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## MEMORANDUM

ATTENTION: Senate

TEL

FROM: Peter Keller, Vice-President, Academic and Provost, and Chair, SCUP

A handwritten signature in black ink, appearing to read "P. Keller".

RE: Suspension of Admission to the Certificate in Liberal Arts (SCUP 18-40)

DATE: December 11, 2018

TIME

At its November 21, 2018 meeting, SCUP reviewed and approved the proposal to suspend admission to the Certificate in Liberal Arts within the Faculty of Arts and Social Sciences, effective Summer 2019.

**Motion:**

That Senate approve the suspension of admission to the Certificate in Liberal Arts within the Faculty of Arts and Social Sciences, effective Summer 2019.

c: C. Murray



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MEMORANDUM

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ATTENTION

Senate Committee on University Priorities

DATE November 2, 2018

FROM

Wade Parkhouse, Chair  
Senate Committee on Undergraduate Studies

PAGES 1/1

RE:

Faculty of Arts and Social Sciences (SCUS 18-74)

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Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of November 1, 2018, gives rise to the following recommendations:

Motion:

That SCUP approve and recommend to Senate the suspension of admission to the Certificate in Liberal Arts within the Faculty of Arts and Social Sciences.

The relevant documentation for review by SCUP is attached.

## Proposal to suspend admission to the Certificate in Liberal Arts – October 2018

The Faculty of Arts and Social Sciences (FASS) in which the Certificate of Liberal Arts (CLA) is housed proposes to suspend the CLA with the intention of leading an in-depth review in order to improve our response to student demand and the CLA's possible contribution to a better understanding of the Humanities and Social Sciences for students of all Faculties at SFU.

### 1. All impacted credentials, levels and categories of the degree, and specific discipline or field of study

Certificate of Liberal Arts

Current requirements: 10 courses (30 units) taken from a specific list of defined courses; no substitutions possible

No separate CLA courses or instructors.

### 2. Location of the program

Faculty of Arts and Social Sciences, Office of the Dean

### 3. Proposed date for suspension

Summer 2019

### 4. Reasons for suspension of admissions

- considerable and steady decline in enrolment in past 10 years
  - historical comparison: 1993 saw 1,000 registered students with 155 graduates in Spring 1993
  - more recently, increase between 2000-2005; turning point in 2005 (height of 332 graduates)
  - 2008: start of clear decline
- => drop can possibly be linked to the following curricular changes
- a) Fall 2006: introduction of WQB requirements
  - b) Fall 2009: BGS starts allowing only 60 units of transfer credit to match all other degrees;
  - c) Fall 2010: introduction of BA with two double Minors; CLA was no longer a B.Ed. requirement (the CLA was only encouraged for the PDP, but was never a requirement)
- 8888 University Drive Burnaby, BC Canada V5A 1S6 TEL 778.782.4416 murraye@sfu.ca  
<http://www.sfu.ca/fass.html>
- declining number of FASS students in the CLA: between 53-81% of CLA students; clear down trend; between 19-47% of CLA students are non-FASS students
  - lowest number of graduates (34) in 2017 since inception, a decrease of nearly 50% in relation to 2016

### 5. Plan for suspension, including:

- a) Steps taken to consult with students: continuing connection between CLA advisor and students; students chose the CLA as add-on, not as alone-standing credential
- b) Steps taken to consult with impacted instructors and staff

## **Proposal to suspend admission to the Certificate in Liberal Arts – continued**

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No impact on instructor and staff; no CLA-exclusive courses, and negligible enrolments unlikely to harm participating departments.

CLA advisor (CUPE 7 position) will go into retirement as of 2019; if appropriate and renewed CLA, related responsibilities shall be taken over by an APSA position

c) Steps taken to ensure students in the program have the opportunity to complete the program  
Students who are currently enrolled will have access to the courses constituting the CLA in order to finish them.

d) Confirmation of consultation with other impacted departments and faculties

Presentation of plan of suspension to FASS Curriculum Committee on October 18, 2018.

### **6. Draft Calendar entry detailing suspension of admissions to the program**

Admission to the Certificate of Liberal Arts has been suspended effective Summer 2019 (1194).

### **7. Institutional contact person**

Catherine Murray, PhD.

Professor and Associate Dean, Undergraduate Programs and Enrolment

Faculty of Arts & Social Sciences [murraye@sfu.ca](mailto:murraye@sfu.ca)

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**MEMORANDUM**

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ATTENTION Faculty of Arts and Social Sciences Curriculum Committee

FROM Catherine Murray, Associate Dean, FASS

RE: Proposal to Suspend Admissions to the Certificate in Liberal Arts

DATE October 11, 2018

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The Faculty of Arts and Social Sciences (FASS) in which the Certificate of Liberal Arts (CLA) is housed proposes to suspend the CLA with the intention of leading an in-depth review in order to improve our response to student demand and the CLA's possible contribution to a better understanding of the Humanities and Social Sciences for students of all Faculties at SFU.

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- declining number of FASS students in the CLA: between 53-81% of CLA students; clear down trend; between 19-47% of CLA students are non-FASS students
- lowest number of graduates (34) in 2017 since inception, a decrease of nearly 50% in relation to 2016

**5. Plan for suspension, including:**

- a) Steps taken to consult with students: continuing connection between CLA advisor and students; students chose the CLA as add-on, not as alone-standing credential
- b) Steps taken to consult with impacted instructors and staff  
No impact on instructor and staff; no CLA-exclusive courses, and negligible enrolments unlikely to harm participating departments.  
CLA advisor (CUPE 7 position) will go into retirement as of 2019; if appropriate and renewed CLA, related responsibilities shall be taken over by an APSA position
- c) Steps taken to ensure students in the program have the opportunity to complete the program  
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Faculty of Arts & Social Sciences

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**Certificate of Liberal Arts (CLA)**  
**A Review of a +30-year old certificate**  
by Bettina Cenerelli

**CLA Facts**

**General<sup>1</sup>**

- open to students in any Faculty who meet university admission requirements
- can be completed by itself or in conjunction with a degree (but not a PBD)
- current requirements: 10 courses (30 units) taken from a specific list of defined courses; no substitutions possible
- a) two courses are required from each of the five sets
- b) five WQB courses must be included (one each of W, Q, B-Hum, B-Soc, B-Sci)
- c) no more than 15 transfer units can apply
- d) a minimum SFU CGPA of 2.00 is required (on the ten CLA courses selected).

The current Academic Calendar entry reads as follows in its introduction.

“This program, which provides broad exposure to areas of knowledge and inquiry methods essential to a liberal education, **is for students who desire breadth of learning**. It may be completed in conjunction with a degree program, or by students not seeking a degree.

The certificate requires ten courses comprising at least 30 units from the designated course list. These courses, which include both lower and some upper division courses, were carefully chosen for suitability in providing accessible and valuable material.”

(<https://www.sfu.ca/students/calendar/2016/summer/programs/certificate-in-liberal-arts-cla-.html>)

(my emphasis)

**CLA course list**

- total of 211 courses; set of five requirement groups<sup>2</sup>
- while set 1-3 are defined to address approaches to knowledge, set 4-5 are thematic
- no substitution to course list is possible
- courses should be permanent, well established, frequently offered, easily accessible for most students, with no or minimal prerequisites, stable course content and method of teaching
- mostly 100- and 200-level courses; some HUM and WL 300-level courses
- most first year courses are ‘gatekeeper’ courses
- five sets are defined as follows:
  1. Speaking to the world (“the language, literature, and the arts that let us communicate with and understand the world”) (38 courses)
  2. Theories and Methods (“the assumptions and methodologies of disciplinary research and the intellectual tools needed to interpret data”) (33 courses)
  3. Sciences (the disciplines that study the natural and physical phenomena of the universe”) (25 courses)
  4. Society and the Individual (the forces that define our Canadian experience and ourselves”) (52 courses)

<sup>1</sup> For a historic overview, please see Appendix 1. The CLA is without academic committee oversight since 2012.

<sup>2</sup> The list of current courses is 174; the list does continue to mention 37 discontinued courses that can still count towards the CLA.

5. Global Experience (the world outside of Canada and beyond our era”) (63 courses)

**Course distribution in the CLA**

Following is the distribution of courses per program/department.

- ✓ Of 39 SFU Departments offering courses in the CLA, 23 (or 59%) originate in FASS.
- ✓ Of 211 courses offered in total, 140 courses (or 66%) are offered by FASS Departments.
- ✓ While FASS offers the large majority of W (88%) and B-Hum courses (84%), the FASS part is only 67% for B-So courses, 30% for Q courses and 23% for B-Sci courses.

**Relation of FASS courses to the total number of courses offered, including WQB requirements**

|       | <u>Total</u> | <u>W</u> | <u>Q</u> | <u>B-Hum</u> | <u>B-Soc</u> | <u>B-Sci</u> |
|-------|--------------|----------|----------|--------------|--------------|--------------|
| FASS  | 140<br>(66%) | 23 (88%) | 9 (30%)  | 61 (84%)     | 33 (67%)     | 6 (23%)      |
| Total | 211          | 26       | 30       | 73           | 49           | 26           |

**Departments in FASS offering courses in the CLA, including WQB required courses**

|    | <u>Department</u> | <u>Total</u> | <u>W</u>  | <u>Q</u> | <u>B-Hum</u> | <u>B-Soc</u> | <u>B-Sci</u> |
|----|-------------------|--------------|-----------|----------|--------------|--------------|--------------|
| 1  | HUM               | 20           | 5         |          | 19           |              |              |
| 2  | HIST              | 14           | 1         |          | 13           |              |              |
| 3  | PSYC              | 13           | 2         | 2        |              | 4            | 2            |
| 4  | WL                | 13           | 3         |          | 11           |              |              |
| 5  | SA                | 11           | 2         | 1        |              | 3            |              |
| 6  | POSC              | 9            | 1         | 1        | 1            | 5            |              |
| 7  | CRIM              | 8            | 1         |          |              | 6            |              |
| 8  | PHIL              | 8            | 2         | 2        | 5            | 1            | 2            |
| 9  | ENGL              | 6            | 6         |          | 5            |              |              |
| 10 | FREN              | 5            |           |          | 1            |              |              |
| 11 | LING              | 5            |           |          |              | 5            | 1            |
| 12 | GA (ASC)          | 4            |           |          | 3            | 1            |              |
| 13 | GSWS              | 4            |           |          | 1            | 1            |              |
| 14 | CHIN              | 3            |           |          |              |              |              |
| 15 | ECON              | 3            |           | 2        |              | 3            |              |
| 16 | FNST              | 2            |           |          | 1            | 1            |              |
| 17 | GERM              | 2            |           |          |              |              |              |
| 18 | GERO              | 2            |           |          |              | 2            |              |
| 19 | ITAL              | 2            |           |          |              |              |              |
| 20 | JAPN              | 2            |           |          |              |              |              |
| 21 | SPAN              | 2            |           |          |              |              |              |
| 22 | BUEC              | 1            |           | 1        |              |              |              |
| 23 | COGS              | 1            |           |          | 1            | 1            | 1            |
|    | <u>TOTAL-FASS</u> | <u>140</u>   | <u>23</u> | <u>9</u> | <u>61</u>    | <u>33</u>    | <u>6</u>     |



All Departments offering courses in the CLA, including WQB required courses

|    | <u>Department</u> | <u>Total</u> | <u>W</u> | <u>Q</u> | <u>B-Hum</u> | <u>B-Soc</u> | <u>B-Sci</u> |
|----|-------------------|--------------|----------|----------|--------------|--------------|--------------|
| 1  | HUM               | 20           | 5        |          | 19           |              |              |
| 2  | HIST              | 14           | 1        |          | 13           |              |              |
| 3  | PSYC              | 13           | 2        | 2        |              | 4            | 2            |
| 4  | WL                | 13           | 3        |          | 11           |              |              |
| 5  | SA                | 11           | 2        | 1        |              | 3            |              |
| 6  | CA (FPA)          | 9            |          |          | 7            | 1            |              |
| 7  | GEOG              | 9            |          | 1        |              | 5            | 1            |
| 8  | POSC              | 9            | 1        | 1        | 1            | 5            |              |
| 9  | CRIM              | 8            | 1        |          |              | 6            |              |
| 10 | MATH              | 8            | 1        | 8        |              |              |              |
| 11 | PHIL              | 8            | 2        | 2        | 5            | 1            | 2            |
| 12 | ARCH              | 7            | 1        |          | 2            | 6            | 1            |
| 13 | CMNS              | 7            | 1        |          |              | 1            |              |
| 14 | ENGL              | 6            | 6        |          | 5            |              |              |
| 15 | CHEM              | 5            |          | 5        |              |              | 4            |
| 16 | EDUC              | 5            |          |          | 3            | 2            |              |
| 17 | FREN              | 5            |          |          | 1            |              |              |
| 18 | LING              | 5            |          |          |              | 5            | 1            |
| 19 | BPK               | 4            |          |          |              |              | 3            |
| 20 | GA (ASC)          | 4            |          |          | 3            | 1            |              |
| 21 | GSWS              | 4            |          |          | 1            | 1            |              |
| 22 | PHYS              | 4            |          | 3        |              |              | 3            |
| 23 | STAT              | 4            |          | 4        |              |              | 1            |
| 24 | BISC              | 3            |          |          |              |              | 3            |
| 25 | CHIN              | 3            |          |          |              |              |              |
| 26 | ECON              | 3            |          | 2        |              | 3            |              |
| 27 | CMPT              | 2            |          |          |              |              | 1            |
| 28 | FNST              | 2            |          |          | 1            | 1            |              |
| 29 | GERM              | 2            |          |          |              |              |              |
| 30 | GERO              | 2            |          |          |              | 2            |              |
| 31 | ITAL              | 2            |          |          |              |              |              |
| 32 | JAPN              | 2            |          |          |              |              |              |
| 33 | SPAN              | 2            |          |          |              |              |              |
| 34 | BUEC              | 1            |          | 1        |              |              |              |
| 35 | COGS              | 1            |          |          | 1            | 1            | 1            |
| 36 | EASC              | 1            |          |          |              |              | 1            |
| 37 | HSCI              | 1            |          |          |              |              | 1            |
| 38 | REM               | 1            |          |          |              | 1            |              |

|              |     |            |           |           |           |           |           |
|--------------|-----|------------|-----------|-----------|-----------|-----------|-----------|
| 39           | SCI | 1          |           |           |           |           | 1         |
| <b>Total</b> |     | <b>211</b> | <b>26</b> | <b>30</b> | <b>73</b> | <b>49</b> | <b>26</b> |

### Enrollment

- historical comparison: 1993 saw 1,000 registered students with 155 graduates in Spring 1993
- more recently, increase between 2000-2005; turning point in 2005 (height of 332 graduates)
- 2008: start of clear decline
- => drop can possibly be linked to the following curricular changes
  - a) Fall 2006: introduction of WQB requirements
  - b) Fall 2009: BGS starts allowing only 60 units of transfer credit to match all other degrees;
  - c) Fall 2010: introduction of BA with two double Minors; CLA was no longer a B.Ed. requirement (the CLA was only encouraged for the PDP, but was never a requirement)
- FASS students: between 53-81% of CLA students; clear down trend; between 19-47% of CLA students are non-FASS students
- lowest number of graduates (34) in 2017 since inception, a decrease of nearly 50% in relation to 2016
- highest student representation from outside of FASS: FCAT and Business (15% and 12% respectively)

### CLA graduates since 2000

| Year | # of Graduates | % in FASS   |
|------|----------------|-------------|
| 2000 | 278            | 69%         |
| 2001 | 279            | 61%         |
| 2002 | 295            | 70%         |
| 2003 | 327            | 71%         |
| 2004 | 291            | 69%         |
| 2005 | 332            | 74%         |
| 2006 | 269            | 77%         |
| 2007 | 230            | 74%         |
| 2008 | 187            | 81%         |
| 2009 | 172            | 80%         |
| 2010 | 118            | 75%         |
| 2011 | 117            | 58%         |
| 2012 | 120            | 74%         |
| 2013 | 122            | 61%         |
| 2014 | 99             | 69%         |
| 2015 | 77             | 61%         |
| 2016 | 64             | 48%         |
| 2017 | 34             | 53%         |
|      | 3,434          | 70% (2,407) |

### CLA Active students and Faculty distribution (as of Spring 1161)

| Faculty | # stud. | % of total |
|---------|---------|------------|
| ARTS    | 58      | 46%        |

|      |    |     |
|------|----|-----|
| CAT  | 19 | 15% |
| BUS  | 15 | 12% |
| SCI  | 10 | 8%  |
| ENV  | 7  | 6%  |
| EDUC | 6  | 5%  |
| HLTH | 5  | 4%  |
| APSC | 5  | 4%  |

**CLA Active students and Faculty distribution (as of Summer 1184)**

| Faculty | # stud. | % of total |
|---------|---------|------------|
| ARTS    | 31      | 47%        |
| SCI     | 10      | 15%        |
| CAT     | 7       | 11%        |
| BUS     | 6       | 9%         |
| HLTH    | 6       | 9%         |
| ENV     | 3       | 4.5%       |
| EDUC    | 2       | 3%         |
| APSC    | 1       | 1.5%       |

In general, the GPAs of the CLA students are above 2.5 in CAT and Sciences (except for two). In CAT, students are mostly CMNS majors; in Sciences, mostly BISC. It is likely that Communication and BISC do promote the CLA in some way as do BPK and Health.

For FASS students, more than 50% have a GPA of above 3.00, with 25% above 2.5 and the rest above 2.00 (with two exceptions). Students are mostly enrolled in programs such as PSYC, ECON, LING, ENGL, CRIM, POL, SA and PHIL.

**Marketing**

- information on existence of CLA depends on individual advisors in Student Services and in Departments
- no active recruiting; no classroom visits
- lack of consistent communication strategy; no visible presence on FASS website
- CLA wall display (approx. 3 x 4'; early 1990s-2009/10) outside the Dean's office upstairs (and between the 2 advisors' offices when still located up-stairs), which included a description, set lists, and contact info, from 1987? (or at least from some time in the early 90's); display was removed after relocation to Arts Central; never replaced
- lack of representative brochure; only course overview list
- importance of ensuring buy-in by departments; in the past years, no follow-up with departments who wanted to add/change course set-ups
- the course set-up change of 2011-2012 did not seem to have a particular impact on the # of students registered in the program
- reduction of 12 to 5 sets was seemingly done quickly, but was approved by all necessary levels (FASSCC; SCUS; Senate); changes would need to be brought forward to those same levels
- inquiries from departments in relation to course lists are not systematically followed-up upon

### **CLA Advantages**

- CLA gives students of all Faculties the possibility to study with a clear objective in FASS
- could be a driver for smaller (and lesser chosen) programs (“boutique model”)
- with appropriate publicity in other Faculties, we may be able to push the role of the certificate further into the foreground
- CLA could become a pathway for students struggling to find a program; potential roll-out to specific student groups
- CLA responds at the same time to WQB requirements; however, WQB structure is +10 years old and may also be revised in the near future
- students would lay a foundation for WQB requirements by acquiring at the same time basic courses for their intended future program

### **Current CLA Challenges and Possible Solutions**

- course list: form working group to revise course list; simplify as much as possible (i.e. define certain courses that need to be taken – as many other institutions do – see Appendix 2; have 2-3 required courses for all in addition of elective courses); investigate possible priority registration for CLA candidates; reflect on WQB requirements as part of the CLA (advantage or complicating additional requirement?)
- lack of a CLA support system in FASS: by setting up the CLA as potential pathway for specific student groups (e.g. int’l students; CGPA students 2.0-2.5, etc.), possible increase of retention percentage
- only add-on; not an intentional choice: importance of creating a reason for the student to choose the CLA
- dropping numbers: can be linked to lack of intention, lack of publicity, etc. (difficult to prove causal link without student-interviews); by introducing a ‘pathway-option’ (the number of unintended students is particularly high in FASS; CLA could help guide these students in finding their interests) and by marketing the CLA to specific student groups over a defined period of time and as a pilot project, CLA role could be proven as being essential

### **Recommendations**

One of the original goals of the CLA was to provide a “guided path through the Breadth requirements”; however, students do not use the CLA with this goal in mind. The CLA is not a tool or the means to better understand FASS, but is applied as an afterthought once the majority of the courses have been taken for different requirements. Further, since inception of the CLA, university-wide WQB requirements have been introduced more than 10 years ago; additional Minor degree options (double minor) have been introduced more recently. The number of WQB options in all departments have considerably increased; it seems impossible to maintain or even streamline an up-dated list for eligible courses for the CLA. The outdated and convoluted course list is in stark contrast with pathways chosen by some other educational institutions to provide insight into the humanities and social sciences (Appendix 1).

In comparison, we notice for the CLA the following disadvantages:

- constantly decreasing numbers for the CLA
- long list of classes that is difficult to up-date

- surprising predominance of non-FASS courses in certain sections (50% of courses in Set 2 – Theories and Methods – are non FASS courses; 16 out of 33)
- lack of classes that would lay foundations in writing, research, analytical thinking, etc.
- unclear definition of audience and targeted student groups (FASS students/non-FASS students)
- relatively large number of classes from non-FASS Faculties
- 5 specific WQB requirements (50% must be in response to additional WQB requirements)

**The following options could be considered to address the CLA conundrum.**

#### **Administration**

- Suspend the admission to the CLA to reflect on proper administrative issues**
- Establish a Faculty Review Committee**
  - CLA is not located in a department or under the supervision of a particular department, but is rather placed under the direction of the Associate Dean, Undergraduate
- Propose either viable options or termination of the program to FASS Curriculum Committee/SCUS**

#### **Options for the CLA**

- Redefine the CLA as pathway for undecided/undeclared FASS students**
  - intentional use of the CLA; current approach does more harm than good (seemingly sign of disinterest by FASS and by departments)
  - importance of creating awareness of the certificate
  - CLA could be used consciously in supporting and encouraging certain departments and programs
  - CLA as pathway concept for undecided FASS students, the CLA could be used as a point of departure to facilitate appropriate course choices particularly since most of the courses are 100- and 200-level courses; how to justify a certificate where students do not have to take upper-level courses at all?
- Differentiate clearly between CLA and double Minor**
  - the introduction of WQB requirements plus double Minors may have introduced too many new choices that may have influenced CLA numbers
  - explain clearly the difference between double minor and CLA
- Create appropriate marketing material and classroom visits**
  - develop appropriate marketing material (brochure; website, etc.)
  - present the CLA during classroom visits; HIMM presentations and other opportunities to reach out to students
- Establish clear timeline**
  - current UG Program Assistant responsible for the CLA has been in this position for 12 years, but will retire in summer 2019
  - Arts Central is planning to hire additional advisors to better respond to growing student numbers; one of those additional advisors should be supervising potential CLA developments if the decision is made to continue the program

## **Appendix 1: Historic Overview, CLA<sup>3</sup>**

### **1986-1995**

- Sept. 1985: after the dissolution of the Faculty of Interdisciplinary Studies, a Dean's Ad Hoc committee recommends new Arts degree requirements (including a proposal for a CLA); came about partly as a means of completing degree breadth

"there should be an [sic] designed program for those students who wish the Faculty's guidance in pursuing that part of their studies dedicated to the pursuit of breadth." (AdHoc Full Report, April 1985, p. 3)

"One of the principal reasons for creating a Program in Liberal Arts is to provide students with a **guided path through the Breadth Requirements.**" (ibid., p. 27)

-> the intention was to offer students an additional and structured pathway at the time to pursue a certificate program in Liberal Arts with the Breadth Requirements

"the Certificate Program in Liberal Arts is intended to ensure breadth of learning. It is not to be identified with any minor program currently available in the university." (ibid., p. 4)<sup>4</sup>

-> at the same time, they wanted to increase access to courses outside of the student's major department

- Nov. 3, 1986: Senate acceptance; implementation in Fall 1987

- forming of Steering Committee (at that time composed of: Assoc. Dean, 5 Faculty members and advisor) to periodically review the course list; committee meets approximately 3-4 times/year (1987-1995)

- Departments have to annually review the CLA course offerings

### **1995-1998**

- irregular meetings only by Steering Committee; lack of consensus

- Assoc. Dean (chair) makes further course decisions; committee is disbanded

### **1992-2010**

- CLA becomes requirement for BEd

### **2011-2012**

- ad-hoc committee of Assoc. Dean (Paul Budra), Phil professor (Evan Tiffany), WL professors (Ken Seigneurie) and FASS Coordinator, Advising (Claire de Lisser) decides on re-structuring the course requirements:

> modification of initial CLA course set of previous 12 set requirements to 5, including five WQB requirements

> limited evaluation of courses; mostly restructuring of sets: courses are not removed at that time; some may have been added by decision of Associate Dean (at the time: Dr. Paul Budra)

- new requirements were approved by FASSCC (Sept. 22, 2011), subsequently by Senate; in SFU Calendar as of 1124

<sup>3</sup> The document was prepared in close collaboration with Susan Cowan, CLA Undergraduate Program assistant. A first version was prepared in May 2016; this is a second slightly modified and expanded version.

<sup>4</sup> Interesting arguments in favor of breadth, mostly because breadth was not otherwise encouraged if one believes the authors of this report: "Many students are fearful of sampling far from their major departments. They are afraid of jeopardizing their GPAs which are needed for admission to and continuance in major programs, scholarships, bursaries [...], by pursuing studies in unfamiliar areas where they will be competing with students majoring in those other fields." (AdHoc Full Report, April 1985, p. 17).

Since 2012

- no regular oversight or evaluation of courses
- no committee meetings or consultations
- no publicity
- CLA Advisor is applying the list approved in 2012 by Senate

## Appendix 2: Comparison to Other Universities/Similar Certificates:

### McGill, Major Concentration Liberal Arts:

- mandatory language minor
  - three streams (Literature and the Arts; History, Culture and Society; Philosophy and Religion)
  - required courses: LIBA 202 (Introduction to Liberal Arts) and LIBA 402 (Seminar in Liberal Arts)
- LIBA 202: An introduction to the compass and significance of a Liberal Arts education, focusing on contemporary developments and challenges in the humanities. It considers the contribution of a range of disciplines and approaches across a wide range of linguistic traditions, geographical areas and time periods and pays particular attention to the global dimension of contemporary humanistic culture.
- LIBA 402: Readings and discussions on Liberal Arts

### Ryerson University, Certificate in Social Sciences and Humanities Foundation

- completion of six courses
- students should register in the certificate at the beginning of their first course
- required courses: Critical Thinking I; Academic Writing and research
- electives: Humanities (2) – list of 15 courses (including two language courses)
- electives: Social Sciences (2) – list of 19 courses

### McMaster University, Arts and Science Program

- providing students with a broad-based interdisciplinary education
- has an extensive integrated curriculum that aims to bridge the divide between arts and sciences, but also between Academia and social engagement
- Core program: 7 courses (Practices of Knowledge; Writing; Argumentation; Inquiry: Global Challenges; Inquiry Indigenous Ways of Knowing: Theory; Calculus; Level 1 Science courses or Electives)
- Electives: restricted list (7 science courses from which students have to choose 2 on Level 1)

### Cap University, BA with Major in Liberal Studies

- required courses: University Writing Strategies plus Writing, Rhetoric, Style; Approaching Knowledge; Refocusing Knowledge: Introduction to Research Methods; Methods of Inquiry (upper division course)
  - has also introduce new **Cap Core** requirements (<https://www.capilanou.ca/programs--courses/search--select/cap-core-courses/>) with Foundation courses (numeracy/literacy); Integration courses (self and society; science and technology; culture and creative expression) and professional practice courses (experiential learning and capstone courses), all framed for professional/career success
- “The aim of Cap Core is to help you become a well-rounded, successful graduate, with the broad knowledge base and skills needed to support your lifelong learning and intellectual growth. Cap Core is a framework for selecting courses that helps students become well-rounded graduates. Courses are organized into three themes that are designed to provide the foundational and professional knowledge for career success.”
- for a degree, students are required to earn 30 Cap Core credits as part of their program, with 15 outside of their main area of study (diploma: 12; certificate: 6)