program: GAP1

Name: General Arts and Science-
One Year

Department: GEN - Language & Liberal Studies

Academic Level: PS

CCD: 7 - 2AcadSem/600-700 hrs

Credential: Ontario College Certificate

Grade Scheme: LG2

Major: GAP1 - General Arts & Science -
One Yr

Div: GEN - Language and Liberal
Studies

Co-Op Indicator: N/A

Academic Program Requirement

Total Credits: 30.00

Residency Reqmt: 8.00

GPA Requirement: 2.00

Residency Reqmt GPA: 2.00

Minimum Grade: D

Academic Requirement: GAP1.21 Gen Arts & Sci -1 Yr

Major: GAP1

Grade Scheme: LG2

Minimum GPA: 2.00

Minimum Grade:

Subrequirement: GAP1 - WRIT

Take WRIT-1030 (Students who place out of the WRIT Assessment must take 3 additional elective credits at the Post-Secondary level.)

Group 1

WRIT-1030	Reason & Writing 1
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Total Hours	Total Credits	GE
45.00	3.00	

Group 2

Subrequirement: GAP1 - Mandatory

Take the following Mandatory Course:

COMM-3073	Communications for General Arts
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Total Hours	Total Credits	GE
45.00	3.00	

Subrequirement: GAP1 – Mandatory

Take one of the following Mandatory Courses:

HUMA-1027 Protest Works of Art
HUMA-1028 Discovering the Humanities
INS-1115 The Writer's World
INDS-1116 Black Lives Matter
INDS-1117 Racism in Canada
INDS-1118 The Global Drug Trade
INDS-1119 Global Citizenship
INDS-1120 Movement & Physical Fitness
INDS-1121 Humans & the Honey Bee
INDS-1222 Be Creative
PSYC-1128 Development: Circle of Life
RELG-1004 World Religions
SOCIO-1097 Sociology of Fame

Degree Audit Report

Note: these courses cannot count toward the electives

Subrequirement: GAP1 - Electives

Take ~~24~~ 21 elective credits at the Post-Secondary level. At least ~~15~~ 12 credits must be General Arts and Science elective credits.

Group 1

Group 2

Approved By Chair/Manager:

Approved by Dean:

General Education Approved By(as appropriate):

Department and Date:

Date:

Date:

SILEx & Job Skills of the Future

School of Language & Liberal Studies

An overview of how the School of Language & Liberal Studies is delivering on Fanshawe's commitment to expose students to Signature Innovative Learning Experiences and Job Skills of the Future.

Prepared by: Kevin Van Lierop
Updated on: December 17, 2020

General Arts & Science – Certificate / Diploma

The cornerstone of the General Arts & Science program (GAP) is the opportunity for students to self-select courses from a variety of subject areas. Given this structure, the inclusion of SILEx into GAP presents a unique challenge when compared to other college programs. Any integration of SILEx into GAP must respect and support the defining program characteristic of course variety and choice. To address this, rather than dictating a single course or the type of SILEx a suite of courses will offer students the chance to choose how they will be exposed to their SILEx.

Suite of Courses

GAP students can select one (or more) courses from a collection which have SILEx embedded into their delivery. Each student must complete at least one SILEx related course to meet their graduation requirements. Each term, students can choose from a subset of the related courses for exposure to the five SILEx categories. Courses in this SILEx suite of courses include:

HUMA-1027	Protest Works of Art	INDS-1120	Movement & Physical Fitness
HUMA-1028	Discovering the Humanities	INDS-1121	Humans & the Honey Bee
INDS-1115	The Writer's World	INDS-1122	Be Creative
INDS-1116	Black Lives Matter	PSYC-1128	Development: Circle of Life
INDS-1117	Racism in Canada	RELG-1004	World Religions
INDS-1118	The Global Drug Trade	SOCI-1097	Sociology of Fame
INDS-1119	Global Citizenship		

Within each SILEx related course students will be exposed to one or more of the SILEx learning opportunities. Some examples of the learning experiences embedded within these courses include:

- **Multi-disciplinary Projects / Global Projects** – visiting local cultural institutions / events and collaborating to create a report, viewer guide, or showcase related one of the exhibits
- **Applied Research** – research related to the course in question, through interactions with local organizations and institutions who are leaders in their fields, will inspire original student writing
- **Live Client Interactions** – supporting local community organizations through the creation of recommendation reports or presentations focused on specific subject areas
- **Entrepreneurship** – the development of a pitch or business / social enterprise proposal as it relates to the content of the course in question with support from Fanshawe's LEAP Junction

COVID-19 Adjustments

Any visits to local organizations or events as required for a SILEx related component will be assessed on a case-by-case basis to determine if health and safety requirements can be address. In cases where a group cannot attend a location or event together, faculty will arrange either individual visits to the location / event or facilitate a virtual gathering to re-create the in-person experience.

Job Skill of the Future

While individual students will develop a unique complement of Job Skills of the Future throughout the courses they choose to complete, the core skills that any student who successfully completes GAP can be expected to develop include *Social Intelligence*, *Self-directed learning*, and *Implementation Skills*.

Given the unique nature of the GAP program, where each student is on an individualized learning path and likely has different goals from their peers, it is this group of skills which each student requires to succeed. In interacting with different student groups from across various courses students will build and maintain diverse relationships. As a student connects one of their courses to the next, they learn the skills to achieve their own learning goals. And, in managing work across multiple courses that do not have coordinated projects or dates, students develop the ability to achieve important milestones while planning for and balancing competing priorities.

Advanced Communications for Professionals – Graduate Certificate

Advanced Communication for Professionals (ADC) offers international students the possibility to further develop their written, verbal, and interpersonal skills. Given the broad experience of the ADC student population, and the wide applicability of the skills developed, ADC exposes students to SILEx which are integrated across employment sectors and interest areas.

RSCH-6001 Navigating the Research Landscape

The primary integration of SILEx within ADC unfolds as an *Applied Research* project with an integrated *Live Client Interaction* component. Partnering with the Library Learning Commons, ADC students conduct preliminary literature reviews related to the research interest areas of researchers from across the college. As the Library Learning Commons regularly receives requests for research assistance from both students and faculty this collaboration provides ADC students with the chance to work with a wide range of easily accessible clients. Depending on the specific working relationship a consultant (ADC student) has with their client (researcher), RSCH-6001 may lead to a *Multi-Disciplinary* project whereby the student's work moves beyond a literature review and evolves into an advanced report.

Building upon a successful partnership with the Library Learning Commons, the potential exists to expand this SILEx to the Centre for Research and Innovation (CRI) in support of their researchers and the projects they engage with. Given the scope and level of research that CRI participates in, ADC students would benefit by being exposed to a calibre of work which connects them directly with professionals beyond the confines of Fanshawe College.

Although RSCH-6001 is currently offered during Level 1 of the ADC program, beginning Fall 2021 it will move to Level 2 and function as a culminating or capstone course.

COVID-19 Adjustments

Given that the clients ADC students primarily serve are also members of the Fanshawe College community and recognizing that most research in our digital-first society is completed online, few if any adjustments are required for RSCH-6001 due to COVID-19.

Job Skill of the Future

In today's increasingly digitally connected and knowledge-based economy, communication skills are crucial for professional success across a wide array of sectors. ADC augments the development of a robust communications skillset by integrating Job Skills of the Future such as *Social Intelligence*, *Resilience*, and *Global Citizenship*.

Students learn the skills and language necessary to facilitate positive and productive interpersonal relationships with both colleagues and clients. Students develop a toolset to edit and adapt the communication messages they craft as well as their professional self; they learn to accept, understand, and implement feedback as one means to support them in succeeding through periods of adversity. Given the diverse makeup of the ADC student population and the broad skillset they emerge from the program with, students are presented with many opportunities to apply their learning and understand how it fits into the context of our vast society.

Research & Evaluation – Graduate Certificate

The Research & Evaluation program (RES) is well suited to deliver on Fanshawe's SILEx and Job Skills of the Future commitments to students. The core skills which students develop throughout the program are given relevance through their direct application in *Applied Research* activities, *Live Client Interaction*, and community collaborations.

SOSC-6003 – Capstone

RES students have their primary exposure to SILEx during the second level Capstone course (SOSC-6003). Under the supervision of a faculty advisor, students complete a group applied research or evaluation project for a government agency or for a community, educational, health, human services or other organization. The focus of this work is on *Applied Research* but often includes *Live Client Interactions* which helps to deepen the scope of work and the overall student learning experience.

City Studio London Partnership

[CityStudio](#) is a model of experiential education and civic engagement which helps to develop new leaders by turning the city into a classroom. CityStudio London is a collaboration between the City of London, Pillar Nonprofit Network, and a consortium of post-secondary partners across the city.

RES collaborates with CityStudio to give students the opportunity to apply their skills, creativity, and knowledge through consultation with community partners who have identified real-world issues and

challenges within their day-to-day operations. RES students investigate, understand, and evaluate the challenges they are presented and offer solutions which have the potential to impact the community.

Due to the ad-hoc nature of the CityStudio model and the matching process which pairs organizations and students together, an opportunity exists for *applied research, live client interactions* and *multi-disciplinary projects* to be integrated into most of the courses across the RES program.

Past RES courses with links to CityStudio which contain SILEx exposures include: RSCH-6003 – Quantitative Research Methods, SOSC-6002 – Knowledge Translation & Management, RSCH-6004 – Survey Methods, and SOSC-6003 – Capstone.

COVID-19 Adjustments

Due to COVID-19, the following are adjustment to the integration of SILEx within RES:

- **SOSC-6003 – Capstone** – final presentations transition to online from face-to-face delivery
- **Community Partnerships** – partners who struggle with their day-to-day operations are not as responsive or engaged in their commitments to support student work
 - RES faculty account for, mitigate against, and adjust expectations when addressing reductions in partner participation to ensure student learning is not negatively impacted
- **Value Proposition** – some partners are not as open to engaging with students during COVID-19 given that any work completed now may not be as relevant or applicable in future years
 - RES faculty and students articulate the value of collaboration during these turbulent times to illustrate how their efforts can support the work of community partners

Job Skill of the Future

Although students are exposed to most Job Skills of the Future depending on what Capstone project they complete and any CityStudio London partnership they participate in, RES primarily emphasizes the skills of *Complex Problem Solving, Social Intelligence, Implementation Skills, and Self-Directed Learning*.

Students learn to plan, conduct, measure and report on research and to support decisions through data analysis and interpretation. Students explore diverse social science research methods and apply them with the aim of program evaluation and optimization. Students direct research projects based on their interests while applying them in real-world settings; collaborating with social agencies, healthcare, education and the private sector allows students to build and maintain relationships with one another and community organizations. Often the community partner will request use of a software application or process that is outside of the core RES curriculum, and these occurrences encourage self-directed learning.