

1.0 ORGANIZATION AND PROGRAM INFORMATION

1.1 Submission Title Page

Full Legal Name of Organization:	Breakwell Education Association
Operating Name of Organization:	The Stratford College of Liberal Arts
Common Acronym of Organization:	SCLA
URL for Organization Homepage:	Not applicable
Degree to be awarded for the program or part of program:	Baccalaureate: Honours
Proposed Degree Title and Nomenclature:	Bachelor of Liberal Arts, Honours
Date of Submission:	August 13, 2004. 1 st Revision: September 29, 2004. 2 nd Revision: December 22, 2004.
Location of where program is to be delivered:	45 Waterloo Street South Stratford, Ontario N5A 4A8

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1.3 Table of Contents

1.0	ORGANIZATION AND PROGRAM INFORMATION	1
1.1	SUBMISSION TITLE PAGE	1
1.3	TABLE OF CONTENTS	2
2.0	EXECUTIVE SUMMARY.....	4
2.1	EXECUTIVE SUMMARY.....	4
3.0	PROGRAM ABSTRACT	24
3.1	PROGRAM ABSTRACT.....	24
4.0	PROGRAM DEGREE LEVEL STANDARD.....	25
4.1.1	<i>Degree-Level Summary</i>	25
4.1.2	<i>Samples of Student Work</i>	31
5.0	ADMISSIONS, PROMOTION, GRADUATION STANDARD	32
5.1.1	<i>Program Admission Requirements</i>	32
5.1.2	<i>Mature Students Policy</i>	34
5.1.3	<i>Credit Transfer/Recognition Policy</i>	34
5.1.4	<i>Entrance Examinations and Prior Learning Assessment Policy</i>	36
5.2	PROMOTION AND GRADUATION REQUIREMENTS POLICY	37
5.2.1	<i>Grade Point Average Calculation</i>	37
5.2.2	<i>Warnings, Suspensions and Dismissals</i>	38
6.2	PROFESSIONAL/ACCREDITATION OR OTHER ORGANIZATIONAL SUPPORT	40
6.2.1	<i>Current Professional/Accreditation or Other Requirements</i>	40
6.2.2	<i>Letters of Support: Professional/Accreditation or Other Requirements</i>	40
6.3	PROGRAM COMPARISON STATEMENT AND TABLES	41
6.3.1	<i>Program Comparison Statement</i>	41
6.3.2	<i>Program Comparison</i>	41
6.4	PROGRAM LEVEL LEARNING OUTCOMES	51
6.5	ACADEMIC COURSE SCHEDULE INFORMATION	53
6.5.1	<i>Program Hour/Credit Conversion</i>	53
6.5.2	<i>Academic Course Schedule – Honours Baccalaureate</i>	54
6.5.3	<i>Academic Course Schedule - Graduate</i>	63
6.6	COURSE OUTLINES AND OTHER GRADUATION REQUIREMENTS	64
6.6.1	<i>Calendar Course Descriptions</i>	64
6.7	WORK EXPERIENCE/INTERNSHIP PLACEMENT EXPERIENCES REQUIRED FOR DEGREE COMPLETION	119
6.7.1	<i>Work Experience/Internship Outcomes</i>	119
6.7.2	<i>Work Experience/Internship Commitments</i>	119
7.0	PROGRAM DELIVERY STANDARD	120
7.1	COURSE/REQUIREMENT DELIVERY POLICIES	120
7.2	POLICY ON STUDENT FEEDBACK	122
7.2.1	<i>Policy on Student Feedback</i>	122
7.2.2	<i>Student Feedback: Criteria and Instruments</i>	123
7.3	ON-LINE LEARNING POLICIES AND PRACTICES	125
7.4	ACADEMIC COMMUNITY POLICY	125
8.0	CAPACITY TO DELIVER STANDARD	126
8.3	POLICIES ON FACULTY	126
8.3.1	<i>Academic/Professional Credentials</i>	126
8.3.2	<i>Academic/Professional Credentials for Faculty Acting as Supervisors</i>	127
8.3.3	<i>Evidence on File</i>	127
8.3.4	<i>Regular Review of Faculty Performance</i>	127
8.3.5	<i>Means of Ensuring Currency of Faculty Knowledge</i>	128

8.3.6	<i>Faculty Teaching and Supervision Roles</i>	128
8.3.7	<i>Faculty Availability to Students</i>	129
8.3.8	<i>Professional Development of Faculty</i>	129
8.4	ENROLMENT PROJECTIONS AND STAFFING IMPLICATIONS.....	131
8.5	RESOURCES	133
8.5.1	<i>Library Resources</i>	133
8.5.2	<i>Computer Access</i>	136
8.5.3	<i>Classroom Space</i>	137
8.5.4	<i>Labs/Equipment</i>	137
8.5.5	<i>Resource Renewal and Up-Grade Plans</i>	137
8.6	SUPPORT SERVICES	138
9.0	CREDENTIAL RECOGNITION STANDARD.....	140
9.1	PROGRAM DESIGN AND CREDENTIAL RECOGNITION	140
9.2	CONSULTATION	142
10.0	REGULATION AND ACCREDITATION STANDARD	176
10.1	REGULATORY/LICENSING REQUIREMENTS.....	176
10.1.1	<i>Current Regulatory or Licensing Requirements</i>	176
10.1.2	<i>Letters of Support from Regulatory/Licensing Bodies</i>	176
11.0	PROGRAM EVALUATION STANDARD	177
11.1	PERIODIC REVIEW POLICY AND SCHEDULE.....	177
11.1.1	<i>Review Process and Content</i>	177
11.1.2	<i>Annual Student Program Evaluation</i>	180
12.0	OTHER RELEVANT INFORMATION	181
12.1	BLOCK PLAN AT SCLA	181
12.1.1	<i>Block Plan Design</i>	181
12.1.2	<i>Block Plan Advantages</i>	181
12.1.3	<i>Academic Year, 2005—2006</i>	183
12.2	BREAKWELL HISTORY	185
12.3	PROGRAM APPROPRIATENESS.....	187

2.0 EXECUTIVE SUMMARY

2.1 Executive Summary

Proposed Program Title: Liberal Arts

Proposed Credential Nomenclature: Bachelor of Liberal Arts, Honours

Disciplines/Fields of Study: Interdisciplinary with a focus on the Social Sciences, Humanities, Peace and Conflict Studies, Ethics and Contemporary Studies.

Is a work experience/work placement term required for degree completion? No.

Anticipated Program Start Date: September 2005.

Program Description:

History

Since 1994, a group of professional educators and Canadian entrepreneurs have been creating and delivering Bahá'í-inspired educational initiatives to serve youth and children in Ontario. This group, led by Mr. Gordon Naylor, and recently incorporated as Breakwell Education Association (BEA), founded Nancy Campbell Collegiate Institute (NCCI) in 1994, which today is a highly successful international K-12 day / residential school in London, Ontario. Ranked by the independent Frasier Report, NCCI currently holds the #1 ranking in Ontario. It shares this position with only fifteen of the over eight hundred schools that were assessed.

BEA, operating as The Stratford College of Liberal Arts (SCLA) has developed this proposal for the purpose of obtaining permission to offer a degree program in Liberal Arts. The general aim of BEA is to begin as a college and to evolve into a University College when the Ministry has given consent for a sufficient number of programs, and then finally into the University of Stratford when the breadth of programs and research endeavours warrant such a change in institutional status.

Briefly, the success of the NCCI model and, more recently, its Advanced Placement program, along with ready access to classrooms, facilities and other requisite resources in Stratford, as well as the availability of qualified professionals, led to the idea and rendered it timely to offer programs of higher learning in Ontario. Given that clear guidelines and criteria for creating and delivering degree-programs offered by private institutions of higher learning in Ontario were established under the Postsecondary Education Choice and Excellence Act, 2000, an ad-hoc group of highly qualified academics and professionals experienced in higher education and university administration began the process of preparing a proposal for submission to the Ministry of Training, Colleges and Universities in Ontario. Under the Direction of Dr. Todd Smith, Director of Postsecondary Education at NCCI, this group has been researching and preparing this proposal for the past 16 months. For more detailed information on the background and history of Breakwell Education Association, see section 12.0 of this document.

Overview

Breakwell Education Association, operating as The Stratford College of Liberal Arts (SCLA), recognizes the high quality of postsecondary education already being delivered across Ontario. There are, undoubtedly, many solid, stimulating and effective programs in both the Humanities and Social Sciences. Ontario universities are producing graduates with sound knowledge and skills.

To date, however, only a few programs can claim to be significantly interdisciplinary. In Ontario, these include Wilfrid Laurier's Contemporary Studies, Ryerson's Art and Contemporary Studies, Carleton's Directed Interdisciplinary Studies, Waterloo's Independent Studies, York's Individualized/Multidisciplinary Studies, Brock's Integrated Studies, Laurentian's Liberal Science, Nipissing's Liberal Arts, Windsor's Liberal and Professional Studies, and Waterloo's

Spirituality and Personal Development Studies. Besides these, and a few others, most programs are discipline specific, influencing students to specialize.

Specialization certainly has its place and value. Nevertheless, there is considerable merit to both undergraduate and graduate education that allows for meaningful, in-depth, cross-disciplinary exploration. Programs are needed that attune students to a wide range of socio-philosophical-scientific thought, that promote both keenness and versatility of mind, and that foster intellectual acuteness while engendering profound appreciation for a diversity of paradigms within which to experience, reason and discover. Through such programs, participants learn to analyze the familiar along with the extraordinary, and to synthesize diverse insights into novel ways of understanding and relating to the world.

These are essential capabilities in this day and age. Businesses, for example, are increasingly seeking graduates who possess versatility and breadth. Even the highly specialized technology industry is seeking personnel with this type of training and education.

The following statement recently signed by over 25 CEOs¹ is telling:

As leaders of some of Canada's growing high-technology companies, we have first-hand knowledge of the necessity for a balanced approach.

Yes, this country needs more technology graduates, as they fuel the digital economy. But it is impossible to operate an effective corporation in our new economy by employing technology graduates alone. We have an equally strong need for those with a broader background who can work in tandem with technical specialists, helping create and manage the corporate environment.²

SCLA is first and foremost a teaching and learning-centred college that aims to deliver a range of interdisciplinary programs to help students meet this demand. Its objective is to do so, moreover, by employing a unique approach to postsecondary education, to the relationship

¹ Including the likes of Pierre-Paul Allard, President and Managing Director, Cisco Systems Canada Co.; Everett Anstey, President, CEO and Chairman, Sun Microsystems of Canada Inc.; Kevin Bennis, President and CEO, Call-Net Enterprises Inc. (Sprint Canada); Micheline Bouchard, Chairman, President and CEO, Motorola Canada Co.; and John Wetmore, President and CEO, IBM Canada Ltd.

² Found at http://www.socsci.mcmaster.ca/liberal_hitech.cfm.

between science and religion, to the application of knowledge, and to building a healthy academic community. Inspired by the teachings of the Bahá'í Faith, this approach is summarized by the following five college goals.

College Mission and Five Academic Goals

Goal 1: Provide effective integrative programs that enable the analysis and synthesis of knowledge from diverse branches of learning.

While specialization has its legitimate place in university education and in society as a whole, taken too far it leads to fragmentation, isolation, and discord. There is also much to be gained by achieving syntheses, or lucid correlations, between different fields of knowledge. Many recognize this as evidenced by the growing number of interdisciplinary degree programs in Ontario (see above) and elsewhere.

Students who wish to obtain such degrees, however, must typically do so by extracting a number of discipline-based courses from several departments.³ SCLA's goal is to offer "integrative" courses that respond to, incorporate, and synthesize knowledge from diverse fields. At least 10% of each course is devoted to interdisciplinary considerations. Most courses include a much greater percentage. Some are purely interdisciplinary.

Furthermore, courses are designed as components of an interrelated network, with each building upon and/or contributing to other courses in the program. The net result is an "integrative program" in the sense that no matter which path of study a participant takes, the program retains coherence for him or her while cultivating both depth and breadth of learning.

³ Exceptions includes Laurier at Brantford's Contemporary Studies program, and Ryerson's Art and Contemporary Studies program.

Goal 2: Facilitate integrative learning that embraces the complementarity of reason, scientific inquiry, artistic expression, and religious insight.

Perhaps most unique to SCLA is the emphasis it places on how science and religion can complement and enrich each other, together contributing to knowledge and social development. Certainly, this is a controversial stance with both science and religion currently sustaining attacks from skeptics on many sides. Science (and particularly, social science) has typically relegated religion to the realm of social construction, it being ostensibly fabricated to help humans cope with ambiguity, or reified to support the interests of the powerful, etcetera. Similarly, science (including social science) has recently come under criticism by some post-structural, post-modern and critical theorists, who maintain that scientific knowledge is itself a mere social construct with no privileged access to reality. Many insist that its theoretical claims are simply the manifestations of power relations, or the embodiments of pragmatic convenience.

A major aim of SCLA is to encourage an exploration of the legitimate and problematic contributions that both science and religion make. A major conviction, informed by the writings of the Bahá'í Faith, is that science and religion are intrinsically compatible; that there is no necessary conflict between them. Both can be sources of valid knowledge. Both are answerable to reason. Each, moreover, is essential to the other. Science is capable of sustaining and inspiring confidence in rational faith. Religion, in turn, can illuminate the horizons of scientific endeavour. Functioning in harmony and stimulated by the creativity of artistic expression, they pave the way to truth, human progress and prosperity.

Goal 3: Cultivate the intellectual, moral and spiritual capabilities to generate, communicate and apply knowledge for the betterment of the world.

Too often knowledge production is about self-advancement, and where this is the goal, pride and self-serving academic exercises result. Collective advancement occupies a distant

secondary concern. SCLA, on the other hand, is committed to graduating participants who take to heart, and possess the skills to implement, the following.

It is...urgent that beneficial articles and books be written, clearly and definitively establishing what the present-day requirements of the people are, and what will conduce to the happiness and advancement of society. These should be published and spread throughout the nation, so that at least the leaders among the people should become, to some degree, awakened, and arise to exert themselves along those lines which will lead to their abiding honour. The publication of high thoughts is the dynamic power in the arteries of life; it is the very soul of the world.⁴

SCLA also aims to provide a forum for participants to develop as knowledgeable and effective citizens of the world. Participants are encouraged to develop traditional academic skills as well as to refine various attributes consistent with a spiritual education. These include “a good character, an enlightened nature, a pure intent, as well as intellectual power, brilliance and discernment, intuition, discretion and foresight...”⁵ The educated are also “...to be sincere, amenable, clement and compassionate; to have resolution and courage, trustworthiness and energy, to strive and struggle, to be generous, loyal, without malice, to have zeal and a sense of honour, to be high-minded and magnanimous, and to have regard for the rights of others.”⁶ Finally, the attributes of the educated include the capacity to work with others in a spirit of unity and common purpose; to consult and otherwise communicate with detachment, respect, calm and forbearance; to pursue excellence with humility; and to celebrate the accomplishments of others.

Goal 4: Employ program delivery systems and pedagogies that respond to participant needs and learning styles.

SCLA aims to become a college known nationally and beyond for its teaching excellence. The manner in which its programs are delivered is critical to this end. Consequently, SCLA has

⁴ `Abdu'l-Baha, *Secret of Divine Civilization*, " pp. 109—110

⁵ `Abdu'l-Baha, *Secret of Divine Civilization*, pp. 33—34

⁶ `Abdu'l-Baha, *Secret of Divine Civilization*, p. 38

adopted a number of measures to ensure its programs are as comprehensive, stimulating and accessible as possible. These include a commitment to recruit highly capable, devoted and approachable instructors that are in tune with the goals of the College. They also include a commitment to small class sizes and the implementation of innovative course delivery mechanisms. (See “Program Design and Strengths” below for more details on the College’s “Block Plan”.) In addition, SCLA has adopted a small campus model, which ensures a level of intimacy not found at many postsecondary institutions. Taken together, these measures are essential to the first three goals of the College, as well as to the College’s fifth and final goal.

Goal 5: Build a dynamic community of professors, administrators, staff, students and alumni committed to the over-arching principles of justice, unity, and excellence in all things.

Building such a community involves each member striving to apply the following operational Bahá’í –inspired principles outlined in the Institutional Code of Conduct.

1. Every human being is inherently noble, and this nobility is cultivated through both material and spiritual education.
2. Every human being has the right and responsibility to pursue an unfettered search for truth with due regard for the rights of others.
3. Dogmatism, or blind adherence to any sectarian perspective or belief system, whether religious, scientific, political or other, is an obstacle to human progress.
4. Backbiting, calumny, fanaticism and other related practices that promote divisiveness, factions, discord and prejudice, are affronts to human dignity and stifle social development.

5. Problems and conflicts are to be resolved through consultation characterized by moderation, candor, mutual respect, detachment, tolerance, patience, and purity of motive.
6. World unity, in which diversity is valued and cultivated, is an attainable goal towards which a divided and conflicted humanity must strive.
7. True progress requires the recognition and the establishment of equal rights and privileges for women and men.
8. Every child, youth, woman and man, as a global citizen, is responsible for advancing the material, social and spiritual progress of humankind.
9. Collective decision-making should be guided by spiritual principles that promote the cause of world harmony.

These nine principles are considered fundamental to achieving the first four goals of the College, and consequently, to the learning success of every participant.

In summary:

The **mission** of The Stratford College of Liberal Arts is to facilitate integrative learning processes informed by the complementary nature of reason, science, art and religion, and that nurture each participant's moral capabilities to advance, promulgate and apply knowledge for the betterment of the world and the promotion of the oneness of humankind.

Program Learning Outcomes

The Bachelor's of Liberal Arts (Honours) is the College's first major degree reflecting the College's mission and goals. Its aim is for participants to graduate with the knowledge, moral capabilities and volition to contribute effectively to academic, business, community and global progress.

As with most interdisciplinary programs, the Liberal Arts degree offers a range of choice (see Program Outline at the end of this section).⁷ Participants shape their own academic journeys by selecting from among a number of interdisciplinary courses. However, they do so while fulfilling certain core requirements that heighten the integrative nature of the program and ensure that the following ten program outcomes are met.

All ten outcomes pertain to the capabilities of an educated citizen of the world, and relate directly to the goals of the College (see section 12.3). They are organized into two categories: academic outcomes and moral leadership outcomes.

Academic Outcomes. Graduates will have the capability to:

1. **demonstrate depth and breadth of knowledge** regarding the material, social-psychological, ethical, and spiritual dimensions of existence, and its relevance to current world conditions;
2. **access, analyze and synthesize information**, including empirical data, premises, logical arguments, beliefs, and theoretical concepts, from a variety of academic and religious sources;
3. **generate knowledge for the betterment of the world** by framing strategic questions, utilizing appropriate methods of research, analysis and correlation, and drawing upon religion as a source of guidance and sustained motivation;
4. **solve complex problems** by employing various disciplinary and interdisciplinary ideas, tools and techniques, and religious teachings, in innovative and integrative ways;
5. **communicate effectively** on a range of issues and their corresponding solutions in logical, ethical, creative, and audience-appropriate ways.

⁷ Initially, the program will be of particular interest to those hoping to pursue contemporary, cultural, human development, ethics, peace, or conflict resolution studies. Courses more relevant to other areas will be introduced in the coming years.

Moral Leadership Outcomes. By combining reason, scientific inquiry, artistic expression, and religious insight, graduates will have the capability to:

6. **employ consultative methods** for collective decision-making and the pursuit of truth, unity, and justice;
7. **build unity of purpose** by facilitating processes that generate the visions, strategies, and volition necessary to meet collective objectives;
8. **pursue life-long learning** characterized by an unfettered search for truth, and with the attitude that every experience is an opportunity for individual and/or collective growth;
9. **apply knowledge for the betterment of the world** in thoughtful, discerning, creative, trustworthy, resolute, sincere and strategic ways;
10. **foster unity in diversity** by recognizing and promoting the nobility and contributions of every individual.

Program Design and Strengths

The curriculum is constructed to meet all ten of these learning outcomes in coherent and diverse ways. Each course addresses at least three of the learning outcomes in addition to its course specific outcomes (see course outlines under 6.6.2). Consequently, students are continually measuring themselves against the program outcomes, and doing so within a variety of learning contexts. Moreover,

- Regarding Outcome 1: Breadth is addressed by the “integrative” nature of each course, the wealth of required and elective interdisciplinary courses, and the number of “Influential Ideas” courses from which to choose. Depth is also promoted within each course. Participants are encouraged to inquire into particular areas of interest through essays, projects, and other forms of scholarly output. Participants must also write a 400F terminal research paper demonstrating advanced knowledge in a focused area.

- Outcomes 2 through 4 are similarly addressed by the interdisciplinary nature of the program, as well as by the different elective areas independently. They are, moreover, directly targeted by the required Science and Religion (SR) courses as well as by the required and elective Reasoning and Communication (RC) courses covering analysis, critical thinking, logic, problem solving, and research methodologies. Also highly pertinent are the 400F Seminars (GS or AS). These courses are largely student driven and involve collective interdisciplinary exploration, synthesis and creative application. The elective Skills and Applications (SA) stream is particularly relevant to Outcome 4.
- Outcomes 2 and 3 are also concerned with the generation of beneficial knowledge. Of particular note here is the 400F Terminal Research Paper, which challenges participants to make unique contributions to academia in the form of major research papers. Doing so develops competence at framing questions, accessing appropriate information, evaluating data and concepts, correlation, and employing suitable methodologies. Participants receive practice to this end in all their courses through essays and other assignments.
- Outcomes 5 and 6 are specifically addressed in the 200 and 300 level RC courses. The aim of these courses is to train participants in the standard methods of argumentation and communication while introducing them to newer, more inclusive methods, such as the consultative approach. Also relevant are the GS- and AS-400F Seminars. Here, participants consult together and collaborate on the design and implementation of projects concerned with one of the four following themes: the advancement of women, human rights, global prosperity, and moral development. Those interested can also benefit from the optional Ethics, Peace and Conflict Studies (EPCS) courses dealing with conflict resolution and moral reasoning.
- Outcomes 7 through 9 are touched on in various ways throughout the curriculum, although more directly again in the Reasoning and Communication courses and the 400F Seminars.

Both sets of courses promote the development of knowledge and moral capabilities for effective individual and collective action. In addition, the required Knowledge and Development (KD) courses highlight the moral application of one's knowledge, and the role of the educated in advancing human well-being. Structured as seminars, these courses allot significant time for students to assess their progress and generate appropriate strategies for meeting all ten of the program objectives. Both the elective Skills and Application (SA) and the Arts and Society (AS) courses are also relevant to these outcomes.

- Finally, Outcome 10 is not addressed by any one specific course. Receiving perhaps the most attention in the Knowledge and Development courses, the capability to promote unity in diversity and the nobility of each person is an underlying theme that informs the entire program as well as the operation of the College as a whole.

Program Delivery

SCLA is a teaching and learning-centred college dedicated to its five goals and the ten program outcomes articulated above. On the one hand, this requires SCLA to recruit and continually train the best teaching faculty possible. On the other hand, it means creating the circumstances in which effective teaching and learning can take place. With this in mind, SCLA has adopted an innovative approach to program delivery. There are four facets to this approach:

1. **The Block Plan:** Successfully employed by Colorado College since 1970, and recently adopted by the newly founded Sea to Sky University in British Columbia (to open September, 2005), the Block Plan offers a unique alternative to the traditional semester system. Instead of taking multiple courses in parallel, students take one course at a time in a sequence of "blocks". Each block is three-and-one-half weeks in duration and worth four credits hours. Students can complete eight blocks in an academic year running from early September to late April, or four blocks per semester. Students also

have the option of completing up to three blocks during the summer semester. The Block Plan has many benefits as discussed in detail under Appendix 12.0. Briefly, it enables:

- a. learners to focus. Free from the constraints and demands of other courses, students can immerse themselves in their course content without distraction. Faculty members, each teaching one course per block, are similarly free to devote their energies to their respective courses. This encourages greater faculty-student interaction, and therefore more in-depth learning. It also permits greater opportunities for team teaching.
- b. flexibility in program participation and duration. Students have the freedom to take a break for a block or more at any time should they need to, or for the entire summer as is traditionally the case. On the other hand, a more ambitious student wanting to accelerate his or her program can do so by completing eight blocks during the standard academic year plus one, two, or three additional blocks over the summer. This structure has the added advantage of increasing the number of program entry dates per academic year from two (September and January), to eight (one for each block) plus summer entry dates. This feature, along with the short duration of courses, is helpful for mature students, many of whom are in the position of having to manage their academic schedules around childcare or work commitments.
- c. flexibility in choosing an area of concentration. Participants can sample a course in a particular thematic area, test it for three-and-one-half weeks, and then decide, should they wish, to take another path of study.

In short, the structure gives all participants greater control over the timing and content of their learning, while matching it as closely as possible to their life circumstances and

interests. And: the closer the match, the greater their commitment to the learning process.

2. **Small Class Sizes:** Except in exceptional circumstances, classes are small, ranging from 12 to 30 students. Small class sizes mean more intensive student-professor, student-student interaction on the course content. This in turn means deeper and more meaningful exploration of critical ideas, how to communicate them, and how to apply them. It also means greater attention to learning styles.
3. **Attention to Learning Styles:** Small class sizes free the professor to employ a diversity of teaching strategies. A number of learning modes are employed that variously answer key questions pertinent to different learning styles, such as: Why is this information important to know? What do I need to know? What are the facts and relevant concepts? How does this knowledge apply in the real world? How can I put it to work? And: What if I change or manipulate this knowledge in any way? What happens then...?. Addressing questions such as these on a systematic, ongoing basis is pivotal to the learning and skill development process for all learning styles, and hence central to meeting the ten program outcomes.
4. **Attention to Depth and Breadth:** The block system combined with small class sizes and systematic attention to learning styles promotes breadth and depth of learning. The Liberal Arts program is about avoiding two extremes: narrow specialization on the one hand, and superficial generality on the other. Consequently, professors use a variety of in-class learning, testing and assignment mechanisms in order to encourage students to engage themes that interest them while assuring they achieve sufficient understanding of a wide range of interdisciplinary issues. The point is for students to graduate as evolving, yet competent, “integrative intellectuals or academics”. While breadth is encouraged by the coherent nature of the program, students achieve both breadth and

depth through course essays and assignments, their terminal research papers, and through their active participation in the 400F Seminars (either GS or AS), where students design and implement group applicative projects devoted to one of the four following themes: the advancement of women, human rights, global prosperity and moral development.

Taken together, these four features help to build a vibrant community of scholars—faculty, administrators and students alike—committed to the values of unity in diversity and excellence in teaching, learning and the application of knowledge.

Work/Internship Experience

Not applicable.

Program Support and Recognition

As discussed under section 9.0, the program and college has received tremendous support from the City of Stratford as well as from many businesses, non-profit organizations, cities, officials, and others. The letters of support and recognition are listed under section 9.2.

Anticipated Employment Opportunities

As the world shrinks and cultures collide, the value of a liberal education, fueled by moral and spiritual purpose, is becoming more and more evident. Businesses, government, law schools, medical schools, etc., are looking increasingly to resourceful minds, innovative situational and abstract problem solvers, and communicators that can address, engage, and collaborate with groups representing different backgrounds and interests. They seek individuals able to critically analyze and then synthesize diverse opinions; graduates who can persevere in a variety of contexts, work independently but with genuine ethical regard for others, and engage others towards unity of purpose. While narrow specialists certainly play an essential role, businesses and other employers are after enthusiasts with an in-depth, yet versatile,

understanding of the humanities and social sciences, with a healthy appreciation for the sciences and its methods, and with far-reaching knowledge of current global issues. As the CEOs referred to at the beginning of this executive summary continue to affirm:

A liberal arts and science education nurtures skills and talents increasingly valued by modern corporations. Our companies function in a state of constant flux. To prosper we need creative thinkers at all levels of the enterprise who are comfortable dealing with decisions in the bigger context. They must be able to communicate – to reason, create, write and speak – for shared purposes: For hiring, training, managing, marketing, and policy-making. In short, they provide leadership.⁸

Graduates of the Liberal Arts degree will have developed all these skills and talents and more, and will, therefore, be well prepared as leaders able to pursue a diversity of career paths. Depending on their particular interests and course selections, the degree leads to, among others, jobs in journalism, conflict resolution, policy analysis, public relations, intercultural relations, human relations, communications, marketing and advertising, Foreign Service, project design and analysis, administration, the creative industries, and NGO management.

The degree also leads to careers in law, teaching and social work by preparing students for further studies in the appropriate professional programs. Students may also find the Liberal Arts degree more that suitable preparation for certain problem-based medical schools, and therefore, careers in medicine.

Finally, graduates can pursue interdisciplinary graduate studies in areas such as global studies, peace studies, conflict resolution studies, and communication studies, leading to professions in academia, mediation and arbitration, and in a host of other areas.

Capacity to Deliver

SCLA is principally a teaching and learning college. Its aim is to facilitate learning processes that are as meaningful as possible to each participant, and to do so in an environment that is friendly, respectful, responsive, stimulating, purposeful and world-embracing. Critical to its

⁸ Found at http://www.socsci.mcmaster.ca/liberal_hitech.cfm.

capacity to deliver, therefore, are its faculty members and administrators, all of whom have been invited to participate in the project because of their eagerness and ability to contribute to such an environment. Specifically, they manifest the qualities outlined under section 8.3 of this document. They also bring a wealth of academic credentials and research accomplishments, and a world of expertise. The majority of those committed to being employed as faculty at SCLA and/or serving as program consultants, either hold doctorate degrees or are ABD.

From the outset, SCLA will engage a core of at least three terminal degree faculty members that are committed full time to the Liberal Arts Program. As the program grows, this core will expand ensuring a solid presence of highly capable and approachable academics. This core faculty will be complemented and enriched by a diversity of accomplished instructors who may teach anywhere from one to four courses per year.

The people are the main resource at SCLA. Beyond this, SCLA has in place all of the requisite infrastructure resources for beginning an institution of higher learning, as described under section 8. These will evolve as the student numbers grow.

Projected Enrolment and Faculty Growth

The intake September 2005 is expected to begin at 38. By January 2009, with all four years operating, the total enrolment is expected to reach 446. The faculty will expand from the equivalent of two full-time instructors plus additional administrative staff and part-time instructors, to the equivalent of 22 full-time instructors plus administrative staff in January 2009. See section 8.4 for details on the growth pattern.

Program Outline: Bachelor of Liberal Arts, Honours

In the requirements below, 1 block is equivalent to 4 credits. H refers to 1 block. F is equivalent to 1.5 blocks or 6 credits.

Requirements:

1. The equivalent of 30 blocks (120 credits).
2. The equivalent of no more than 9 blocks at the 100-level.
3. The equivalent of at least 21 blocks at the 200-level or above, of which 2 must be 300-level electives.
4. Completion of the following required courses:

Level 1:

KD-100H Learning and Its Applications

RC-100H Communication Theory

One of RC-110H Communicating Effectively or RC-130H Reasoning and Communication

SR-100H Approaches to Religion

Level 2:

KD-200H Approaches to Education

RC-200H Foundations of Scientific Reasoning and Investigation

SR-200H Science, Religion and Social Transformation

Level 3:

KD-300H The Responsibilities of Being Educated

RC-300H Problem Solving and Ethical Communication

SR-300H Integrating Science and Religion

Level 4:

One 400F Seminar (GS or AS)

GR-400F Terminal Research Paper

What follows is a list of the courses that are currently prepared for the College Handbook, and which are outlined under section 6.2. This is followed by a list of additional courses to be phased in between January 2006 and September 2006. All courses are offered on a student demand basis.

Phase 1 Courses

REQUIRED COURSES

Knowledge and Development (KD)

100H Learning and Its Applications

200H Approaches to Education

210H Social Change and Education*

Arts and Society (AS)

200H Dramatic Techniques

300H Collective Creation

400F Seminar: Guided
Project/Event/Performance

220H Educating for Multicultural Understanding*
300H The Responsibilities of Being Educated

Reasoning and Communicating (RC)

100H Communication Theory
110H Communicating Effectively
120H Mediated Communication/Media Arts*
130H Reasoning and Writing
200H Scientific Reasoning and Investigation

300H Problem Solving and Ethical Communication

Science and Religion (SR)

100H Approaches to Religion
200H Science, Religion and Social Transformation
300H Integrating Science and Religion

Guided Seminar (GS)

400F Seminar: Advancement of Women
410F Seminar: Human Rights
420F Seminar: Global Prosperity
430F Seminar: Moral Development, Youth, Children and Social Transformation

Guided Research (GR)

400F Terminal Research Paper

ELECTIVES

Foundations (F)

100H Global Citizenship
101H Introduction to Social Processes
103H Introduction to Psychology
107H The Twentieth Century
113H World Religions I
114H World Religions II
116H Introduction to Influential Ideas
117H Introduction to Philosophy
118H Dramatic Foundations

Culture and Society Studies (CSS)

210H Women, Gender and Religion
220H Analyzing Representations and Discourse

300H Media and Society
310H Critical Media Literacy
340H Health, Illness and Society

Ethics, Peace and Conflict Studies (EPCS)

220H Roots of Conflict and Violence
230H Conflict Resolution Strategies
270H International Relations
320H Gender in War and Peace
340H Principles and Practice of Inter-religious Dialogue
350H Peace and Conflict in the Middle East

Human and Development Studies (HDS)

210H Lifespan Development
300H The Psychology of Social and Moral Development
310H Principles of Spiritual Psychology
320H Culture and Psychology
330H The Psychology of Mindfulness, Health and Spiritual Development
340H Global Issues of Contemporary Moral Consciousness

Influential Ideas (II)

200H Key Scientific Insights
201H Key Religious Insights
202H Art and Social Transformation
204H Theories of Reality (Metaphysics)
205H Theories of Knowledge (Epistemology)
206H Classical Social Theory
207H Contemporary Social Theory
209H World Philosophies
212H Theories of Global Development
214H Political Theory

Skills and Applications (SA)

210H Community Development In Theory and Practice

311H Project Management I

312H Project Management II

* These are elective courses.

As explained above, this is not an exhaustive list. Courses in the arts and social sciences will be phased in over the coming years. Courses in the natural sciences will be introduced as the resources become available. Emphasis will also be placed on developing courses in ethics.

Courses that are under development at this time, and to be phased in between January 2006 and September 2006, include the following.

Phase 2 Courses

F-102H Human Geography

F-104H Social and Cultural Anthropology

F-105H World History Part I

F-106H World History Part II

F-108H Comparative Government

F-109H Micro Economics

F-110H Macro Economics

F-111H Art History Part I

F-112H Art History Part II

F-115H English Literature

F-119H Introduction to Physics

F-120H Environmental Science

CSS-200H Cultural Theory

CSS-230H Philosophy of Medicine

CSS-330H Science and Society

EPCS-200H Classical Approaches to Moral Reasoning

EPCS-210H Contemporary Approaches to Moral Reasoning

EPCS-240H Bioethics

EPCS-300H Contemporary Ethical Issues

EPCS-310H Current Global Issues

EPCS-330H Ethics and Mental Health

HDS-200H The Individual and Society

HDS-350H Cross-Cultural Psychology

HDS-360H Qualitative and Quantitative Approaches to Research in Psychology

HDS-370H Epidemiological Approaches to Psychopathology

HDS-380H Introduction to Psychopathology: A Biopsychospiritual Approach

KD-310H Human-Computer Interaction

KD-320H Human Learning and Technologies of the Mind

II-203H Key Economic Theories

II-210H Classic Women Thinkers and Their Ideas

II-211H Current Women Thinkers and Their Ideas

3.0 PROGRAM ABSTRACT

3.1 Program Abstract

SCLA offers a four-year Honours Bachelor of Liberal Arts program aimed at developing the knowledge and skills employers and community builders are looking for in a fast-paced international community. A purely interdisciplinary program, you will develop your ability to solve complex problems, communicate and collaborate with people of different backgrounds and interests, and critically analyze and synthesize diverse opinions and knowledge. You will be well prepared to persevere in a variety of contexts, work independently but with genuine ethical regard for others, and engage others towards unity of purpose. Finally, you will graduate with a resourceful understanding of the humanities and social sciences, a healthy appreciation for the complementarity of science, religion, art and reason, and with an in-depth grasp of current global issues. As such, you will be well prepared for a variety of careers or professional and/or graduate studies in areas as diverse as journalism, conflict resolution, policy analysis, public relations, law, social work, intercultural and human relations, communications, teaching, marketing and advertising, foreign service, NGO management, sociology, cultural studies, and many more.

4.0 PROGRAM DEGREE LEVEL STANDARD

4.1.1 Degree-Level Summary

The proposed Liberal Arts program, guided by its ten learning outcomes, has been designed to both meet and exceed the knowledge and skill requirements of the program degree level standard. This is best illustrated by comparing the program components and outcomes with each of the degree level standards outlined on page 25 of the “Handbook for Private Organizations”. However, it is important to keep in mind that the specific requirements are addressed with an interdisciplinary degree in mind.

The Handbook states that honours baccalaureate degrees *“are awarded to students who have demonstrated”*:

1. *“Depth and Breadth of Knowledge in the Field”* with *“a specialized knowledge and critical understanding of...the principle assumptions, methodologies and applications of the discipline and the field of practice and of the way it has developed; the main fields within the discipline, and the discipline’s relationship and interaction with other disciplines”*. This standard alludes to a number of outcomes discussed below, but is most directly related to program Outcome 1, according to which participants will be able to **“demonstrate depth and breadth of knowledge** regarding the material, social-psychological, ethical, and spiritual dimensions of existence, and its relevance to current world conditions.” The aim of the Liberal Arts degree is for students to graduate with knowledge that is truly interdisciplinary, steeped in various disciplinary classics, attuned to cutting-edge developments in a variety of fields, and with the capability to apply that knowledge to current societal developments and world issues. They achieve this through the integrative nature of the program and its various elective courses, as well as by taking both the required Science and Religion courses and Knowledge and Development courses. Participants are also encouraged to pursue topics of interest in all classes, and to do so particularly during their

GS- or AS-400F Seminars and when writing their terminal research papers. In these ways, they develop detailed familiarity and critical understandings of specific areas of study, including “*developments at the forefront*” of learning today, but they do so always against an interdisciplinary background—that is, they achieve depth within the context of interdisciplinary breadth. Moreover, because the degree is integrative and concerned with the application of interdisciplinary knowledge to real world conditions, as discussed in Outcome 9 below, they achieve much more than an “*introductory knowledge of the distinctive assumptions and modes of analysis of one or more disciplines outside their main field of study and of the society and culture in which they live and work...*” Indeed, they develop “*an ability to interpret, critically evaluate, and apply new material relevant to*” a variety of disciplines, which is in direct alignment with Goal 5 of the College.

2. “*an ability to review, present, and critically evaluate qualitative and quantitative data...and apply underlying concepts, principles and techniques of analysis...*”. This relates specifically to Outcomes 2 and 3, which state, respectively, that participants will be able to “**access, analyze and synthesize information**, including empirical data, premises, logical arguments, beliefs, and theoretical concepts, from a variety of academic and religious sources”, and “**generate knowledge for the betterment of the world** by framing strategic questions, utilizing appropriate methods of research, analysis and correlation, and drawing upon religion as a source of guidance and sustained motivation”. All courses contribute to these outcomes in the sense that each, to varying degrees, challenges participants to undertake research and generate essays, projects, presentations and other forms of output that reflect appropriate techniques of inquiry and analysis (of data, concepts, and other cross-disciplinary contributions). An even greater degree of analytical sophistication is required of their terminal research papers and fourth level seminars, with the latter expanding the processes of investigation and reasoning to the cooperative level in the form

of group projects. Additionally, and significantly, participants receive pointed training in various techniques of analysis and inquiry when taking the four required Reasoning and Communication courses. Of note here is the course RC-200H which, along with the GS- or AS-400F seminars, also targets the ability to *“apply the methods and techniques of the discipline to extend their [inter-] disciplinary competence”* and *“initiate and carry out discipline related projects”*.

3. *“a conceptual understanding that enables the student to:*
 - i. *devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline...”*. Related to this are two subsequent degree-level standards which states that degree holders will be able to: *“...initiate and undertake critical analysis of arguments, assumptions, abstract concepts, and data (which may be incomplete);”* and *“frame appropriate questions to achieve a solution—or identify a range of solutions—to a problem or a research question”*. Once again, Outcome 3 is highly relevant. So is Outcome 4. The latter states that participants will be able to **“solve complex problems** by employing various disciplinary and interdisciplinary ideas, tools and techniques, and religious teachings, in innovative and integrative ways”. In addition, Outcome 9 states that participants will be able to **“apply knowledge for the betterment of the world** in thoughtful, discerning, creative, trustworthy, resolute, sincere and strategic ways”. The program as a whole is about providing a forum, through all its courses, for participants to develop the necessary capabilities to systematically inquire, correlate different branches of learning, develop ideas, present them clearly and persuasively, and apply them to the promotion of human progress. The Reasoning and Communication courses are directly concerned with these skills. The Knowledge and Development courses are also critical to meeting this degree level standard. Through the KD courses, participants learn the attitudes and

moral capabilities to creatively formulate questions and apply solutions to issues of pressing concern, which assumes the ability to “*make judgments*”. Again, because the program and its courses are interdisciplinary, participants learn to evaluate and otherwise reason from a variety of perspectives, as well as at different levels (notably at both the macro and micro levels, which have traditionally distinguished disciplines like sociology and psychology).

ii. “*to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline...*”. In addition to the measures discussed above, as well as to its relevance to Outcome 5 discussed below, this standard is met specifically through the GR-400F Terminal Research Paper. The research paper requires detailed consideration of current thinking, again from an interdisciplinary perspective. Completing the paper means, additionally, that participants will meet a further standard, or be able to “*make use of scholarly review and primary sources*”.

4. “*an appreciation of the uncertainty, ambiguity, and limits of knowledge...*”. This relates to Outcome 8, which states that participants will be able to “**pursue life-long learning** characterized by an unfettered search for truth, and with the attitude that every experience is an opportunity for individual and/or collective growth”. Far from propounding dogmatism of any kind, the proposed degree champions the independent search for truth, which is viewed as a never-ending process. At the same time, skills can be developed to help limit the ambiguity and uncertainty, and thus expand the parameters of knowledge. SCLA aims to develop these skills by: 1. exposing participants to a meticulous comparison of differing opinions, traditions, insights, evidence and theories, which helps them to widen their world-views and see reality from different perspectives; 2. attuning participants to the power of revelation to illumine both individual and collective rational endeavour and inquiry; and 3. nurturing the moral and spiritual capabilities needed to generate knowledge, conscientiously

apply it, and then learn from its application. Outcome 6 describes one such capability: the ability to “**employ consultative methods** for collective decision-making and the pursuit of truth, unity, and justice.”

The Handbook also states that degree holders will be able to:

c. “*communicate information, arguments and analyses accurately and reliably, orally and in writing, to specialist and non-specialist audiences...*”. According to Outcome 5, participants will be able to “**communicate effectively** on a range of issues and their corresponding solutions in logical, ethical, creative, and audience-appropriate ways”. The Reasoning and Communication courses are directly concerned with this outcome. In addition, participants refine this skill through class discussions, course essays and projects, and through the GS- and AS-400F Seminars. They also do so by taking the Knowledge and Development courses, which are largely about the importance of sharing knowledge with the world. The 400R Terminal Research Paper must also demonstrate strategies of persuasion that combine academic diligence with honesty, humility and a willingness to participate in collective exploration. Meeting Outcome 5 along with Outcomes 1 through 4 also ensures students will be able to communicate “*using structured and coherent arguments, and where appropriate informed by key concepts and techniques of*” various disciplines.

And, finally, that they “*will have*:

5. *qualities and transferable skills necessary for:*

- i. *employment requiring the exercise of initiative, responsibility and accountability in both personal and group contexts;*
- ii. *developing leadership and management skills;*
- iii. *decision-making in complex and unpredictable contexts;*

iv. The ability to manage their own learning in changing circumstances, both within and without the discipline, and to select an appropriate program of further study.”

The program develops transferable skills related to those stated above. Again, Outcome 9 states that participants will be able to “**apply knowledge for the betterment of the world** in thoughtful, discerning, creative, trustworthy, resolute, sincere and strategic ways”. Outcome 7 states that they will also be able to “**build unity of purpose** by facilitating processes that generate the visions, strategies, and volition necessary to meet collective objectives”. These, combined with Outcome 6 above (**employ consultative methods**), Outcome 4 above (**solve complex problems**), and Outcome 10, or the capability to “**foster unity in diversity** by recognizing and promoting the nobility and contributions of every individual”, all represent skills that are critical for employment, effective moral leadership, and for furthering any individual, collective or global endeavour. While the entire program contributes to these outcomes, they are met head on by the Knowledge and Development courses (especially KD-300H), along with the Reasoning and Communication courses (especially RC-300H). The GS- and AS-400F Seminars also promote these outcomes by placing the learning process and course content into the hands of the participants who must proactively, and in consultation with their classmates, take the initiative to design courses and projects of sufficient scope and consequence. This—along with the weight placed throughout the program on learning styles, accessibility, and maintaining participant exposure to a vast array of interdisciplinary thinking—has the additional consequence of meeting the final standard, that is, participants graduating with the ability to manage their own learning and undertake appropriate further training.

4.1.2 Samples of Student Work

Not applicable since this is a new program.

5.0 ADMISSIONS, PROMOTION, GRADUATION STANDARD

Note: The policies listed under section 5.0 were approved by Breakwell Education Association on July 30, 2004.

5.1.1 Program Admission Requirements

Academic Within Ontario	<p>Minimum requirements: An OSSD or equivalent, with a minimum average of 68% on the six best Grade12 4U/M courses, or OAC courses. The average must include a minimum grade of 68% on a Grade 12 4U course (or OAC equivalent) in English (ENG4U/EAE4U).</p> <p>The College sets the cut-off average on an annual basis, which may be above the minimum requirements.</p>
Academic from Other Canadian Provinces	<p>Presentation of Grade 12 matriculation with an average of 68%, and at least a 68% in an equivalent grade 12 4U course in English.</p> <p>Quebec applicants must present 12 academic credits from an appropriate CEGEP program to be considered for admission. Applicants presenting more than 12 courses may be considered for admission with advanced standing.</p> <p>The College sets the cut-off average on an annual basis, which may be above the minimum requirements.</p>
Academic from the United States	<p>A high school minimum average of B-, plus a minimum SAT score of 1100 or ACT score of 24.</p>
Other Countries	<p>Applicants from other countries will be considered for admission upon sufficient proof that their secondary school background has adequately prepared them for studies in Canada. Students will typically be accepted to first year if their secondary school performance has resulted in the equivalent of 30 Ontario high-school credits, if it meets admission requirements at a university in their own country, and if they have met the English language requirements (see below).</p>
English Language Requirements	<p>All international applicants, or applicants whose mother tongue is not English, must provide evidence of their oral and written proficiency in English. To this end, they may either present:</p> <ul style="list-style-type: none"> • transcripts indicating they have studied for the equivalent of three years in a high-school, college or university, in which the language of instruction was exclusively in English. • a score of 237 on the computer-based TOEFL, or a 580 on the paper-based TOEFL, plus a score of 5.0 on the TWE. • a score of 7.0 on the IELTS. <p>Equivalent scores on other internationally recognized English</p>

	language testing exams are also considered.
Related Work/Volunteer Experience	Not applicable.
International Baccalaureate	Up to 15 transfer credits may be obtained for higher-level courses with grades of 5 or better (according to the 7 point scale).
Advanced Standing	Applicants may be granted up to 30 credits towards their degree for Advanced Placement (AP) exam scores of 3 or more.
Person's With Disabilities*	<p>Persons with disabilities are encouraged to apply and are subjected to the same admission requirements as all other applicants.</p> <p>The college recognizes the need to creatively facilitate students with disabilities, without compromising academic standards. To this end, reasonable on-going steps are taken to continually improve accessibility while making the learning environment as comfortable and as stimulating as possible.</p>

* Note: As the current site is not suitable for those with disabilities, efforts are being made to either acquire or build a suitable campus. See Organization Review for more details, as well as the letter of support from Dan Mathieson, Mayor of Stratford, Section 9.0.

5.1.2 Mature Students Policy

Applicants not meeting the standard minimum admission requirements may be considered for admission as mature students. To be considered a mature student, an applicant must:

1. be 19 years of age or older by the commencement of the program they wish to enter.
2. have been away from high school for at least 2 years.
3. demonstrate that they have the capacity to pursue university studies.

As per point 3, the Admissions Committee considers mature student applicants on a case-by-case basis, seeking as much evidence as possible from applicants suggesting future program success. Such evidence includes resumes, work experience, volunteer and community service experience, any high-school transcripts, and personal and/or professional development and training.

Mature applicants meeting the above requirements are required to take the equivalent of two block courses to test their ability to pursue postsecondary studies at SCLA. Upon successfully completing these courses with an average of 70% or more, and with neither course scoring lower than 68%, they are formally admitted into the regular degree program.

5.1.3 Credit Transfer/Recognition Policy

Transfer credits may be granted for courses taken at other recognized Canadian and accredited American postsecondary institutions. Credits from other universities, colleges or other institutions offering postsecondary education programs, in any country, are evaluated on a case-by-case basis. The following guidelines typically apply to all requests for credit transfer:

1. Courses offered by any institution offering postsecondary programs shall be granted the maximum credit possible where
 - i. both equivalency of course content and rigour can be demonstrated; and
 - ii. equivalent program learning outcomes have been sufficiently addressed.
2. Only courses with a score of 65% or higher will be considered for transfer from a university.
3. Only courses with a score of 70% or higher will be considered for transfer from a College of Applied Arts and Technology.
4. Only courses with a score of 70% or higher will be considered for transfer from an institution which is neither accredited nor empowered to award degrees, but which offers courses with academic affinity to courses offered in SCLA's degree level program(s).
5. Applicants must be in good standing at the postsecondary institution from which they wish to transfer.
6. Applicants must submit to the registrar:
 - i. official certified transcripts of their academic records from the originating postsecondary institution;
 - ii. official secondary transcripts;
 - iii. course syllabi for all courses being considered for transfer.
7. Upon review of both postsecondary and secondary transcripts, and the course syllabi, decisions regarding credit transfers are made by the Program Director (or the Vice-

President of Academics and Learning until such time as Program Directors are warranted) in consultation with the registrar and one or more faculty members familiar with the course content under question.

8. Students may appeal decisions directly to the Program Director (or the Vice-President of Academics and Learning). Disputes over credit transfers are resolved according to the processes outlined under the policy for Dispute Resolution (see Section 21.1 of the Organization Review).

The following guidelines also apply:

9. No more than 50% of any SCLA program requirements can be fulfilled through credit transfers.
10. Transfer credits are determined on a program-by-program basis, and are constrained by the specific requirements of each program.
11. Courses from other institutions are considered for transfer only when sufficiently comparable to one or more courses in the degree program.
12. Transfer credits are normally awarded in the form of elective credits.
13. SCLA transcripts do not list the original grades for transfer credits.
14. Transfer credits are therefore not used in the calculation of the grade point average.

5.1.4 Entrance Examinations and Prior Learning Assessment Policy

There are no policies pertaining to criteria for entrance into the degree level program, or for advanced placement, beyond those listed in sections 5.1.1—3 above.

5.2 Promotion and Graduation Requirements Policy

Program Requirement	Level of Achievement	
	Promotion	Graduation
Courses in Disciplines Outside the Main Field(s) of Study*	A minimum grade of 50% for each DO course.	A minimum grade of 50% for each DO course.
Courses in Disciplines Within the Main Field(s) of Study**	A minimum grade of 65% for each DW course. DW courses below 60% must be repeated.	A grade of 65% for each DW course.
Other (Terminal Paper)	Not applicable.	Not applicable.
Overall Achievement	A minimum grade of 65% for all DW courses, a minimum grade of 50% for all DO courses, and minimum cumulative GPA of 1.7.	A minimum grade of 65% for all DW courses, a minimum grade of 50% for all DO courses, and minimum cumulative GPA of 1.7. Sufficient performance demonstrating that the 10 program learning outcomes, and therefore, the degree level standards outlined by the Ministry of Training, Colleges and Universities, have been sufficiently met.

* In the context of the Liberal Arts degree, DO courses refer to elective courses.

**In the context of the Liberal Arts degree, DW courses refer to required courses.

5.2.1 Grade Point Average Calculation

Grade	Percentage	Points
A+	90+	4.3
A	85-89	4.0
A-	80-84	3.7
B+	77-79	3.3
B	73-76	3.0
B-	70-72	2.7
C+	67-69	2.3
C	63-66	2.0

C-	60-62	1.7
D+	57-59	1.3
D	50-56	1.0
F	0-49	0.0

The following formula is used to calculate a student's grade point average:

$$\frac{\text{Total grade points}}{\text{Total credit hours}} = \frac{\text{Sum of (credit hours * grade points) for all courses}}{\text{Total credit hours}}$$

For example, the GPA of a student having completed 3 courses and achieved a B (3.0 points) on the first, a D (1.0 points) on the second, and an A (4.0 points) on the third, with each course equivalent to one block or 4 credit hours, is 2.67.

$$\frac{(4*3.0) + (4*1.0) + (4*4.0)}{(4+4+4)} = 2.67$$

5.2.2 Warnings, Suspensions and Dismissals

At the end of every semester, the Vice President of Academics and Learning convenes a task force of faculty members to review student progress. Because students may take up to 66 blocks to complete a degree, under normal circumstances, the benchmark for satisfactory progress is defined by the following four minimum criteria of success:

1. successful completion of at least 5 blocks per year;
2. a minimum GPA of 1.7;
3. required courses with passing scores of at least 65%;
4. elective courses with passing scores of at least 50%.

The first criteria may be waived in circumstances where students have been granted an Excused Grade due to extenuating circumstances.

The following steps apply to students failing to meet these four criteria⁹:

1. **Academic Warning.** A student receives an academic warning for a semester's work that is inconsistent with the minimum criteria of success. The academic warning extends for the subsequent semester, or for the four subsequent blocks the student is engaged in active studies. If successful, the academic warning is dropped.

⁹ This process is a modified version of the process adopted by Colorado College.

2. **Academic Probation.** Once the student receives an academic warning, he or she must meet the four minimum criteria without exception. Poor performance on any course during the academic warning period results in the student being put on academic probation. This status is entered onto the student's transcript. It also extends for one semester, or for four blocks of active study.
3. **Academic Suspension.** Continued poor performance results in the student being suspended from the College for the subsequent fall semester (plus the summer semester) or winter semester (whichever comes first). Suspended students may only return to college after submitting a formal request for readmission, and after completing both an essay and an interview, both of which must convince the registrar and the Vice President of Academics and Learning that he or she is capable of and willing to pursue successful studies. This status is entered onto the student's transcript
4. **Dismissal.** Finally, a student who has been suspended and readmitted may under no circumstances fail to meet any of the four minimum criteria. Any student who does is automatically dismissed from the College. This status is entered onto the student's transcript.

No courses taken from other institutions during periods of academic probation, suspension or dismissal will be recognized by SCLA for credit.

6.1 Professional/Accreditation or Other Organizational Support

6.2.1 Current Professional/Accreditation or Other Requirements

The Liberal Arts program does not lead to specific occupations that are subject to professional regulations, nor is it designed to prepare students to meet the requirements of any accrediting organizations.

6.2.2 Letters of Support: Professional/Accreditation or Other Requirements

Due to 6.2.1 above, SCLA has no letters of support from any professional/accrediting organizations.

6.3 Program Comparison Statement and Tables

6.3.1 Program Comparison Statement

The Applicant has on file and available upon request the research undertaken to complete Appendix 6.3.2—6.3.n. The Applicant found that there are more than five similar or related existing programs offered at Ontario universities and that there are more than three similar or related existing programs offered at universities in other jurisdictions which could have been included in Appendix 6.3.2—6.3.9.

6.3.2 Program Comparison

Appendix 6.3.2	Institution: Wilfred Laurier Brantford
Program Name & Credential: Contemporary Studies, Honours Bachelor Degree	
<p>Program Description:</p> <p>As with SCLA’s Liberal Arts degree, the objective of this program is to provide students with an “understanding of the issues, opportunities and problems of the twenty-first century”, and to “develop the skills to tackle them.” Laurier’s Contemporary Studies (CT) is a highly interdisciplinary program of study that places emphasis on the ability to communicate, analyze, solve problems, situate issues in appropriate contexts, and use information technology effectively. Students in all programs at Laurier Brantford are required to take at least some CT courses.</p> <p>The program consists of 12.0 credits of required courses (of 20.0), of which 6.0 credits must be in CT courses. These include a broad range of offerings as varied as CT121 The World in the 21st Century, CT123 Mathematics and Teaching, CT202 Science and Its Critics, CT222 Navigating the Information Environment, and CT321 Representation and Its Realities. CT students must also take 1.5 credits in courses from each of the following categories: “Culture”, “Skills Courses”, “Society and Values”, and “World Issues”. These, along with various elective courses, provide students with the opportunity to learn about, and develop skills associated with, an array of themes as varied as world politics, Canadian fiction, scientific reasoning, the media and population geography.</p> <p>Taken together, the range of required and elective courses prepares students for post-graduate interdisciplinary studies as well as for a diversity of careers (journalism, law, teaching, etc.).</p>	
<p>Similarities and Differences:</p> <p><u>Goals and Outcomes:</u> The CT program is designed to develop the knowledge and skills necessary to function in and contribute to the world of the 21st Century. SCLA shares this goal. However, SCLA also specifies the need to examine these issues from the perspectives of both science and religion. In addition, the SCLA program aims to develop the moral leadership capabilities necessary to function in the world, and the ability to creatively apply them (through the dramatic arts, project design and implementation, etc.).</p> <p><u>Program and Courses:</u> The approach at Laurier Brantford is interdisciplinary. This approach is reflected in both its courses and in the program as a whole. In this sense, it is similar to SCLA’s Liberal Arts program, although the latter is both interdisciplinary and integrative (as discussed under section 2.0).</p>	

Both programs offer a wealth of courses from which to choose. The Laurier program currently offers more courses in the sciences and math, and has a stronger information technology component.

Course Requirements: The Liberal Arts program includes more specific course requirements than the CT program does. Students in the CT program take 12.0 credits from within a range of choices, the choices being broken down into 5 categories, as discussed above. The selection is most restricted under the “Skills Courses” category, where students are required to take courses in “Reasoning and Argumentation”, “Applied Scientific Reasoning”, and “Strategies in Analysis of Effective Writing”. This requirement is similar to the Reasoning and Communication (RC) requirements of the Liberal Arts program. Beyond this, the Liberal Arts program requires the successful completion of specific courses in both Science and Religion (SR) and Knowledge and Development (KD). Students must also complete at least one 400 level seminar (GS or AS-400F) and a terminal research paper (GR-400F), which have, respectively, some similarity to the CT 330 Independent Studies course and the CT400 Contemporary Topics course. The GS-400F SCLA course, however, is devoted specifically to group projects and the application of knowledge. The same holds for the AS-400F course, which also taps the student’s artistic side. The GR-400F Terminal Research Paper results in a substantial piece of original interdisciplinary work.

Delivery: The CT program is delivered on a traditional semester basis. The Liberal Arts program is delivered on a sequential block basis, with students choosing one course from a selection of courses during any given block. The manner of course delivery within each block is flexible but focused. Both the CT program and the Liberal Arts program are offered by universities committed to the development of small, united, vibrant communities of learning and interaction.

Appendix
6.3.3

Institution: Ryerson University

Program Name & Credential: Arts and Contemporary Studies, Bachelor of Arts

Program Description:

Another program dedicated to preparing students to be leaders in the 21st century, Ryerson’s Arts and Contemporary Studies aims to develop new kinds of thinkers “who can surf through complex and unmapped new spaces to make the connections no one has made before.” Students learn to appreciate the novel and even the strange, to “make sense of...different ideas, attitudes, cultures, and things.” Combining study in the humanities and social sciences with practical hands-on skill development, the aim of the program is to produce graduates “prepared to understand the past in a forward-looking way and to work toward exciting new horizons—a world of ethnic and cultural diversity, a global media environment, and radical developments in science and technology”.

All students take five Ideas that Shaped the Contemporary World courses. This suite of courses provides an overview of thinkers from antiquity to the present. It forms the basis of the program upon which students develop the necessary “creative attitudes and vital skills” to pursue their specific areas of interest.

After two years of common study, students then direct their energies by focusing on one of the four following thematic areas: culture and entertainment, diversity, globalization, and science and technology. All areas address the interconnection between the cultural, the social, the

political, and to some extent, the economical.

Students also specialize by taking one of the four following minors concerned with the practical and the applicable: human resource management, information systems and telecommunications, marketing, and nonprofit and voluntary sector management.

No matter what the thematic area or minor, the program aims to develop the “ability to read precisely and critically; communicate effectively; examine spoken, numerical and computer languages; study the relationship between economic, political, and cultural groups; develop strategies for life-long learning; mediate conflict and work in teams; conduct analysis and research design; and develop critical thinking and ethics analysis.”

Similarities and Differences:

Goals and Outcomes: The two programs are similar in aim: to graduate participants that are attuned to, and skilled to work within, a fast-paced multi-cultural world. Both, moreover, are concerned with training students to effectively communicate, analyze, draw connections, engage in life-long learning, solve problems, work in teams, think critically and act ethically. The Ryerson program currently places greater emphasis on the development of numerical and computer literacy skills than the SCLA program does (although SCLA’s RC-120H course does address communicative computer skills). The SCLA program, on the other hand, stresses outcomes associated with unity building and the application of knowledge for world betterment.

Program and Courses: Again, both programs are highly interdisciplinary. The Ryerson program leans towards being integrative by exposing each of its students to the “Ideas that Shaped the Contemporary World” series. SCLA similarly grounds its students through its Science and Religion and Knowledge and Development streams. SCLA students also have access to “shaping” ideas through its Influential Ideas courses.

Both programs encourage different paths of study. The Ryerson program, however, is more directed in the sense that beyond the specific course requirements taken more so in the first two years, students must variously choose from among professional electives, professionally-related electives, and liberal studies electives.

Course Requirements: As mentioned, Ryerson students must take courses in “Ideas that Shaped the World” throughout their program. Ryerson students must also complete the following courses: Learning and Development Strategies, Informal Logic and Rational Discourse, Team Building and Conflict Resolution, Writing as a Cultural Act, Introduction to Research and Statistics, and Research Design and Qualitative Methods. The themes and skills these courses address are akin to those covered in SCLA’s Knowledge and Development courses, and Reasoning and Communication courses. SCLA, however, has more courses related to learning and development.

During the final semester at Ryerson, students are also required to take ACS 800, a senior group project seminar. This seminar is described as the program’s “capstone course [that] brings students together for a collaborative project enabling application of various skills, competencies and knowledge acquired in the program.” Students showcase “on a critical issue or area of engagement in contemporary society”. This is similar to the Liberal Arts guided GS- or As-400F seminars, which basically ask the same of its students, but with regard to one of the following four themes: the advancement of women, human rights, moral education and global prosperity. In addition to the above, SCLA students produce a terminal research paper.

Delivery: The Arts and Contemporary Studies program is delivered on a traditional semester

basis. The Liberal Arts program is delivered on a sequential block basis as discussed above.	
Appendix 6.3.4	Institution: Carlton University
Program Name & Credential: Directed Interdisciplinary Studies, Honours Bachelor of Arts	
<p>Program Description:</p> <p>Carlton's Directed Interdisciplinary Studies (DIS) program has been created for students who want to tailor their programs of study to their particular areas of interest. Addressing the student directly, the university states that DIS makes "it possible for you to create your own degree." The university goes on to say "[y]ou can either propose an area of study drawn from a list of courses we provide or you can create a customized plan of study in an area of interest that you define for yourself."</p> <p>Coordinated by the Institute of Interdisciplinary Studies at Carlton, students are given "a structure to work across Departments, Schools, and Institutes at Carleton, making use of the wealth of expertise and resources across campus." Through DIS, students can take interdisciplinary degrees in subject areas as diverse as Urban Studies, Literature, Archeology, Sports Management, Middle Eastern Conflict, and Culinary Studies. Students create their own programs that reflect their "passions, abilities, and goals." They also have the option of pursuing program themes that have been previously developed and refined. These themes include Urban Studies, African Studies, Aboriginal Studies and Labour studies.</p> <p>Because programs vary according to student interest, future employment opportunities also vary.</p>	
<p>Similarities and Differences:</p> <p><u>Goals and Outcomes:</u> The DIS program is highly individualized and not associated with any one set of goals. Rather, the individual student defines his or her goals and the program to meet them. As with most university programs, however, students will invariably develop depth of knowledge, as well as analytical and communication skills. Students are also required to take courses that relate their areas of interest "to the breadth of a university education", one of which must cover interdisciplinary inquiry. In this way, breadth of knowledge is enhanced, as is interdisciplinary thought—both SCLA outcomes. Not part of the DIS program, however, is SCLA's emphasis on moral leadership outcomes and the complementarity of reason, science, art and religion.</p> <p><u>Program and Courses:</u> Students in the DIS program create their plans of study by extracting courses from various departments. They do so under the guidance of the DIS Committee, according to their areas of interest, and while ensuring certain breadth requirements are met. In this way, they achieve an interdisciplinary education around a particular theme. The DIS program has the further advantage of granting students an interdisciplinary education in an extensive range of areas, there being a plethora of departments from which to choose courses. Contrarily, the SCLA program, in its current state of development, will be of particular interest to those seeking a broad Liberal Arts education, and/or knowledge and skills related to peace and conflict resolution, contemporary and cultural studies, human development studies, ethics and the dramatic arts. On the other hand, the SCLA program has the advantage of being highly integrated. Students don't merely piece together courses from a number of departments. They choose from an array of non-departmental courses that form a network of coherent learning. This provides further meaning and context to any one</p>	

path of study.

Course Requirements: DIS students enter the program after completing 5.0 credits of university studies. As indicated above, they are required to complete 4.5 credits in courses that relate their areas of “interest to the breadth of a university education”. In addition, they complete a second set of courses directly concerned with their areas of interest. Finally, all DIS students must complete an Honours essay.

Again, the DIS requirements are more flexible. There is latitude even among the required courses. This contrasts to the ten integrative (KD, RC and SR) courses that SCLA Liberal Art students must take, all of which are geared towards ensuring the development of the ten program outcomes. The SCLA program also requires a group project seminar while the DIS program does not. Finally, both programs require a terminal paper.

Delivery: The Carlton program is delivered on a traditional semester basis. The Liberal Arts program is delivered on a sequential block basis as previously discussed.

Appendix

Institution: University of Waterloo

6.3.5

Program Name & Credential: Independent Studies, Bachelor of Independent Studies

Program Description:

A three year degree program, the Bachelor of Independent Studies is the only degree of its kind that provides any one student “with the opportunity to delve deeply into a subject of intense personal interest, to explore a wide range of subjects which have attracted [his/her] attention, to pursue new lines of interests different from those [s/he] previously followed, to prepare for professional accreditation by some external body, or to enhance a career [s/he’s] already in”. The program allows for both intensive specialized study in new/evolving areas that involve interdisciplinary investigation.

The program is also unique in that it is divided into two phases: pre-thesis and thesis. Addressing the student, the university explains that during the pre-thesis phase, “with guidance from Independent Studies Academic Advisors, you can explore a variety of subjects and research methods to develop a perspective beyond a single discipline, and then focus on particular topics of interest as these relate to your academic goals and objectives”. Then, in the thesis phase, “you carry out a major piece of work under the direction of 2 Thesis Supervisors who have been chosen because their expertise covers your area(s) of interest”. Students can pursue studies “in any of the areas where the University of Waterloo has professors with academic expertise: the humanities, fine and performing arts, social sciences, environmental studies, applied health studies, natural sciences, and mathematics. In some cases you may be able to work with professors in the professional schools, such as engineering and architecture”.

The program is designed for students who enjoy carrying out their own projects, are highly motivated, spend time on creative activities, want to spend more time on specific courses and programs than normally allowed, have a passionate interest in a particular area, and own specific goals they want to accomplish.

Because the degree is self-directed, it can lead to careers in numerous professions.

Similarities and Differences:

Goals and Outcomes: As with Carlton’s DIS program, the objective of the program is to

facilitate the accomplishment of individual goals. In addition, students are expected to develop “skills in analysis, research, organization and communication”. These outcomes overlap with the first five of SCLA’s outcomes. Beyond these, SCLA clearly articulates ten academic and moral leadership outcomes that all its Liberal Arts students are expected to meet. Finally, the Waterloo program places no emphasis on the complementarity of science and religion.

Program and Courses: The Independent Studies Program is divided up into a pre-thesis stage and a thesis stage. The former ranges from four to six terms during which time students are “encouraged to study widely and explore a variety of methods of carrying out [their] pre-thesis projects”. The project can take on many forms, including scholarly reviews, a research project, a design project, a portfolio, and a business plan. During this phase, all students are encouraged to take an Independent Studies seminar titled “Introductory Independent Research”. Students also decide on their thesis project at this time.

The second phase is the thesis phase. Here, students, under the guidance of thesis Supervisors, specialize in their areas of interest and produce their major academic projects.

The Independent Studies program is therefore quite different from the Liberal Arts program. While both highlight the need for creative independent paths of learning, the former emphasizes much more the individualized journey while the latter emphasizes integrative learning. Students in the Liberal Arts degree, moreover, achieve breadth of learning while those in the Independent Studies program are more inclined to specialize, admittedly in unique and/or interdisciplinary areas.

Course Requirements: The Independent Studies program has no specific course requirements. Students must complete both a pre-thesis project and a thesis project. In contrast, SCLA’s program consists of ten required courses, a group seminar, and a terminal research paper.

Delivery: The delivery of the Independent Studies program depends on the direction each student takes. Work can be accomplished through self-directed study units, or through a combination of study units and regular university courses. Students also have access to distance education courses and can carry out field placements. The Liberal Arts program is delivered on a sequential block basis as discussed above.

Appendix
6.3.6

Institution: Lakehead University

Program Name & Credential: Interdisciplinary Program in Religious Studies, Honours B.A.

Program Description:

Students interested in pursuing interdisciplinary studies at Lakehead can do so by combining particular disciplines with special areas of interest. In this way, students are provided “with perspective and knowledge in complimentary areas of study”.

Students majoring in other subjects such as history, music, philosophy, literature, sociology and psychology, can combine their studies with Religious Studies. This gives them access to both a specific discipline as well as to a program of study that “is designed to create a greater understanding of different religions”. Lakehead goes on to explain that Religious Studies:

...is a program which examines the origin and theory and calls upon the resources of many disciplines in the humanities and social sciences. In order to deepen and broaden your

understanding of religion, courses in textual analysis and other methods of study will be offered. Different descriptions and explanations of religious phenomena, and critical appraisal of different kinds of arguments and modes of comprehension enable you to develop an awareness of your own and other's viewpoints.

Similarities and Differences:

Goals and Outcomes: No specific outcomes could be identified beyond the development of a deepened and broadened understanding of religion stemming from various perspectives, and the ability to critically appraise, analyze, and open oneself up to other viewpoints.

Program and Courses: Consistent with SCLA's philosophy, the Lakehead program focuses on the significance of religion. It also offers courses that consider particular religious issues and themes, and does so to a greater extent than the Liberal Arts program does. The relationship between science and religion, however, is not explored (at least in the same pointed way). The program as a whole, moreover, limits students to two major areas of study: Religious Studies combined with a particular major. This contrasts with the broad-ranging integrative approach to religion, the humanities and the social sciences that characterizes SCLA's program.

Course Requirements: The course requirements depend on the specific expectations of the major being combined with Religious Studies. For example, students doing a B.A. in philosophy and religious studies must complete 5 courses from each (of 15). The approach is very different from the Liberal Arts program, which prescribes courses in learning and development, science and religion, and reasoning and communication.

Delivery: The Laurentian program is delivered on a semester basis. The Liberal Arts program is delivered on a sequential block basis as discussed above.

Appendix
6.3.7

Institution: Concordia University, Liberal Arts College (LAC)

Program Name & Credential: Honours Bachelor in Western Society and Culture

Program Description:

"The essence of Liberal Arts College is a unique great books, multidisciplinary Core Curriculum designed to provide the foundations of an education for life."

A unique program, students are required to read from the great books themselves. Less emphasis is placed on the writings of secondary sources. Students read the key ideas that have emerged from antiquity down to the present day, and do so on a range of issues in "the humanities and social sciences, the visual arts and music, and science". The rationale is that through reading "the best that has been thought and said", students develop the necessary critical and analytical skills to "make informed decisions about future educational pursuits."

The aim of the Liberal Arts College, moreover, is to "form a community of learners, seeking a better understanding of the complex relationships between ideas, reality and the pursuit of truth". Why? Because learning "who we have been is crucial to understanding ourselves, and who, in the future, we might become".

Similarities and Differences:

Goals and Outcomes: The specific outcomes include the ability to write and otherwise

communicate, engage in effective interpretive analysis, utilize the great ideas to understand where we have come to critically engage with the future, and evaluate and correlate a wide range of ideas in the pursuit of truth. In so doing, students are exposed to key thoughts stemming from many Western traditions, including religious ones. The academic goals of the SCLA Liberal Arts degree are similar. Beyond these, students are challenged to develop the necessary skills to apply knowledge for the betterment of society and the world. SCLA also aims to develop an appreciation for the power of science and religion to, in harmony, facilitate the quest for truth. This distinguishes it from the LAC programme as well as from all programs discussed in this section.

Program and Courses: LAC students follow a prescribed sequence of courses, which ensures an integrative learning experience. The courses are all in the Western Tradition and cover the “intellectual, cultural and political traditions”, and the “literary, religious, and philosophical traditions”. In addition, students take courses such as Great Books, The Sciences in Society, History of Art, History of Music, and others. The content of these courses is very similar to that found under SCLA’s Influential Ideas stream. However, SCLA breaks the content down into more specific themes—such as economics, political theory, metaphysics, epistemology, etc.—while retaining integration (although SCLA has no courses at this time devoted to the history of music).

Course Requirements: The LAC course sequence includes courses in Western Society and Culture. SCLA’s program includes required courses in three areas: KD, RC and SR. It also requires the final group seminar and an honours terminal paper.

Delivery: The LAC program is offered on a semester basis, and delivered through lectures and seminars. LAC also includes annual summer learning trips. SCLA employs the block system as discussed above, which allows for the opportunity to incorporate short and long trips as necessary.

Appendix
6.3.8

Institution: University of King’s College, Halifax

Program Name & Credential: Combined Honours in Contemporary Studies, B.A.

Program Description:

“The Contemporary Studies Programme tries to make sense of the today's world as a whole by considering the important writers, thinkers and artists of the 19th and 20th century, both on their own terms and in relation to some of the fundamental themes of our time.” An interdisciplinary program that focuses primarily on the ideas and trends native to Europe and North America, the program aims to encourage “students to relate the various aspects of contemporary thought to one another, and to develop independent insights into the nature of today's world”. The course considers such pivotal questions as: “What is the place and role of tradition in contemporary culture? What is the nature of the relationship between science, culture and politics today? What do terms such as 'progress', 'truth', or 'humanity' mean to us? How do we relate to others with whom we co-exist?”

Students enter the Contemporary Studies Programme after completing King’s Foundation Year Programme (FYP). FYP is a one-year program equivalent to 5.0 credits and is delivered through a “single challenging course”. Appropriate for students interested in pursuing English, Philosophy, History and/or Sociology at Dalhousie, or interdisciplinary programmes offered at King’s, FYP exposes students to a world of ideas simultaneously through guest lectures, small

group tutorials and lots of reading in the Western Tradition.

Combined with another major, the Contemporary Studies Programme builds on this year by immersing students in 19th and 20th century ideas concerned with science and culture, modern political thought, philosophy of technology, language and politics, etcetera.

Similarities and Differences:

Goals and Outcomes: The goal is to provide an interdisciplinary education that helps students to make sense of the world. As with most programs, the Contemporary Studies program helps build analytical and communication skills. Beyond that, it encourages flexibility of thought, the ability to correlate ideas and information from a diversity of perspectives and domains, and the capacity to generate novel approaches to reality. It aims to do this in a small university setting intent upon “retaining [a] personal atmosphere, individual attention and [a] sense of community”. SCLA shares this objective and adds both its five moral leadership outcomes and its goal concerning the complementarity of reason, science, art and religion.

Program and Courses: The Contemporary Studies programme is just that: an interdisciplinary program devoted to the world (and particularly western society) in this day and age. Its courses are also highly interrelated. The SCLA program, on the other hand, is more diverse, covering greater historic content, the relationship between science and religion, non-Western world-views (albeit this is an area of the program that needs to be strengthened), and skills in reasoning, communication, learning and development. The SCLA program also offers elective courses in peace and conflict resolution.

Course Requirements: Contemporary Studies students are required to take the following three courses: Modern Social and Political Thought, Science and Culture, The Deconstruction of the Tradition in the 20th Century. They must also complete the requirements associated with their other chosen honours major (in, for example, International Development Studies, Sociology and Anthropology, Women’s Studies, or English). There are apparently no required courses equivalent to those found under SCLA’s Reasoning and Communication, Knowledge and Development, or Science and Religion streams. SCLA’s program also includes a fourth level group seminar and terminal research paper.

Delivery: The Contemporary Studies Programme “builds on the teaching structure and content of King’s Foundation Year Programme -- interdisciplinary approach, guest lecturers, team teaching, small classes, tutorials and lots of individual attention -- to explore ideas and concepts from many different viewpoints”. SCLA employs the block system as discussed above, which together with small class sizes, involves team teaching and lots of teacher-student interaction.

Appendix
6.3.9

Institution: University of Calgary

Program Name & Credential: Bachelor of Arts in General Studies

Program Description:

Delivered by the Faculty of Communication and Culture, “General Degrees offer students the opportunity to build a program around a variety of interests while maintaining a core of basic competencies.” While students are required to take a minor, the General Degree allows for flexibility and the opportunity for students to design their own programs. It is particularly

attractive to students interested in concentrating on areas not offered as majors within a department, such as Museum and Heritage Studies, Film Studies, and African Studies. “The goal of the General Studies program is to maximize free exploration in the world of learning so students can pursue a variety of personal interests without the restrictions of more traditional studies.” At the same time, all students are expected to develop “the high standards of communication ability set by the Faculty of Communication and Culture”.

Students can choose to take either a four-year Bachelor of Arts or Bachelor of Science, or a three-year Bachelor of General Studies.

Similarities and Differences:

Goals and Outcomes: The aims of the General degree program are similar to the academic outcome objectives of SCLA. The University of Calgary states: “General degree graduates have strong written and oral communication skills, and are computer literate. They possess an enhanced understanding of Western cultural heritage, as well as the cultures of other civilizations. They are able to analyze and synthesize information from a variety of sources and disciplines, and possess a broad knowledge base that allows them to pursue a wide range of career options.” Aside from computer literacy, both programs emphasize skills in analysis, synthesis, effective communication, and depth and breadth of knowledge. SCLA specifically identifies the abilities to solve complex problems and generate knowledge. Again, SCLA stresses the development of moral capabilities and the need to engage in critical analysis within a framework that draws upon both secular and religious insights.

Program and Courses: The General degree is student driven, and in each case, is created through the extraction of courses from various departments supplemented by specific required courses (see below). Students focus on a minor and take certain courses to ensure the development of core communication skills. In designing their programs, students are expected to have “an attitude of flexibility and eclecticism”.

This same attitude is required of SCLA students, although the Liberal Arts program is more integrative rather than eclectic in nature. The courses are designed as parts of a network.

Course Requirements: Students of the General degree must take a Foundations course in Western Heritage, which “introduces students to a wide range of ideas from diverse areas of thought including philosophy, literature, religion, science, technology, politics and the arts”. Students are also required to take a computer course and either a world area course or a language course. In this way, they develop computer literacy along with a broad appreciation and understanding for culture and diversity. In addition, students must complete 1. GNST 300, which has students “engage in reflexive observation where relevant experience can be assessed and placed into the appropriate context”, and 2. GNST 201, which “introduces the process of academic inquiry and discusses how students can take advantage of a research-driven environment”.

The goals of the General degree are addressed in SCLA’s Liberal Arts program. Students are exposed to a broad range of ideas, and develop an appreciation for diversity of all types. The processes of academic inquiry receive particular attention in the RC courses.

Delivery: Courses are offered on a semester basis. Certain courses, such as GNST 300 and GNST 201 are capped at 25 students, allowing for necessary faculty-student interaction and group consultation. This contrasts with the SCLA model of block delivery and small class sizes for every course.

6.4 Program Level Learning Outcomes

What follows is a summary of the course requirements that contribute to each of the twelve outcomes. However, it is important to note that because the program and each of the courses are integrative, and because learning is accomplished through small class sizes and attention to learning styles, all facets of the program contribute either directly or indirectly to each outcome.

Academic Outcomes. Graduates will have the capability to:	Program requirement(s) , or segments of requirements, that contribute to this outcome
Outcome 1: demonstrate depth and breadth of knowledge regarding the material, social-psychological, ethical, and spiritual dimensions of existence, and its relevance to current world conditions.	Integrative and interdisciplinary nature of the program Integrative and interdisciplinary nature of each of the courses Influential Ideas courses Science and Religion course requirements
Outcome 2: access, analyze and synthesize information , including empirical data, premises, logical arguments, beliefs, and theoretical concepts, from a variety of academic and religious sources;	Reasoning and Communication course requirements Level 400F Seminars GR-400F Terminal Research Paper Integrative nature of the program
Outcome 3: generate knowledge for the betterment of the world by framing strategic questions, utilizing appropriate methods of research, analysis and correlation, and drawing upon religion as a source of guidance and sustained motivation;	Reasoning and Communication courses, particularly RC-110H and 200H Science and Religion courses Level 400F Seminars GR-400F Terminal Research Paper
Outcome 4: solve complex problems by employing various disciplinary and interdisciplinary ideas, tools and techniques, and religious teachings, in innovative and integrative ways;	Reasoning and Communication course requirements and electives. Level 400F Seminars SR-300H Integrating Science and Religion Knowledge and Development courses Elective Skills and Applications courses
Outcome 5: communicate effectively on a range of issues and their corresponding solutions in logical, ethical, creative, and audience-appropriate ways;	Reason and Communication course requirements, particularly RC-100H, 110H and 130H Level 400F Seminars GR-400F Terminal Research Paper
Moral Leadership Outcomes. By combining reason, scientific inquiry and religious insight, graduates will have the capability to:	

<p>Outcome 6: employ consultative methods for collective decision-making and the pursuit of truth, unity, and justice;</p>	<p>Reason and Communication course requirements, specifically RC-300H Level 400F Seminars Knowledge and Development courses, specifically KD-300H Selected Ethics, Peace and Development Studies courses</p>
<p>Outcome 7: build unity of purpose by facilitating processes that generate the visions, strategies, and volition necessary to meet collective objectives;</p>	<p>Reason and Communication course requirements, RC-300H Level 400F Guided Seminars Knowledge and Development courses, specifically KD-300H Elective Skills and Applications courses Elective Arts and Society courses Selected Ethics, Peace and Development Studies courses Elective Skills and Application courses</p>
<p>Outcome 8: pursue life-long learning characterized by an unfettered search for truth, and with the attitude that every experience is an opportunity for individual and/or collective growth;</p>	<p>Knowledge and Development course requirements and electives</p>
<p>Outcome 9: apply knowledge for the betterment of the world in thoughtful, discerning, creative, trustworthy, resolute, sincere and strategic ways</p>	<p>Level 400F Guided Seminars 400R Research Paper Knowledge and Development course requirements, particularly KD-100H and 300H Elective Skills and Applications courses Elective Arts and Society courses</p>
<p>Outcome 10: foster unity in diversity by recognizing and promoting the nobility and contributions of every individual.</p>	<p>Knowledge and Development course requirements Entire program and college approach</p>

Note: as part of the Knowledge and Development courses, which are largely seminar driven, participants are challenged to assess themselves against the ten outcomes of the program, and to develop strategies to progress accordingly.

6.5 Academic Course Schedule Information

6.5.1 Program Hour/Credit Conversion

1. Does the program include laboratory components? No.
2. Not applicable.
3. Not applicable. Proceeding to Appendix 6.5.2.

6.5.2 Academic Course Schedule – Honours Baccalaureate

Explanatory Notes

1. **Courses:** What follows is a list of courses with outlines that will be in place for September 2005. This does not exhaust the list of courses SCLA plans to offer. In addition to these, another set of courses (Phase 2) is being developed, which are to be introduced between January 2006 and September 2006. These courses are listed at the end of section 2.0. The additional instructors assisting with the development of these courses are listed in table 6.5.2.1. This is followed by another table of consultants who have either written courses or contributed their expertise in other ways (see 6.5.2.2).

Because one of the goals of the Liberal Arts program is to deliver a wide range of interdisciplinary courses in the humanities, social sciences and sciences, new courses will be added on a continuous basis, and offered as student demand increases.

2. **Course Categories:** Because the aim of the Liberal Arts program is for students to be able to design their own programs while taking certain required courses, the DW, DO and DL categories do not apply in the sense outlined by PEQAB. Instead, DW courses here correspond to “required courses”. As well, there is no distinction between DO and DL courses; instead, all remaining courses are categorized as “elective courses”. The same holds for the category “breadth courses” which, in this case, is also the same thing as “elective courses”.
3. **Course Prerequisites:** In addition to the prerequisites indicated, students are typically expected to complete all required courses (KD, RC and SR courses) for a particular level before taking both required and elective courses in the subsequent level.
4. **Course Hours:** The total number of required course hours is $(10 \text{ courses} \times 48 \text{ hours}) + (2 \text{ courses} \times 72 \text{ hours}) = 624 \text{ hours}$. The total number of elective course hours is the equivalent of 17 block courses (chosen from among the total list of elective courses offered) $\times 48 \text{ hours} = 816 \text{ hours}$. Together, the total number of program hours is 1440. However, 1440 is the absolute minimum number of instructional hours that students must receive. In addition, tutorials and other forms of formal and informal teaching hours take place, including excursions. The Block Plan both encourages and facilitates all sorts of instructor-student interaction and learning beyond the required 48 hours.
5. **Course Schedule:** All required courses are offered in Semester 1, which narrows the range of courses from which to choose during this semester. A much greater selection of elective courses is offered in Semester 2 of each year.
6. **Semester 3:** The following list is for the regular academic year (Semester 1 (autumn) and Semester 2 (winter)) only, recognizing that the College is scheduled to begin in January 2005 (January, 2005), pending Ministry approval. Courses to be offered in Semester 3 (summer) will be determined subsequent to Ministry approval.

YEAR AND SEMESTER	Course Title	Total Required Course Semester Hours	Total Elective Course Semester Hours	Course Prerequisites and Co-Prerequisites	Proposed Instructor (or indicate if faculty to be recruited)	Highest Qualifications earned, or in progress	Page Reference to CV
YEAR 1 Semester 1	KD-100H Learning and Its Applications	48		None	Cynthia Hanks	M. Ad. Ed.	303
	RC-100H Communication Theory	48		None	William Hatcher	Ph.D.	357
	RC-110H Communication Effectively, <u>or</u>	48		None	To be recruited		
	RC-130H Reasoning and Writing	48		None	Todd Smith	Ph.D.	342
	SR-100H Approaches to Religion	48		None	Anne Pearson	Ph.D.	288
Year 1 Semester 2	F-100H Global Citizenship		48	None	Elena Mustakova-Possardt	Ed.D.	320
	F-101H Introduction to Social Processes		48	None	Todd Smith	Ph.D.	342
	F-103H Introduction to Psychology		48	None	Todd Smith	Ph.D.	342
	F-107 The Twentieth Century		48	None	William Hatcher	Ph.D.	357
	F-108 Comparative Government		48	None	To be recruited		

	F-113 World Religions I (Religions of India and China)		48	None	Anne Pearson	Ph.D.	288
	F-114H World Religions II (Religions of West Asia)		48	None	Anne Pearson	Ph.D.	288
	F-116H Introduction to Influential Ideas		48	None	Todd Smith	Ph.D.	342
	F-117H Introduction to Philosophy		48	None	William Hatcher	Ph.D.	357
	F-118H Dramatic Foundations		48	None	Valerie Senyk	M.A.	349
	RC-120F Mediated Communication/Media Arts		48	RC-100H	To be recruited		
	RC-140F Critical Thinking and Argumentation		48	RC-100H	William Hatcher	Ph.D.	357
Year 2 Semester 1	KD-200H Approaches to Education	48		KD-100H	Cynthia Hanks	M. Ad. Ed.	303
	RC-200H Foundations of Scientific Reasoning and Investigation	48		RC-100H, plus either RC-110H or RC-130H.	Elaine McCreary	Ph.D.	313
	SR-200H Science, Religion and Social Transformation	48		SR-100H	Todd Smith	Ph.D.	342
	CSS-210H Women, Gender and Religion		48	SR-100H, plus one of F-113H or F-114H	Anne Pearson	Ph.D.	288

	II-200H Key Scientific Insights		48	F-116H or F-117H.	To be recruited		
	II-212H Theories of Global Development		48	One of F-102H, F-104H, F-109H, F-110H	To be recruited		
Year 2 Semester 2	AS-200H Dramatic Techniques		48	F-108H	Valerie Senyk	M.A.	349
	CSS-220H Analyzing Representations and Discourses		48	One of F-101H, F-116H or F-117H.	To be recruited		
	EPCS-220H Roots of Conflict and Violence		48	One of F-100H, F-101H, F-103H or F-117H	Cheshmak Farhoumand-Sims	Ph.D. Candidate	296
	EPCS-230H Conflict Resolution Strategies		48	EPCS-220H	Cheshmak Farhoumand-Sims	Ph.D. Candidate	296
	EPCS-270H International Relations		48	One of F-100H, F-101H, or F-107H	Babak Bahador	Ph.D. Candidate	293
	HDS-210H Lifespan Development		48	F-103H	Elena Mustakova-Possardt	Ed.D.	320
	II-201H Key Religious Insights		48	SR-100H, or F-113, F-114; F-116H an asset	Anne Pearson	Ph.D.	288
	II-202 Art and Social Transformation		48	None	Valerie Senyk	M.A.	349
	II-205H Theories of Knowledge		48	F-116H or F-117H	Todd Smith	Ph.D.	342
	II-206H Classical Social Theory		48	F-101H or F-116H.	Todd Smith	Ph.D.	342

	II-207H Contemporary Social Theory		48	II-206H	Todd Smith	Ph.D.	342
	II-209H World Philosophies		48	F-116H or F-117H	To be recruited		
	II-214H Classical Political Theory		48	F-101, F-116H or F-117H	Babak Bahador	Ph.D. candidate	293
	KD-210H Social Change and Education		48	KD-100H, KD-200H	Kamilla Bahbahani	Ph.D.	328
	KD-220H Education for Multicultural Understanding		48	KD-100H, KD-200H	Kamilla Bahbahani	Ph.D.	328
	SA-210H Community Development in Theory and Practice		48	Any three F-100 level courses.	To be recruited		
Year 3 Semester 1	KD-300H The Responsibilities of Being Educated	48		KD-200H	Cynthia Hanks	M. Ad. Ed.	303
	RC-300H Problem Solving and Ethical Communication	48		RC-200H	Todd Smith	Ph.D.	342
	SR-300H Integrating Science and Religion	48		SR-200H	Todd Smith	Ph.D.	342
	CSS-300H Media and Society		48	CSS-200H or 220H	To be recruited		
	EPCS-340H Principles and Practice of Inter-religious Dialogue		48	SR-200H, SR-300H plus F-113H or F-114H	Anne Pearson	Ph.D.	288

	HDS-300H The Psychology of Moral and Social Development		48	HDS-210H	Elena Mustakova-Possardt	Ed.D.	320
	SA-311H Project Management 1		48	RC-100H, One of RC-110H, RC-120H, or RC-130H	Duncan Hanks	M.Ad.	307
Year 3 Semester 2	AS-300H Collective Creation		48	AS-200H	Valerie Senyk	M.A.	349
	CSS-310H Critical Media Literacy		48	CSS-200H or 210H, CSS-300H	To be recruited		
	CSS-340H Health, Illness and Society		48	One of II-206H, 207H, CSS-200H, or 210H	Todd Smith	Ph.D.	342
	EPCS-320H Gender in War and Peace		48	EPCS-220H	Cheshmak Farhoumand-Sims	Ph.D. Candidate	296
	EPCS-350H Peace and Conflict in the Middle East		48	EPCS-220H	Cheshmak Farhoumand-Sims	Ph.D. Candidate	296
	HDS-310H Principles of Psychology		48	HDS-210H	Rhett Diessner	Ph.D.	333
	HDS-320H Culture and Psychology		48	F-103H and CSS-200H	Rhett Diessner	Ph.D.	333
	HDS-330H Psychology of Mindfulness, Health and Spiritual Development		48	HDS-210H	Elena Mustakova-Possardt	Ed.D.	320

	HDS-350H Global Issues of Contemporary Moral Consciousness		48	HDS-300H	Elena Mustakova-Possardt	E.D.	320
	SA-312H Project Management II		48	SA-311H	To be recruited.		
Year 4 Semesters 1 and 2	AS-400F Seminar: Guided Project, Event, or Performance	72		AS-300H	Valerie Senyk	M.A.	349
	GS-400F Seminar: Advancement of Women, <u>or</u>	72		Level 3 required courses.	Available faculty.	Terminal degree.	
	GS-410F Seminar: Human Rights, <u>or</u>	72		Level 3 required courses.	Available faculty.	Terminal degree.	
	GS-420F Seminar: Global Prosperity, <u>or</u>	72		Level 3 required courses.	Available faculty.	Terminal degree.	
	GS-430F Seminar: Moral Development, Children, Youth and Social Transformation	72		Level 3 required courses.	Available faculty.	Terminal degree.	
	GR-400F	72		Level 3 required courses.	Available faculty.	Terminal degree.	
Subtotal Course Hours (see notes above)		624	816				
Total Program Hours		1,440.					
Percentage of Program Offered in DO and DL Courses ("elective courses")		57%					
Percentage of Breadth Courses Offered in DO Courses		N/A (see notes above)					

Percentage of Breadth Courses Offered in DL Courses	N/A (see notes above)	
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6.5.2.1 Additional Instructors/Consultants Contributing to the Development of Phase 2 Courses

Instructor	Course Areas	Highest Qualifications earned or in progress	Page Reference to CV
Paula Chidwick	EPCS (Courses in Ethics)	Ph.D. in Philosophy	398
Michael Penn	HDS (courses in Psychology)	Ph.D. Clinical Psychology	391

6.5.2.2 Additional Course/Program Development Consultants (Phase 1)

Consultant	Areas	Highest Qualifications earned or in progress	Page Reference to CV
Anna C. Vakil, PhD (Urban, Technological and Environmental Planning)	SA-210H, II-212H	Ph.D. Urban, Technological and Env. Planning	363
Beth Bowen	Program Reviewer	Ed.D.	410
Michael Karlberg	F, RC and EPCS courses	Ph.D. Communications	385
Anne Marie Karlberg	Overview of Program	Pursuing Ph.D. in Education	372

		in Education	
Mark Vorobej	RC-140H	Ph.D. Philosophy	377
Sandra Smith	F-108H	LLB	407

6.5.3 Academic Course Schedule - Graduate

Not applicable.

6.6 Course Outlines and Other Graduation Requirements

6.6.1 Calendar Course Descriptions

Please note that the “course learning outcomes” listed below are the outcomes specific to each course. In addition to these, and as part of ensuring an integrative program, each course is designed to address three or more of the ten “Program Learning Outcomes”. These outcomes are listed as “Academic” or “Moral Leadership” outcomes on each of the course outlines found under section 6.6.2.

Year and Semester	Course Title	Calendar Course Description	Course Learning Outcomes
YEAR 1 Semester 1	KD-100H Learning and Its Applications	<p>Learning and Its Applications begins with an exploration of what is known about individual learning. The course focuses primarily on cognition as learning, but also examines the impact of social and religious contexts as personal learning venues. Topics include the learning cycle, learning styles, adult learning vs. child learning, different types of intelligence, recent neurological research on how we learn, experiential learning, and the role of praxis. The course also provides students with the opportunity to assess, plan, and improve their personal learning and success at college, based on the 10 program learning outcomes, through the development and application of practical individualized tools and learning profiles.</p>	<p>Among other themes, learners will have developed significant knowledge of:</p> <ul style="list-style-type: none"> • the stages of child and adolescent cognitive development • andragogy or adult learning theory • what is known about the importance of the socio-cultural context of learning • the relationship between religious belief systems and the importance of individual learning • the different paths to knowledge: cognitive, social, emotional, spiritual • the stages of perspective transformation and their interaction • the factors involved in different learning abilities

			<p>in adult learners: cycle, styles, intelligences, praxis</p> <ul style="list-style-type: none"> • the use of learning and planning tools in personalized learning plans • the role of learning in society
	RC-100H Communication Theory	<p>This interdisciplinary course introduces students to foundational theories in the study of human communication. The course integrates theories from a wide range of disciplines, covering intrapersonal, interpersonal, small group, organizational, public, mass-mediated, and intercultural communication contexts.</p>	<ul style="list-style-type: none"> • Develop a foundational knowledge of communication theory and its practical application (refer to list of specific theories below, in course outline section). • Develop an appreciation for interdisciplinary perspectives on a common subject. • Applying communication theory in ethical and socially responsible ways.
	RC-110H Communicating Effectively	<p>This course trains students in the skills of effective oral and written communication at a university level.</p>	<ul style="list-style-type: none"> • Develop and refine public speaking skills, including speech preparation and research, developing audience awareness and sensitivity, organizing a presentation, delivering a presentation effectively, and interacting with audiences (see course

			<p>description below for comprehensive list of topics).</p> <ul style="list-style-type: none"> • Develop and refine analytical writing skills, including working with thesis statements, gathering and analyzing evidence, developing audience awareness and sensitivity, following appropriate writing conventions, refining style and usage, editing and documenting (see course description below for comprehensive list of topics).
	RC-130H Reasoning and Writing	<p>This course is about developing the critical powers to analyze and assess what you read and hear. Covering strategies of voice, style, argumentation, and reasoning, you also learn how to write clearly, persuasively and engagingly, and to communicate in a consultative and respectful way that builds unity of purpose. In addition, the course covers the outline, research and documentation processes for writing major research papers.</p>	<p>The course outcomes are specific to the following program outcomes:</p> <ul style="list-style-type: none"> • Outcome #2: access, analyze, synthesize information including empirical data, premises, logical arguments, beliefs, and theoretical concepts, from a variety of academic and religious sources (beginning level) • Outcome #4: generate knowledge for the betterment of the world by

			<p>applying religious teachings and employing various disciplinary ideas, tools, and reasoning techniques in an innovative and integrative way (beginning level)</p> <ul style="list-style-type: none"> • Outcome #5: communicate effectively on a range of issues and their solutions in logical, ethical, creative, and audience-appropriate ways (beginning level) • Outcome #6: employ consultative methods for collective decision-making and the pursuit of Truth, unity, and justice (beginning) • Outcome #7: build unity of purpose by facilitating processes that generate the visions, strategies, and volition necessary to meet collective objectives (beginning) • Outcome #9: apply knowledge for the betterment of the world in a thoughtful, discerning, creative, Trustworthy, resolute, sincere and strategic way (beginning)
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	SR-100H Approaches to Religion	<p>What is the phenomenon of religion? Why and how should we study religion? How have scholars in the past studied religion? Through what lenses, using what methods, and for what purposes? These are some of the questions that this course will address through an examination of theories and approaches from the disciplines of history, theology, philosophy, psychology, sociology, anthropology, women's studies and religious studies.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • have had an opportunity to reflect on the broad question of what constitutes "religion" • become familiar with a variety of definitions, typologies and interpretations of religion from discrete disciplines within the social sciences and humanities • learn about representative 19th and 20th century theorists of religion, such as Hume, Feuerbach, Nietzsche, Muller, James, Freud, Durkheim, Weber, Geertz, Eliade, W.C. Smith, Wiebe, R. Gross and Goldenberg • understand how wider social and political movements in the West influenced the study of religion
Year 1 Semester 2	F-100H Global Citizenship	<p>The goal of this course is to develop an understanding of the condition and challenges of the world at the beginning of the 21st century, and to encourage</p>	<p>Students will develop an understanding of:</p> <ul style="list-style-type: none"> • the inter-relationship between internal (psychological) and

		<p>reflection on global issues and on questions of moral and social responsibility in an interconnected world. It offers an opportunity to learn more about the complexities of caring for the human family. The course draws on psychology, comparative religion, medicine, and ecology, and allows students to focus on specific aspects of globalization such as population, health and food production, sustainable social and economic development, the global environment and natural resources utilization, human rights, work with displaced populations, empowerment of women, indigenous people and children, education, and cross-cultural relations.</p>	<p>(psychological) and external (population, health, economy, politics, environment related) aspects of globalization</p> <ul style="list-style-type: none"> • the nature of interdependence • local as global events • the responsibility of the individual in global society.
	<p>F-101H Introduction to Social Processes</p>	<p>This course provides an overview of the major themes within sociology, covering the principal theories and methodologies underlying the discipline. It also addresses the historical origins of these theories, and the different directions sociology has taken from the 20th century onwards. Themes include capitalism, alienation, bureaucracy, deviance and labeling, religion, stratification, economic change, social/political change and</p>	<p>Among other themes, learners will have developed significant knowledge of:</p> <ul style="list-style-type: none"> • the major classical and contemporary theories in sociology • the differences between functionalism, conflict theory, interpretive theory and feminist theory • various methodological approaches to the study of

		<p>social/political change and revolution, race and ethnic relations, the family, the construction of knowledge, and postmodernism. The course also explores the interrelationship between sociology and other disciplines.</p>	<p>society</p> <ul style="list-style-type: none"> • how the different theories and methodologies can be used to understand institutions, social processes, order and conflict in society • the relationship between the individual and society • how knowledge is socially constructed • how the micro and macro approaches to the analysis of society can be synthesized • how sociology can contribute to and benefit from other disciplines
	<p>F-103H Introduction to Psychology</p>	<p>The purpose of this course is to provide an overview of psychological theory and practice as it has developed from its origins to the present day. The course explores the scientific study of human behaviour and mental processes, and covers the influential theories, principles and facts associated with each of the major sub fields of psychology. Topics include perception, memory, human development and learning, cognition, biology and</p>	<p>Among other themes, learners will be able to:</p> <ul style="list-style-type: none"> • meaningfully discuss the philosophical underpinnings and societal processes informing the discipline of psychology • critically analyze and compare the different psychological approaches as they apply to various psychological phenomena

		behaviour, and social psychology. Students also learn about the methods and ethics psychologists use in both their research and practice. Finally, the relationship between the material and spiritual natures of humanity is explored.	<ul style="list-style-type: none"> • discuss, both abstractly and with detail, the sub fields of psychology in audience appropriate ways • relate secular and spiritual approaches to the human condition • draw connections between the course content, themselves, their career pursuits, and the world of which they are citizens
	F-107 The Twentieth Century	This course traces the history of the twentieth century through two interpretive lenses: one secular and the other Bahá'í. Students will explore the major developments, crises, and accomplishments of the twentieth century through these contrasting interpretive lenses.	<ul style="list-style-type: none"> • Gain knowledge regarding significant developments, crises, and accomplishments in the twentieth century. • Gain an understanding of the interpretative nature of all historical accounts. • Develop the capability to compare and contrast different historical accounts.
	F-108H Comparative Government	This course provides a comparative exploration of the various forms of government found in the modern world. It covers the key components of political analysis (namely the	<p>Among other themes, learners will have developed significant understanding of:</p> <ul style="list-style-type: none"> • liberal democratic ideologies and their manifestations

		<p>state, the citizen, and the society in which the former two interact), and relates them to the systems currently functioning in Great Britain, the United States, Canada, France, Russia, China, Mexico, South Africa, Iraq and India. The course also examines the political framework and dynamics of each of these nations.</p>	<p>manifestations</p> <ul style="list-style-type: none"> • communist theory and practical applications • the developing world • nation building and democratic participation • colonization's and globalization's impact on the development of nations • alternative models of government
	<p>F-113H World Religions I (Religions of India and China)</p>	<p>World Religions (I) will examine the basic history, founders and central figures, beliefs, and practices of the religions originating from the Indian subcontinent (Hinduism, Buddhism, the Sikh Faith) and from China (Taoism and Confucianism).</p>	<p>Learners will:</p> <ul style="list-style-type: none"> • acquire knowledge about the origins and historical developments of the religions originating in India and China • become familiar with the founders and central figures of these religions • be able to identify the central doctrinal beliefs and ethical teachings of these religions, and describe a variety of their practices • become acquainted with some of the responses of these religious traditions to

			such issues as the nature of the universe, the human condition, religious ideals, and appropriate behaviour of human beings in the course of their lives
	F-114H World Religions II (Religions of West Asia)	World Religions II will examine the basic history, founders and central figures, beliefs, and practices of the religions originating from West Asia (or the "Middle East"): Judaism, Christianity and Islam.	<p>Learners will:</p> <ul style="list-style-type: none"> • acquire knowledge about the origins and historical developments of the religions originating in West Asia • become familiar with the founders and central figures of these religions • be able to identify the central doctrinal beliefs and ethical teachings of these religions, and describe a variety of their practices • become acquainted with some of the responses of these religious traditions to such issues as the nature of the universe, the human condition, religious ideals, and appropriate behaviour of human beings in the course of their lives.

	F-116H Introduction to Influential Ideas	<p>The purpose of this course is to provide an overview of some of the influential ideas, both within and outside the western tradition, that have shaped our world. Crossing a variety of disciplines, the course explores the social/political ideas of Lao-Tsu, Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Mill and Marx; the epistemological ideas of Plato, Aristotle and Kant; the ethical ideas of Aristotle, the Buddha, Kant, Mill, Nietzsche and Gandhi; the psychology of Freud and Jung; and key scientific ideas and approaches from the likes of Bacon and Darwin. A selection of critical social, psychological and feminist ideas that emerged within the 20th Century are also considered, as is the power of these ideas to facilitate the emergence of a global community. The course ends with an overview of prominent religious contributions.</p>	<p>Learners will have developed significant knowledge of:</p> <ul style="list-style-type: none"> • influential theories of epistemology, metaphysics, the state, and ethics • key scientific ideas that have transformed the world • the processes underlying humanity's drive to grasp and organize reality • the importance of the 20th century in reshaping human thought • current political, ethical, sociological and cultural approaches to globalization • the significance and power of interdisciplinary thought, and how to foster it • how religion has contributed to personal and global development
	F-117H Introduction to Philosophy	<p>The course introduces the main topics of philosophy: logic, theory of knowledge, metaphysics and ethics. Time is also devoted to the philosophy of religion and political philosophy. Through</p>	<p>Among other themes, learners will have developed significant knowledge of:</p> <ul style="list-style-type: none"> • various forms of reasoning and logic;

		<p>group work, discussions and exercises, philosophy is approached as both an activity and as a reflective enterprise. Its significance to other disciplines and for human betterment is also addressed.</p>	<ul style="list-style-type: none"> • the historical significance of philosophical thinkers as diverse as Plato, Aristotle, Descartes, Rousseau, Wollstonecraft, Nietzsche, Wittgenstein and Derrida • the major theories about the nature of reality • the major theories about how we know reality • the classical and current approaches to ethics and moral behaviour • philosophical approaches to religion and society • philosophy as it applies to recent world developments, such as the internet and global development • philosophy's relationship to other disciplines
	<p>F-118H Dramatic Foundations</p>	<p>Through practical exercises this course provides the foundation for dramatic work through training of the voice and body, and the imagination and memory as instruments of expression. Textual content will be derived from a variety of sources such as poetry, Shakespeare, drama, and religious writings, as well as</p>	<ul style="list-style-type: none"> • To develop a foundational knowledge of physical and vocal techniques that create the being as an instrument of expression. • To exercise the imagination and memory through choreography and text work.

		sources the students supply from other courses.	<ul style="list-style-type: none"> To develop a disciplined approach to creativity.
	RC-120F Mediated Communication/Media Arts	<p>This course provides students with the training and practice to become creative producers of basic media content, using a variety of desktop media technologies. The immediate objective is to provide students with the skills needed to support other coursework by enhancing their presentation capabilities and enabling them to fulfill writing assignments and other assignments in creative ways. The broader objective is to introduce students to skills they can use to promote positive social change, through a variety of communication media, upon graduation.</p>	<ul style="list-style-type: none"> Develop basic multi-media presentation skills (e.g., MS PowerPoint) Develop basic desktop publishing skills (e.g., MS Publisher or PageMaker) Develop basic web-editing skills (e.g., MS FrontPage or DreamWeaver) Develop basic video-editing skills (e.g., MS Movie Maker or Abode Premier)
	RC-140H Critical Thinking and Argumentation	<p>Every day we are bombarded by countless arguments that are intended to influence our beliefs and actions. How well we live our lives depends, to some extent, upon how well we respond to such arguments, and how well we construct arguments of our own. A good critical thinker is able to detect an argument when she encounters one, portray its</p>	<p>The overarching concept around which this course is structured is the concept of <i>cogency</i>. An argument is cogent for you if, and only if, you ought to be persuaded to believe the conclusion of that argument, on the basis of the evidence cited within that argument's premises. Every topic covered in this course is therefore designed to enhance a student's</p>

		<p>structure in a logical fashion, assess what type of an argument it is, and appraise its cogency in an appropriate manner. A good critical thinker is more likely to engage in rational belief and action than a poor critical thinker. You are already a critical thinker. The aim of this course is to make you a better one.</p>	<p>understanding of the conditions under which she ought (or ought not) to be persuaded by an argumentative proposal. To that end, students will critically examine</p> <ul style="list-style-type: none"> • the differences between argumentative and non-argumentative prose • the concept of rational belief • the concept of evidence • argument structure, and the different ways in which propositions can provide evidence • the concepts of Truth, relevance, validity and reliability • the nature of definitions • vagueness, ambiguity and other semantic phenomena • the nature of deductive, inductive, causal and analogical reasoning • the nature of moral reasoning • common forms of fallacious reasoning
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Year 2 Semester 1	KD-200H Approaches to Education	Approaches to Education traces the aims and purposes of education historically through pre-industrialized society, industrialized society, and post-industrialized society in the contexts of informal, nonformal and formal educational strategies. Education as a vehicle for socialization and the transmission of current cultural values is examined, as is the relationship between education, religion and society. The prospect of a new society built on current values and knowledge is also considered. Finally, students assess their progress against the ten Liberal Arts program learning outcomes through the application of various pedagogical methodologies and techniques, and the design of concrete instructional situations.	Among other themes, learners will have developed significant knowledge of: <ul style="list-style-type: none"> • the aims and purposes of education in the pre-industrialized society, the newly-industrialized society, and the post-industrialized society • informal, nonformal and formal educational strategies • early education as a vehicle for the transmission of current cultural values • industrial age education as an experiment in socialization • the relationship between education systems, religion and society • education as both a value system and a knowledge system • historical thought paradigms, value systems and the corresponding approaches to education • educational theory based

			<p>on academic disciplines</p> <ul style="list-style-type: none"> • the prospect of a new society built on current values and knowledge • popular methodologies and techniques in education • how to design instructional situations
	RC-200H Foundations of Scientific Reasoning and Investigation	<p>This course requires the student to look beneath the distinctions among disciplines of physical, life, behavioural, and social sciences, to the fundamental features of science itself. It acquaints the student with the elements of scientific thought, the relative merits of fundamental approaches to scientific procedure, a range of legitimate outcomes to scientific research projects, and issues that accrue to scientific researchers.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • describe elements underlying all forms of scientific inquiry • demonstrate the relevance of alternative approaches to science • define multiple functions that scientific research may fulfill • discuss selected challenges to the integrity of scientific practice
	SR-200H Science, Religion and Social Transformation	<p>This course explores the relationship between science and religion throughout history, paying particular attention to the periods of Antiquity, the Middle Ages, the Scientific Revolution, the Enlightenment, and the last 100</p>	<p>Among other themes, learners will have developed significant knowledge of:</p> <ul style="list-style-type: none"> • the relationship between science and religion at various stages in history

		<p>plus years since Darwin. The course goes on to explore various models concerning the interaction between science and religion, as well as related contributions by both scientific and religious thinkers including the likes of Faraday, `Abdu'l-Baha, Einstein, and Feynman. The course concludes with an examination of some of the main questions currently being discussed, such as: Can one be a scientist while believing in God? How did the universe begin? And, Can evolution and God coexist?</p>	<ul style="list-style-type: none"> • how some of the key thinkers in history have treated the relationship between the two • current models for understanding science, religion and the relationship between the two • the impact that both science and religion have had on social transformation • some of the current debates highlighting the relationship between science and religion • the importance of religion for scientific progress • the importance of science for religious faith • the relationship between science, religion and reason
	<p>CSS-210H Women, Gender and Religion</p>	<p>This course examines the history of women's traditional religious roles and practices, and their contributions to the world's religions, from cross-cultural and multi-religious perspectives. The course also reviews a variety of modern challenges expressed in</p>	<p>Learners will:</p> <ul style="list-style-type: none"> • gain a basic understanding of the issues that have affected the status, activity and self-understanding of women in religious traditions from ancient

		<p>modern challenges, expressed in particular by feminist scholars of religion, to traditional role expectations for both men and women and to normative textual interpretations. Finally, new paradigms for understanding the issues underlying gender and religion are explored.</p>	<p>times to the present</p> <ul style="list-style-type: none"> • become familiar with women's roles according to prescriptive religious literature • Be able to identify significant women whose religious convictions (expressed in their lives and/or writings) have influenced religion and society • learn about a variety of women's practices (e.g., ritual) and activities in several religious traditions • assess historically and critically women's experience of organized and alternative religions • learn what may be unique about the perspectives of women regarding human spirituality • gain a deeper insight into one's own worldviews and perspectives, and • become familiar with new paradigms for understanding issues affecting gender and religion
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	II-200H Key Scientific Insights	The course offers a thorough overview of the some of the key scientific contributions that have influenced the ways in which we see and relate to the world. Accessible to the generalist enthusiast, the course explains the major scientific concepts, situates them in their historical contexts, and traces their impact on the social, political and spiritual dimensions of reality.	<p>Among other themes, learners will have developed significant knowledge of:</p> <ul style="list-style-type: none"> • the historical context leading up to the Scientific Revolution • some of the major scientific discoveries of the last 500 years • the social-historical contexts in which these discoveries were made • the impact of these discoveries on the direction of the world and our consciousness as a human species • the implications of these discoveries for how we conduct ourselves as moral and spiritual citizens of the world
	II-212H Theories of Global Development	This course adopts a one-world perspective to theories of global development that have been applied in both the “developing” and the “industrialized” countries. The course covers a broad range of approaches to development, such as neo-classical economic theory, Marxist theory, and post	<p>Learners will have significant knowledge of:</p> <ul style="list-style-type: none"> • The historical and conceptual underpinnings and attributes of three major approaches to global development (modernization, Marxism

		<p>theory, Marxist theory and post-modern theory, and includes perspectives grounded in the teachings and practices of some religious communities, such as Christian churches, Islamic organizations and the Bahá'í community. Emphasis is placed on the perspectives these approaches offer on the role of the state, the free market, civil society and the individual; the ethics of development; and on concrete examples of how these perspectives are applied in the field.</p>	<p>and civil society)</p> <ul style="list-style-type: none"> • The role of the state, the market, NGOs, the community and the individual in these three approaches <p>Learners will have developed some skills in:</p> <ul style="list-style-type: none"> • Recognizing different approaches to development theory and modes of practice • Identifying strengths and weaknesses of these approaches • Presenting analytical summaries of case studies <p>Learners will have enhanced insight into:</p> <ul style="list-style-type: none"> • Why most development programs and policies have failed • The ethical and pragmatic features of promising approaches to global development • The value of a one-world perspective on development
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<p>Year 2 Semester 2</p>	<p>AS-200H Dramatic Techniques</p>	<p>Theatre facilitates a perfect collaboration of all the arts. This course builds upon F-118H Dramatic Foundations to offer students an opportunity to learn a range of techniques needed to create theatre such as dramatic text analysis, dramatic writing, styles, interdisciplinary work, and Popular Theatre (social issue theatre).</p>	<ul style="list-style-type: none"> • To learn text analysis for ongoing dramatic work. • To learn the basics of dramatic writing. • To have an understanding of various theatrical styles, both Western and Oriental. • To learn how to create using an interdisciplinary mode. • To learn the techniques of Popular Theatre by which artists learn to involve the public in discussion of human/social issues.
	<p>CSS-220H Analyzing Representations and Discourses</p>	<p>This course examines the role that representations and discourses play in the construction of social reality, as well as the role of human agency in this process. Semiotic analysis and discourse analysis are presented as theoretically informed methods for deconstructing, evaluating, and reconstructing problematic aspects of our cultural environment.</p>	<ul style="list-style-type: none"> • Develop an understanding of the role that human communication plays in the social construction of reality. • Develop the ability to critically analyze and evaluate the representations, discursive constructs, and discourses that constitute our cultural environment. • Develop the ability to articulate alternative representations and discursive constructs, and

			participate in the articulation of larger alternative discourses.
	EPCS-220H Roots of Conflict and Violence	The course reviews a wide range of theories exploring the nature and root causes of conflict, the possibilities for conflict resolution, and the necessary foundations of peace, and post-conflict peace building. The course draws on classic and contemporary literature from a wide range of disciplines – including sociobiology, anthropology, sociology, social psychology, economics, political science and the study of religion – to provide students with a set of theoretical and practical tools for the analysis of contemporary civil and international conflicts. In an atmosphere of mutual learning, we discuss how evidence and theory can be effectively used in the understanding of peace and conflict, and develop a practical understanding of the strengths and weaknesses of current approaches to conflict resolution and peace building.	<ul style="list-style-type: none"> • Students will develop an understanding of theories relevant to peace and conflict • Students will be exposed to the multi-disciplinary / interdisciplinary nature of peace and conflict studies • Students will learn how to use theory to ascertain the root causes of conflict and develop strategies for sustainable peace and reconciliation
	EPCS-230H Conflict Resolution Strategies	The course reviews the theory and practice of conflict resolution,	<ul style="list-style-type: none"> • Students will develop an understanding of theories

	Strategies	highlighting its use and its efficacy as a foundation for peacebuilding and post conflict reconstruction. The course draws on both classic and contemporary literature and provides students with a set of theoretical and practical tools for the analysis of contemporary civil and international conflicts, as well as steps for their resolution.	<p>relevant to conflict resolution</p> <ul style="list-style-type: none"> • Students will learn conflict resolution skills that can be applied at the individual, organizational and international levels
	EPCS-270H International Relations	This course provides students with an understanding of the forces that drive international relations and the theories that have been formulated to account for them. It also outlines the structures and processes at the heart of today's international system and reviews some of the most important issues impacting our world at the beginning of the twenty first century.	<p>Learners will develop knowledge of:</p> <ul style="list-style-type: none"> • The origins and historical developments of the international political system • The leading theories of international relations • The structures and processes of the international system • The central issues influencing international affairs • The impact of globalization on international relations
	HDS-210H Lifespan Development	This course studies the human journey from infancy to late adulthood, and the critical issues accompanying each stage in this	<p>Students will demonstrate understanding of</p> <ul style="list-style-type: none"> • emotional and personality development from a

		<p>journey. The course encompasses central Western theories of development (psychoanalytic, psychosocial, behavioral, cognitive, cognitive developmental, ethological and cultural), as well as non-Western and non-traditional approaches (feminist, Buddhist and Hindu, Native American). It integrates different philosophical approaches to 'what' develops over time, and 'how', examines their respective strengths and limitations, and applies their concepts to understanding individual developmental journeys.</p>	<p>development from a psychodynamic and psychosocial perspective</p> <ul style="list-style-type: none"> • the nature of intelligence(s) and the socio-cognitive development of intelligence • the role of infant-mother attachment in later development • the formation of behavior • social and moral development, and predominant male and female orientations • the role of culture in development • the developmental challenges of adulthood • spiritual perspectives on personality integration • individual case studies of children, adolescents or adults, using central concepts from various schools of psychology
	<p>II-201H Key Religious Insights</p>	<p>This course examines contributions to the history of ideas provided by the major world religions. These key ideas and</p>	<p>Students will:</p> <ul style="list-style-type: none"> • learn about key ideas and insights provided by the

		<p>religions. These key ideas and insights, aimed at explaining the human condition and its relation to the transcendent dimension of reality, include notions of the sacred, God and the divine, the human soul, life after death, creation and eschatology; concepts of revelation, divine intervention in human history and messianism; ideas of moral law expressed in such concepts as karma and divine retribution; notions of evil and theodicy, of sin, suffering, salvation and redemption, of heaven and hell, and of sacrifice and detachment.</p>	<p>major world religions over the last three millennia of recorded history</p> <ul style="list-style-type: none"> • identify the sources of these ideas, their contexts, and some of the interpretations and applications of these ideas • understand the impact and influences of these ideas on cultural world views and the development of world civilizations
	<p>II-202H Art and Social Transformation</p>	<p>In both the Orient and the Occident, religion was the genesis of most artistic traditions. This course examines the sources and evolution of art, and the reciprocal nature of art and social (religious, moral, etc) transformation. The course concludes by considering how art might help to address the needs of our contemporary world.</p>	<ul style="list-style-type: none"> • Develop a foundational knowledge of how religion has given rise to artistic traditions in the past, in both the Occident and the Orient. • Develop an appreciation of the intimate reciprocity between society (civilization) and art. • Develop an awareness of current social needs and how the arts can address them in a positive, transformative way. • Develop the capability for

			creative solutions to problems involving socially conscious art.
	II-205H Theories of Knowledge	<p>This course provides an in-depth overview of the major epistemological approaches from the Sophists to the postmodernists. The content is presented within the context of two tensions: 1. rationalism versus empiricism; and 2. relativism versus objectivism. Although the ideas of the traditionally recognized great western philosophers receive the most attention, significant time is devoted to recent philosophical and anti-philosophical trends, and to the status and role of Truth and objectivity in an increasingly interdependent world. Implications for the dynamic between science and religion are also discussed.</p>	<p>Among other themes, learners will have developed significant knowledge of:</p> <ul style="list-style-type: none"> • the differences and similarities between the empiricist and rationalist traditions • how Aristotle's approach both reflects and detracts from Plato's • why Descartes approach is so pivotal to the philosophical tradition • why Hume's skepticism remains a significant challenge to knowledge • the importance of Kant's approach for how we understand our relationship to reality • why the quest to represent the way things are, manifested by both empiricism and rationalism, fell into disrepute among some circles in the 20th Century • selected non-western

			<p>approaches to knowledge and the role of religion</p> <ul style="list-style-type: none"> • the status of science and social science, and whether they are progressive • what the Truth/objectivity versus relativism debate means in a shrinking world, and various attempts to resolve it • how epistemology and religious Truth interact
	II-206H Classical Social Theory	<p>The purpose of this course is to provide an overview of social theory as it has developed from its origins in the Enlightenment to the beginning of the 20th century. The classical orientations of Durkheim, Marx, Weber, Simmel and Freud are covered, as are the influences of thinkers like Plato, Rousseau and Montesquieu. The course concludes with an examination of the impact of these theories on 20th century thought, and of their implications for understanding the global processes underway in the world today.</p>	<p>Among other themes, learners will have developed significant understanding of:</p> <ul style="list-style-type: none"> • the philosophical underpinnings and societal processes generating the discipline of sociology, and social theory more specifically • the classical sociological theories of social organization, change, and the relationship between the individual and society • the impact of these theories on sociological thought in the 20th century and beyond

			<ul style="list-style-type: none"> • the relationship of these theories to Plato and other early social thinkers • how this knowledge can be utilized to help address the social issues of today • the relationship of these ideas to religious insight
	II-207H Contemporary Social Theory	<p>This course provides an overview of social theory as it has developed since the beginning of the 20th century. It reviews contemporary macro approaches such as structural functionalism, neo-Marxism and conflict theory, and contemporary micro approaches, such as symbolic interactionism and phenomenological sociology. The course continues with an examination of some of the interdisciplinary work currently being done under the general headings of feminist, critical and cultural theory. The implications of this recent work for fostering more effective inter-subjective/cultural collaboration and functioning are also explored.</p>	<p>Among other themes, learners will have developed significant knowledge of:</p> <ul style="list-style-type: none"> • the philosophical underpinnings and societal processes generating the discipline of sociology, and social theory more broadly • the major sociological trends of the 20th century • the differences between macro and micro social theory, and their respective strengths and weaknesses • the significant contributions of feminist social theory • post-modern approaches to society, its evolution, and our understanding of it • the workings of power and

			<p>their effects on inter-subjective communication</p> <ul style="list-style-type: none"> • the application of contemporary social theory to current world issues • the relevance of religious insight to social theory
	II-209H World Philosophies	<p>This course examines various eastern philosophical traditions, and compares them with their western counterparts. Beginning with ancient philosophy and ending with postmodernism and other current trends, the course takes a comprehensive historical look at the philosophies of India, China, Africa, Japan, Judaism, Islam and the Bahá'í Faith. The synergies between the different approaches are highlighted, as is the relationship between religion and philosophy.</p>	<p>Among other themes, learners will have developed significant knowledge of:</p> <ul style="list-style-type: none"> • the processes of historical development • the major distinguishing features between the epistemologies and metaphysical orientations of various world philosophical traditions • the relationship between western and eastern world views • how philosophical thought is influenced by the historical situation in which it emerges • how ideas influence the processes of social evolution • the relationship between

			<p>religion and philosophical development</p> <ul style="list-style-type: none"> • how different world views assist in understanding both historical and current world conditions • eastern and western approaches to ethics and morality
	II-214H Classical Political Theory	<p>This course provides students with a basic foundation of classic Western political thought by reviewing some of its central ideologies, philosophies and theories. It also introduces students to the political ideas of leading thinkers beginning from the luminaries of Ancient Greece to the end of the 19th century. Furthermore, through group work, discussions and exercises, students are encouraged to analyze the impact of these political concepts on their lives and the world today.</p>	<p>Learners will develop knowledge of:</p> <ul style="list-style-type: none"> • How assumptions about human nature influence beliefs about politics and ideal forms of governance • The origins and historical developments of Western political thought • The ideas, philosophies and theories of key Western political thinkers • The foundational concepts underlying political communities, states and the international system
	KD-210H Social Change and Education	<p>This course takes a critical look at educational systems and programs for learners to understand their social</p>	<p>Learners will:</p> <ul style="list-style-type: none"> • Recognize the social construction of education

		<p>implications as institutions of stability or change. The course also covers the impact of education, both formal and informal, on social change in society. Education's historical uses for domestication and indoctrination are contrasted with its potential for individual empowerment and generation of social change. Key characteristics of educational programs that can result in empowerment and social change are examined.</p>	<ul style="list-style-type: none"> • Identify implications of various instructional approaches on student empowerment, group cohesion, and social change • Suggest methods of education which will enhance the social change capability of various social or community based programs
	<p>KD-220H Educating for Multicultural Understanding</p>	<p>This course introduces learners to theoretical and practical aspects of providing educational experiences that can enhance understanding of other cultures. The various purposes of multicultural education are examined, ranging from political requirements through economic necessity through the creation of a viable global society. Next, the individual factor in multiculturalism is examined, exploring the capacities and challenges of individual transformation. The course then moves to the spectrum of approaches to multicultural education, many of which will be critiqued in terms of</p>	<p>Learners will:</p> <ul style="list-style-type: none"> • be able to critique multicultural education within the context of the principles of the oneness of humanity, the advancement of civilization, and the requirements of a global society • understand a typology of different approaches to multicultural education • identify implications of these different instructional approaches on student outcomes

		<p>their varying abilities to influence learner knowledge, attitudes and skills of multicultural interaction. Through engagement with their own knowledge, attitudes and beliefs, and through experiential learning activities, learners will forge a personal statement as to how they can promote understanding with those of different backgrounds from their own. Finally, multiculturalism is examined in a global context to see what might characterize transnational multicultural education principles.</p>	<ul style="list-style-type: none"> reevaluate their own beliefs about self and other in relation to multiculturalism
	<p>SA-210H Community Development in Theory and Practice</p>	<p>This course examines the history, principles, and processes of community development from a cross-cultural perspective, as well as many of the applicable spiritual values drawn from a range of religious belief systems. The course incorporates some exercises used by community development practitioners, and reviews and analyzes case studies of community development programs and projects that illustrate specific modes of practice.</p>	<p>Learners will have significant knowledge of:</p> <ul style="list-style-type: none"> various models of community development the nature of community change principles of community development tools for community development <p>Learners will have developed some skills in:</p> <ul style="list-style-type: none"> group-building and community creation <p>Learners will have some insights</p>

			<p>into:</p> <ul style="list-style-type: none"> community development as both a science and an art
Year 3 Semester 1	KD-300H The Responsibilities of Being Educated	<p>Who is an educated person? What happens when a society becomes educated? This course considers the role of the educated as active social agents and shapers of society. The building and molding of paradigms by communities of educated people is examined, as is the relationship between academic disciplines, systems of knowledge, trans-systemic thought, and progressive orders of consciousness. The challenge of establishing an integrated system of viewing reality is also explored along with the benefits of integrative investigation, the harmony of science and religion, and The Responsibilities of Being Educated in bringing about global unity and prosperity.</p>	<p>Among other themes, learners will have developed significant knowledge of:</p> <ul style="list-style-type: none"> the development of a concept of knowledge, development and progress through the United Nations definitions, campaigns, decades and summits current definitions of an educated person, and cultural literacies the Human Development Index and characteristics of highly educated societies the educated as revolutionaries in their fields and in societies the relationship between the educated society and the building of a perspective on society through academic disciplines interdisciplinarity

			<ul style="list-style-type: none"> • the building and shaping of paradigms through communities of educated people • the relationship between academic disciplines, systems of knowledge, trans-systemic thought and progressive orders of consciousness • the challenge of an integrated system of viewing reality and possibility • possible benefits of integrative investigation • the harmony of science and religion • education as a catalyst for global unity and prosperity
	<p>RC-300H Problem Solving and Ethical Communication</p>	<p>This is a highly participative course in which students research, present on, and contrast a number of different approaches to argumentation, decision-making and communication. Students finish the course having developed their own models, and with the knowledge and capacities to promote deliberative community building. These capacities include the ability to</p>	<p>Among others, participants will have developed the cognitive and moral skills needed to:</p> <ul style="list-style-type: none"> • combine critical thinking with ethical dialogue • evaluate complex arguments in a variety of contexts • solve both abstract and situational problems in a variety of contexts

		think critically, communicate ethically, and foster unity of purpose and action among diverse groups. Particular attention is also paid to the consultative approach to decision-making.	<p>variety of contexts</p> <ul style="list-style-type: none"> • make decisions through an analysis and synthesis of diverse information • engage in dialogue that builds harmony and enables community building • pursue both individual and collective decisions in a diligent yet conscientious manner • manage diverse interpersonal relations in a way that promotes unity in diversity of action
	SR-300H Integrating Science and Religion	Building on the historical and contemporary themes addressed in SR-200H, this course examines in depth many of the current issues surrounding the interaction between science and religion. Constructed as a seminar, students research, present on, and lead classes on topics of particular interest to them. Current approaches to the dynamic between science and religion are also explored. The course finishes with students writing a major paper on the relationship between science,	<p>Among other themes, learners will have developed advanced knowledge of:</p> <ul style="list-style-type: none"> • current models for understanding the relationship between science and religion • numerous topics concerned with the relationship between science and religion • the importance of religion for scientific progress • the importance of science

		religion and reason, and on the significance of this relationship for facilitating individual, community and world betterment.	<p>for religious faith</p> <ul style="list-style-type: none"> the interaction between science, religion and reason how the relationship between science, religion and reason is applicable to human advancement
	CSS-300H Media and Society	This course examines the nature and impacts of traditional mass media, as well as emerging new media, as dominant features of contemporary cultural environments. Toward this end, students analyze the relationships between media structures and media content, along with the influence of contemporary media on human culture and consciousness. Students also explore the relationship between media and democracy, as well as the role of human agency in reforming our media environment.	<ul style="list-style-type: none"> Develop an understanding of the socially constructed nature of contemporary media industries and of the way this shapes and constrains media content. Develop an understanding of key theories regarding the impact of media on human culture and consciousness. Develop a vision of a more humane and democratic media environment, along with an awareness of the emerging media reform movement that is motivated by such a vision.
	EPCS-340H Principles and Practice of Inter-religious Dialogue	Catholic theologian Hans Kung claimed that there can be no peace in the world until there is	<p>Learners will:</p> <ul style="list-style-type: none"> become familiar with the history of relations

	Dialogue	<p>peace between the religions, and there can be no peace between the religions until there is dialogue between the religions. Increasing numbers of people of faith have come to agree with Kung. This interactive course provides an introduction to the history of the relations between the world's major religions, and reviews early forays into inter-religious dialogue and the modern Inter-Faith Movement that began with the first Parliament of the World's Religions in Chicago in 1893. We then examine concepts and analytical frameworks of inter-religious relations and dialogue common within the academic world as well as study statements about inter-faith relations by religious communities, concluding with the April 2002 letter entitled "To the World's Religious Leaders" from the world governing institution of the Bahá'í Faith. The last section of the course focuses on the practice of inter-faith dialogue.</p>	<p>between the religions, inter-religious dialogue and the Inter-faith Movement.</p> <ul style="list-style-type: none"> • acquire knowledge about the analytical frameworks used by scholars of religion to describe theological attitudes of religions to one another • become familiar with a selection of statements about inter-faith relations by religious communities and the issues raised therein • acquire analytical, organizational and practical skills in the principles and practice of inter-faith dialogue
	HDS-300H The Psychology of Moral and Social Development	<p>This course explores the cross-cultural structure and psychological dimensions of the moral self, and its evolving relationship with the interdependent social world. It</p>	<p>Students will develop a solid understanding of the following aspects of the moral self:</p> <ul style="list-style-type: none"> • the psycho-social and cultural milestones of

		<p>interdependent social world. It examines the dominant theoretical frameworks in moral psychology, and links the discourses on moral reasoning, moral character, values, and motivation into an integrative understanding of mature moral consciousness. It examines empirical studies of exemplary contemporaries from all walks of life, and looks at how theoretical frameworks help understand more clearly the nature of people's lives and choices in the ever-expanding radius of the global commons in the 21st century context of post-modern ethical relativism and global ethical challenges.</p>	<p>moralization</p> <ul style="list-style-type: none"> • social -cognitive development, moral reasoning, and the evolution of values • the universalism/relativism debate, and the nature of contextual (qualified) universalism • the inter-subjective nature of morality • moral voices: the role of dialogue and narrative structures • the development of moral affect • the formation of moral identity • the nature of moral motivation • moral action: from individual acts and pro-social behavior to moral commitment to service • the nature of mature moral consciousness
	<p>SA-311H Project Management I</p>	<p>This course provides students with a practical introduction to the discipline of project management. With the increasing complexity of</p>	<ul style="list-style-type: none"> • An understanding of the importance and key elements of formal project management

		<p>initiatives undertaken by organizations of all kinds to meet increasingly complex needs, an understanding of formal project management processes and methods is becoming an important asset for entry-level professionals. The course focuses on the development of core project management skills and a working knowledge of the industry-standard <i>Project Management Body of Knowledge</i> (PMBOK) developed by the Project Management Institute (PMI).</p> <p>As part of the program's Skills and Applications stream, this course provides students with the skills needed to apply the concepts and approaches developed in other parts of the program within concrete job environments. Combined with SA-312H, this course provides students with a solid foundation from which to begin a career in project management or to undertake further studies towards certification as a Project Management Professional (PMP).</p>	<p>management</p> <ul style="list-style-type: none"> • An understanding of the project lifecycle and the five key Project Management Process Groups: Initiation, Planning, Execution, Controlling, and Closing • A basic understanding of the following Knowledge Areas of the PMBOK: <ul style="list-style-type: none"> • Project Integration Management • Project Scope Management • Project Time Management • Project Cost Management • The ability to successfully conduct the Initiation phase of a project of medium complexity, including <ul style="list-style-type: none"> • Constructing a Project Overview • Identifying a project's goals, requirements, deliverables, stakeholders, constraints, and
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			<p>assumptions</p> <ul style="list-style-type: none"> • Identifying the different kinds of Project Selection Criteria • Constructing a Project Charter <ul style="list-style-type: none"> • The ability to design a project plan and prepare the necessary documentation with respect to integration, scope, time, and cost management, including <ul style="list-style-type: none"> • Defining the project scope • Constructing a Scope Statement • Constructing a Work Breakdown Structure • Managing a simple Scope Change process • Resource Planning • Cost estimation and budgeting • A working knowledge of schedule development techniques, including the Critical Path Method
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			<p>(CPM), the Process Evaluation and Review Technique (PERT), and the use of Gantt Charts;</p> <ul style="list-style-type: none"> • Familiarity with the skills necessary to manage the integration, scope, time, and cost aspects of a project of medium complexity from Initiation through Closing; • A working knowledge of the core features of industry-standard project management software (Microsoft Project 2002).
Year 3 Semester 2	AS-300H Collective Creation	Through consultation and collaboration students will put theatrical techniques to use in small and large group collective creations. Participants will articulate themes and issues (social, human, moral, spiritual) that are relevant to them, and create performances that effectively communicate these issues to others.	<ul style="list-style-type: none"> • The ability to effectively consult and collaborate. • The ability to articulate relevant issues. • The ability to create within a community of artists. • The ability to successfully reach the public through dramatic skills.
	CSS-310H Critical Media Literacy	Critical media literacy refers to a set of critical thinking skills, as well as a foundation of theory and knowledge, which enables	<ul style="list-style-type: none"> • Develop critical thinking skills, as well as a foundation of theory and knowledge, to critically

		<p>students to critically analyze, interpret, and evaluate media content and popular culture messages; seek out high-quality media sources; and use the media as instruments for communication in democratic societies. In addition, critical media literacy includes the development of an informed and ethical framework for making decisions regarding personal media consumption, media exposure within families and communities, and media policy and reform options.</p>	<p>analyze, interpret, and evaluate media content; seek out high-quality media sources; and use the media as instruments for communication in democratic societies.</p> <ul style="list-style-type: none"> • Develop a conceptual and ethical framework for making informed decisions regarding personal media consumption, media exposure within families and communities, and media policy and reform options. • Expand one's vision of a more humane and democratic media environment, and recognize practical opportunities to contribute to media reform toward that end.
	CSS-340H Health, Illness and Society	<p>Building on the sociological/philosophical theory they have developed so far, students take a critical look at the experience of health, illness and embodiment in society. The social construction and meanings of illness are explored, as is the relationship between biomedicine</p>	<p>Among other themes, learners will have developed significant knowledge of:</p> <ul style="list-style-type: none"> • how the biological and the social interact to produce conceptions of health and illness • the factors causing the

		and the workings of western society. The course also looks at the connections between religion, medicine, and the healing process.	<p>inequitable experience of health across society</p> <ul style="list-style-type: none"> • how illness is variously experienced • the dynamics of the doctor-patient relationship • how social organization impacts on health • the relationships between power, society and the construction/development of medical knowledge • the social and psychological causes of mental illness • women's experiences of illness in a biomedical society • the relationship between mind, spirit and body as it pertains to health
	EPCS-320H Gender in War and Peace	The course focuses on the gender dimension of peace and conflict. It looks at war and the military structure as gendered in nature, and introduces the concept of equality of the sexes as a pre-requisite to peace by looking at the impact of war on women, and the important role they can and do play in peacebuilding and post	<ul style="list-style-type: none"> • Students will develop a better understanding of gender dynamics in the world, especially as they pertain to peace and conflict issues • Students will develop an understanding of the literature discussing

		<p>conflict reconstruction. The course highlights relevant research and international instruments to support the claim that conflict prevention and sustainable peace require the active participation of women as equal partners in all levels of society</p>	<p>gender, war and peace</p> <ul style="list-style-type: none"> • Students will learn about important international and legal instruments relevant to gender, war and peace and their application as advocacy tools • Students will develop an understanding of the relationship between the equality of the sexes and peace • Students will become advocates for gender equality
	<p>EPCS-350H Peace and Conflict in the Middle East</p>	<p>This course focuses on the conflict in the Middle East and the prospects for peace. It looks at the history of the conflict, the role of religion and culture, various attempts at resolution, and considers why these attempts succeeded or failed within the context of peace and conflict theory and practice.</p>	<ul style="list-style-type: none"> • Students will develop a better understanding of the Middle East conflict • Students will consider the barriers to peace in the Middle East and discuss possible resolution strategies • Students will learn about external attempts at peace (US, UN intervention) • Students will develop a familiarity with UN resolutions and other relevant international legal approaches to the Middle

			<p>East conflict</p> <ul style="list-style-type: none"> • Students will discuss prospects for peace
	<p>HDS-310H Principles of Spiritual Psychology</p>	<p>This course explores the current paradigmatic shift beyond the limits of Western psychology as we know it. It draws the blueprint of the emerging Spiritual Psychology of the 21st century from the Revelation of Bahá'u'lláh, and helps students appreciate how other front-line work in psychology has begun to articulate aspects of the encompassing understanding of psycho-spiritual functioning contained in the Bahá'í Writings. The course focuses on the notion of psycho-spiritual principles and processes, the nature of the self, foundations of spiritual emotions, the psychology of beauty and aesthetics, and the development and nature of compassion and empathy, as well as the place of free will in psychology. It develops a comprehensive theoretical understanding of the macrodynamics of psycho-spiritual processes, which parallels and complements the more experiential focus of HDS-330H Psychology of Mindfulness, Health and Spiritual Development</p>	<p>Students will develop an understanding of:</p> <ul style="list-style-type: none"> • the paradigm shift in psychology toward spiritual psychology • the nature of the psyche from the point of view of spiritual psychology • cognition and consciousness from the point of view of spiritual psychology • love and spiritual emotions from the point of view of spiritual psychology • free will and the development of the soul/psyche/self from the point of view of spiritual psychology • personality integration from the point of view of spiritual psychology • collective dimensions of spiritual development and applied spiritual psychology.

		on the moment-to-moment microdynamics of psycho-spiritual personality integration.	
	HDS-320H Culture and Psychology	<p>Culture and Psychology primarily explores the manner in which cultures create psyches and psyches create cultures; that is, the manner in which cultures and psyches mutually constitute each other. The course specifically draws upon findings and theories in the fields of anthropology and psychology, and a background in psychology (F-103H Psychology) and culture (CSS-200H Cultural Theory) are necessary to be prepared for this course. The emerging field of Cultural Psychology will be examined, and it will be differentiated from cross-cultural psychology. Cognition, emotion, volition, morality, and spirituality, and the manner in which culture influences them, will be central to the course. The interactive effects of culture on religion, and religion on culture, and their consequent influences on human development will be examined. The course embraces the concept of “unity in diversity,” which in this context indicates the recognition that there are human universals, but these universals are diversely expressed within</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • understand “a definition” and the current parameters of the emerging field of Cultural Psychology • differentiate cultural psychology from cross-cultural psychology • understand the contributions of culture to the construction of cognition • understand the contributions of culture to the development of emotions and emotional syndromes • understand the contributions of culture to the expression of will and autonomy • evaluate “cultural practices” through the universal foci of community, autonomy and divinity • demonstrate knowledge of

		<p>are diversely expressed within each culture. Shweder's (2003) fundamental claim, "The knowable world is incomplete if seen from any one point of view, incoherent if seen from all points of view at once, and empty if seen from nowhere in particular (p. X)," will be a leitmotif of the course.</p>	<p>a specifically Native American approach to psychology</p> <ul style="list-style-type: none"> • demonstrate knowledge of a specifically African approach to psychology • understand the interactive influence of culture and the psyche upon morality and spirituality
	<p>HDS-330H Psychology of Mindfulness, Health and Spiritual Development</p>	<p>This course explores the dynamics of mental health and mindful living, beyond mindsets and ordinary compulsive thinking. It assists students in understanding the nature and process of thought as a spiritual power through which we create our experience of reality, and the moment-to-moment nature of spiritual development. It studies the nature of human resilience and the ability to tap into it at any moment. The course combines an experiential and a conceptual approach to transpersonal development in the here and now, drawing on a range of sources from social psychology, health realization, literature, philosophy, Buddhist psychology, Bahá'í spiritual psychology, and the new field of positive psychology.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • develop a basic understanding of the nature of psycho-spiritual health and spiritual development on both a micro- and a macro-level • understand the philosophical concepts of Mind, Thought, and Consciousness, and discover the underlying convergence among seemingly disparate discourses on mind, thought, and consciousness • understand the psychological principles beneath the effectiveness of prayer and meditation, and other paths to health,

			<p>wisdom and serenity</p> <ul style="list-style-type: none"> • learn to recognize the fluctuating quality of moment-to-moment thinking, and the power of thought at the heart of healthy psychological functioning • learn to recognize and draw on the resiliency of others • learn of particular applications and interventions in a range of areas of human activity.
	HDS-350H Global Issues of Contemporary Moral Consciousness	This course builds on the foundational understanding of moral development established through HDS-300H, and focuses on an in-depth cross-cultural examination of contemporary issues of moral consciousness. It explores human motivation, and the nature and developmental dimensions of authentic moral consciousness in a global age through an integrative approach to psychology, history, politics, and morality. The course establishes a connection among multiple domains of human and community development, and examines the place of spirituality	<p>Students will develop an understanding of:</p> <ul style="list-style-type: none"> • integrated and empowered ways of being in the complex context of globalization • the cross-cultural variation, dimensions and universal ontogenesis of critical consciousness • the role of spirituality in the development of critical consciousness • the connection between individual and global community development

		<p>in psychology, politics, and everyday life. It explores the dialectic between individual and collective consciousness, and the pressing question of education for critical consciousness and global community development.</p>	<p>community development</p> <ul style="list-style-type: none"> • the role of education in a global age.
	SA-312H Project Management II	<p>This course builds on Project Management I to provide students with a solid grounding in the principles and Knowledge Areas of the PMI <i>Project Management Body of Knowledge</i> (PMBOK) and the skills required to manage a complex project. The course focuses on the five Knowledge Areas not covered in Project Management I, while reinforcing the skills and knowledge previously acquired through integration into real-life assignments and projects.</p> <p>As part of the program's Skills and Applications stream, this course provides students with the skills needed to apply the concepts and approaches developed in other parts of the program within concrete job environments. Combined with SA-311H, this course provides students with a solid foundation from which to</p>	<ul style="list-style-type: none"> • The ability to successfully manage a project of medium complexity from Initiation through Closing; • An understanding of the importance and key elements of formal Project Management; • An solid grounding and working knowledge of the project lifecycle and the five key Project Management Process Groups: Initiation, Planning, Execution, Controlling, and Closing; • An in-depth understanding and practical knowledge of the Knowledge Areas of the PMBOK: <ul style="list-style-type: none"> • Project Initiation Management • Project Scope Management

		begin a career in project management or to undertake further studies towards certification as a Project Management Professional (PMP).	<ul style="list-style-type: none"> • Project Time Management • Project Cost Management • Project Quality Management • Project Human Resource Management • Project Communications Management • Project Risk Management • Project Procurement Management • A working knowledge of the advanced features of industry-standard project management software (Microsoft Project 2002)
Year 4 Semesters 1 and 2	AS-400F Seminar: Guided Project, Event, or Performance	Students research <u>one</u> of the following four themes: the advancement of women, human rights, global prosperity and moral development. They then create an artistic project/ event/ performance to communicate their research to the general public.	<ul style="list-style-type: none"> • An advanced ability to research both religious and secular writings concerning one of the following themes: the advancement of women, human rights, global prosperity and moral development.

			<p>development.</p> <ul style="list-style-type: none"> • The ability to articulate relevant concepts and ideas on one of these themes. • The ability to create an interdisciplinary project/event/performance that addresses one of these themes. • The ability to successfully reach the public through dramatic skills.
	GS-400F Seminar: Advancement of Women	<p>Building on the skills and knowledge developed in the KD, RC and SR courses, and throughout the program as a whole, participants in this student-driven seminar examine and discuss issues related to the advancement of women in a global context. The aim of the course is for students to refine each of their capabilities as described by the ten program learning outcomes, and as related to this vital goal. These capabilities include the ability to synthesize information, solve complex problems, think critically, communicate ethically, and foster unity of purpose and action. Students demonstrate their</p>	<p>Students will have:</p> <ul style="list-style-type: none"> • developed all of the knowledge and capabilities described by the ten program learning outcomes, and as applied to the advancement of women in a global context

		<p>knowledge and skills through group work, seminars, presentations, and most importantly, by developing and implementing a comprehensive group project aimed at facilitating the advancement of women within a real-world community setting.</p>	
	<p>GS-410F Seminar: Human Rights</p>	<p>Building on the skills and knowledge developed in the KD, RC and SR courses, and throughout the program as a whole, participants in this student-driven seminar examine and discuss issues related to the human rights in a global context. The aim of the course is for students to refine each of their capabilities as described by the ten program learning outcomes, and as related to this vital goal. These capabilities include the ability to synthesize information, solve complex problems, think critically, communicate ethically, and foster unity of purpose and action. Students demonstrate their knowledge and skills through group work, seminars, presentations, and most importantly, by developing and implementing a comprehensive group project aimed at facilitating the advancement of human rights within a real-world community</p>	<p>Students will have:</p> <ul style="list-style-type: none"> • developed all of the knowledge and capabilities described by the ten program learning outcomes, and as applied to the advancement of human rights in a global context

		setting.	
	GS-420F Seminar: Global Prosperity	Building on the skills and knowledge developed in the KD, RC and SR courses, and throughout the program as a whole, participants in this student-driven seminar examine and discuss issues related to global prosperity. The aim of the course is for students to refine each of their capabilities as described by the ten program learning outcomes, and as related to this vital goal. These capabilities include the ability to synthesize information, solve complex problems, think critically, communicate ethically, and foster unity of purpose and action. Students demonstrate their knowledge and skills through group work, seminars, presentations, and most importantly, by developing and implementing a comprehensive group project aimed at facilitating the advancement of global prosperity in a real-world community setting.	Students will have: <ul style="list-style-type: none"> developed all of the knowledge and capabilities described by the ten program learning outcomes, and as applied to effecting global prosperity
	GS-430F Seminar: Moral Development, Children, Youth and Social Transformation	Building on the skills and knowledge developed in the KD, RC and SR courses, and throughout the program as a whole, participants in this student-	Students will have: <ul style="list-style-type: none"> developed all of the knowledge and capabilities described by the ten

		<p>whole, participants in this student-driven seminar examine and discuss issues related to moral development among children and youth, and their relevance to social transformation. The aim of the course is for students to refine each of their capabilities as described by the ten program learning outcomes, and as related to this vital goal. These capabilities include the ability to synthesize information, solve complex problems, think critically, communicate ethically, and foster unity of purpose and action. Students demonstrate their knowledge and skills through group work, seminars, presentations, and most importantly, by developing and implementing a comprehensive group project aimed at facilitating the moral development of children and youth in a real-world community setting.</p>	<p>program learning outcomes, and as applied to the moral development of children and youth</p>
	<p>GR-400F Terminal Research Paper</p>	<p>The final stage in the degree program, students write a substantial piece of interdisciplinary, yet focused, scholarship, the fruit of which is a unique piece of contributive thinking. The result is a terminal paper of sufficient focus, quality and rigour to qualify as the work</p>	<p>Students will have demonstrated</p> <ul style="list-style-type: none"> • breadth and depth of knowledge as applied to an area of interest <p>and an advanced ability to</p> <ul style="list-style-type: none"> • access, analyze and synthesize information

		and rigour to qualify as the work of an evolving integrative specialist. Students defend the paper to their advisor and one other faculty member.	<ul style="list-style-type: none">• generate knowledge for the betterment of the world• solve complex problems• communicate effectively
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6.7 Work Experience/Internship Placement Experiences Required for Degree Completion

6.7.1 Work Experience/Internship Outcomes

Not applicable.

6.7.2 Work Experience/Internship Commitments

Not applicable.

7.0 PROGRAM DELIVERY STANDARD

Note: All policies listed under section 7.0 were approved by Breakwell Education Association on July 30, 2004.

7.1 Course/Requirement Delivery Policies

SCLA is committed to building a vibrant community of learners dedicated to, and capable of, helping to bring about unity in diversity and human prosperity. All aspects of the College serve this ultimate purpose. Notable are the following policies, guidelines and practices, common to all programs and the College as a whole. These policies are aimed at creating an environment in which a continuous, evolving, integrative and highly respectful discourse among students, faculty and staff can flourish, a discourse, moreover, devoted to addressing pressing human issues.

These policies, moreover, are considered starting points and expected evolve as the College grows through hands-on experience and, specifically, in consultation with faculty members.

1. All programs and their respective courses must:
 - a. engage students in inter-paradigmatic exploration and problem solving;
 - b. as appropriate, draw upon both science and religion and explore the power of each to shed light on the subject matter;
 - c. employ a diversity of teaching approaches, placing special emphasis on group work and projects;
 - d. develop the skills and capabilities consistent with Goals 1, 2 and 3 of the College, and with the ten objectives of the Liberal Arts program;
 - e. encourage extra-class learning that takes students beyond class lectures, discussions and readings;
 - f. encourage praxis, or the application of knowledge to real-world situations;
 - g. promote an environment in which the independent investigation of truth is accompanied by an ongoing exchange of diverse opinions and insights;
 - h. encourage the use of consultation as the primary mode of communication in which the exchange of opinions is guided and tempered by detachment, humility, tolerance and respect.

The above is achieved through the College's commitment to:

2. small class sizes, consisting of no more than 30 students per class;
3. small campus settings;
4. recruiting faculty members that manifest the qualities listed under section 8.3.1;
5. the regular and frequent review of student feedback (see section 7.2).
6. regular review of faculty member performance (see section 8.3.4);
7. ensuring currency of faculty member knowledge (see section 8.3.5);
8. optimal availability of faculty members to students (see section 8.3.7);
9. the professional development of faculty members (see section 8.3.8);

10. the regular review of course content, with course syllabi (complete with calendar description, objectives, weekly topical outline, resources and grading system) being submitted to the Program Director or VP of Academics and Learning at least two weeks prior to the start of the relevant block;
11. regular review of overall program effectiveness as outlined under section 11.1;
12. encouraging students to become active participants in the growth of knowledge and its application, and to see themselves as contributors with much to offer (rather than as passive consumers). To this end, professors are required to call attention to student:
 - a. participation;
 - b. initiative;
 - c. respect towards others;
 - d. willingness to investigate truth and the views of others in a spirit of humility, detachment and consultation.

Finally, students:

13. are asked, on a voluntary basis, to provide feedback on their college experience and how it is assisting them to become active citizens of the world, either through private comments, or by completing a standardized form (see section 11.2);
14. undergo regular self-assessments as part of their Knowledge and Development course requirements, which measure their progress towards meeting the objectives of their program.

7.2 Policy on Student Feedback

7.2.1 Policy on Student Feedback

In an effort to ensure that participants are afforded the best possible education that:

- is integrative, interdisciplinary and draws upon both science and religion, and encourages artistic expression;
- establishes the relevance of the course content to the individual, society and the world;
- encourages both breadth and depth of understanding;
- effectively engages different learning styles, including student driven learning;
- fosters the development of analytical, investigative, communicative, and moral citizenship skills;

the following policies and practices have been put into place:

1. All courses are systematically evaluated.
2. Students are given a standard course evaluation questionnaire (see 7.2.1 below), which they complete during the last class of each course. (Students are also given an annual program evaluation questionnaire, discussed under section 11.0).
3. As new programs emerge, the standard course evaluation may be modified as necessary, although a common format to all programs and departments will be maintained.
4. Students are informed at the beginning of each course that they will have an opportunity to assess the course. They are also informed that the professor will be absent during the assessment, which will be conducted by a member of human resources.
5. Students have the choice of submitting either an anonymous or a signed questionnaire.
6. Once the questionnaires are collected, the Director of the Student Services Centre tabulates the numerical data and summarizes the comments into a report.
7. The report is then submitted to the Director of the relevant program (or the VP of Academics and Learning until such time that relevant Program Directors are employed), who then enters the report into the faculty member's file.
8. The faculty member and the Program Director (or VP of Academics and Learning) meet three times per year to review teaching performance based on the reports collected, as well as to set appropriate strategies (if necessary) towards teaching performance improvement.
9. At the beginning of the course, professors are required to engage students in a more informal dialogue concerning expectations, styles of learning, and the students' learning goals. Professors submit an informal report to the appropriate Program Director (or VP of Academics and Learning) summarizing the results of the dialogue. This report is entered into the faculty member's file for reference, as well.
10. Finally, professors are trained and encouraged to monitor teaching effectiveness on an ongoing basis, engaging students in informal assessments throughout the course.

7.2.2 Student Feedback: Criteria and Instruments

COURSE EVALUATION

Professor	Course	Date
<p>Please rate your class and/or professor on a scale of 1—6 concerning the following (where 1 = needs attention, 6 = to an exceptional degree, and N/A = not applicable).</p>		
Rate the degree to which:	6	5
	4	3
	2	1
	N/A	
1. the objectives and course expectations were clearly outlined.	<input type="checkbox"/>	<input type="checkbox"/>
2. the grading system for the course was clearly outlined.	<input type="checkbox"/>	<input type="checkbox"/>
3. the attendance and participation requirements were clearly outlined.	<input type="checkbox"/>	<input type="checkbox"/>
4. class participation and group discussions were encouraged.	<input type="checkbox"/>	<input type="checkbox"/>
5. In-class questions were welcomed and effectively addressed.	<input type="checkbox"/>	<input type="checkbox"/>
6. the course content was covered in a coherent, well-organized manner, at an appropriate pace.	<input type="checkbox"/>	<input type="checkbox"/>
7. the course content was communicated effectively and clearly.	<input type="checkbox"/>	<input type="checkbox"/>
8. the instructor was engaging, enthusiastic and interested in the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>
9. the material was challenging yet suitable to the level.	<input type="checkbox"/>	<input type="checkbox"/>
10. the students were encouraged to independently investigate beyond the material into areas of particular interest.	<input type="checkbox"/>	<input type="checkbox"/>
11. breadth of learning was encouraged.	<input type="checkbox"/>	<input type="checkbox"/>
12. meaningful links were drawn between the course content and material from other related courses.	<input type="checkbox"/>	<input type="checkbox"/>
13. insights were explored from a variety of perspectives and disciplines (as appropriate).	<input type="checkbox"/>	<input type="checkbox"/>
14. both science and religion were brought to bear on the subject matter covered (as appropriate).	<input type="checkbox"/>	<input type="checkbox"/>
15. the opportunity for students to contribute to interdisciplinary thought was provided.	<input type="checkbox"/>	<input type="checkbox"/>
16. the relevance of the material to the individual, society and the world, was discussed.	<input type="checkbox"/>	<input type="checkbox"/>
17. A variety of classroom techniques were utilized to engage different learning styles.	<input type="checkbox"/>	<input type="checkbox"/>
18. A reasonable diversity of testing/assignment mechanisms was employed.	<input type="checkbox"/>	<input type="checkbox"/>

- 19. the professor sought student suggestions on teaching approaches.
 - 20. the professor was accessible, approachable and created opportunities for individual assistance.
 - 21. appropriate core and supplemental texts and readings were used.
 - 22. tests/assignments were returned in a timely manner.
 - 23. helpful comments on both assignments and general progress were provided.
 - 24. Classes began and ended on time.
 - 25. A climate of learning was established, one in which you felt like a valued contributor.
- As appropriate, the course enabled you to further develop your capability to:
- 26. demonstrate breadth and depth of knowledge.
 - 27. Access, analyze and synthesize information.
 - 28. generate knowledge for the betterment of the world.
 - 29. solve complex problems.
 - 30. communicate effectively.
 - 31. Employ consultative methods.
 - 32. build unity of purpose.
 - 33. Pursue life-long learning.
 - 34. apply knowledge for the betterment of the world.
 - 35. foster unity in diversity.
- Finally, where 6 = exceptional and 1 = needs a lot of work,
- 36. Rate your overall assessment of the course.

If you wish, please explain any of your responses below. Attach another sheet if necessary.

Name (optional)

Signature (optional)

7.3 On-Line Learning Policies and Practices

At this time, all courses are offered on an in-class basis. On-line learning delivery is a goal of the College, but not relevant to the program at this time.

7.4 Academic Community Policy

Because on-line learning is not offered at this point, appendices 7.3.2 and 7.4 are not relevant. For SCLA's more general approach to nurturing a healthy academic community, see section 7.1 above.

In addition to these practices, and because the College sees tremendous benefit to facilitating a discourse that transcends the classroom environment, SCLA:

1. encourages students to:
 - a. attend college-wide conferences and program-wide seminars—many with guest speakers—on themes related to interdisciplinary studies, science, religion, art and reason, social issues, and the concrete application of knowledge towards human progress;
 - b. participate in conferences and seminars in the wider community;
 - c. create and run informal student-generated/driven discussion groups;
2. pursues opportunities in the wider community, such as volunteer placements, for students to apply their knowledge;
3. works to foster a student friendly atmosphere with accessible faculty members and staff, one in which students feel inclined to “drop in”, “hang out”, and share ideas;
4. engages both faculty and students in agreements which require them to state they understand and will strive to act in accordance with the goals of the College (see 2.0).

8.0 CAPACITY TO DELIVER STANDARD

8.3 Policies on Faculty

Note: All policies were approved by Breakwell Education Association on July 30, 2004.

The aim of SCLA is to create an exceptional teaching and learning environment committed to integrative investigation and development. It is therefore critical that each of SCLA's programs are driven and controlled by an academically autonomous yet responsive community of faculty who are knowledgeable in their fields, who excel at engaging students in the learning process, and who are proactive contributors to the development of effective curricula and programs.

It is with this in mind that the following policies have been developed. However, it should be emphasized that these policies are provisional and that it is expected that as the College grows and more faculty are recruited and their expertise engaged, these policies will evolve.

8.3.1 Academic/Professional Credentials

A critical mass of dynamic full-time faculty members with terminal degrees is essential to the evolving design and implementation of curricula and programs. At least 60% of the College's full-time and guest faculty members must hold Ph.D.s or equivalent degrees. All remaining faculty members must hold a degree at least one level higher than the degree level being taught. In most cases, this means at least a Master's degree. In certain cases, exceptions are made for those with professional degrees, such as LL.B.s, as long as such faculty members have completed the equivalent of at least 6 years of full-time university studies as judged by the standard delivery system in Ontario.

Given the interdisciplinary nature of the Liberal Arts degree, with its focus on the contributions of science, social science, the humanities and religion, faculty members are sought with expertise in a given area, but who can, more importantly:

1. integrate knowledge from a wide range disciplines;
2. draw connections between the content of their courses and other courses in the program;
3. bring religion to bear on the subject matter in ways consistent with the principles outlined under Goal 5 of the College.

Moreover, because SCLA is a teaching and learning-centred college, and therefore committed to teaching excellence along with creating an academic community informed by an open yet integrative search for truth, its faculty members must also:

4. possess an exceptional ability to mobilize a classroom, engage different learning styles, and enable participants to meaningfully work towards the objectives of the program;
5. design and teach courses that foster the intellectual, moral and spiritual development of their students;
6. work and consult with the administration, fellow staff and students alike towards building unity of vision and purpose;
7. implement strategies consistent with commonly determined goals;
8. take creative initiative when appropriate, and with consideration for others;
9. conduct themselves with a spirit of service towards others, with the moral fortitude consistent with the principles outlined under Goal 5 of the College, and in line with SCLA's policies on academic freedom and dispute resolution;

10. engage in research and the application of knowledge in a manner that truly considers, respects and, if possible, builds on, the contributions of others.

Because the degree program neither leads to a professional degree nor requires a professional license, no professional credentials are required.

8.3.2 Academic/Professional Credentials for Faculty Acting as Supervisors

Relevant only to GR-400F course, two credential options are possible. Either:

1. supervisors must hold a Ph.D., or
2. supervisors holding either a Master's or a professional degree, must in turn consult with, and otherwise seek advice on a systematic basis from, a designated faculty member holding a Ph.D. and occupying the role of GS-400F coordinator. In this arrangement, the former supervises students on behalf, and under the guidance, of the latter.

8.3.3 Evidence on File

Evidence on file for all faculty members consists of:

1. a curriculum vitae/resume;
2. three letters of reference;
3. original transcripts from the institution granting the most recently completed degree;
4. notes taken during the interview process;
5. a statement by the faculty member of no more than 2,000 words conveying his/her approach to:
 - a. teaching;
 - b. interdisciplinary investigation;
 - c. the relationship between reason, science, religion and art;
 - d. the role of knowledge in the advancement of society;
 - e. being a part of a learning community.

The file should also include:

6. a Personal Tax Credit Return (form TD1)
7. a signed contract confirming the faculty member understands his or her role as a faculty member at SCLA.
8. reports of student evaluations, regular performance reviews and performance goals (as per 8.3.4, below).

8.3.4 Regular Review of Faculty Performance

Faculty performance is reviewed on a systematic basis during:

1. semester teaching appraisal meetings with the Program Director or VP of Academics and Learning, during which time student course evaluations are reviewed, strategies for improvement are discussed, and performance goals are established and agreed upon. Reports from student course evaluations are shared with each faculty member at least two weeks prior to a scheduled review.

2. annual performance appraisals, organized by the VP of Academics and Learning or the appropriate Program Director, including an evaluation of the faculty's efforts to remain active in his or her field, and ensure currency of knowledge.
3. random classroom observations, conducted by the VP of Academics and Learning, the relevant Program Director, or designated senior faculty.

8.3.5 Means of Ensuring Currency of Faculty Knowledge

The development of faculty knowledge is viewed as a continuous concern. As such, faculty members are required to attend and contribute to meetings, conferences, workshops, seminars, journals, books, development projects, and other forms of scholarly or community service output concerned with:

1. their particular fields of interest;
2. the advancement of interdisciplinary and integrative studies;
3. the harmony of science and religion;
4. teaching effectiveness;
5. knowledge, praxis, and human progress.

In addition, SCLA arranges an annual college-wide conference, as well as regular seminars, devoted to the above themes, with faculty members serving as the main contributors.

Currency is also achieved through regular interaction between faculty members in the planning of courses, joint research, etc. Given the integrated nature of the curriculum, and the interdisciplinary thrust of the College, such interaction is both expedient and necessary, encouraging a team approach to knowledge development and curriculum design/implementation.

Finally, development of knowledge currency is reviewed at the annual performance appraisal (see 8.3.4 above).

8.3.6 Faculty Teaching and Supervision Roles

Faculty members teach a maximum of 1 course per block (i.e. 48 plus contact hours per four weeks). Classes are small, generally ranging in size from 12 to 24 students, with no class consisting of more than 30 students.

Faculty members that are supervising students carrying out their GS-400F research papers typically do not teach a course if supervising more than ten students. Faculty members may supervise up to 16 students each.

As both teachers and supervisors, faculty members are responsible for the just and consistent treatment of all their students. This involves the timely and thorough:

1. preparation of all class materials, including:
 - a. course outlines, including:
 - i. contract information (name, office number, telephone/fax number, email address)
 - ii. office hours
 - iii. a statement on academic integrity
 - iv. course title, description and prerequisites

- v. content outline
- vi. learning objectives and outcomes
- vii. assignment schedule
- viii. methods of evaluation
- ix. methods of course delivery
- x. methods of course integration
- xi. resources and textbook requirements

b. course materials

- 2. evaluation of all class assignments, tests and exams;
- 3. notice to students of class cancellations or changes;

It also involves ensuring accessible faculty member availability to students (see next section).

8.3.7 Faculty Availability to Students

Faculty members are required to:

- 1. establish, in consultation with their classes, and at the beginning of each course, the communicative mechanisms and schedules necessary to adequately assist their students;
- 2. arrange at least the equivalent of three one-hour sessions per week as office hours;
- 3. respond, within 48 hours, to written notices from students requesting assistance;
- 4. provide written feedback on all assignments, and reasonable opportunity for students to discuss their progress;
- 5. ensure an open yet tactful exchange of ideas between students and themselves;
- 6. maintain confidentiality of student progress.

8.3.8 Professional Development of Faculty

Faculty members are expected to spearhead their own professional development by attending professionally organized conferences, seminars, etc., as described under section 8.3.5.

At the same time, and as also outlined under section 8.3.5, the College provides seminars, conferences and other forums geared towards the development of effective teaching, the advancement of interdisciplinary studies, how to effectively integrate science and religion in the quest for knowledge, and the application of knowledge towards human progress. Headed by the VP of Academics and Learning, or by a nominated deputy, the College organizes at least one college-wide conference per year on these themes, with the professors serving as the main contributors. In addition, program-wide seminars are held three times per year to provide particular training on, and address:

- 1. teaching strategies;
- 2. curriculum development;
- 3. issues emerging from external examiners' reports;
- 4. general trends emerging from student evaluations;

5. how to further achieve the overall aim of facilitating students to meet program objectives.

The review process outlined under section 8.3.4 further supplements these initiatives. With its emphasis on regular accountability, the systematic setting of goals and the appropriate strategies to meet those goals, professional development is enhanced, especially as it pertains to teaching effectiveness.

Finally, placing all faculty members on the same career path encourages professional development. Unless coming to the College with notable experience and qualifications, faculty members enter the College on a provisional basis as lecturers. After a successful year, they are promoted to the rank of Assistant Professor. Three years later, again if successful, they are promoted to the rank of Associate Professor. Finally, after two more years of first-rate teaching and professional work, they achieve the rank of Professor.

In all cases, success is determined by the extent to which the candidate has:

1. achieved teaching excellence as determined by student evaluations and other appraisals;
2. contributed to curriculum and/or program design and implementation, paying particular attention to learning styles, the interdisciplinary approach, the role of both science and religion in advancing knowledge, and the development of intellectual, moral and spiritual capacities;
3. contributed to the overall development of the College, doing so in a spirit of unity;
4. maintained and contributed to currency of knowledge;
5. worked towards the application of knowledge to human advancement, doing so in a way consistent with integrative practice.

8.4 Enrolment Projections and Staffing Implications

Because the program operates on a block system, all faculty members are hired on a full-time basis per block. These include a core of regular full-time faculty members as well as visiting faculty who instruct specific block courses. Students also study on a full-time basis per block. The columns for part-time enrolment and faculty are therefore not relevant.

This column does not include other administrators (such as the Vice-President of Academics and Learning) that will also carry various teaching loads, thus reducing the ratio of students to faculty to, in all cases, less than 20 to 1. For example, to each of the numbers in the first year should be added at least one more FTE.

Year/Semester	Cumulative Enrolment*		Staffing Requirements—Projected			
	Full-Time	Part-Time	Cumulative Full-Time Faculty Equivalents (F.T.E.)	Cumulative Part-Time Faculty Equivalents (P.T.E.)	Technical support.	Ratio of Full-time Students to Full-time Faculty
1-Fall	38	N/A	1.9	Not Applicable.	.333	20
1-Winter	57		2.9		.333	20
1-Summer	20		1.0		.333	20
2-Fall	115		5.8		1	20
2-Winter	142		7.1		1	20
2-Summer	50		2.5		1	20
3-Fall	229		11.4		1	20
3-Winter	266		13.3		1	20
3-Summer	93		4.7		1	20
4-Fall	393		19.7		1	20
4-Winter	446		22.3		1	20
4-Summer	156		7.8		1	20
5-Fall	551		27.5		1.5	20
5-Winter	584		29.2		1.5	20
5-Summer	199		10.0		1.5	20

Assumptions:

- The Fall Semester intake of new students is 140% of the previous Fall Semester intake up until the Fall Semester intake in Year 4.
- The Winter Semester intake of new students is 140% of the previous Winter Semester intake up until the Winter Semester intake in Year Four.
- The ceiling for intake is set at 220 students per year.

- The Summer Semester intake of new students is 25% of the total summer enrolment
- The total summer enrolment is 35% of the total year enrolment
- The attrition rate is 5%
- Given the Block nature of the program, student intake is not restricted to the beginning of the three semesters.
- The FTEs are set in order to sustain a ratio of 1 to 20. Obviously, there will be some variability since it is impossible to hire down to the precise decimal points indicated above.

8.5 Resources

8.5.1 Library Resources

The table has not been reproduced because it is not applicable to SCLA's strategy. To explain:

The Stratford College of Liberal Arts is committed to building an accessible e-library solution for all its programs. To this end, it has decided to purchase the Thomson Gale Expanded Academic Index. This index currently consists of 3527 journals, 2161 of which are full texts and include over 6,000,000 full-text articles. The journals cover a range of subjects in the humanities, social sciences, as well as in other fields, including the natural sciences and education. In addition to this journal database, SCLA will subscribe to the World e-Book Library, which offers access to over 60,000 full-text books.

Both databases will be available to all staff, students and faculty, all of whom will have unrestricted access. SCLA will take the first year of its operation to assess the utility of both databases. As the needs of both the students and professors become clearer, the utility of switching to, and/or adding, other databases will be considered, including those offered by:

- Project Muse
- ProQuest
- JSTOR
- EBSCO

and,

- ScholarsPortal

The utility of adding Ingenta's database will also be assessed, as will the feasibility of entering into agreements with other universities to access their e-based databases.

Ultimately, the aim is to provide all members of the SCLA community with the best on-line library solution possible.

In addition to these on-line strategies, SCLA has established a relationship with the Stratford Public Library. This opens up a number of other possibilities for students, including access to the holdings of both public and academic libraries in Ontario "through the use of INFO, the provincial library interloan network." See attached letter and description from the Stratford Public Library.



Stratford Public Library
19 St. Andrew Street, Stratford, Ontario N5A 1A2
Telephone (519) 271-0220 Fax (519) 271-3843

23 September 2004

Dr. Todd Smith
Director of Post-Secondary Education
Breakwell Education Association
210 Water Street,
Stratford, ON
N5A 3C5

Dear Dr. Smith,

On behalf of Stratford Public Library, I am excited to support the application of the Breakwell Education Association for a post-secondary education institution in Stratford.

Stratford Public Library is committed to the support of lifelong learning and, as the attached profile indicates, aggressively pursues community partnerships as a means of providing that support. The Library looks forward to the range of partnerships that can open up with the appearance of a university in the city.

The attached profile provides a good sketch of the range of services that Stratford Public Library provides and I must emphasize that these are available free of charge to residents, including temporary residents attending school.

If you would like more detailed information regarding Stratford Public Library or if you would like to begin exploring possibilities for partnerships that will mutually benefit the residents of Stratford and the students of your university, please do not hesitate to contact me.

Yours truly,

Sam Coghlan
Chief Executive Officer



Stratford Public Library
19 St. Andrew Street, Stratford, Ontario N5A 1A2
Telephone (519) 271-0220 Fax (519) 271-3843

The Stratford Public Library Profile

The mission of the Stratford Public Library (SPL) is to provide access to information to a wide variety of materials and resources that supports life long learning and responds to the interests of patrons of all ages. The Library meets the specific needs of its community by providing a learning environment, trained professional staff, and the resources to help people further their educational progress.

Stratford Public Library, along with the Perth East (Milverton), West Perth (Mitchell) Public Libraries and the Stratford-Perth Archives, form the Perth County Information Network (PCIN). A shared integrated library automation system provides seamless access to the PCIN union catalogue, which contains over 150,000 books, 5,000 videos and DVDs, and 2,000 compact discs. SPL also subscribes to approximately 20 Internet based electronic databases. In addition, SPL can access the holdings of public and academic libraries in Ontario and beyond, through the use of INFO, the provincial library interloan network.

SPL also houses the Chalmers Public Theatre Resource Collection. Established in 1990 to complement the presence of the Shakespearean Festival in Stratford, it is an extensive collection of theatre-related material. It includes print and video copies of all of Shakespeare's works; print, video and microfiche texts of the world's great classical plays; a vast reference section (e.g. costume, social history and mores, literary criticism); British and North American theatre journals; and reviews, playbills and articles on each of the Festival's productions since 1953.

Stratford Public Library offers its patrons free Internet access. The eight public terminals provide web-browsers, email access and word processing software. At present the Library is testing the use of wireless technology to create a free Internet "hotspot" for patrons with their own wireless equipped laptops.

The Stratford Public Library is located at 19 St. Andrew Street in historic downtown Stratford. An original 1903 Carnegie library, the library is fully wheelchair accessible and opened a total of 60 hours per week.

For more information, please see the Stratford Public Library website at:
<http://www.stratford.library.on.ca>

8.5.2 Computer Access

All students are strongly encouraged to own personal laptop computers for flexible research and class purposes, and for unfettered access to the College's wireless environment. The college will negotiate on a semester basis quantity purchasing of laptop computers with the requisite software for students, making them available at cost plus financing on a monthly payment plan.

While the College expects students to have their own laptop computers, it is understood that this may be impossible for some students. Therefore, the College is also committed to maintaining a modest number of computers on site with Internet access, as described by the following table.

Year	Number of Students (Cumulative)	# of PCs Available to Students in Proposed Program	# of PCs (with Internet Access)	Location of Computers	
				On Site	Other (specify)
1	57	12	12	√	-
2	142	12	12	√	-
3	266	24	24	√	-
4	446	36	36	√	-

(Note: The cumulative number of students equals the cumulative amount achieved in the winter of each year—see 8.4 above.)

8.5.3 Classroom Space

Year	Number of Students (Cumulative)	Number of Classrooms	Location of Classrooms	
			On Site	Other (specify)
1	57	2	2	-
2	142	7	7	-
3	266	10	10	-
4	446	15	15	-

Note: Because some classes will be offered in the morning and some in the afternoon, the number of classes required is less than that suggested by a ratio of 1 classroom to 20 students.

8.5.4 Labs/Equipment

Not applicable.

8.5.5 Resource Renewal and Up-Grade Plans

Educational and instructional technologies including multimedia projectors, overhead projectors, whiteboards, televisions, VHS / DVD players, portable sound systems, digital still / video cameras, internet ready multimedia PCs, etc., and student access computers depreciate over a 3-5 year period, depending on the type of resource. Scheduled renewal of these technologies is programmed and budgeted accordingly. Software licensing will be secured through campus licensing agreements with major software providers for their specific products.

The plan for the constant improvement of library resources includes the expansion of subscription services to available and relevant virtual resource centers related to the program areas of study the College offers. The section 8.5.1 above provides more details.

Provision for the constant improvement of classroom and recreational spaces will be included in the annual planning and budgeting process. Given the support of the City of Stratford as expressed in its letter dated July 15 and signed by Mayor Dan Mathieson (see Section 9.2), Breakwell plans to build a larger campus to accommodate the projected growth in student numbers, and therefore, in the number of classrooms required. See Organization Review for more details. It is understood that such a plan will invariably have to meet with Ministry approval.

8.6 Support Services

Consistent with Goal 5, SCLA is committed to building a dynamic community of learners. This entails every member of the SCLA community being treated as a respected person capable of acquiring skills critical to facilitating the betterment of the world. Academic advice, personal counselling and other student support services are essential for helping students to develop their inherent capabilities.

Because the College will begin with small numbers, the College will hire a qualified, student-focused professional to oversee its Student Services Centre (SSC). This person will collaborate with faculty and staff to deliver all of the services listed below. As student numbers grow and the demand increases, additional staff will be hired and the support services will be devolved to sub departments as appropriate. These departments, however, will remain under the overall coordination of the SSC.

Support Service	Brief Description of Service
Academic Advising	The SSC coordinates seminars and workshops that assist students to develop various study skills, such as time management skills, note taking, reading, research, exam preparation, writing, working in groups, and oral presentations. One-on-one tutorials can also be arranged.
Career Counselling	The SSC assists students to identify jobs categories or service areas appropriate to their interests and talents. The Centre offers a comprehensive program of career counselling, providing regular workshops and individual assistance aimed at helping students with resume and cover letter writing, job search techniques, and interviewing skills. The Centre also arranges seminars on the job market, including panels of employers that share information about their industries, the direction of the job market, and the skills and orientation students require in order to be successful as both professionals and world citizens.
Personal Counselling	Students with any personal, health or financial problems can arrange to meet with the director of the SSC for assistance. Highly trained in counselling, the director either assists the student with his or her problem directly or, in consultation with the student, by connecting him or her to appropriate professional help. The director maintains a list of accessible medical professionals, mental health professionals, social workers, and financial consultants.
Placement	Not applicable at this time.
Services for Students with Disabilities	In line with the principle that each student is an inherently noble being and a valuable member of the learning community, the SSC proactively works with students with disabilities. Reasonable steps are taken in all cases to ensure that students with disabilities are as comfortable as possible, and integrated into the community.
Tutoring	Coordinated by the SSC, peer student tutoring can be offered to students having difficulties with certain subjects. The SSC director or staff can also serve as tutors for specific courses.

Other(s)	Not applicable at this time.
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9.0 CREDENTIAL RECOGNITION STANDARD

9.1 Program Design and Credential Recognition

The Liberal Arts degree is novel for three reasons. First, it is an interdisciplinary degree, its courses designed to be as integrative as possible. Second, it places emphasis on the complementarity of reason, science, art and religion. Unlike most university programs, the role of religious insight figures strongly throughout the curriculum. Third, the program aims to cultivate both the academic and moral capabilities of its participants. The overall objective of the program is for participants to graduate as educated, moral citizens, capable of helping to bring about, in a diversity of ways, human betterment in an often tumultuous, ever changing, world.

These three features, taken together, make the program highly unique in Ontario. As such, it is not directly comparable to any other program, which is, to a large extent, the point: to offer a program that addresses a constellation of needs not already being systematically met by other postsecondary institutions.

This said, every effort has also been made to ensure that the program facilitates credential recognition by other postsecondary institutions while not compromising the integrity of its objectives. To this end, the following steps were taken very seriously:

1. Much effort has gone into **researching many other interdisciplinary programs**, both in and outside of Ontario, to ensure as much consistency with them as possible. Part of this research is discussed under section 6.3.2 where only eight of the many programs explored are highlighted. As noted there, the interdisciplinary programs are very diverse. However, all of them aim to develop basically the same academic outcomes while facilitating exposure to a range of disciplinary views. The Liberal Arts degree does this as well. As such, it is one among an emerging class of interdisciplinary programs.
2. The program and its objectives were **designed to be highly consistent with the PEQAB degree level standards**. The correlations between the Liberal Arts program outcomes and the degree level standards are discussed under section 4.0. While the Liberal Arts degree outcomes are unique to the program—taking into consideration the interdisciplinary nature of the degree and the goals of the College—they are also decidedly compatible with the aims and objectives of the degree level standards. This is critical to the credential recognition of the program.
3. **The courses** were designed again with the goals of the College and the objectives of the program in mind. However, they **were also constructed by highly competent academics to be as compatible as possible with similar courses offered at other universities**. This ensures the transferability of most of the courses in the program to programs at other universities. Exceptions may include courses that are unique to the program, such as the three SR courses in science and religion. Given the unique goals of the College, this could not be avoided. However, it should be noted that many novel interdisciplinary programs at other universities also consist of unique courses. One example is the Ideas that Shape the Word series that form the core of the Arts and Contemporary Studies program at Ryerson.
4. In addition to the above, credit recognition relies heavily on **the internal coherence of the program**. This has been discussed at length throughout this submission, receiving particular attention under sections 6.4 and 12.3. In short, the courses, the ways in which they are structured and delivered, the human resources, and the

infrastructure systems and arrangements, all serve to meet the objectives of the program, the goals of the College, and by extension the degree level standards of PEQAB. As such, the program offers participants a solid product that combines excellence with integrity.

5. Finally, as discussed under the next section, there is **ample evidence from a diversity of sources that the credential will contribute to the professional advancement of the graduate.**

9.2 Consultation

Graduates of the Liberal Arts program will be well prepared and uniquely positioned for roles in business, non-profit, and government organizations, including immediate entry-level positions in education and training, project management, policy analysis and development, communications and public relations, sales, social entrepreneurship, fundraising, media and the creative industries, marketing and advertising, research and analysis, and a wide range of administrative and corporate support functions.

Graduates will also possess a distinct advantage in pursuing graduate and professional programs in disciplines as diverse as law, teaching, social work, planning, international development, journalism, conflict resolution, various interdisciplinary studies, and, in some cases, medicine. Beyond these opportunities, our students will also develop a breadth of knowledge, interests and skills that represent the foundation for building the global competitiveness of Canada's high technology industries. The recent declaration of Canada's high-tech CEOs and corporate leaders, quoted under section 2.0 of this submission, once again comes to mind. As these same leaders go on to assert "many of our technology workers began their higher education in the humanities, and they are clearly the stronger for it."¹⁰

And yet unlike the corporate world, with its focus on short-term business cycles and quarterly results, our country's higher education institutions bear a long-term responsibility for the future of our nation and the high standing of its citizens in the world. The traditional capacity of Canadians to offer a kinder, more humane perspective on difficult global questions than is normally forthcoming from wealthy countries has endeared Canadians to people everywhere, opening up opportunities worldwide for our young people. This is both an asset and a responsibility that we must guard and nurture with vigilance.

The greatest challenges to our country in the twenty-first century will not be found in the need to increase our technical skills nor to build our capacities to innovate. They will rather be in the skillful, insightful deployment of the tools in hand to solve, and not exacerbate, critical local, national and global problems. Indeed, a broad, values-based intellectual foundation is now a prerequisite for leaders in every field for the successful application of political, economic and technological instruments in a rapidly integrating world, since

It is—or by now should be—a truism that, in every sphere of human activity and at every level, the insights and skills that represent scientific accomplishment must look to the force of spiritual commitment and moral principle to ensure their appropriate application.¹¹

It is the cultivation of this type of leader that lies at the core of the Bachelor of Liberal Arts program.

What follows is a compilation of letters of support from, cities, regions, a variety of businesses and non-profit organizations, and other individuals and agencies. They all confirm the value of SCLA's Liberal Arts degree to contribute to the professional development of its graduates, and to its capacity to "provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress".

¹⁰ http://www.socsci.mcmaster.ca/liberal_hitech.cfm

¹¹ Bahá'í International Community, *The Prosperity of Humankind*. (New York: Bahá'í International Community, 1995) 13. <http://www.bic-un.bahai.org/list.cfm>

Please note that the letters refer to Breakwell Education Inc. and a privately funded university in the city of Stratford. The former was the working name of the organization at the time the letters were written. The legal name is now Breakwell Education Association.

Regarding the term university, originally (on August 13, 2004) BEA submitted this proposal to the Minister of Training, Colleges and Universities for the University of Stratford. Having received advice from the Dr. Terry Miosi of PEQAB immediately after this submission was made, this proposal is now being submitted under the operating name The Stratford College of Liberal Arts, which would offer degree-programs beginning with the Bachelor of Liberal Arts, Honours. The goal, however, is for the College to evolve to a university college and then perhaps university status once its programs and resources warrant it.

There is full support and understanding on the part of the community of Stratford and those who have written the following letters of support for this evolutionary approach.



July 07, 2004

Breakwell Education Inc.
c/o Mayor Dan Mathieson
City of Stratford
City Hall, 1 Wellington Street
STRATFORD, Ontario N5A 6W1

To Whom It May Concern:

**RE: Breakwell Education Inc.'s Application for Ministerial Consent
Under the *Post-secondary Education and Excellence Act, 2000*
City of Stratford**


As Mayor of the City of Brantford, with a campus of Wilfrid Laurier University growing in our city's core, I know very well how important a university can be to a City. With this in mind, I fully endorse Breakwell Educations Inc.'s application to establish a privately funded university in the city of Stratford.

The proposed Bachelor of Liberal Arts Honours Degree program will provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress. This interdisciplinary program will give students choices beyond the discipline-specific programs that traditionally influence students to specialize.

The direct benefits to the City of Stratford are apparent; however, a new university in southwestern Ontario will have a positive effect on all surrounding communities. It gives citizens new local opportunities that assist with the attraction and retention of highly educated people to the area. A university increases the competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical how-how. Universities provide a continuous stream of new graduates to meet the needs of traditional businesses as well as the knowledge-based and technology-driven companies of the new economy.

The City of Brantford wishes Breakwell Education Inc. success in their application and we look forward to the increased access to high-quality and relevant education programs for young people.

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Hancock".

Mike Hancock,
MAYOR

MH:cw



Your partner for Linux Solutions
 • Installation • Training • Support

David Bennewitz
 Principal
 4 Arthur Street
 Stratford, ON N5A 6E3
 Canada

Phone: (519) 271-0692
 Fax: (519) 271-2693
 E-mail: davab@cdb-services.com
 Web: www.cdb-services.com

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JUL / 2 2004

CITY OF STRATFORD
 MAYOR/CAD OFFICE

June 30, 2004

Breakwell Education Inc.
 c/o The Mayor's Office
 City of Stratford
 City Hall, 1 Wellington Street
 Stratford, ON N5A 6W1

To Whom It May Concern:

**RE: Breakwell Education Inc.'s Application for Ministerial Consent
 Under the Post-secondary Education and Excellence Act, 2000
 City of Stratford**

CDB Computer Services, along with the City of Stratford, fully endorses Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford.

The proposed Bachelor's of Liberal Arts Honours Degree program will provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress. This interdisciplinary program will give students choice beyond the discipline-specific programs that traditionally influence students to specialize.

The direct benefits to the City of Stratford are apparent. However, a new university in southwestern Ontario will have a positive effect on all surrounding communities. It gives our citizens new local opportunities that assist with the attraction and retention of highly educated people to our area. A university increases our competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. Universities provide a continuous stream of new graduates to meet the needs of traditional businesses as well as the knowledge-based and technology-driven companies of the new economy.

CDB Computer Services wishes Breakwell Education Inc. success with their application and we look forward to the increased access to high-quality and relevant education programs for our young people.

Sincerely,

David Bennewitz

CDB Computer Services
 4 Arthur Street
 Stratford, ON N5A 6E3

Stratford & District
CHAMBER OF COMMERCE

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JUN 30 2004

CITY OF STRATFORD
MAYOR/CAO OFFICE

55 Lorne Avenue East
Stratford, Ontario N5A 6S4

Phone (519) 273-5250

Fax (519) 273-2229

Web www.stratfordchamber.com
Email info@stratfordchamber.com

June 29, 2004

Breakwell Education Inc.
c/o The Mayor's Office
City of Stratford
City Hall, 1 Wellington Street
Stratford, ON N5A 6W1

To Whom It May Concern:

RE: Breakwell Education Inc.'s Application for Ministerial Consent
Under the *Post-secondary Education and Excellence Act, 2000*
City of Stratford

At the June 23rd meeting of Board of Director's, it was determined that the recent request to endorse an university application by Stratford City Council exemplified the strength of partnerships that exists in Stratford and district and thereby warrants the support of the Chamber of Commerce in furthering economic prosperity and an exceptional quality of life.

We believe that a university in our community increases our competitive advantage in attracting highly skilled workers and provides a continuous stream of new graduates to meet the needs of traditional businesses as well as the desired requirements of technology-driven companies of the new economy.

The Stratford & District Chamber of Commerce wishes Breakwell Education Inc. success with their application and we favourably anticipate increased access to high-quality and relevant education programs for our youth.

Sincerely,


Lisa Hyde

Chairperson

Stratford & District Chamber of Commerce

In Business
For Business
SINCE 1860

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JUL 12 2004

CITY OF STRATFORD
MAYOR/CAO OFFICE

July 6, 2004

Breakwell Education Inc.
c/o The Mayor's Office
City of Stratford
City Hall, 1 Wellington Street
Stratford, ON N5A 6W1

To Whom It May Concern:

**RE: Breakwell Education Inc.'s Application for Ministerial Consent
Under the Post-secondary Education and Excellence Act, 2000
City of Stratford**

Raedio Inc., operators of CJCS Radio and 107.7 MIX FM, Stratford's radio stations, along with the City of Stratford, fully endorses Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford.

The benefits of the proposed Bachelor's of Liberal Arts Honours Degree program are many for the students. They will gain knowledge, but more than that will become effective, contributing members of our communities.

The direct benefits to the City of Stratford are apparent, however a new university in southwestern Ontario will have a positive effect on all surrounding communities. It gives our citizens new local opportunities that assist with the attraction and retention of highly educated people to our area. A university increases our competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. Universities provide a continuous stream of new graduates for traditional businesses as well as the knowledge-based and technology-driven companies of the new economy.

Raedio Inc. supports Breakwell Education Inc. in their application and we look forward to the increased access to high-quality and relevant education programs for our young people that a university in Stratford would provide.

Sincerely,



R. Steven Rae
President
Raedio Inc.

107.7 MIX FM
www.1077mixfm.com STRATFORD

CJCS 1240
www.cjcsradio.com

RAEDIO INC.

376 ROMEO ST. S.
STRATFORD, ON
N5A 4T9

TEL: 519-271-2450
FAX: 519-271-3102



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JUN 30 2004

CITY OF STRATFORD
MAYOR/CAO OFFICE

25 June, 2004

Breakwell Education Inc.
c/o The Mayor's Office
City of Stratford
City Hall, 1 Wellington Street
Stratford, ON N5A 6W1

To Whom It May Concern:

**RE: Breakwell Education Inc.'s Application for Ministerial Consent
Under the *Post-secondary Education and Excellence Act, 2000*
City of Stratford**

Stratford Chick Hatchery Limited, along with the City of Stratford, fully endorses Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford.

The proposed Bachelor's of Liberal Arts Honours Degree program will provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress. This interdisciplinary program will give students choice beyond the discipline-specific programs that traditionally influence students to specialize.

The direct benefits to the City of Stratford are apparent, however, a new university in southwestern Ontario will also have a positive effect on all surrounding communities. It will give our citizens new local opportunities as well as assisting with the attraction and retention of highly educated people to our area. A university increases our competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. Universities provide a continuous stream of new graduates to meet the needs of traditional businesses as well as the knowledge-based and technology-driven companies of the new economy.

Stratford Chick Hatchery Limited wishes Breakwell Education Inc. success with their application and we look forward to the increased access to high-quality and relevant education programs for our young people.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Copeland", written in a cursive style.

Don Copeland

RECEIVED

ClearComm Solutions
Communicating straight to the point

JUN 28 2004

CITY OF STRATFORD
MAYOR/CAO OFFICE

216 William Street
Stratford, ON N5A 4Y3
Tel: (519) 501-0329
Email: clearcommsolutions@sympatico.ca

June 25, 2004

Breakwell Education Inc.
c/o The Mayor's Office
City of Stratford
City Hall, 1 Wellington Street
Stratford, ON N5A 6W1

To Whom It May Concern:

**RE: Breakwell Education Inc.'s Application for Ministerial Consent
Under the Post-secondary Education and Excellence Act, 2000
City of Stratford**

ClearComm Solutions, along with the City of Stratford, fully endorses Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford.

The proposed Bachelor's of Liberal Arts Honours Degree program will provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress. This interdisciplinary program will give students choice beyond the discipline-specific programs that traditionally influence students to specialize.

The direct benefits to the City of Stratford are apparent however a new university in southwestern Ontario will have a positive effect on all surrounding communities. It gives our citizens new local opportunities that assist with the attraction and retention of highly educated people to our area. A university increases our competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. Universities provide a continuous stream of new graduates to meet the needs of traditional businesses as well as the knowledge-based and technology-driven companies of the new economy.

ClearComm Solutions wishes Breakwell Education Inc. success with their application and we look forward to the increased access to high-quality and relevant education programs for our young people.

Sincerely,



Tanya Sood, BA, B.Journ
Principal, ClearComm Solutions



Credit Risk Management Canada

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JUL 7 8 2004

CITY OF STRATFORD
MAYOR/CAO OFFICE

07/07/2004

Breakwell Education Inc.
c/o The Mayor's Office
City of Stratford
City Hall, 1 Wellington Street
Stratford, ON N5A 6W1

To Whom It May Concern:

**RE: Breakwell Education Inc.'s Application for Ministerial Consent
Under the *Post-secondary Education and Excellence Act, 2000*
City of Stratford**

Credit Risk Management Canada along with the City of Stratford, fully endorses Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford.

The proposed Bachelor's of Liberal Arts Honours Degree program will provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress. This interdisciplinary program will give students choice beyond the discipline-specific programs that traditionally influence students to specialize.

The direct benefits to the City of Stratford are apparent however a new university in southwestern Ontario will have a positive effect on all surrounding communities. It gives our citizens new local opportunities that assist with the attraction and retention of highly educated people to our area. A university increases our competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. Universities provide a continuous stream of new graduates to meet the needs of traditional businesses as well as the knowledge-based and technology-driven companies of the new economy.

Credit Risk Management Canada wishes Breakwell Education Inc. success with their application and we look forward to the increased access to high-quality and relevant education programs for our young people.

Sincerely,

Tracey Forster
Vice President & C.O.O.

Credit Reports, Investigations & Debt Collections • Credit Bureau Agri Centre • Medical Recoveries Canada
Government Searches & Securities Registrations • Certified Mediation Services

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RECEIVED

JUN 29 2004

CITY OF STRATFORD
MAYOR/CAO OFFICE

Breakwell Education Inc.

c/o The Mayor's Office

June 25, 2004

City of Stratford
City Hall, 1 Wellington Street
Stratford, ON N5A 6W1

Re : Breakwell Education Inc.'s Application for Ministerial Consent Under the Post-secondary Education and Excellence Act, 2000 City of Stratford

Attn : To Whom It May Concern

Dear Sir / Madame

D&D Automation, along with the City of Stratford, fully endorses Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford.

The proposed Bachelor's of Liberal Arts Honours Degree program will provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress. This interdisciplinary program will give students choice beyond the discipline-specific programs that traditionally influence students to specialize.

The direct benefits to the City of Stratford are apparent however a new university in southwestern Ontario will have a positive effect on all surrounding communities. It gives our citizens new local opportunities that assist with the attraction and retention of highly educated people to our area. A university increases our competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. Universities provide a continuous stream of new graduates to meet the needs of traditional businesses as well as the knowledge-based and technology-driven companies of the new economy.

D&D Automation wishes Breakwell Education Inc. success with their application and we look forward to the increased access to high-quality and relevant education programs for our young people.

Sincerely,

A handwritten signature in black ink, appearing to read 'Michael McCourt', is written over a faint, larger version of the same signature.

Michael McCourt, President
D&D Automation Inc.

File Ref : Chamber Breakwell Education.doc



EBBF

European Bahá'í Business Forum

13 May 2004

To Whom It May Concern:

It has recently come to our attention that the establishment of a Baha'i-inspired non-profit liberal-arts university in Ontario, Canada is being developed. Knowing the individuals committed to this project, their background and past accomplishments in the educational field, we would like to express our concurrence with the concept and proposal being presented.

At the same time, given our knowledge of the individuals committed to its establishment, we are confident that they will fulfil any commitments they make concerning their involvement in the effort. They bring considerable experience in the field of education to the project as well as the capacity to carry out complex projects like this one.

The European Baha'i Business Forum is active in universities, business schools and continuing education programmes in Europe. This experience has highlighted a growing demand to cultivate the intellectual, moral and spiritual capacities to generate and to communicate and apply knowledge for the betterment of the world. These are among the aims of the Breakwell Education's proposed university and its liberal arts programme.

We therefore warmly endorse this project and hope that you will be among those who support it and permit it to become a reality.

George Starcher
Secretary General

EBBF-European Bahá'í Business Forum

What began in 1990 as a small informal network is now a professional non-profit association of approximately 350 business people from over 50 countries with diverse backgrounds and beliefs. Members of EBBF are united in recognising the importance of sustainable, socially responsible and ethical practices in management. EBBF promotes ethical values, personal virtues and moral leadership in business as well as in organisations of social change through conferences, networking, counseling, publications, and projects. Members of EBBF have a legitimate active interest in the field of business and are dedicated to enhancing the well-being and prosperity of humankind. EBBF is a non-profit association registered in Paris in 1991, For further information, see its website at www.ebbf.org.

35 Avenue Jean Jaures – 73000 – Chambéry – France
Tel / Fax : +33 – 479 – 96 22 72
info@ebbf.org

RECEIVED

JUL 13 2004

CITY OF STRATFORD
MAYOR'S OFFICE

July 9, 2004

Breakwell Education Inc.
c/o The Mayor's Office
City of Stratford
City Hall, 1 Wellington Street
Stratford, ON N5A 6W1

To Whom It May Concern:

**RE: Breakwell Education Inc.'s Application for Ministerial Consent
Under the *Post-secondary Education and Excellence Act, 2000*
City of Stratford**

Gallery Indigena, along with the City of Stratford, fully endorses Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford.

The proposed Bachelor's of Liberal Arts Honours Degree program will provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress. This interdisciplinary program will give students choice beyond the discipline-specific programs that traditionally influence students to specialize.

The direct benefits to the City of Stratford are apparent however a new university in Southwestern Ontario will have a positive effect on all surrounding communities. It gives our citizens new local opportunities that assist with the attraction and retention of highly educated people to our area. A university increases our competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. Universities provide a continuous stream of new graduates to meet the needs of traditional businesses as well as the knowledge-based and technology-driven companies of the new economy.

Gallery Indigena wishes Breakwell Education Inc. success with their application and we look forward to the increased access to high-quality and relevant education programs for our young people.

Sincerely,

Erla M. Boyer
Owner of Gallery Indigena



HURON PERTH
HEALTHCARE
ALLIANCE

CLINTON
PUBLIC HOSPITAL

ST. MARYS
MEMORIAL HOSPITAL

SEAFORTH
COMMUNITY HOSPITAL

STRATFORD
GENERAL HOSPITAL

July 9, 2004

Breakwell Education Inc.
c/o The Mayor's Office
City of Stratford
City Hall, 1 Wellington Street
Stratford, ON N5A 6W1

RECEIVED

JUL / 9 2004

CITY OF STRATFORD
MAYOR/CAO OFFICE

To Whom It May Concern:

**RE: Breakwell Education Inc.'s Application for Ministerial Consent
Under the Post-secondary Education and Excellence Act, 2000
City of Stratford**

The Huron Perth Healthcare Alliance (HPHA), along with the City of Stratford, fully endorses Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford.

The proposed Bachelor's of Liberal Arts Honours Degree program will provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress. This interdisciplinary program will give students choice beyond the discipline-specific programs that traditionally influence students to specialize.

The direct benefits to the City of Stratford are apparent however a new university in southwestern Ontario will have a positive effect on all surrounding communities. It gives our citizens new local opportunities that assist with the attraction and retention of highly educated people to our area. In healthcare, the ability to retain and attract people is our Number 1 priority. Furthermore, a university increases our competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. Universities provide a continuous stream of new graduates to meet the needs of traditional businesses as well as the knowledge-based and technology-driven companies of the new economy.

The HPHA wishes Breakwell Education Inc. success with its application and we look forward to the increased access to high-quality and relevant education programs for our population.

Sincerely,

Andrew Williams B.Sc.(Hon), MHSa, CHE
Chief Executive Officer

General Hospital Drive
Stratford, Ontario
N5A 2Y6
Tel: 519-272-8210
Fax: 519-271-7137
administration@hpha.ca
www.hpha.ca

c. Ron Bolton, HPHA Board Chair
Mike McKenna, Stratford LAC Chair



RECEIVED

JUL 14 2004

CITY OF STRATFORD
MAYOR/CAO OFFICE

89 Lorne Avenue, East
P.O. Box 1010
Stratford, Ontario
N5A 6W4

July 8th, 2004

Breakwell Education Inc.
c/o The Mayor's Office
City of Stratford
City Hall, 1 Wellington Street
Stratford, ON N5A 6W1

To Whom It May Concern:

**RE: Breakwell Education Inc.'s Application for Ministerial Consent
Under the *Post-secondary Education and Excellence Act, 2000*
City of Stratford**

Hyde Construction Limited, along with the City of Stratford, fully endorses Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford.

The proposed Bachelor's of Liberal Arts Honours Degree program will provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress. This interdisciplinary program will give students choice beyond the discipline-specific programs that traditionally influence students to specialize.

The direct benefits to the City of Stratford are apparent however a new university in southwestern Ontario will have a positive effect on all surrounding communities. It gives our citizens new local opportunities that assist with the attraction and retention of highly educated people to our area. A university increases our competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. Universities provide a continuous stream of new graduates to meet the needs of traditional businesses as well as the knowledge-based and technology-driven companies of the new economy.

Hyde Construction Limited wishes Breakwell Education Inc. success with their application and we look forward to the increased access to high-quality and relevant education programs for our young people.

Sincerely,

HYDE CONSTRUCTION LIMITED

Peter J. Hyde

PJH*lah

Telephone: 519 271-1771 • 1-888-820-2096 • Fax: 519 271-2815 • Email: hydeconstruction@on.aibn.com



JOHN GAFFNEY CONSTRUCTION COMPANY LIMITED

GENERAL ENGINEERING CONTRACTORS

P.O. Box 700, Stratford, Ontario N5A 6V8

Tel. 519-271-8800

924 Perth Road 119

Fax 519-271-6461

G.S.T. #R103373197

RECEIVED

JUL 14 2004

July 12, 2004

CITY OF STRATFORD
MAYOR/CAO OFFICE

Breakwell Education Inc.
c/o The Mayor's Office
City of Stratford
City Hall, 1 Wellington Street
Stratford, Ontario N5A 6W1

To Whom It May Concern:

Re: Breakwell Education Inc.'s Application for Ministerial Consent
Under the *Post-secondary Education and Excellence Act, 2000*
City of Stratford

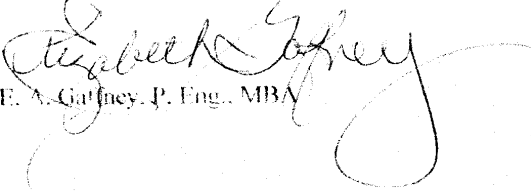
John Gaffney Construction Company Limited fully endorses Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford.

The Bachelor's of Liberal Arts Honours Degree program that Breakwell Education Inc. proposes will provide its graduates with the skills to contribute effectively to our society. The interdisciplinary program will give students' choices beyond the discipline-specific programs that traditionally influence students to specialize encouraging them to become free thinkers who can find solutions that are outside of the box.

There will obviously be direct benefits to the City of Stratford but a new university in south-western Ontario will also have a positive effect on all the surrounding communities. The university will give our citizens new local opportunities that will assist with the attraction and retention of highly educated people to our area. Universities provide a continuous stream of new graduates to meet the needs of traditional businesses as well as the knowledge-based and technology-driven companies of the new economy.

John Gaffney Construction Company Limited wishes Breakwell Education Inc. success with their application and we look forward to the increased access to high-quality and relevant educational programs for our young people.

Sincerely,
JOHN GAFFNEY CONSTRUCTION COMPANY LIMITED


E. A. Gaffney, P. Eng., MBA

RECEIVED **JOHNSON**

JUN 28 2004

368 HURON STREET,
STRATFORD, ONTARIO
N5A 5T5

CITY OF STRATFORD
MAYOR/CAO OFFICE

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PHONE (519) 271-9923
FAX (519) 271-5353
www.jecinc.on.ca
jecinc@jecinc.on.ca

Offices in Stratford and Ottawa

Date: June 25, 2004

Breakwell Education Inc.
c/o The Mayor's Office
City of Stratford
City Hall, 1 Wellington Street
Stratford, Ontario
N5A 6W1

To Whom It May Concern:

**Re: Breakwell Education Inc.'s Application for Ministerial Consent
Under the Post-Secondary Education and Excellence Act, 2000
City of Stratford**

Johnson Engineering Consultants Inc., along with the City of Stratford, fully endorses Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford.

The proposed Bachelor's of Liberal Arts Honours Degree program will provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress. This interdisciplinary program will give students choice beyond the discipline-specific programs that traditionally influence students to specialize.

The direct benefits to the City of Stratford are apparent, however a new university in Southwestern Ontario will have a positive effect on all surrounding communities. It gives our citizens new local opportunities that assist with the attraction and retention of highly educated people to our area. A university increases our competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. Universities provide a continuous stream of new graduates to meet the needs of traditional businesses as well as the knowledge-based and technology-driven companies of the new economy.

Johnson Engineering Consultants Inc. wishes Breakwell Education Inc. success with their application and we look forward to the increased access to high-quality and relevant education programs for our young people.

Yours truly,



Brian D. Johnson, P. Eng.



Professional Engineers
Ontario

Authorized by the Association of Professional Engineers
of Ontario to offer professional engineering services.



A Member Of The
Stratford & Area
Builders' Association

RECEIVED

JUN 28 2004



CITY OF STRATFORD
MAYOR/CAO OFFICE

LOGAN CONTRACTING LIMITED

P.O. Box 700, Stratford, Ontario N5A 6V8
924 Perth Road 119

Tel. 519-271-8800
Fax 519-271-6461

June 25, 2004
Breakwell Education Inc.
City of Stratford
City Hall
1 Wellington Street
Stratford, Ontario
N5A 6W1

To: Whom It May Concern:

Re: Breakwell Education Inc.'s Application of Ministerial Consent Under the *Post-secondary Education Act 2000*. City of Stratford.

Logan Contracting Limited, along with the city of Stratford, fully endorses Breakwell Education Inc.'s application to establish a privately funded university and its proposed Bachelor's of Liberal Arts Honours Degree program in the city of Stratford.

The ideal setting for such a program already exists at Stratford, where the Festival Theatre, the Avon Theatre, the Tom Patterson Theatre, the Studio Theatre and Gallery Stratford have established the highest standards of excellence, and where a spirit of cooperation between the arts has been generated. Stratford's reputation as the centre for the best in theatrical productions needs no elaboration. For six months the Stratford Festival of Canada presents outstanding Shakespearean theatre, as well as other renowned playwrights, music, celebrated writers workshops, and the academy at the Stratford Festival. In addition Gallery Stratford operates twelve months of the year and ranks with the best in Canada.

The continuing progress of our theatres to provide on site infrastructure to enable them to provide all of the costumes, wigs, shoes, scenery, props and a multitude of other essential artisan crafts to make our theatres world renowned, would only be complemented by a Liberal Arts University. Add to this the establishment of the theatres conservatory for classical theatre training and you could not find a more suitable place for the establishment for this university.

It is obvious that certain Liberal Arts courses would take on a new dimension if studied in Stratford where the full range of theatre arts can be found.

Stratford also has the advantage of providing a compact community free from the strains and distractions of urban congestion, and will provide the ideal environment for



LOGAN CONTRACTING LIMITED

1010 Wellington Street East
Stratford, Ontario N5A 6V8

519-271-8800
519-271-6461 Breakwell Inc.

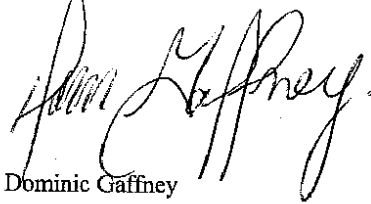
1

concentrated study. Situated virtually in the centre of a four-county area (Huron, Perth, Waterloo, Wellington) Stratford is uniquely located to serve the needs of the commuting student and resident student alike.

The Stratford Festival of Canada has achieved international fame, providing as it does the very best in theatre and in fact the full range of theatre arts. Such is the prominence it has attained that patrons usually come from all provinces, all states in the United States and many other countries. Although patrons from nearby communities frequently drive to Stratford for single performances, those from farther afield remain in Stratford for two or three days in order to see more than one play and to attend the other attractions offered by our theatres. These are the people who take time to look at Stratford, and who return home with impressions not only of the city of Stratford but of the province of Ontario as they see it in Stratford, Stratford's elementary schools portray Ontario's elementary schools, and Stratford's secondary schools are Ontario's secondary schools on display. Post-secondary education in Stratford creates for the visitor the image of Ontario's post-secondary education. It is doubtful that any other Ontario community offers such a showcase in which Ontario's educational system can be displayed to advantage.

Logan Contracting Limited wishes Breakwell Education Inc. success with their application and we look forward to the increased access to high quality and relevant education programs for our young people.

Respectfully Submitted
LOGAN CONTRACTING LIMITED



Dominic Gaffney



RECEIVED

JUL 12 2004

CITY OF STRATFORD
MAYOR/CAO OFFICE

July 7/04

Breakwell Education Inc.
c/o The Mayor's Office
City of Stratford
City Hall, 1 Wellington Street
Stratford, ON N5A 6W1

To Whom It May Concern:

**RE: Breakwell Education Inc.'s Application for Ministerial Consent
Under the *Post-secondary Education and Excellence Act, 2000***

City of Stratford

Lorentz Woodworking, along with the City of Stratford, fully endorses Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford.

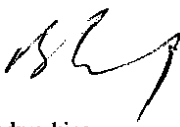
The proposed Bachelor's of Liberal Arts Honours Degree program will provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress. This interdisciplinary program will give students choice beyond the discipline-specific programs that traditionally influence students to specialize.

The direct benefits to the City of Stratford are apparent however a new university in southwestern Ontario will have a positive effect on all surrounding communities. It gives our citizens new local opportunities that assist with the attraction and retention of highly educated people to our area. A university increases our competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. Universities provide a continuous stream of new graduates to meet the needs of traditional businesses as well as the knowledge-based and technology-driven companies of the new economy.

Lorentz Woodworking wishes Breakwell Education Inc. success with their application and we look forward to the increased access to high-quality and relevant education programs for our young people.

Sincerely,

Bill Lorentz
Owner,
Lorentz Woodworking



RECEIVED

JUN 29 2004

CITY OF STRATFORD
MAYOR/CAD OFFICE

June 25th, 2004

Breakwell Education Inc.
c/o The Mayor's Office
City of Stratford
City Hall, 1 Wellington Street
Stratford, ON N5A 6W1

To Whom It May Concern:

**RE: Breakwell Education Inc.'s Application for Ministerial Consent
Under the *Post-secondary Education and Excellence Act, 2000*
City of Stratford**

The MacLeods Scottish Shop, along with the City of Stratford, fully endorses Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford.

The proposed Bachelor's of Liberal Arts Honours Degree program will provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress. This interdisciplinary program will give students choice beyond the discipline-specific programs that traditionally influence students to specialize.

The direct benefits to the City of Stratford are apparent however a new university in southwestern Ontario will have a positive effect on all surrounding communities. It gives our citizens new local opportunities that assist with the attraction and retention of highly educated people to our area. A university increases our competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. Universities provide a continuous stream of new graduates to meet the needs of traditional businesses as well as the knowledge-based and technology-driven companies of the new economy.

The MacLeods Scottish Shop wishes Breakwell Education Inc. success with their application and we look forward to the increased access to high quality and relevant education programs for our young people.

Sincerely,



Jo-Anne MacLeod Russell
President
MacLeods Scottish Shop
80 Ontario St.
Stratford, On
N5A 3H2



MAGEST INC.

RECEIVED

JUL 12 2004

CITY OF STRATFORD
MAYOR/CAO OFFICE

July 7, 2004

Breakwell Education Inc.
c/o The Mayor's Office
City of Stratford
City Hall, 1 Wellington Street
Stratford, ON N5A 6W1

To Whom It May Concern:

**RE: Breakwell Education Inc.'s Application for Ministerial Consent
Under the *Post-secondary Education and Excellence Act, 2000*
City of Stratford**

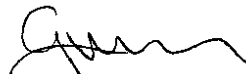
Magest Inc., along with the City of Stratford, fully endorses Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford.

The proposed Bachelor's of Liberal Arts Honours Degree program will provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress. This interdisciplinary program will give students choice beyond the discipline-specific programs that traditionally influence students to specialize.

The direct benefits to the City of Stratford are apparent however a new university in southwestern Ontario will have a positive effect on all surrounding communities. It gives our citizens new local opportunities that assist with the attraction and retention of highly educated people to our area. A university increases our competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. Universities provide a continuous stream of new graduates to meet the needs of traditional businesses as well as the knowledge-based and technology-driven companies of the new economy.

Magest Inc. wishes Breakwell Education Inc. success with their application and we look forward to the increased access to high-quality and relevant education programs for our young people.

Sincerely,
Magest Inc.


Gary Martin,
Resident

P.O. Box 574
Stratford, ON.
Canada N5A 6T7

t: 519 272 1001
f: 519 273 3925
www.magest.com

International Design Engineering Construction Services



MAILBOXES ETC.

356 Ontario Street
Stratford, ON N5A 3M8
Tel (519) 271-0100
Fax (519) 271-7999

RECEIVED

JUN 29 2004

CITY OF STRATFORD
MAYOR/CAO OFFICE

June 25 2004

Breakwell Education Inc.
c/o The Mayor's Office
City of Stratford
City Hall, 1 Wellington Street
Stratford, ON N5A 6W1

To Whom It May Concern:

**RE: Breakwell Education Inc.'s Application for Ministerial Consent
Under the *Post-secondary Education and Excellence Act, 2000*
City of Stratford**

The MailBoxes Etc. along with the City of Stratford, fully endorses Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford.

The proposed Bachelor's of Liberal Arts Honours Degree program will provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress. This interdisciplinary program will give students choice beyond the discipline-specific programs that traditionally influence students to specialize.

The direct benefits to the City of Stratford are apparent however a new university in southwestern Ontario will have a positive effect on all surrounding communities. It gives our citizens new local opportunities that assist with the attraction and retention of highly educated people to our area. A university increases our competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. Universities provide a continuous stream of new graduates to meet the needs of traditional businesses as well as the knowledge-based and technology-driven companies of the new economy.

The MailBoxes Etc. wishes Breakwell Education Inc. success with their application and we look forward to the increased access to high-quality and relevant education programs for our young people.

Sincerely,

Malcolm Angus
MailBoxes Etc.
356 Ontario St.
Stratford On N5A 7X6



RECEIVED

JUL / 7 2004

CITY OF STRATFORD
MAYOR/CAO OFFICE

July 7, 2004

Breakwell Education Inc.
c/o The Mayor's Office
City of Stratford
City Hall, 1 Wellington Street
Stratford, ON N5A 6W1

To Whom It May Concern:

**RE: Breakwell Education Inc.'s Application for Ministerial Consent
Under the *Post-secondary Education and Excellence Act, 2000*
City of Stratford**

Partners in Employment, along with the City of Stratford, fully endorses Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford.

The proposed Bachelor's of Liberal Arts Honours Degree program will provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress. This interdisciplinary program will give students choice beyond the discipline-specific programs that traditionally influence students to specialize.

The direct benefits to the City of Stratford are apparent however a new university in southwestern Ontario will have a positive effect on all surrounding communities. It gives our citizens new local opportunities that assist with the attraction and retention of highly educated people to our area. A university increases our competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. Universities provide a continuous stream of new graduates to meet the needs of traditional businesses as well as the knowledge-based and technology-driven companies of the new economy.

Partners In Employment, wishes Breakwell Education Inc. success with their application and we look forward to the increased access to high-quality and relevant education programs for our young people.

Sincerely,

Deb Hotchkiss
Managing Director

Central Location: 100 Albert St., Stratford, Ontario N5A 3K4
Phone: (519) 272-1946 Fax: (519) 272-1299
Visit our website: www.partnersinemployment.on.ca



Corporation of the County of Perth

Perth County Warden Ian Forrest

Court House 1 Huron Street, Stratford Ontario N5A 5S4

Home (519) 595-4031

Office Fax. (519) 271-6265

June 28, 2004

Breakwell Education Inc.
c/o The Mayor's Office
City of Stratford
City Hall, 1 Wellington Street
STRATFORD, ON N5A 6W1

RECEIVED

JUL / 2 2004

CITY OF STRATFORD
MAYOR/CAO OFFICE

To Whom It May Concern:

RE: Breakwell Education Inc.'s Application for Ministerial Consent
Under the Post-secondary Education and Excellence Act, 2000
City of Stratford

On behalf of the County of Perth, I fully endorse Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford.

The proposed Bachelor of Liberal Arts Honours Degree program will provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress. This interdisciplinary program will give students choice beyond the discipline-specific programs that traditionally influence students to specialize.

The direct benefits to the County of Perth and the City of Stratford are apparent however a new university in southwestern Ontario will have a positive impact on all surrounding communities. It gives our citizens new local opportunities that assist with the attraction and retention of highly educated people to our area. A university increases our competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. Universities provide a continuous stream of new graduates to meet the needs of traditional businesses as well as the knowledge-based and technology driven companies of the new economy.

On behalf of the County of Perth, I wish Breakwell Education Inc. success with their application and look forward to the increased access to high-quality and relevant education programs for our young people.

Sincerely,

Ian Forrest, Warden
County of Perth

File: G:\Admin\Correspondence\Warden's Correspondence\support\UofS.wpd



RECEIVED

JUN 29 2004

CITY OF STRATFORD
MAYOR/CAO OFFICE

June 25, 2004

Breakwell Education Inc.
c/o The Mayor's Office
City of Stratford
City Hall, 1 Wellington Street
Stratford, ON N5A 6W1

To Whom It May Concern:

**RE: Breakwell Education Inc.'s Application for Ministerial Consent
Under the *Post-secondary Education and Excellence Act, 2000*
City of Stratford**

The United Way of Perth County, along with the City of Stratford, fully endorses Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford.

The proposed Bachelor's of Liberal Arts Honours Degree program will provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress. This interdisciplinary program will give students choice beyond the discipline-specific programs that traditionally influence students to specialize.

The direct benefits to the residents of the City of Stratford and Perth County are apparent. To date, Perth County youth seeking a university education must leave the community. As a result they frequently establish their families and their careers in their new community. This is a trend we would like to curbed. It gives our citizens new local opportunities that assist with the attraction and retention of highly educated people to our area. A university here would offer an alternative to our youth and indeed, a university increases our competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. A new university in Southwestern Ontario will have a positive effect on all surrounding communities.

The United Way of Perth County wishes Breakwell Education Inc. success with their application and we look forward to the increased access to high-quality and relevant education programs for our young people.

Sincerely,

Ellen Balmain
Executive Director

32 Erie Street, Stratford, Ontario, Canada N5A 2M4
Tel 519.271.7730 Fax 519.273.9350 1.877.818.8867
info@perthcounty.unitedway.ca www.unitedwayperth.on.ca



United Way of Perth County



Sterling Transportation Academy
8 Hahn Court
Stratford, Ontario N5A 6S4
Tel: 519-271-7173
Toll Free: 866-411-9991
Fax: 519-271-7232

RECEIVED

JUN 29 2004

CITY OF STRATFORD
MAYOR/CAO OFFICE

June 25, 2004

Breakwell Education Inc.
c/o The Mayor's Office
City of Stratford
City Hall, 1 Wellington Street
Stratford, ON N5A 6W1

To Whom It May Concern:

**RE: Breakwell Education Inc.'s Application for Ministerial Consent
Under the *Post-secondary Education and Excellence Act, 2000*
City of Stratford**

Sterling Transportation Academy, along with the City of Stratford, fully endorses Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford. As a registered vocational school, we understand the importance of providing a variety of educational choices and opportunities for the members of our community.

The proposed Bachelor's of Liberal Arts Honours Degree program will provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress. This interdisciplinary program will give students choice beyond the discipline-specific programs that traditionally influence students to specialize.

The direct benefits to the City of Stratford are apparent however a new university in southwestern Ontario will have a positive effect on all surrounding communities. It gives our citizens new local opportunities that assist with the attraction and retention of highly educated people to our area. A university increases our competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. Universities provide a continuous stream of new graduates to meet the needs of traditional businesses as well as the knowledge-based and technology-driven companies of the new economy.

Sterling Transportation Academy wishes Breakwell Education Inc. success with their application and we look forward to the increased access to high-quality and relevant education programs for our young people.

Sincerely,

Judi Knetsch
For Sterling Transportation Academy

55 Queen Street
P.O. Box 520, Stratford, Ontario
Canada N5A 6V2



Telephone: (519) 271-4040
www.stratfordfestival.ca

RECEIVED

JUL / 9 2004

July 7, 2004

CITY OF STRATFORD
MAYOR/CAO OFFICE

Breakwell Education Inc.
c/o The Mayor's Office
City of Stratford
City Hall, 1 Wellington Street
Stratford, ON N5A 6W1

To Whom It May Concern:

**RE: Breakwell Education Inc.'s Application for Ministerial Consent
Under the *Post-secondary Education and Excellence Act, 2000*
City of Stratford**

The Stratford Festival of Canada, along with the City of Stratford, fully endorses Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford.

The proposed Bachelor's of Liberal Arts Honours Degree program will provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress. This interdisciplinary program will give students choice beyond the discipline-specific programs that traditionally influence students to specialize.

The direct benefits to the City of Stratford are apparent however a new university in southwestern Ontario will have a positive effect on all surrounding communities. It gives our citizens new local opportunities that assist with the attraction and retention of highly educated people to our area. A university increases our competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. Universities provide a continuous stream of new graduates to meet the needs of traditional businesses as well as the knowledge-based and technology-driven companies of the new economy.

The Stratford Festival of Canada wishes Breakwell Education Inc. success with their application and we look forward to the increased access to high-quality and relevant education programs for our young people.

Sincerely,

A handwritten signature in black ink, appearing to read "Antoni Cimolino".

Antoni Cimolino
Executive Director,
Stratford Festival of Canada



**CITY of
STRATFORD**

*Office of the Mayor
His Worship Dan Mathieson*

City Hall, P.O. Box 818
Stratford ON N5A 6W1
(519) 271-0250 Ext. 234
Fax: (519) 271-2783
dmathieson@city.stratford.on.ca
www.city.stratford.on.ca

Councillors:

George Brown
Keith Culliton
Sam Dinicol
Howard Famme
Dave Hunt
Lloyd Lichti
Frank Mark
Kathryn Rae
Chris Rickett
Cheryl Ruby

July 15th, 2004

Mr. Gordon Naylor
Breakwell Education Inc.
45 Waterloo Street South
Stratford, Ontario
N5A 4A8

Dear Mr. Naylor:

Re: Breakwell Education Inc. – Application for Ministerial Consent
Under the Post-Secondary Education & Excellence Act, 2000

It is with pleasure that I correspond with you today in support of the University of Stratford application made by Breakwell Education Inc.

On behalf of Stratford City Council and the citizens of Stratford, we would be pleased to consider the possibility of a contribution by the City of Stratford for cash or land to build a campus, or services in kind to further enhance your application and provide the needed support. I would be happy to present these options for council's consideration upon successful completion of the Breakwell Education Inc. application. Of course, I am sure you can appreciate that this letter cannot bind City Council for any particular decision.

If any further clarification is required or if you would like me to present this offer on behalf of the City, please feel free to contact me at your convenience.

Sincerely,

Dan Mathieson, Mayor

DM/ps

“Community Excellence with Worldwide Impact”



**CITY of
STRATFORD**

Office of the Mayor
His Worship Dan Mathieson

City Hall, P.O. Box 818
Stratford ON N5A 6W1
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Chris Rickett

Cheryl Ruby

July 15th, 2004

Mr. Gordon Naylor
Breakwell Education Inc.
45 Waterloo Street South
Stratford, Ontario, Canada
N5A 4A8

Dear Mr. Naylor

Re: Breakwell Education Inc. – Application for Ministerial Consent
Under the Post-Secondary Education & Excellence Act, 2000

The City of Stratford, fully endorses Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford.

The proposed Bachelor's of Liberal Arts Honours Degree program will provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress. This interdisciplinary program will give students choice beyond the discipline-specific programs that traditionally influence students to specialize.

The City of Stratford and Province of Ontario have experienced economic unrest and job loss with the closure of a number of our manufacturing facilities the past few years. The Tourism industry has also experienced a decline and there are indications that this pattern will continue in 2004.

The direct benefits to the City of Stratford are apparent, however a new university in southwestern Ontario will have a positive effect on all surrounding communities. It gives our citizens new local opportunities that assist with the attraction and retention of highly educated people to our area. A university increases our competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. Universities provide a continuous stream of new graduates to meet the needs of traditional businesses as well as the knowledge-based and technology-driven companies of the new economy. The student population and graduates from your University will generate the needed infusion of youth into the entire area, which is so badly needed for our economic survival and well being.

The City of Stratford wishes Breakwell Education Inc. success with their application and we look forward to the increased access to high-quality and relevant education programs for our young people.

Sincerely,

Dan Mathieson, Mayor

DM/ps

"Community Excellence with Worldwide Impact"

OFFICE OF THE MAYOR



545 Talbot Street • P.O. Box 520, City Hall • St. Thomas, Ontario N5P 3V7
Tel: (519) 631-1680 or Fax: (519) 633-9019

June 28, 2004

RECEIVED
JUL / 2 2004
CITY OF STRATFORD
MAYOR/CAD OFFICE

Breakwell Education Inc.
c/o The Mayor's Office
City of Stratford
City Hall, 1 Wellington Street
Stratford, ON N5A 6W1

To Whom It May Concern:

**RE: Breakwell Education Inc.'s Application for Ministerial Consent
Under the *Post-secondary Education and Excellence Act, 2000*
City of Stratford**

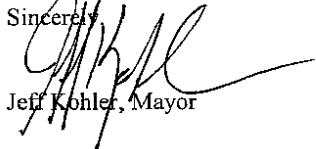
The City of St. Thomas, along with the City of Stratford, fully endorses Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford.

The proposed Bachelor's of Liberal Arts Honours Degree program will provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress. This interdisciplinary program will give students choice beyond the discipline-specific programs that traditionally influence students to specialize.

The direct benefits to the City of Stratford are apparent however; a new university in southwestern Ontario will have a positive effect on all surrounding communities. It gives our citizens new local opportunities that assist with the attraction and retention of highly educated people to our area. A university increases our competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. Universities provide a continuous stream of new graduates to meet the needs of traditional businesses as well as the knowledge-based and technology-driven companies of the new economy.

The City of St. Thomas wishes Breakwell Education Inc. success with their application and we look forward to the increased access to high-quality and relevant education programs for our young people.

Sincerely,



Jeff Kohler, Mayor



RECEIVED

JUL 7 8 2004

4053 Line 39 Office
RR 1, Sebringville
Ontario Canada
N0K 1X0

CITY OF STRATFORD
MAYOR/CAO OFFICE

Telephone/Fax 519-271-7055
Email: anwender@cyg.net

July 6, 2004

Breakwell Education Inc.
c/o The Mayor's Office
City of Stratford
City Hall, 1 Wellington Street
Stratford, ON N5A 6W1

To Whom It May Concern:

**RE: Breakwell Education Inc.'s Application for Ministerial Consent
Under the Post-secondary Education and Excellence Act, 2000**

City of Stratford

Town & Country Enterprises Inc., along with the City of Stratford, fully endorses Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford.

The proposed Bachelor's of Liberal Arts Honours Degree program will provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress. This interdisciplinary program will give students choice beyond the discipline-specific programs that traditionally influence students to specialize.

The direct benefits to the City of Stratford are apparent however a new university in southwestern Ontario will have a positive effect on all surrounding communities. It gives our citizens new local opportunities that assist with the attraction and retention of highly educated people to our area. A university increases our competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. Universities provide a continuous stream of new graduates to meet the needs of traditional businesses as well as the knowledge-based and technology-driven companies of the new economy.

Town & Country Enterprises Inc. wishes Breakwell Education Inc. success with their application and we look forward to the increased access to high-quality and relevant education programs for our young people.

Sincerely,

E.R. Anwender
Secretary/Treasurer



United Nations Environment Programme

برنامج الأمم المتحدة للبيئة • 联合国环境规划署
PROGRAMME DES NATIONS UNIES POUR L'ENVIRONNEMENT • PROGRAMA DE LAS NACIONES UNIDAS PARA EL MEDIO AMBIENTE
ПРОГРАММА ОРГАНИЗАЦИИ ОБЪЕДИНЕННЫХ НАЦИЙ ПО ОКРУЖАЮЩЕЙ СРЕДЕ

7/17/2004

To whom it may concern

I am writing in support of the concept of a university programme preparing its students for life in an increasingly diverse yet integrated world. The academic world is still too divided on disciplinary lines with an emphasis on increasing specialization. Yet the real world problems of sustainable development cross all those boundaries and require a more holistic perspective. Such perspective are beginning to appear in university institutes of advanced studies, but have yet to filter down to the undergraduate level in most cases.

In my thirty years in international organizations, one of the biggest challenges in recruiting staff has been to find people with the necessary balance to bridge technical, social, economic and political issues in their work. I often counselled young people to get some training across disciplines, combining, for instance, degrees in science and economics, or in law and human relations. It is also particularly important for students from North America to get a more international perspective and, if possible, some experience outside their vast countries and all-pervasive materialist culture. Recent events have shown the necessity of adding a values-based component to provide students with the ethical foundations for moral leadership in whatever career they undertake. A curriculum along these lines would fill a significant gap in present offerings, and from my own recent experience in designing university programmes in Europe, would attract highly motivated and capable students.

There is a real need today for professionals who combine skills in development studies, management and human relations, able to fit into a variety of contexts and to move programmes forward efficiently in collaboration with many stakeholders. The challenges of the developing world are not going away, and will require major efforts from the international community for decades to come. We need bright, talented and dedicated young people able to find creative new approaches to meeting those challenges.

Yours sincerely,

Arthur Lyon Dahl, Ph.D.
Consultant Adviser
Division of Early Warning and Assessment

International Environment House, 9-11 Chemin des Anemones, CH-1219 Chatelaine, Geneva, Switzerland
Tel: +41 (0)22 917 8207 Fax: +41 (0)22 797 3471 E-mail: dahl@unep.ch

RECEIVED

JUL 12 2004

CITY OF STRATFORD
MAYOR'S/OAO OFFICE

June 25, 2004

Breakwell Education Inc.
c/o The Mayor's Office
City of Stratford
City Hall, 1 Wellington Street
Stratford, ON N5A 6W1

To Whom It May Concern:

**RE: Breakwell Education Inc.'s Application for Ministerial Consent
Under the *Post-secondary Education and Excellence Act, 2000*
City of Stratford**

Mike Vancea, Vancea Financial Group Inc. along with the City of Stratford, fully endorses Breakwell Education Inc.'s application to establish a privately funded university in the City of Stratford.

The proposed Bachelor's of Liberal Arts Honours Degree program will provide graduates with the knowledge, moral capacities and volition to contribute effectively to academic, business, community and global progress. This interdisciplinary program will give students choice beyond the discipline-specific programs that traditionally influence students to specialize.

The direct benefits to the City of Stratford are apparent however a new university in south-western Ontario will have a positive effect on all surrounding communities. It gives our citizens new local opportunities that assist with the attraction and retention of highly educated people to our area. A university increases our competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. Universities provide a continuous stream of new graduates to meet the needs of traditional businesses as well as the knowledge-based and technology-driven companies of the new economy.

Mike Vancea, Vancea Financial Group Inc., wishes Breakwell Education Inc. success with their application and we look forward to the increased access to high-quality and relevant education programs for our young people.

Sincerely,

Michael Vancea, B.A. Econ, CFP
Vancea Financial Group

10.0 REGULATION AND ACCREDITATION STANDARD

10.1 Regulatory/Licensing Requirements

10.1.1 Current Regulatory or Licensing Requirements

The Liberal Arts program does not lead to occupations that are subject to government regulations, nor is it designed to prepare students to meet the requirements specified by any regulatory bodies.

10.1.2 Letters of Support from Regulatory/Licensing Bodies

Due to 10.1.1 above, SCLA has no letters of support from any regulatory/licensing bodies.

11.0 PROGRAM EVALUATION STANDARD

Note: The policies listed under section 11.0 were approved by Breakwell Education Association on July 30, 2004.

11.1 Periodic Review Policy and Schedule

SCLA is committed to maintaining consistency between its program delivery approach, program outcomes, college goals, and the Ontario degree-level standards. Appropriate policies and procedures have been put into place to ensure the Liberal Arts courses, the program as a whole, and the College support structure and systems, are evaluated on a regular basis and refined accordingly.

11.1.1 Review Process and Content

The college will undergo systematic and ongoing assessments of its program through:

1. **Semester Reviews.** Coordinated by the Vice-President of Academics and Learning (or the appropriate Program Director), an Internal Program Review Committee consisting of program faculty members meets the beginning of December, April and August, to review the following.
 - a. Student Course Evaluation Summaries (see student course evaluation template under section 7.2).
 - b. Informal Student Feedback.
 - c. Faculty Feedback (Informal). Informal feedback is gathered on a regular basis at faculty meetings, during casual discussions, etcetera. Notes are taken as appropriate and filed for committee reference.
 - d. Other relevant data.

The purpose is to assess the degree to which:

- a. the program outcomes are being met;
 - b. the College goals are being implemented as applicable to the program;
 - c. the program is as integrative and as effective as possible;
 - d. the program delivery and teaching are effective;
 - e. each course contributes to the success of the learner;
 - f. the College administration and community is supportive of the program and the learning process.
2. **Annual Reviews.** The Annual Program Advisory Committee meets every June to review the program based on data from the following sources.
 - a. Annual Student Program Evaluations. Every April, students are asked to complete an evaluation assessing their college experience over the course of the academic year. A draft evaluation form is found under section 11.2 below.
 - b. Student Course Evaluation Summaries. As above.
 - c. Informal Student Feedback.
 - d. Faculty Feedback (Formal). Every April, all faculty members are asked to provide formal feedback on the program, its effectiveness, and

recommendations for improvement. The precise mechanism for obtaining this feedback is to be determined.

- e. Faculty Feedback (Informal). As above.
- f. Student Focus Groups. Randomly selected students are interviewed for their comments on: the strengths and shortcomings of the program; the degree to which they feel the program is helping them to meet the program outcomes; the extent to which they are meeting the Ontario degree-level standards; their recommendations for improvement. The committee organizes the interview. (To be implemented May 2006).
- g. Exit Focus Groups. Randomly selected graduating students are interviewed for their comments on: the strengths and shortcomings of the program; the degree to which they feel the program helped them to meet the program outcomes; the extent to which they have achieved the Ontario degree-level standards; their recommendations for improvement. The committee organizes the interview. (To be implemented May 2009.)
- h. Faculty Focus Groups. Randomly selected faculty members are interviewed for their assessments and recommendations. The committee organizes the interviews. (To be implemented May 2006.)
- i. External Feedback. The review consists of information gathered from employers, graduate programs, volunteer agencies, and other sources, pertaining to the preparedness, knowledge and capabilities of the program's graduates at work and in other life activities. (To be implemented May 2010.)
- j. Alumni Feedback. The review consists of information gathered from alumni pertaining to their assessment of the suitability of the program for work, volunteering, and being of service to humanity. (To be implemented May 2010.)
- k. Course Outlines. The committee reviews all course outlines to ensure rigour, integration and consistency with program outcomes.
- l. Evidence of Faculty Qualifications and Currency of Knowledge. The committee reviews faculty CVs and evidence of knowledge currency regularly.
- m. Program Observation. Program Committee members attend a sampling of classes for hands-on experience.
- n. Sample Student Products. Student essays, exams, projects, etcetera, are reviewed to provide the committee with an appreciation for the level of work being produced.

The purpose of this review is to assess the degree to which:

- a. the program outcomes are being met;
- b. the program is integrative and effective;
- c. the teaching increases student capabilities;
- d. each course contributes to the success of the learner;
- e. the College administration and community is supportive;
- f. the five college goals are being implemented through the program;

- g. the program meets the following criteria as adapted from the standards set out by the Postsecondary Education Quality Assessment Board. Namely, the program:
- i. results in superior graduate rates; graduate employment rates; graduate satisfaction; employer satisfaction; post-graduate acceptance rates;
 - ii. is relevant to a wide range of work, volunteer, and community endeavours;
 - iii. meets the program outcomes through an appropriate structure, delivery mechanism, and curriculum;
 - iv. welcomes qualified students through suitable admission policies and procedures;
 - v. consists of relevant methods for evaluation of student progress and achievement;
 - vi. is supported through an efficient and effective utilization of human resources;
 - vii. is supported through an efficient and effective utilization of material resources;
 - viii. includes appropriate indicators of faculty performance and currency of knowledge;
 - ix. graduates students who produce work reflecting the expectations set by both the program outcomes and the Ontario degree-level standards.

3. **Four-Year External Reviews.** In addition to the above, a separate 4-Year Program Evaluation Committee conducts reviews every four years, beginning in June 2009. The committee membership is chosen by the Programs and Research Council, and consists primarily of academic peers with terminal degrees in relevant disciplines who are free of any conflict of interest. Reviews are based on the information listed above, site visits, and include meetings with employers, faculty, and university administrators as necessary.

All three committees create official reports summarizing their findings and listing recommendations and suggested plans of action for program improvement. Reports stemming from Annual Assessments and the Four-Year External Reviews are shared with the Programs and Research Council. Semester Reviews are also shared with the Programs and Research Council.

In response to these reports and the Semester Reviews, the Internal Program Review Committee designs appropriate changes to the program. These changes are then submitted to the Programs and Research Council for comment and/or ratification.

All decisions are referred to the Senate for its reference and/or consideration.

11.1.2 Annual Student Program Evaluation

Please rate your experience this year on a scale of 1—6 concerning the following (where 1 = needs attention, 6 = to an exceptional degree, and N/A = not applicable).

Rate the degree to which you feel the College:	6	5	4	3	2	1	N/A
1. provides effective integrative programs that enable the analysis and synthesis of knowledge from diverse branches of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. facilitates integrative learning that embraces the complementarity of scientific inquiry, religious insight, artistic expression, and reason.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. cultivates the intellectual, moral and spiritual capabilities to generate, communicate and apply knowledge for the betterment of the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. employs program delivery systems and pedagogies that respond to student needs and learning styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. is building a dynamic community of professors, administrators, staff, students and alumni characterized by justice, unity, and excellence in all things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rate the degree to which the program has enabled you to further develop your capability to:

6. demonstrate breadth and depth of knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. access, analyze and synthesize information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. generate knowledge for the betterment of the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. solve complex problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. communicate effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. employ consultative methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. build unity of purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. pursue life-long learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. apply knowledge for the betterment of the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. foster unity in diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Finally, where 6 = exceptional and 1 = not adequate, rate:

16. your program's ability to accommodate your learning style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. the content of your program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. the effectiveness and accessibility of your faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. your overall college experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Should you wish, please explain any of your responses on the back of this page.

12.0 OTHER RELEVANT INFORMATION

12.1 Block Plan at SCLA

Fundamental to SCLA is its goal to “employ program delivery systems and pedagogies that respond to student needs and learning styles” (SCLA Goal 4). To this end, and after much exploration and consultation, the College has decided to adopt the innovative “Block Plan” that has proven so successful at Colorado College, and which is being adopted by Sea to Sky University in British Columbia. The system promotes a stimulating and highly interactive learning environment that combines flexibility of delivery with the ability to focus; nurtures both breadth and depth of understanding; and creates distinctive opportunities for the application of knowledge.

12.1.1 Block Plan Design

Academic Year:	The academic year runs from early September to late April, as is the case with many semester-based universities. Students take four blocks per semester in sequence, or eight blocks during the academic year. Students also have the option of taking up to three additional blocks over the summer semester (Semester 3) if they want to accelerate their degree.
Blocks:	Each block is three-and-one-half weeks long, running from Monday morning the first week until noon on Wednesday of the fourth week. All exams and final assignments are completed by 5:00 PM on the fourth Wednesday unless otherwise determined by the course instructor. Most courses are one block in duration. Some courses run one-and-one-half or two blocks.
Block Breaks:	A “block break” follows each block. The break extends from Wednesday noon until the following Monday morning.
Credit Hours:	Each block is equivalent to four credit hours under the standard semester system.
Degree Requirements:	Students must complete the equivalent of 30 blocks, which equals 120 credits.
Teaching Hours per Block:	The minimum number of face-to-face teaching hours is 48. The number of teaching hours usually adds up to more, however, due to the variety of ways in which classes can be conducted (see below).
Class Sizes:	The maximum number of students per class is 30. The standard class size ranges from 12 to 24 students.

12.1.2 Block Plan Advantages

Focus:	The block plan allows students to focus on the content and obligations of a specific course without being distracted or overwhelmed by competing course load demands. In other words, the sequential nature of the block system encourages students to give equal attention to each course since they are under no pressure to take time away from any given course in order to catch up on another one. Students are free to truly immerse themselves
--------	--

in their material.

Teaching one course per block, faculty members are similarly free to give each of their courses the full attention it deserves. The block structure enables them to foster greater student-faculty interaction, and heighten the creative element of the learning process.

Flexibility:

Many courses follow a typical class schedule of, say, three hours of lectures/seminars in the morning followed by an afternoon of reading, tutorials, and/or informal assistance. However, because there are no competing course load demands, delivery schedules can vary to suit the unique nature of the material being taught. Courses can include seminars, educational videos, educational tours to other cities, computer lab work, fieldwork, evening dinner sessions, team teaching, classes held outside, etcetera. There is only one common requirement: each block must include at least 48 hours of formal teaching and learning.

The structure also has the positive side effect of formal learning easily spilling over into informal learning. If, for example, a class is engaged in an exciting discussion, there is no need to end it at a designated time. Discussions can naturally continue into “non-class time” without everyone feeling compelled to rush off to another class.

Attention to Learning Styles:

The flexibility of the block system coupled with small class sizes encourages increased attention to individual learning styles. This is critical since learners are inclined to experience and process information in different ways, all of which are valid.

Both within and out of the classroom, faculty members are able to experiment with different methods of delivery that:

- make the learning process as meaningful as possible for each student;
- create opportunities for students to integrate what they are learning with science, religion and reason (SCLA Goal 2), and with the rest of their program (Goal 1);
- strategically relate the content of the course to the learning outcomes of their program (as appropriate).

Doing so creates a highly responsive learning environment that promotes each participant’s ability to:

- appreciate the relevance of the content being taught;
- understand its salient features;
- apply and otherwise use it to solve problems (Goal 3); and
- take it beyond its current academic boundaries (Goal 1).

Through such attention to styles, students become active and enthusiastic contributors to their own, and each other’s, learning.

Other Features:

- Focus on Writing: Because the system affords greater amounts of faculty-student interaction, faculty members can spend more time on the writing and other communication skills of their students. These skills are highly emphasized in most, if not all, courses.
- Visiting Scholars: While maintaining a core faculty, the block system is more likely to attract visiting scholars to teach courses, since it is much easier for them to commit to three or four weeks at a time than it is to an entire semester.
- Block Breaks: Blocks are divided by four-and-one-half-day breaks. Each block break provides breathing space and a chance to rejuvenate after an intense period of learning and teaching.
- Flexible Exit and Entry: As with most universities, students typically enter a program in September, January or May. However, with the Block Plan, they also have the option of joining the program at the beginning of any given block. Similarly, students needing a break can choose to take one or more blocks off at a time, and then cycle back into the program at the beginning of a subsequent block.
- This is an important feature for mature students who may appreciate more flexible, short-term course schedules due to childcare and/or work constraints.
- This feature also allows for flexible accelerated learning. Ambitious students can take extra blocks over the course of the summer without committing their entire summer to any given course.

For these reasons and more, SCLA considers the Block Plan to be essential to the academic and skill development success of each of its Liberal Arts degree students. By heightening the interactive nature of learning, the Plan also contributes significantly to building a vibrant, unified community of learners who strive for excellence (Goal 5).

12.1.3 Academic Year, 2005—2006

Semester 1, September 2005

Block 1 Begins	Tuesday September 5
Block 1 Ends	Wednesday September 28
Block 2 Begins	Monday October 3
Block 2 Ends	Wednesday October 26
Block 3 Begins	Monday October 31
Block 3 Ends	Wednesday November 23
Block 4 Begins	Monday November 28
Block 4 Ends	Friday December 16*
Winter Break	December 19—January 6, 2006

* Block 4 is condensed into three weeks in order to accommodate a three-week winter break.

Semester 2, January 2006

Block 5 Begins	Monday January 9
Block 5 Ends	Wednesday February 1
Block 6 Begins	Monday February 6
Block 6 Ends	Wednesday March 1
Block 7 Begins	Monday March 6
Block 7 Ends	Wednesday March 29
Block 8 Begins	Monday April 3
Block 8 Ends	Wednesday April 26
Spring Break	May 1—19

Semester 3, May 2006

Block 9 Begins	Tuesday May 23
Block 9 Ends	Wednesday June 14
Block 10 Begins	Monday June 19
Block 10 Ends	Wednesday July 12
Block 11 Begins	Monday July 17
Block 11 Ends	Wednesday August 9
Summer Break	August 14—September 4

No Classes*:	Monday September 5
	Monday October 10
	Thursday October 20
	Friday November 11
	December 19—January 6, 2006
	Tuesday March 21
	Friday April 14
	Friday April 21
	May 1—19
	Monday May 22
	Monday July 3
	Monday August 7
	August 14—September 4

*The College is closed for regular statutory holidays as well as for Bahá'í holy days that fall on weekdays.

12.2 Breakwell History

In 1994, Canadian entrepreneur Gordon Naylor and his family decided to advance the cause of education by creating Bahá'í-inspired, nondenominational learning institutions that would foster both academic excellence and moral leadership. Soon thereafter, the Naylor family invited a group of qualified and like-minded experts to guide and facilitate these endeavours. A decade later, this advisory body, known today as Breakwell Education Association (BEA), has assisted with the creation and development of several educational institutions and programs. In so doing, BEA's approach has been to pursue a staged growth model such that projects gradually evolve and grow in complexity over time. It has thus avoided the pitfalls often associated with launching a diversity of ventures too quickly.

A decade ago, a private secondary school called Nancy Campbell Collegiate Institute (NCCI) was launched as the group's first project. Stressing the need for unique secondary education that combines quality academic programming with an emphasis on moral education, NCCI began as an accredited Canadian private school offering curricula for grades nine through twelve that meet all [Ontario Ministry of Education](#) standards and lead to the Ontario Secondary School Diploma (OSSD). A couple of years later, it added grades seven and eight. Within five years of its founding, Nancy Campbell Collegiate Institute scored a perfect 10 and was ranked #1 along with fifteen other schools across Ontario according to the report on high schools released by the [Fraser Institute](#). The Fraser Institute's report entitled 'The Report Card on Ontario's Secondary Schools' analyzed 815 schools in Ontario.

In July 2003, a second NCCI school was established in the city of London, Ontario. This facility opened as an international boarding and day school for JK-12 students, thereby broadening NCCI's commitment to education by introducing a primary school as part of its programming. Plans to merge the Stratford campus into the larger and better-equipped London facility took effect in September 2004, at which time NCCI also introduced early childhood education programs.

Given the rapid success and academic distinction of NCCI, the school was encouraged by parents and students to offer Advanced Placement® (AP®) courses at its new facility in London. NCCI therefore became a member of the Advanced Placement Program® sponsored by the College Board. With the availability of professionally and academically qualified faculty who shared the vision and mission of NCCI, AP courses were offered for the first time in 2003 to highly motivated students seeking credit, advanced standing and/or sophomore standing at universities or colleges in Canada, the United States and internationally. These AP Courses are designed to meet the requirements of either 1- or 2-semester introductory courses at universities/colleges in small class size settings.

The success of the NCCI model and the AP courses, along with ready access to classrooms and educational infrastructure, and the availability of qualified professionals, led to the idea and rendered it timely to offer programs of higher learning in Ontario. Given that clear guidelines and criteria for creating and delivering degree-programs offered by private institutions of higher learning in Ontario were established under the Postsecondary Education Choice and Excellence Act, 2000, an ad-hoc group of highly qualified academics and professionals experienced in higher education and university administration began the process of preparing a proposal for submission to the Ministry of Training, Colleges and Universities in Ontario. Under the Direction of Dr. Todd Smith, Director of Postsecondary Education at NCCI, this group has been researching and preparing this proposal for the past 16 months. It is being submitted by BEA under the operating name The Stratford College of Liberal Arts.

The mission of The Stratford College of Liberal Arts is:

to facilitate integrative learning processes informed by the complementary nature of reason, science, art and religion, and that nurture each participant's moral capabilities to advance, promulgate and apply knowledge for the betterment of the world and the promotion of the oneness of humankind.

The College is a private, non-profit, Canadian institution, initially offering one undergraduate Liberal Arts (honours) degree program. The aim is for the College to evolve to the point where it is offering a number of degree programs at both the undergraduate and graduate levels. The College is incorporated in the Province of Ontario and is governed by the Board of Directors of BEA.

It should be noted that the original plan of Breakwell Education Association had been to found a university from the outset, as indicated in its submission of August 13, 2004. However, these plans have evolved since the project began, and particularly since the first meeting between BEA representatives and Dr. Terry Miosi of PEQAB in early September 2004. The current thinking is to offer postsecondary degree programs under the name The Stratford College of Liberal Arts. It is anticipated that the College will evolve into a University College, and then eventually into a University. While no fixed timeline for this evolution has been determined, as the College gains experience with postsecondary degree education, adds a diversity of degree programs, and develops its academic and administrative capacities, it will apply, as appropriate, to the Ministry of Training, Colleges and Universities to request changes in its institutional status.

Breakwell Education Association maintains a very close and collaborative relationship with the City of Stratford, including its elected officials. The Town Council has unanimously endorsed BEA's proposal to establish an institution of higher learning in their city, and has formed a fifteen-person committee to support the initiative. In addition (see section 15.4 of the Organization Review), the City of Stratford has indicated its willingness "to explore a contribution by the City of Stratford for cash or land to build a campus, or services in kind to further enhance [the] application and provide the needed support." In addition, other cities and regions, the Chamber of Commerce, local businesses, the Stratford Festival, and numerous other community leaders are lending their support to BEA's initiative. Many of these have provided letters to this effect, as found under section 9.2 of the Quality Assessment Review.

At its 30 July 2004 meeting held in Toronto, Canada, the Board of Directors of Breakwell Education Association approved all aspects of the proposal, including all policies pertaining to academics and the operation of The Stratford College of Liberal Arts. These policies will be refined once the College becomes operational. Their refinement will also involve the close and regular input of faculty members.

12.3 Program Appropriateness

The proposed Liberal Arts program directly addresses SCLA's mission and goals. To explain, the following table outlines some of the principle relationships between the College goals, the program outcomes, and the corresponding program elements.

College Academic Goals	Relevant Program Outcomes *(see descriptions below)	Relevant Program Elements.
<p>Goal 1: Provide effective integrative programs that enable the analysis and synthesis of knowledge from diverse branches of learning.</p>	<p>1, 2 and 4</p>	<p>The diversity of interdisciplinary courses from which to choose.</p> <p>The integrative nature of each course and the program as a whole. Courses are taught, where appropriate, from a variety of disciplinary perspectives, encouraging breadth of learning. They are also taught with sufficient time allotted (in the form of class discussions, journals, assignments, group projects, direct teaching, etc.), for participants to draw meaningful correlations between the course content and other courses.</p> <p>Courses are designed to encourage in-depth integrative thinking. Students are challenged to delve into areas of interest, doing so with constant attention to how those areas are informed by a variety of disciplinary perspectives.</p> <p>Depth is also achieved through:</p> <p>The GR-400F Terminal Research Paper, which requires a terminal paper of sufficient focus, quality and rigour to qualify as the work of an evolving integrative intellectual or academic.</p> <p>The GS- or AS-400F Seminars, in which students develop group projects that bring to bear science, religion, and various perspectives on particular themes.</p> <p>Successful completion of all three Science and Religion courses, their general focus being the mutually reinforcing power of science, religion and reason to illuminate the path to knowledge and the progress of humanity.</p>

<p>Goal 2: Facilitate systemic learning that embraces the complementarity reason, scientific inquiry, artistic expression and religious insight.</p>	<p>1, 2, 3 and 4</p>	<p>Successful completion of all three Science and Religion courses, as above.</p> <p>The underlying emphasis throughout the program and the College as a whole on the fundamentally harmonious relationship between science and religion.</p>
<p>Goal 3: Cultivate the intellectual, moral and spiritual capabilities to generate, communicate and apply knowledge for the betterment of the world.</p>	<p>3 through 10</p>	<p>Successful completion of the Reasoning and Communication courses, with their foci on reasoning and analysis, personal and group decision-making, unity building, communication and strategy formulation informed by detachment, humility and patience, and the moral application of solutions appropriate to community, societal and global development. These courses also develop the ability to communicate in a way that combines efficiency, influence, objectivity, humility, and empathy with the goal of advancing beneficial thinking.</p> <p>The GS- and AS-400F Seminars, which challenge students to access and integrate knowledge around a particular issue, develop unity of vision concerning possible solutions(s), devise corresponding strategies for action, and, where appropriate, proceed with collective volition to apply agreed upon solution(s). The aim of these seminars is knowledge production and promulgation through group consultation and implementation.</p> <p>The GR-400F Terminal Research Paper. Students must produce a substantial piece of interdisciplinary, yet focused, scholarship, the fruit of which is a unique piece of contributive thinking.</p> <p>The integrative nature of the program, which 1. exposes participants to a diversity of thought, thus enhancing their capabilities to approach issues from different angles; and 2. nurtures their abilities to synthesize knowledge. Both are paramount skills for problem solving in a shrinking, yet paradigmatically diverse, world.</p> <p>All elective courses contribute to this goal. The Skills and Applications courses, and certain Arts and Society courses, however, are directly concerned with the systematic yet creative application of</p>

		knowledge.
Goal 4: Employ program delivery systems and pedagogies that respond to student needs and learning styles.	N/A	As stated in the “Executive Summary”, one of the major objectives of SCLA is to offer accessible programs. This is accomplished through the Block Plan . Through this mode of delivery, students focus their energies for more concentrated periods of time while retaining the luxury of flexible timing, and while not sacrificing program consistency. The Block Plan is complemented by small class sizes and teaching approaches that respond to different learning styles.

It should be clear that the relationship described above between the College goals, program outcomes, and program elements is in no way exhaustive. The connections are much more numerous, and many of them are indirect. This is to be expected from a program the operating principle of which is integrative coherence. The various program elements blend and reinforce each other in many ways, all towards the achievement of the ten program outcomes, and therefore, the five college goals.

One program element not mentioned so far is **the Knowledge and Development stream**. This consists of three required courses directly concerned with the benefits of integrative investigation, the harmony of science and religion, the material, moral and spiritual application of one’s knowledge, and the role of the educated in helping to bring about global unity and prosperity (Goals 1, 2 and 3). These courses are unique in that they provide participants with mediums for self-reflection and goal setting. Participants complete journals to this end, as well as learning assessment tools they construct themselves. The KD courses represent the core of the Liberal Arts program. They systematically highlight for participants their progress towards fulfilling the ten outcomes, all of which are relevant to the fifth and final goal of the College, which is about building “a dynamic community of professors, administrators, staff, students and alumni characterized by justice, unity, excellence in all things”.

*Outcomes.

Academic Outcomes. Graduates will have the capability to:

1. **demonstrate depth and breadth of knowledge** regarding the material, social-psychological, ethical, and spiritual dimensions of existence, and its relevance to current world conditions;
2. **access, analyze and synthesize information**, including empirical data, premises, logical arguments, beliefs, and theoretical concepts, from a variety of academic and religious sources;
3. **generate knowledge for the betterment of the world** by framing strategic questions, utilizing appropriate methods of research, analysis and correlation, and drawing upon religion as a source of guidance and sustained motivation;
4. **solve complex problems** by employing various disciplinary and interdisciplinary ideas, tools and techniques, and religious teachings, in innovative and integrative ways;
5. **communicate effectively** on a range of issues and their corresponding solutions in logical, ethical, creative, and audience-appropriate ways;

Moral Leadership Outcomes. By combining reason, scientific inquiry and religious insight, graduates will have the capability to:

6. **employ consultative methods** for collective decision-making and the pursuit of truth, unity, and justice;
7. **build unity of purpose** by facilitating processes that generate the visions, strategies, and volition necessary to meet collective objectives;
8. **pursue life-long learning** characterized by an unfettered search for truth, and with the attitude that every experience is an opportunity for individual and/or collective growth;
9. **apply knowledge for the betterment of the world** in thoughtful, discerning, creative, trustworthy, resolute, sincere and strategic ways;
10. **foster unity in diversity** by recognizing and promoting the nobility and contributions of every individual.