

LA&PS Communication, Social Media, and Public Relations Stream

Major Modification Proposal:
Honours Bachelor of Communication and
Media Studies

YORK U

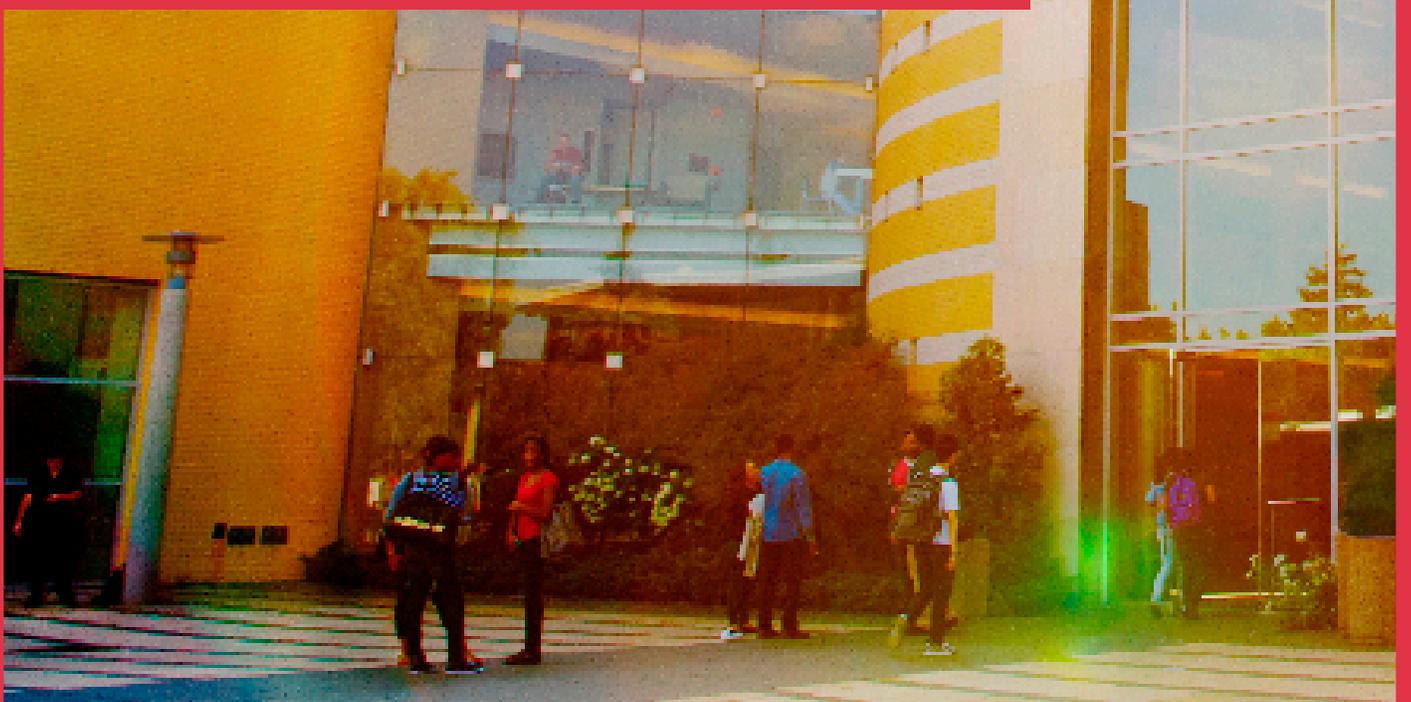


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Major Modifications to Existing Programs Definitions and Proposal Template

Several types of curriculum initiatives fall under the category of Major Modifications to Existing Programs; a full listing is articulated in Section 5.1 of the *York University Quality Assurance Procedures*.

The attached **Major Modification Guidelines** are applicable for the following types of Major Modifications:

Significant changes to program requirements (i.e., comprising approximately one-third of the major requirements, core requirements and/or the degree program).

Addition of a new major or specialization where a similar major or specialization currently exists at the undergraduate level.

Addition of a new option (e.g. location where program is offered; new specialization) within an existing graduate program.

Introduction or deletion of a major research paper or thesis, course-only, co-op, internship or practicum option to a Master's program.

Merger of two or more programs.

Change to the requirements for graduate program candidacy examinations or residence requirements.

Significant changes to the learning outcomes of an existing program.

Significant changes to the faculty complement delivering an existing program.

Change to the essential resources of a program that impair its delivery.

Note: *Separate templates exist for the remaining types of Major Modifications, specifically:*

New undergraduate certificates

Closure of undergraduate certificates (*see Program Closure template*)

Policies related to bridging programs:

<http://secretariat-policies.info.yorku.ca/policies/bridging-courses-policy-and-guidelines/>

<http://secretariat-policies.info.yorku.ca/policies/bridging-programs-at-york-university-policy-and-guidelines/>

Major Modifications Proposal Guidelines

1. Program: Communication & Media Studies
 2. Degree Designation: Honours Bachelor of Arts
 3. Type of Modification: Addition of a stream in 'Communication, Social Media & Public Relations' based on Markham Campus to the existing Communication and Media Studies program.
 4. Effective Date: September, 2023
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5. Provide a general description of the proposed changes to the program.

The Department of Communication & Media Studies seeks to add a stream Communication, Social Media & Public Relations (PR) to its B.A. in Communication and Media studies. The new Communication, Social Media & PR stream will be hosted at the Markham Campus and will start in 2023-2024. The development of the stream will follow the Markham cohort model: Year 1 only will be offered in 2023-2024, Year 1 and Year 2 in 2024-2025 and so on. Students in the stream will share a common curriculum with all other undergraduate students in Communication & Media studies. On top of shared required courses, students in Communication, Social Media & PR will take required courses in public advocacy, social media campaigns and digital methods. In keeping with the experiential education focus of the Markham Campus, the stream-specific courses will integrate case studies, professional development and internships/placements. The decision to propose a stream rather than a standalone major or program is to reduce risks of internal competition within the department. The vision is that the Communication, Social Media & PR stream will give students the opportunity to specialize in Social Media & PR as opposed to the breadth of media formats (e.g. cultural industries, policy, news, entertainment media, etc.) studied at the Keele program. Students who begin at Markham and decide to transfer to Keele to complete the more general degree will be able to do so after consultation with Advising. Depending on available space, students who begin at Keele and decide to transfer to Markham to complete the Communication, Social Media & PR stream will be able to do so after consultation with Advising.

Communication, Social Media & PR is a standalone stream of the Communication & Media Studies program. The Communication & Media Studies program, as a whole, is aware that the addition of a new stream at Markham will require adjustments at Keele and is in the exploratory stages for potential development of streams, specialized minors and certificates at Keele. Once these ideas are firmed up and based on the next CPR (2023), the department will also consider developing a Specialized Honours structure.

6. Provide the rationale for the proposed changes.

The rise of digital technologies has revolutionized communication and media studies. In less than a decade, social media platforms and digital information networks have become key infrastructures for politics, commerce, culture and interpersonal relationships. At the same time, the rise of social media and the reinvention of public relations as it integrates large-data sets to create personalized messages and narratives has become a critical issue of our times. From mis/disinformation and targeted manipulation to vaccine denial, conspiracy theories and

intense political polarization, it has become clear that there is a need for in-depth critical analysis of how social media and PR dynamics represent a threat to democracy and ideals of social justice. From concentration of ownership at the hand of mega-powerful tech corporations to surveillance to systemic racism and marginalization through biased design of algorithms, the issues that social media and PR present deserve a critical approach. At the same time, the power of social media and PR to create new forms of knowledge, new modes of intercultural exchange, and new solidarities deserves further attention. The proposed stream in Communication, Social Media & PR will train students in assessing the power of social media and PR while exploring how they can be leveraged for ethical communication and social justice purposes. Students will receive both critical and professional skills that will enable them to pursue a range of communication related careers in corporate, public and not-for-profit sectors.

7. Comment on the alignment between the program changes with Faculty and/or University academic plans.

The proposed program stream Communication, Social Media & Public Relations aligns to the following six priorities for action from the University Academic Plan, 2020-25:

21st Century Learning: this priority calls us to “continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking” and to “build essential 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media.”

By combining theoretical approaches with opportunities for technical and professional skill development in social media and public relations, the new stream will build on the strong foundation of the Communication and Media Studies program in which it is situated to provide students with 21st century learning.

Knowledge for the Future: this priority calls us to expand “the influence of our work through broadening and deepening our external partnerships and engagement in the generation and sharing of knowledge and creative works...”

The expansion of experiential learning opportunities for students who enroll in the stream will depend on the creation of strong relationships with external business and partners in the community. The department is committed to ensuring that the knowledge and creative works generated from these relationships are reciprocal rather than extractive so that students’ learning is not at the cost of other organizations’ resources. Students can gain research experience in their course work and through supplementary opportunities within the Faculty such as the Dean’s Award for Research Excellence.

From Access to Success: this priority describes the work of the university to implement “new systems to track our progress on improving outcomes for all of our students and especially those from underrepresented groups” and focuses on ensuring that student success hinges not only on twenty-first century systems but also the full suite of services that are essential to student persistence and success in a postsecondary environment.

By being located at Markham Campus, the stream in Communication, Social Media & Public Relations will be well positioned to offer high quality services to students using the most up-to-date systems York University has available.

Working in Partnership: this priority commits us to “continue to build cross-sector and inter-community partnerships that can service as vital catalysts for positive change. As a university we will model new and deeper forms of collaboration with industry, government, alumni, donors, and community partners across all our campuses. Our students will deepen their understanding of their social responsibilities and open their horizons to new and exciting career paths.”

The stream will engage students in experiential learning opportunities such as invited speakers, site visits, and internships with partners in the community and industry. Where appropriate, approaches to these opportunities will be guided by the principles outlined in Professor Natalie Coulter’s report, “Teaching at the Intersections,” which articulates social justice-oriented approaches to preparing students to work in the Jane/Finch community. Building on the knowledge generated by facilitating community engaged placements for students in Communication & Media Studies, these approaches will ensure that students who graduate from the stream—as well as the Keele program—integrate skills such as the capacity to maintain confidentiality and to articulate the importance of confidentiality in context, awareness of power and privilege in community-based work, as well as respect for the knowledge and experiences of partners in the community.

The proposed program stream Social Media and Public Relations aligns with the principles outlined in the LA&PS Academic Plan (2021-26). It aligns with **Principle 1, Prioritize student learning, excellence, and success**, which states, “Engage in a sustained effort to enhance the academic experience of LA&PS students...” and **Principle 4: Foster innovation in teaching and curriculum development**, which states “Promote and support curricular and pedagogical innovation across all units and all levels of study, with particular attention to the first-year experience and experiential learning opportunities for students in all programs.” As stated above, the new Social Media and PR stream will not only be well integrated into the common curriculum in Communication and Media Studies, but it will offer experiential learning opportunities to students.

The proposed stream also aligns with **Principle 7, Promote access, social justice, and community engagement**, which states “Build on our regional partnerships with the City of Toronto, Peel Region, and York Region/Markham to provide high-impact community learning opportunities for LA&PS students and eliminate barriers between the Faculty and our surrounding communities” and “Enhance access initiatives and academic bridging opportunities for local community members, non-traditional students, mature students at various stages of their lives and careers, first generation students, part-time students, students with precarious immigration status, students from across the ability spectrum, and students from equity-seeking groups.” As outlined above, the proposed stream will be offered at Markham Campus and will offer high quality services to students as well as it will engage students in experiential learning opportunities with partners in the community and industry.

The proposed stream aligns well with the Strategic Mandate Agreement (SMA) (2020-2025) in the following ways. The SMA states that “experiential education is a top priority for York University and a central component of our plan to meet the changing needs of student, Ontario, Canada, and the world.” It is the university’s ultimate goal for every student across various programs to have access to experiential education. Second, it outlines that the institution’s “continued growth in programs clustered around themes of technology, health, entrepreneurship, across multiple disciplines.” Markham Campus will allow the university to “meet the growing demand for graduates with technology and entrepreneurship skills.”

8. Provide a detailed outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning outcomes (i.e., the mapping of the requirements to the program learning outcomes).

See Appendix A for degree checklist

See Appendix B for list of new courses, course descriptions, and course learning outcomes

See Appendix C for curriculum map of program learning outcomes

A. Communication, Social Media & Public Relations Stream: an introduction

The establishment of a new stream in Communication, Social Media & Public Relations at York's Markham Campus provides the Department of Communication & Media Studies with a unique opportunity. Social media and public relations are growth areas in terms of employment, meaning that the stream will provide a highly specialized and in-demand degree option for our students. At the same time, social media and public relations have come under increased scrutiny in recent years, with concerns raised over everything from the role of social media in undermining democratic norms and spreading 'fake news,' to concerns over privacy and surveillance in the wake of the Snowden revelations and the Cambridge Analytical scandal, or over the extent to which corporate public relations campaigns blunt awareness of key social issues, most notably the climate crisis. This new stream responds to these contradictory contexts by offering students a theoretically grounded, academically rigorous, and practically oriented degree that will leave them well situated for both future careers, and as citizens able to engage with the central issues of our time.

For all the problems we can identify in relation to existing social media and PR practices, these are also complex fields that offer potential as drivers of positive social change. This is where the strength of the new stream lies. Whether students go on to work in industry, where companies are increasingly attuned to the need to respond to social justice demands, or in public sector, NGO, or activist contexts, a social justice-oriented approach to social media and PR is of fundamental importance in the world today. This approach will be unique to York and to this stream. It builds on York's broader commitment to social justice, and on the Department of Communication & Media Studies' existing strengths. The stream will also place significant emphasis on working with partners in various communities to build capacities for partners and students. At the heart of our approach is attention to the particular challenges of creating ethical and productive community engagements that, rather than extracting from partners in communities, enables those partners to equal or greater benefits. In what follows, the structure and requirements of the new stream and how they map onto program learning outcomes will be outlined.

B. Program learning outcomes: overview

The stream-specific program learning outcomes flow from the unique combination of academic and other skills and approaches the stream will provide students. A social justice approach necessitates a combination of deep analytical understanding of the social, cultural, and technological structures or broader mediated landscapes, as well as the ability to engage in

concrete ways with more specific practices relating to industry, NGO, activist, and community engagements with social media and PR. As the curriculum map outlines (see Appendix C), the objectives of the existing COMN courses and curriculum provide a strong critical communication studies base, while the stream-specific required and elective courses expand and deepen student knowledge and abilities.

The requirements for the stream are built on a number of stream-specific learning outcomes. These include: developing social media- and PR-focused theoretical, empirical, and analytical knowledge that translates the broader critical and social justice oriented approach of the Communication & Media Studies department to the specific demands of the stream; developing relevant methodological perspectives and abilities; acquiring key capacities and skills needed in the navigation of both academic and future career contexts, in part through expanded EE and placement opportunities; and applying social justice perspectives in understanding the potentials and limitations of social media and PR practices, including a strong awareness of the limits of knowledge relating to these fields.

C. Required courses

The stream in Communication, Social Media & Public Relations will be built on top of the existing requirements and core courses in the Communication & Media Studies program. The stream adds additional requirements beyond the requirements of the Keele Communication & Media Studies degree plan. The Markham stream will be a more focused—and more intensive—degree plan. Appendix C outlines the new courses which will be added to meet the additional learning outcomes associated with the stream. These additional requirements mean that students who decide to opt into the Markham stream will gain the same firm grounding in Communication & Media Studies as Keele students, but the additional courses will allow Markham stream students to obtain the diverse range of skills required to effectively integrate a critical social justice approach to social media and PR.

The degree checklist in Appendix A outlines the requirements for the existing program at Keele alongside those of the Markham stream. The new Markham-specific course titles, descriptions, and draft course learning outcomes are detailed in Appendix B. The additional requirements for the Markham stream include:

- 1) 1xxx, 'Social Media, PR, and Society' (3 credits). The existing Communication & Media Studies requirements (beginning in 2022) include a 3-credit first year course, to be taken from a range of alternatives. For Markham, a single option will be mounted which will introduce students to the basic approaches to a critical study of social media and PR, a stream-specific and more focused introductory course supplementing and complementing the broader introduction to the field of Communication and Media Studies students will get in COMN 1000. If students in the stream decide to transfer to the Keele campus, COMN 1xxx: *Social Media, PR & Society* will count as equivalent to the 1000 level, 3 credits required courses at Keele.

- 2) Third-year specific required courses (12 credits). These comprise: 'Professionalization and Placement Preparation' (3 credits); 'Researching Digital Communities' (3 credits); 'Applied Media Ethics' (3 credits); and 'Advocacy and Social Change' (3 credits). The current Communication & Media Studies degree requirements do not include any specific required third-year courses. It is at this level where students in the stream will begin to engage most systematically and extensively in social media and PR related study. The

courses (see details in Appendix B) prepare students for their professional and placement opportunities, develop skills in social media and PR specific methods, provide an ethical framing for future social media and PR employment, and ground students' studies in a social justice context. At this level none of the courses involve placement or other formal external components. These courses will require access to appropriate computing and design resources (see section 11 below). If students in the stream decide to transfer to the Keele campus in their third year, any COMN courses taken at Markham will be considered equivalent to COMN courses at Keele.

3) Fourth-year specific required courses (15 credits). These include: Placement or C4 course or Liberal Arts Capstone (6 credits); Portfolio course (6 credits); and 'Researching Social Media – Networked Perspectives' (3 credits). These courses will form the basis of the experiential learning component of the stream. The first requirement will be for a placement course in some form, which will include the possibility for industry- or community-based opportunities, and potentially a C4 option. The C4 and placement framework across Markham Campus is currently under development, and so this proposal will not define a final structure for these options. The portfolio course will enable students to bring together, critically analyze, and build on their experiential work developed over the course of their degree. 'Researching Social Media – Networked Perspectives' will provide advanced training in social media analytics necessary for contemporary careers in social media and PR. These courses will require access to appropriate computing and design resources (see section 11 below). If students in the stream decide to transfer to the Keele campus in their fourth year, any COMN courses taken at Markham will be considered equivalent to COMN courses at Keele.

D. Other COMN courses and degree requirements

As well as the specific required courses for the stream specifically and the major generally, students will be expected to take 9 additional COMN credits the 3rd year level and 9 additional COMN credits at the 4th year level. The specific courses focus on skills building, whereas these additional required credits will allow students to develop in-depth knowledge and experience in their specific areas of interest and career development. This may involve more focus on studies of social media or on other particular areas: data analysis and visualization; policy and law; specific themes (health, environment, Indigeneity); campaign design from a social justice perspective; activist PR and social media; and others. Each of these areas are engaged in at least two of the 3rd and 4th year elective courses. Course titles and descriptions can be found in Appendix B.

NOTE: the courses referenced here include only those newly designed for the stream. Students may take existing courses at the Keele campus, and conversely any existing courses in the current calendar can be mounted at the Markham Campus.

E. Faculty Complement

Two tenure-track faculty members for the stream were hired in Summer 2021. Dr. Kelly Bergstrom specializes in feminist critiques of digital labour, gaming and digital cultures and Dr. Rianka Singh researches race and technology, platform studies and feminist media studies. The department is currently hiring for a third position at Markham at the Assistant/Associate level. Altogether, the department currently comprises 17 full-time faculty members (including two CLAs), with two new hires (one for Markham, one for Keele) planned this year and are expecting more to come in the future based on program and stream needs. We foresee that

we need at least five faculty members at Markham to teach the full Stream's curriculum. Some faculty have already expressed interest in teaching at both Keele and Markham. As well, all faculty members are expected to engage in graduate teaching and supervision at York University.

9. Summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.

The new stream is designed to provide a critical applied perspective to Social Media and PR. It is expected that as other programs in Markham grow, there will be synergies in terms of the kinds of professional skills that students in the stream will be able to get via courses in other Markham programs and vice-versa.

We first consulted with programs whose focus is adjacent to communication and media studies. Historically, our Communication & Media studies students have greatly benefited from courses already offered in those programs. Our aim in consulting was to respect the expertise that these programs offer while developing Social Media and PR courses that could be of benefit to their students as well. We consulted with the following programs:

LAPS: Administrative Studies, Professional Writing

By and large, students in communication and media studies have benefited from courses offered by Administrative Studies (particularly in the area of marketing) and Professional Writing, and we expect that such strong interest will be present for students in the Communication, Social Media & PR stream. The consultations highlighted the critical focus that is at the core of Communication & Media Studies, and how EE principles for the Communication, Social Media & PR stream will be focused on applying critical perspectives and reflecting on ethics and social justice issues. We expect students in the stream to benefit from the in-depth practical training such as the one offered by Professional Writing, and from more quantitative and applied approaches to Marketing and Business offered through Administrative Studies.

Schulich:

The critical perspective and application of Social Media and PR principles to not only corporate, but also government and not-for-profit sectors provides the key distinction with Shulich's Marketing program. At the same time, it is expected that students from the Communication, Social Media & PR stream will be highly qualified to enter Shulich's Marketing master program.

AMPD:

We see strong synergies between Social Media and PR and AMPD's Creative Technologies program. In particular, Communication, Social Media & PR students will benefit from Creative Technologies' multimedia and practice-focused courses, including 1-credit options on learning specific multimedia software tools.

10. Are changes to the program's admission requirements being proposed coincident with the program change(s)? If so, outline the admission changes,

and comment on the appropriateness of the revised requirements to the achievement of the program learning outcomes.

The admission requirements to the program remain unchanged and are as follows:

- Ontario Secondary School Diploma (OSSD)
- ENG4U
- And five additional 4U or M courses

To gain admission to this program, the applicant's academic average should be in the mid-70s. The current admission requirements are in-line with the program learning outcomes. Students will benefit from having completed an ENG4U credit to further develop their communication skills in the program and the stream. The introduction of theory and application of technical approaches are scaffolded throughout the program such that students are prepared appropriately by advancing through the curriculum to achieve the learning outcomes upon graduation without the need to enter the program having completed advanced mathematics in secondary education.

11. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

Extensive computing and other resources will be essential to ensuring student success. Given their expense, and especially given the social justice orientation of the stream, access to resources is part of larger questions of accessibility for the diverse range of students the program will attract. It is also essential that students have access to the kind of tools (hardware and software) that they will be using in future careers. Thus, while low-cost alternatives may be available, they will need experience in using professional-level tools throughout their time in the stream.

Robust access to computer labs: These will be used for teaching select courses, but regular (ideally 24/7) access for students is also crucial. Given the expense of equipment and software, access for faculty is also needed, either via licenses on office computers or through other means. NOTE: access to equipment and software ties in with broader accessibility issues and ensuring all students have equal access throughout their entire time at York. Especially given the social justice orientation of the new stream, ensuring that students have regular access to these resources will be crucial to ensuring success.

Hardware: HD camera, SLR camera, microphones, scanner, ring lights, green screen, audio recorders, podcast equipment.

Software: visualization software, quantitative and qualitative social science research software, interactive documentary and other production software, social media management systems, privacy software, editing programs (video, audio, etc.), design programs, etc. Specific resources may include: Tableau, Nvivo, Atlas.ti, Adobe Creative Suite, SPSS, Klynt, Qualtrics, Avid, Ogilvy Amos, Tor support (possibly through the node being established at Scott), IBM Watson, Hootsuite.

Both hardware and software require acquisition budgets, but also ongoing support for upgrades and new acquisitions as industry standard tools change. It is also essential that computer labs be staffed with people who are able to offer technical and other forms of support for students, as well as maintaining the infrastructure.

Access to meeting rooms with video conferencing is important for research, teaching, and service, including allowing us to administer and govern a program housed in two geographically distant campuses.

12. Is the mode of delivery of the program changing? If so, comment on the appropriateness of the revised mode(s) of delivery to the achievement of the program learning outcomes.

The delivery of the program is not changing. The stream will adhere to how the program is already delivered. The program is course-based with opportunities for students to complete experiential learning throughout the stream. The stream-specific courses will integrate case studies, professional development, and internships/placements. The material will be delivered in classroom (or online, as needed and according to the University's process for changing the delivery mode of existing courses) settings through structured course work. This will vary by course, as per the learning outcomes. While some courses will use primarily classroom instruction, other courses will be infused with significant experiential learning, including case analysis and discussion, simulations, and field visits. These delivery methods will help students achieve the learning outcomes.

Experiential education is a core element of the Social Media and Public Relations stream. It will include, among other pedagogical tools and methods:

- Case studies: this will include studies on successful and not-so-successful communication and media organizations based on published material. Students will be required to apply their social media and public relations knowledge to "solve" cases, in a legal, ethical, and socially responsible manner.
- Simulations: scenarios inspired by previous "real life" events will be developed/used to test students' knowledge using data related to, among other things, social media trends, the effect of algorithms, public relations campaigns and management.

13. Is the assessment of teaching and learning within the program changing? If so, comment on the appropriateness of the revised forms of assessment to the achievement of the program learning outcomes.

The assessment of the program is not changing. The stream will adhere to how the program is already assessed. The strategy for assessment is driven by industry norms, i.e. almost all assignments are asking students to work on activities that are similar to those expected in a social media and public relations related occupation and present their work in a form that would be acceptable to a majority of employers. Reflective writing and self-assessments will be used alongside these practical assignments to assess students' growing awareness of using these skills in a legal, ethical, and socially responsible manner.

There are two exceptions to this principle. First, academic-only courses especially those at the lower level that introduce and develop foundational knowledge and skills for scaffolding to

upper-level courses (e.g. smaller writing assignments at the 1000- and 2000-level that prepare students for more complex case work in upper-level courses). Learning will therefore be assessed mostly by traditional means—i.e. a combination of assignments, quizzes, tests and exams, with each such assessment instrument mapped to course learning outcomes. Second, as a mechanism to allow students to be assessed for larger projects where they need to present verbally, document context and outcomes, and propose solutions.

There is a strong emphasis on individual and collaborative assessment to emphasize the dynamics of communications work. Experiential learning with organizations in the community will also give students an opportunity to contribute meaningfully to a reciprocal relationship while learning about the professional, ethical, and social justice dimensions of social media and public relations projects.

Formative assessment will be used throughout and takes a wide variety of forms e.g. interaction in class; peer feedback on in-class presentations; workshop activity with feedback; online quizzes, and instructor feedback on project work.

The curriculum maps presented in (Appendix C) show that program learning outcomes are assessed throughout all years of the stream and program to reflect that these courses provide students with opportunities to demonstrate higher-order learning—such as the ability to synthesize diverse concepts—in a culminative way (i.e. which requires students to have integrated what they have learned throughout the program to be successful in the third and fourth years).

14. Provide a summary of how students currently enrolled in the program will be accommodated.

As with the other programs being launched at Markham, the Communication, Social Media & PR Stream will be launched **following a cohort model**. Once launched in Fall 2023, the stream will accept new students who will be expected to start in Year 1 and take the required 1000 level courses. In Fall 2024, both 1000 and 2000-level classes will be offered, continuing until the program is fully operational in Fall 2026 with all four years of courses being offered at Markham Campus. Academic advising in the Faculty and within the department is available to students exploring their options in both the Keele program and the specialized Markham stream. The department will assist students who wish to transfer from the Markham stream to the Keele program, and vice versa.

Keele students who wish to transfer to the Markham stream will need to fulfill both the general Communication & Media Studies program and specific additional courses required by the Communication, Social Media & PR stream (see Appendix A).

The Communication, Social Media & PR stream comprises of an additional set of required classes that go beyond the current degree requirements for Communication & Media Studies students at Keele. The addition of the Communication, Social Media & PR stream at Markham will not impact existing COMN students who intend to complete the existing program option at Keele. Keele students wishing to take COMN electives at Markham will be accommodated on a case-by-case basis, but registration priority will be given to students who are enrolled in the Communication, Social Media & PR stream.

Current students who wish to transfer into the stream will have to meet the progression requirements as outlined by the new grading scheme. All students—current and new—will have

to meet the Faculty's existing graduation requirements to complete the stream:

Progression and graduation requirements for the program align to the University's new Grading Scheme Policy, which is detailed below and is set to take effect in fall 2023 at the same time as the proposed program's launch. It is important to note that a foundational revision to the University's grading scheme is the transition from a 9.00 GPA scale to a 4-point scale. The details below are consistent with the Senate-approved 4.00 GPA scale:

The policy stipulates the following progression requirements for Honours programs:

1. Students who have earned between 0-53 credits remain in their honours program provided they meet the University and program minimums.
2. At 53 earned credits, students must have at least a 2.00 CGPA to continue in the honours program; if the CGPA is between 1.70 and 1.99, the student may continue on a warning for a review period of 30 credits; and, if the CGPA falls below 1.70 by 53 credits, the student is exited from the honours and switched to the 90-credit program.
3. At 83 credits, the student must have at least a 2.00 CGPA to continue; if the CGPA is less than 2.00, the student is exited from the honours program and switched to the 90-credit program.

Graduation Requirements:

Graduation requirements are set out by the Faculty Rules for all undergraduate programs in the Faculty of Liberal Arts & Professional Studies and align to relevant University policies such as the established grading schemes, some of which will be modified for MC:

1. Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University;
2. Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 2.00 and a major grade point average of at least 2.3;
3. General education: to fulfill the Faculty of Liberal Arts & Professional Studies general education requirements students must take 21 credits of general education including: 6.00 credits in natural science (NATS); A 9.00 credit approved general education course in the social science or humanities categories; and a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in the social science or humanities already taken.
4. Upper-level credits: at least 36 credits at the 3000 or 4000 level including at least 18 credits at the 4000 level;
5. Credits outside the major: at least 18 credits

15. Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

Communication & Media Studies is offered as a stand-alone Honours BA program, an Honours Double Major BA and an Honours Major/Minor BA; as a stand-alone Honours iBA, an Honours Double Major iBA and an Honours Major/Minor iBA. It also offers a specialized stream in Communication, Social Media & PR at the York - Markham Campus. (Please note that a 90-credit BA is not offered, nor is a minor in Communication and Media Studies available.) Also note that the Specialized Honours BA previously offered in the program was cancelled in 2020 because of lack of enrollment.

The Communication & Media Studies curriculum consists of three sub-fields that are considered the main themes of the program: critical technology studies; politics and policy; and media, culture and society. The emphasis of the program is academic rather than professional or technical; the aim of the program is to produce graduates who have acquired skills in communications analysis and a synthesis of knowledge in the increasingly complex field of communications.

Calendar Copy (Effective May 2020) Example: Add this text Example: Delete this text	Proposed Calendar Copy (with Stream) Example: Add this text Example: Delete this text
<p>Honours BA: 120 Credits Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00. General education: a minimum of 21 general education credits as follows:</p> <ul style="list-style-type: none"> • 6.00 credits in natural science (NATS) • a 9.00 credit approved general education course in the social science or humanities categories • a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken <p>Major credits: students majoring in the program must complete at least 48 credits in communication studies, as outlined below:</p> <ul style="list-style-type: none"> • 9 credits: AP/COMN 1000 6.00, and <u>any first year AP/COMN course to acquire an addition 3 credits at the first year (it can be a 3 credit or 6 credit course);</u> 	<p>Honours BA: 120 Credits Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University. Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00. General education: a minimum of 21 general education credits as follows:</p> <ul style="list-style-type: none"> • 6.00 credits in natural science (NATS) • a 9.00 credit approved general education course in the social science or humanities categories • a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken <p>Major credits: students majoring in the program must complete at least 48 credits in communication studies, as outlined below:</p> <ul style="list-style-type: none"> • 9 credits: AP/COMN 1000 6.00, and <u>any first year AP/COMN course to acquire an addition 3 credits at the first year (it can be a 3 credit or 6 credit course);</u>

- 15 credits: AP/COMN 2200 6.00-3.00, AP/COMN 2500 6.00
- 3.00, AP/COMN 2700-6.00_
- 3.00 AP/COMN 2150
- 3.00 AP/COMN 2100 3.00
- 12 additional credits at the 3000 level in COMN;
- 12 additional credits at the 4000 level in COMN

Note: at least 12 credits in the major must be at the 4000 level.

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: at least 18 credits. (**Note:** students who are completing a double major or major/minor are deemed to have fulfilled this requirement.)

Honours Double Major BA

The Honours BA program described above may be pursued jointly with approved Honours Double Major degree programs in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, Science, the School of the Arts, Media, Performance & Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a double major program, a course may count only once toward major credit.

Honours Major/Minor BA

The Honours BA program described above may be pursued jointly with approved Honours Minor degree programs in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, Science, the School of the Arts, Media, Performance & Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Honours iBA: 120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each

- 15 credits: AP/COMN 2200 6.00-3.00, AP/COMN 2500 6.00
- 3.00, AP/COMN 2700-6.00_
- 3.00 AP/COMN 2150
- 3.00 AP/COMN 2100 3.00
- 12 additional credits at the 3000 level in COMN;
- 12 additional credits at the 4000 level in COMN

Note: at least 12 credits in the major must be at the 4000 level.

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: at least 18 credits. (**Note:** students who are completing a double major or major/minor are deemed to have fulfilled this requirement.)

Honours Double Major BA

The Honours BA program described above may be pursued jointly with approved Honours Double Major degree programs in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, Science, the School of the Arts, Media, Performance & Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a double major program, a course may count only once toward major credit.

Honours Major/Minor BA

The Honours BA program described above may be pursued jointly with approved Honours Minor degree programs in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, Science, the School of the Arts, Media, Performance & Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Honours iBA: 120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each

undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

General education: a minimum of 21 general education credits as follows:

- 6.00 credits in natural science (NATS)
- a 9.00 credit approved general education course in the social science or humanities categories
- a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken

Major credits: students majoring in the program must complete at least 48 credits in communication studies, as outlined below:

- **9 credits:** AP/COMN 1000 6.00, and **any first year AP/COMN course to acquire an addition 3 credits at the first year (it can be a 3 credit or 6 credit course);**

- 15 credits, AP/COMN 2200 ~~6.00~~ 3.00, AP/COMN 2500 ~~6.00~~

- 3.00, AP/COMN 2700-~~6.00~~

- 3.00 AP/COMN 2150

- 3.00 AP/COMN 2100 3.00

- 12 additional credits at the 3000 level in COMN;

- 12 additional credits at the 4000 level in COMN

-

- **Required Course:** AP/ANTH 2300 3.00 Intercultural Training Skills must be completed before the International Exchange/Experience requirement of the degree. Note: This course is considered to be outside the major (even for ANTH students).

Language study credits: at least 18 credits in a modern language offered by York University, including the Advanced I university-level course in the chosen language. Up to six (6) language credits may be taken while the student is abroad. Such courses must be approved by the coordinator of the relevant language section in the

undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

General education: a minimum of 21 general education credits as follows:

- 6.00 credits in natural science (NATS)
- a 9.00 credit approved general education course in the social science or humanities categories
- a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken

Major credits: students majoring in the program must complete at least 48 credits in communication studies, as outlined below:

- **9 credits:** AP/COMN 1000 6.00, and **any first year AP/COMN course to acquire an addition 3 credits at the first year (it can be a 3 credit or 6 credit course);**

- 15 credits, AP/COMN 2200 ~~6.00~~ 3.00, AP/COMN 2500 ~~6.00~~

- 3.00, AP/COMN 2700-~~6.00~~

- 3.00 AP/COMN 2150

- 3.00 AP/COMN 2100 3.00

- 12 additional credits at the 3000 level in COMN;

- 12 additional credits at the 4000 level in COMN

-

- **Required Course:** AP/ANTH 2300 3.00 Intercultural Training Skills must be completed before the International Exchange/Experience requirement of the degree. Note: This course is considered to be outside the major (even for ANTH students).

Language study credits: at least 18 credits in a modern language offered by York University, including the Advanced I university-level course in the chosen language. Up to six (6) language credits may be taken while the student is abroad. Such courses must be approved by the coordinator of the relevant language section in the

Department of Languages, Literatures and Linguistics.

If an iBA student is fluent in a language, he/she will undergo an examination to test language proficiency by the Department of Languages, Literatures and Linguistics. Students exempted from one or more of the language courses required for the degree must complete cultural courses related to that language.

Internationally-oriented credits: at least 9 credits of internationally-oriented courses to be completed from the list of pre-approved courses; these courses can be additional courses in your major.

International exchange: at least one full term abroad as a full-time student at one of York University's exchange partners.

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: at least 18 credits (**Note:** for the Honours iBA, courses taken outside the major to satisfy the language study requirement and/or the internationally-oriented courses requirement can also be used to satisfy the outside the major requirement. Students who are completing a major/minor are deemed to have fulfilled this requirement.)

Honours Double Major iBA

The Honours iBA program described above may be pursued jointly with any Honours Double Major BA program in the Faculty of Liberal Arts and Professional Studies.

Note: in a double major program, a course may count only once toward major credit.

Honours Major/Minor iBA

The Honours iBA program described above may be pursued jointly with any Honours Minor BA program in the Faculty of Liberal Arts and Professional Studies.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Department of Languages, Literatures and Linguistics.

If an iBA student is fluent in a language, he/she will undergo an examination to test language proficiency by the Department of Languages, Literatures and Linguistics. Students exempted from one or more of the language courses required for the degree must complete cultural courses related to that language.

Internationally-oriented credits: at least 9 credits of internationally-oriented courses to be completed from the list of pre-approved courses; these courses can be additional courses in your major.

International exchange: at least one full term abroad as a full-time student at one of York University's exchange partners.

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: at least 18 credits (**Note:** for the Honours iBA, courses taken outside the major to satisfy the language study requirement and/or the internationally-oriented courses requirement can also be used to satisfy the outside the major requirement. Students who are completing a major/minor are deemed to have fulfilled this requirement.)

Honours Double Major iBA

The Honours iBA program described above may be pursued jointly with any Honours Double Major BA program in the Faculty of Liberal Arts and Professional Studies.

Note: in a double major program, a course may count only once toward major credit.

Honours Major/Minor iBA

The Honours iBA program described above may be pursued jointly with any Honours Minor BA program in the Faculty of Liberal Arts and Professional Studies.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Communication, Social Media & PR Stream:

This stream is offered exclusively at the Markham Campus.

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

General education: a minimum of 21 general education credits offered at the Markham Campus

Major credits: students in the Communication, Social Media & PR stream must complete at least 69 credits in communication studies, as outlined below:

- **9 credits:** AP/COMN 1000 6.00, and AP/COMN 1xxx Social Media, PR and Society
- **15 credits:** AP/COMN 2200 3.00, AP/COMN 2500 3.00, AP/COMN 2700 3.00 AP/COMN 2150 3.00 AP/COMN 2100 3.00
- **9 credits:** 3.00 COMN 3000 level courses
- **12 credits:** 3.00 AP/COMN 3xxx Professionalization and Placement Prep, 3.00 AP/COMN 3xxx Digital Ethnography, 3.00 AP/COMN 3xxx Applied Media Ethics, 3.00 AP/COMN 3xxx Advocacy and Social Change
- **6 credits:** AP/COMN 4xxx Community Placement 6.00, or AP/COMN 4xxx C4 6.00, or AP/COMN 4xxx Placement 6.00, or AP/COMN 4xxx Capstone 6.00.
- **9 credits:** AP/COMN 4xxx Portfolio 6.00, AP/COMN 4xxx Tracking Networks
- **9 additional credits at the 4000 level in COMN**

Note: at least 12 credits in the major must be at the 4000 level.

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: at least 18 credits. (**Note:** students who are completing a double major or major/minor are deemed to have fulfilled this requirement.)

Appendix A

Degree checklist

KEELE DEGREE (existing)			MARKHAM PROPOSAL	
Gen ed	Current: 21 credits	Credits	Markham:	Credits
	Huma or Soc Sci	9	[to be determined]	
	Huma or Soc Sci	6		
	Nat Sci	6		
Total Gen ed		21		21
Major	Current: 48 credits		Markham: 69 credits	
	COMN 1000	6	COMN 1000	6
	COMN 1xxx	3	COMN 1zzz*	3
	COMN 2200	3	COMN 2200	3
	COMN 2500	3	COMN 2500	3
	COMN 2700	3	COMN 2700	3
	COMN 2xxx Methods	3	COMN 2100 (Methods)	3
	COMN 2xxx Theory	3	COMN 2150 (Theory)	3
	COMN 3000 level (any combination of 3 rd year courses)	12	COMN 3000 level (and combination of 3 rd year courses)	9
			3xxx Professionalization and placement prep *	3
			3xxx Digital ethnography*	3
			3xxx Applied media ethics*	3
			3xxx Advocacy and social change*	3
	COMN 4000 level (any combination of 4 th year courses)	12		9
			COMN 4xxx: One of C4 course*; Community placement*; Or placement*. [to be determined]	6
			COMN 4xxx, Portfolio*	6
			COMN 4xxx, Tracking Networks*	3
Total major credits		48		69

Credits outside Major	Current: 18 credits		Markham: 18 credits	
		18	[to be determined]	18
Free Choice credits	Current: 33 credits		Markham: 12 credits	
	Any courses	21	[tentative pending decisions about gen eds and credits outside major]	12
	3000 level course	6		
	4000 level course	6		

*New Markham-specific courses (see new course proposals list)

Appendix B

New Courses & Course Descriptions

List of new courses

The proposed stream in Communication, Social Media and Public Relations will add the following new COMN courses. A list of course descriptions for all required and elective (non-required) courses for this stream is included in the following section.

- 1xxx Social Media, PR and Society
- 3xxx Professionalization and Placement Preparation
- 3xxx Researching Digital Communities
- 3xxx Applied media ethics
- 3xxx Advocacy and Social Change
- 3xxx PR, Corporate Spin and Consumer Culture
- 3xxx Mass Manipulation, PR, and Social Media: Critical Perspectives
- 3xxx Digital and Multimedia Storytelling for Social Transformation
- 3xxx Critical approaches to data analysis and visualization
- 3xxx Persuasive campaigns
- 3xxx Visual messaging and communication
- 3xxx Viral Outrage & Public Relations
- 3xxx Algorithms, Content Feeds and Public Relations
- 4xxx Technologically-Mediated Publics
- 4xxx Infrastructures of Social Media
- 4xxx Social Media and Activism
- 4xxx Inclusive design and social responsibility
- 4xxx Indigenous Data Governance and Sovereignty
- 4xxx Health, technology, and communication
- 4xxx Law, Policy, and Public Relations
- 4xxx Living on a damaged planet: Social media, PR, and environment
- 4xxx Inclusion, diversity, and PR/social media
- 4xxx Social Media & Public Relations Field Experience Placement
- 4xxx Portfolio Course
- 4xxx Researching Social Media – Networked Perspectives

And finally, students in the stream will have the choice between a required placement or a yet to be determined C4 class. We expect the C4 course option to be further defined once conversations begin about Markham's C4 options. This appears in the course descriptions below as the following placeholder:

Placement/C4 course selections (TBD)

Required course descriptions (new and existing courses)

Note: courses are 3 credits unless otherwise stated

COMN 1000, *Introduction to Communication and Media* (existing course)

This course provides a critical overview of the main issues in the field of communication and media. It examines how media systems are implicated in our personal lives and in larger social, cultural, political, and economic contexts. It is organized around the three sub-fields of Communication & Media Studies: Media and Culture; Politics and Policy; and Technology and Society.

Developing a critical understanding of media is crucial at a time when more and more aspects of our lives, from work to leisure, are shaped by analog and digital media. In this course we consider how contemporary media environments came into being, how our most intimate identities and relationships are shaped through media of all kinds, and how communication and media systems connect the entire world. Communication and media practices involve relationships of power and inequality. Studying media systems thus means paying careful attention to who is able to access different media, how people are (mis)represented in media content, why it matters who owns media outlets and how money is made, how media technologies shape our communication, how cultural practices are produced and shared, and what role media play in fostering or hindering democratic politics.

This course provides students with the critical and analytical tools needed to engage meaningfully with our mediated world.

COMN 1xxx, *Social Media, PR and Society*

While originally lauded for bringing in new forms of communication that were supposed to revolutionize democratic processes and build a global village, social media have been denounced for promoting mass manipulation and disinformation and facilitating the rise of antagonistic communities. This course explores the interplay of technological, political, economic and social dynamics that shape the paradoxical roles that social media play today, and pays particular attention to the roles played by the PR industry online in diverse political, economic and social contexts.

COMN 2100, *Foundational Communication Theory* (existing course)

This course provides an introduction to understanding, interpreting, and applying key theoretical approaches in communication and media theory. Special attention will be paid to mass communication theory, cultural theory, medium theory, feminist theory, semiotics, critical theories of technology, critical race theory, and the political economy of media. This course provides an overview of the foundations of the theoretical approaches to the study of communications. The course is organized as a weekly seminar that combines lectures with class discussions and exercises. Course contents proceed incrementally, starting with language theory, communication theory and media theory. Special attention is paid to communication theory, media effects and the political economy of mass communication. Communication

Studies is an inherently interdisciplinary field, and as such, covers a wide range of topics. The models and theories that will be discussed in the course will be treated as part of the broader field of social sciences. And since many of the theories discussed are the product of the development of ideas over long periods of time, the course will place these theories in their historical context. By the end of the course students will be expected to be able to situate their knowledge of foundational communication theories within broader social and historical contexts.

COMN 2150, *Introduction to Research Methods in Communication and Media Studies* (existing course)

This is an introductory course to research methods in communication studies, and as such, it is not exhaustive of all the available methodologies, but provides an overview of the main concepts, methods, and tools by which communication research is designed, conducted and critically evaluated. The primary goal of this course is to acquaint students with the variety of research methodologies used in communication research, and develop the necessary skills for conducting communication research. The course is divided into three main sections: I. Communication Research; II. Quantitative Methods; III. Qualitative Methods. The course will cover preparation for communication research writing and enable students to become informed practitioners of communication research: to be able to find, understand, explain and evaluate communication research reported in scholarly journals as well as in the popular press. After developing strategies for knowledge acquisition, students learn to identify, study and undertake various research projects, including, but not limited to, surveys, content analysis, interviews, focus groups, participant observation, ethnography and case studies.

COMN 2200, *Introduction to Politics, Policy and the Media* (existing course)

This course analyzes the relations between popular media, communication technologies and power. The role of the state, market and civil society in the development of communication systems, and the production and distribution of culture are examined, with special attention paid to Canada.

COMN 2500, *Information and Technology* (existing course)

This course focuses on critical stances with which to view our society's preoccupation with information and technology. Different models and theoretical approaches are used to understand how information and technology affect social change.

COMN 2700, *Media, Culture and Society* (existing course)

This course explores the individual and collective significance of the role of communications in culture and society. Various historical, theoretical and methodological approaches are introduced as ways to analyze the impact of communications media in everyday life.

COMN 3xxx, Professionalization and Placement Preparation

This course introduces students to a wide range of professional skills, including professional writing, public speaking, resume/cover letter preparation, researching workplaces and communities, and engaging with and working with diverse actors and communities. The course prepares students for their placement and EE engagements in the fourth year, as well as for future careers in PR and social media.

COMN 3xxx, Researching Digital Communities

This course trains students in qualitative digital methods (such as digital ethnography and qualitative textual and visual analyses) in order to explore contemporary digital communities. The course focuses in particular on the cultural and media practices developed by users to build and maintain community and social bonds via specific digital technologies, platforms and infrastructures.

COMN 3xxx, Applied media ethics

A case study-based approach to media ethics, with the focus on social media and PR. Introduces students to key theoretical and practical approaches to media ethics through their application to current issues, controversies, and challenges. The course will also prepare students to work with local communities based on the ethical frameworks of community research and engagement being built on models of reciprocity and not models of extraction.

COMN 3xxx, Advocacy and Social Change

In this course, students examine the power of words, both spoken and mediated, in building movements, connecting communities, and supporting social change efforts. Students will critically examine and analyze significant key messages in a selection of mediated events (from political speeches to media interviews to hashtag campaigns, for instance) using qualitative textual and audio-visual methods; they will also qualitatively and quantitatively examine the design of platforms and 'on-boarding' efforts that drive individuals to join social change efforts. The course will also enable students to develop public speaking and persuasive writing and/or audio-visual presentation skills, as well as skills in facilitation and organizing, and the opportunity to develop their own advocacy project.

Placement/C4 course selections (Pick one of the following)

Option 1:

Placeholder title for C4 course (6 credits)

The current plan is for students to have a choice of a C4 course or a placement course to fulfill this requirement. The specific shape of this option will be developed as the Markham C4 possibilities are developed.

Or

Option 2:

COMN 4xxx, *Social Media & Public Relations Field Experience Placement course* (6 credits)

This course gives students the opportunity to gain work experience in a variety of partner organizations using their social media & public relations knowledge and skills. In their individual placements, students will work 8 hours per week for 9 weeks in the fall term and 9 weeks in the winter term, on an unpaid basis, for a grand total of 144 hours of placement work. Combined with class discussions, application of course materials and development of critical skills, students in the course complete both targeted course assignments (related to and designed to improve their placement work performance) and placement work activities (determined by their placement supervisors).

COMN 4xxx, Portfolio Course (6 credits)

This course enables students to build on their work across the four years of their program and construct a portfolio of work that showcases their social media and PR capabilities. Students will catalogue and assess the critical perspectives and skills that they have developed in the program, as well as the work they have produced. Creating and reflecting on a portfolio of work will allow students to develop a coherent sense of their own unique path through the program. The portfolio will also be a valuable asset in launching careers in social media and PR. It will allow them to complete projects started at a preliminary level in other courses. As a final year-long course it will permit students to identify gaps in their experience and fill those gaps prior to launching their careers, whether the gaps have to do with analysis, analytical techniques, or experience, this course will provide the launching pad for their careers.

COMN 4xxx, Researching Social Media – Networked Perspectives

Students in this course will develop research projects to track the spread of information online. Students will be trained in software-assisted digital methods to identify, track, collect, analyze and visualize the circulation of a variety of data (media objects, hashtag, user data, metadata, and so on) and will explore how such methods can be applied to emerging forms of public knowledge in fields such as data journalism, community-based knowledge production, and civil society consultations.

Elective courses

COMN 3xxx, PR, Corporate Spin and Consumer Culture

The course traces the legacies of the public relations industry as a tool for corporate spin. The course explores how industries, corporations and civic organizations have used public relations to shape social, political and cultural perspectives. In this course students will review such tactics as greenwashing, astroturfing, native advertising and advertorials. The course focuses on the blurring lines between media content and promotional messaging.

COMN 3xxx, Mass Manipulation, PR, and Social Media: Critical Perspectives

Social media are part of a long history of techniques of manipulations of public opinions and behaviours. This course explores the tensions between the development of techniques of mass manipulation and the ideal role of the media as provider of unbiased information in democratic societies. Reviewing key theories of media manipulation and their critical counterparts, this course engages students with developing ethical frameworks for defining the roles of socially-mediated communication in public life.

COMN 3xxx, Digital and Multimedia Storytelling for Social Transformation

In this course, students experiment with multimedia storytelling in order to create awareness and foster social change. The course explores the importance of media choices, both analog and digital, in crafting impactful narratives. It draws critically on storytelling practices ranging from Indigenous or community-based digital media practices to commercial branding narratives. Working on multimedia projects, students will explore how to give voice, raise awareness and foster new social bonds.

COMN 3xxx, Critical approaches to data analysis and visualization

This course examines how data and data visualization have become tools of power and resistance. The course traces the long origins of data power in relation to colonial-capitalist expansion and exploitation as well as how data visualization spurred new modes of political advocacy. It links these critical insights into current struggles around data analytics and visualization in current struggles over for instance, indigenous lands, climate change, pollution, war, etc.

COMN 3xxx, Persuasive campaigns

This course examines the life cycle of political, commercial, and social action campaigns, from formulation of a campaign's message, to analysis of effectiveness, and then final debriefing and planning for future campaigns. Students learn how to craft their message, identify stakeholders and collaborators, plan and launch a campaign, and evaluate it by social media analytics and other industry tools. This course will also examine how mass behaviours are manipulated through communication campaigns that involve a mix of traditional and new media channels. The course examines several highly successful contemporary persuasive communication campaigns around policies, commodities, and ideas. Finally, students will put these ideas into practice and draft a campaign plan themselves.

COMN 3xxx, Visual messaging and communication

This course introduces students to key theoretical and practical approaches to visual communication. Theoretical approaches include: semiotics; representation; critical analyses of gender, race, Indigeneity, disability, sexuality. The practical component of the course allows students to apply critical perspectives in rethinking visual design, images, and interfaces in a range of social media and public relations contexts.

COMN 3xxx, *Viral Outrage & Public Relations*

This course explores the dynamics and actors (individuals, public and private organizations, online and mobile platforms and infrastructures) at play in different forms of viral outrage. Students reflect on how affects spreads through networks in a variety of political, economic and social contexts, and how virality can in turn challenge and be mobilized for diverse communication strategies

COMN 3xxx *Algorithms, Content Feeds and Public Relations*

This course critically focuses on the role played by technologies of information recommendation and personalization (e.g. algorithms, big data, AI and machine learning) in shaping the reach, perception and impact of a variety of messages. Students learn about logics of user profiling on and across a range of platforms, and how these logics shape the development of attention and affective economies.

COMN 4xxx, *Technologically-Mediated Publics*

This course examines the roles of technical affordances, new forms of labour and legislative frameworks in the constitution of publics. The course traces how different forms of technologically-mediated publics have developed with digital and networked infrastructures, from the early anarchic communities of the Internet to constantly profiled communities on social media platforms. Topics include (but are not limited to): free speech, fighting disinformation and misinformation, content moderation, and addressing online violence.

COMN 4xxx, *Infrastructures of Social Media*

This course takes a political economy approach to understand for-profit social media models. It reviews key literature on platforms, algorithms and data analytics from a critical perspective to understand how the new forms of valuation, profits and exploitation that derive from the mining of information and user-derived data.

COMN 4xxx, *Social Media and Activism*

This course explores how social media has been used and mobilized in activist and community building campaigns. The course will review a range of case studies of local and global movements and campaigns and how they mobilized social media as part of strategies to bring about social change. Adopting an intersectional perspective, the course will review how social media has been used in conjunction with other media and communication strategies in historically significant movements (e.g. Indigenous organizing, the Arab Spring, Occupy, #metoo, BLM) as well as contemporary ones.

COMN 4xxx, *Inclusive design and social responsibility*

This course explores the importance of inclusive design in all aspects of social media and PR, from technological design to mounting campaigns. The course draws on a range of critical perspectives, including disability studies, data studies, science and technology studies, feminist media studies, anti-racist theory, and others. The goal is to enable students to identify the ways

in which social media and PR can limit inclusivity, and to develop socially responsible social media and PR strategies.

COMN 4xxx, Indigenous Data Governance and Sovereignty

This course examines the role of data as knowledge, and how it has been mobilized for self-governance and democratic decision-making. It pays particular attention to grassroots forms of data gathering and knowledge transmission for self-governance in Indigenous contexts in Canada and in global perspective.

COMN 4xxx, Health, technology, and communication

This course engages with the complex ways in which health and health outcomes are shaped by the dynamics of social media and PR practices. Our health is increasingly mediated via apps and other data-based interventions, and health outcomes are impacted by the spread of unsubstantiated health information on social media. Pharmaceutical companies and other health-related organizations rely on PR campaigns to promote new therapies and avert negative publicity. The impacts of these mediations of health are uneven, augmenting the health outcomes of some groups, while acting to the detriment of others. Topics include pandemics, social media, and PR; health outcomes and the digital divide; social media surveillance, data analytics, and health; anti-vaccination campaigns and other health myths; mediation of health and intersectional approaches to race, gender, disability, class, and sexuality.

COMN 4xxx, Law, Policy, and Public Relations

Students in this course will learn and analyze Canadian law and policy relevant to the study of social media and public relations. Privacy, intellectual property, and speech policies are among the areas of focus. Comparing international examples will help students question the future of the Canadian policy landscape.

COMN 4xxx, Living on a damaged planet: Social media, PR, and environment

Our world is fundamentally shaped by the impacts of the climate crisis, pollution, species loss, and other potentially catastrophic environmental changes. As integral elements of contemporary consumer cultures, social media and public relations are important drivers of these multiple crises through greenwashing and other persuasive techniques. At the same time, they are integral to any strategies of environmentally-focused social change. This course takes up these multiple challenges, with particular attention to the ways in which environmental crises impact more severely on Indigenous, Black, poor, Global South, disabled, and other communities.

COMN 4xxx, Inclusion, diversity, and PR/social media

PR and social media industries are increasingly under scrutiny both for their own internal diversity practices (or lack thereof), and for their impact on broader social relations of inclusion and diversity. This course will give students the critical tools needed to understand and engage productively with the demands of diversity and inclusion in the sector, whether this involves the labour practices of the industries themselves, or the impacts of social media and PR ubiquity. The course engages with these questions in a hands-on way, and ultimately seeks to challenge students with the question of what an equitable, inclusive, diverse, and social-justice oriented public relations and social media landscape look like?

Appendix C

Curriculum map of program learning objectives for proposed Communication, Social Media and PR stream in the Department of Communication & Media Studies

Markham required courses

Course	PLO1 Depth and breadth of knowledge	PLO2 Knowledge of Methodologies	PLO3 Application of Knowledge	PLO4 Communication Skills	PLO5 Awareness of limits of knowledge	PLO6 Autonomy and Professional Capacity	CLOs and other notes
COMN 1000 Introduction to Communication and Media	intro	intro	intro	intro	intro		Existing course, see Keele CLOs
COMN 1xxx <i>Social Media, PR and Society</i>	intro	intro	intro	intro	intro	intro	Draft CLOs: <ul style="list-style-type: none"> Identify the relevant historical and current interdisciplinary frameworks to study communication and media with particular attention to social media and public relations (PLO1) Document and evaluate your own social media habits (PLO2) Summarize a PR case study and evaluate its effectiveness (PLO3, PLO4) Understand how social media and PR have systematically been used for unethical purposes, and how they solidify social inequalities. (PLO5) Explore scholarly and career options in social media and PR (PLO6)
COMN 2100 Foundational Communication Theory	Develop	Develop	Develop	Develop	Develop	Develop	Existing course CLOs: PLO1 <ul style="list-style-type: none"> Situate communication- and media-related theory in the broader fields of theory in the social sciences and humanities

							<ul style="list-style-type: none"> • Identify the historical and current interdisciplinary nature of communication studies • Distinguish between socio-cultural, political economic, and technological approaches to communication and media theories; <p>PLO2</p> <ul style="list-style-type: none"> • Utilize theories and concepts such as agenda-setting and public sphere in analyzing media texts. • Identify the theoretical approaches germane to the study of media and culture, politics and policy, and media technology; • Apply various theoretical approaches to the design and conduct of independent research projects. • Employ theoretical approaches analyzing institutional dynamics, political economy, globalization, and intercultural communication to the analysis of media policy and production. <p>PLO3</p> <ul style="list-style-type: none"> • Analyze and interpret empirical data through a theoretical lens; • Analyze key (historical and current) schools of thought, both in Canada and internationally <p>PLO4</p> <ul style="list-style-type: none"> • Tutorials provide opportunities to develop techniques for a wide range of presentation styles and modes of communication. • Research essays using APA citation format. • Write coherent analytical research papers, reports, or position papers. <p>PLO5</p> <ul style="list-style-type: none"> • In-class practical case studies providing 'hands-on' evaluation of the many different ways in which theoretical texts can be interpreted and applied to concrete case studies; • Identify similarities and differences between theoretical and methodological approaches to media and communication; • Analyze the social construction of knowledge, and the public and private structuring of information, media, culture, and technology as affected by power relations whether these are social, cultural, political or economic; <p>PLO6</p> <ul style="list-style-type: none"> • Develop public speaking and presentation through tutorial participation • Develop analytical and critical readings skills through the assigned readings and case studies • Introduce students to techniques and essay writing conventions relating to theoretical work
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<p>COMN 2150 Introduction to Research Methods in Communication and Media Studies</p>	Develop	Develop	Develop	Develop	Develop	Develop	<p>Existing course CLOs:</p> <p>PLO1:</p> <ul style="list-style-type: none"> Identify relationships between socio-cultural, political economic, and technological aspects of media and communication Identify and apply key theoretical and methodological frameworks in the critical analyses of the creation, production, consumption and distribution of media and technology in Canada, as well as in global contexts <p>PLO2:</p> <ul style="list-style-type: none"> Ability to select and warrant appropriate methodologies for given research designs. Employ research techniques such as content analysis of news stories and archival research to document political events and media policy changes. <p>PLO3:</p> <ul style="list-style-type: none"> Employ research techniques such as content analysis of news stories and archival research to document political events and media policy changes. Capacity to develop critical analyses and scholarly arguments employing a number of different theoretical and methodological approaches to research in the field; Ability to apply critical and analytical research methods and theory to develop insight into various communication phenomena. <p>PLO4:</p> <ul style="list-style-type: none"> In-class exercises provide opportunities to develop techniques for a wide range of presentation styles and modes of communication. Research essays using APA citation format. Write coherent analytical research papers, reports, or position papers. Write persuasively using discipline-specific conventions and formats <p>PLO5:</p>
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							<ul style="list-style-type: none"> • In-class practical case studies providing 'hands-on' evaluation of the many different policies and practices concerning the creation, production, consumption, and distribution of media and technology; • Identify similarities and differences between theoretical and methodological approaches to media and communication • Assess the merits and applicability of approaches to media, technology and communication studies from interdisciplinary perspective <p>PLO6:</p> <ul style="list-style-type: none"> • Develop public speaking and presentation through class participation • Develop analytical and critical readings skills through the assigned readings and case studies • Introduce students to methodological techniques and analytical essay writing conventions • Employ critical and analytical capacities (whether individually or in teams) to produce valid, reliable and ethical research necessary in the public production and dissemination of knowledge • demonstrated understanding of the connection between knowledge of communication, its research and practice; • Advanced ability to organize, analyze, critically evaluate, and communicate information as an essential and transferrable skill set • Identify opportunities for advanced study in communication and media studies, and in other related fields such as law, political science, public administration, journalism and International development
COMN 2200 Introduction to Politics, Policy and the Media	Develop	Develop	Develop				Existing course CLOs: <ul style="list-style-type: none"> • Describe basic relationship between news media institutions and political process (PLO1) • Utilize some communication theories and concepts such as agenda-setting to analyze media texts (PLO2)

							<ul style="list-style-type: none"> • Think in critical and reflexive ways about institutional and socio-political contexts for policy agenda and evolution of media institutions. (PLO3) • Identify basic elements of power dynamics that shape or constrain public communication discourse. (PLO1)
COMN 2500 Information and Technology	Develop		Develop				Existing course CLOs: <ul style="list-style-type: none"> • Demonstrate basic understanding of current information and communication technology scholarship, (PLO1) • Utilize some communication theories and concepts to analyze information and communication technologies, (PLO3) • Think in critical and reflexive ways about institutional and socio-political contexts relevant to information and communication technologies, (PLO3) • Identify comparisons between Canadian and international examples of how information and communication technologies impact society. (PLO1)
COMN 2700 Media, Culture and Society	Develop	Develop	Develop	Develop		Develop	Existing course CLOs: <p>By the end of this course students</p> <ul style="list-style-type: none"> • will have the analytical tools to explain how media have the social and cultural role they occupy, (PLO1) • will have developed the skills the deconstruct the media and their representations of the social world (PLO3) • equip students with sets of key terms and concepts as well as methodological and theoretical approaches. (PLO2) • enable students to learn effective writing skills in short exercises such as reading summaries as well as essay writing and exam writing. (PLO4) • facilitate group work for developing skills for oral presentations and collaborative exercises. (PLO4, PLO6)
COMN 3xxx Professionalization and Placement Preparation				Develop		Develop	Draft CLOs: <ul style="list-style-type: none"> • Evaluate current job ads in social media and PR in corporate, public, and NGOs contexts. (PLO4, PLO6) • Compile evidence of your skills learned to date in the Social Media and PR stream of the Communication & Media Studies major and

							<p>how they can apply to different industries, fields and contexts.(PLO6)</p> <ul style="list-style-type: none"> • Generate a list of further skills you would like to acquire and refine before graduation (PLO6) • Assemble a draft application package for community placements/embedded work experiences (PLO4, PLO6)
<p>COMN 3xxx Researching Digital Communities</p>	Develop	Develop	Develop	Develop	Develop	Develop	<p>Draft CLOs:</p> <ul style="list-style-type: none"> • Reflect on and respond to academic articles in a thoughtful manner (PLO1, PLO4) • Develop a qualitative digital research plan informed by existing literature.(PLO3) • Demonstrate competency in the use of emerging qualitative digital methodologies within an ethical framework (PLO2, PLO5) • Explore career options involving digital research (PLO6)
<p>COMN 3xxx Applied media ethics</p>				Develop	Develop	Develop	<p>Draft CLOs:</p> <ul style="list-style-type: none"> • Compare and contrast major systems of ethical reasoning (PLO5) • Apply ethical frameworks to social media and PR case studies (PLO5) • Compose a policy memo summarizing the ethical obligations present in social media and PR case studies (PLO4, PLO6) • Propose a course of action or response to ethical issues identified in social media and PR case studies (PLO4, PLO6)
<p>COMN 3xxx Advocacy and social change</p>			Achieve/ Assess	Develop	Develop	Develop	<p>Draft CLOs:</p> <ul style="list-style-type: none"> • Summarize the history of and current academic scholarship about persuasive communication (PLO1) • Analyze the persuasive messages present in key mediated texts (political speeches, media interviews, campaigns, etc.) (PLO3) • Rewrite a key mediated text to modify its original message (PLO3, PLO4) • Compose a reflective statement summarizing how you approached rewriting the key mediated text (PLO4) • Explore career options in advocacy and social change (PLO6)
<p>COMN 4xxx, Researching Social Media – Networked Perspectives</p>		Achieve/ Assess	Achieve/ Assess	Achieve/ Assess	Achieve/ Assess		<p>Draft CLOs:</p> <ul style="list-style-type: none"> • Critique the limits of quantitative network analysis when it comes to the study of social movements (PLO2, PLO5) • Design an independent research project that uses the network analysis techniques discussed in this class (PLO2, PLO3) • Conduct an analysis of your research data and compose a report of your findings (PLO4)

							<ul style="list-style-type: none"> Generate a press release of your study's findings, translating your findings for journalists and/or the general public(PLO4)
Placement/C4 course selections (TBD) One of C4 course*; Community placement*; Or placement*. [to be determined]				Achieve/ Assess		Achieve/ Assess	<p>COMN 4xxx Social Media & Public Relations Field Experience Placement course OR Community Placement OR C4 (students will pick one)</p> <p>CLOs to be determined after these course options are finalized at a later date after Markham C4 possibilities have been further developed. We however anticipate that this course would place heavy emphasis on providing students the opportunity to Develop PLO4 and Achieve/ Assess PLO 6.</p>
COMN 4xxx, Portfolio				Achieve/ Assess		Achieve/ Assess	<p>Draft CLOs:</p> <ul style="list-style-type: none"> Revisit and further develop projects from your coursework. (PLO4) Compile a portfolio demonstrating how you have met the six program learning objectives of the Communication & Media Studies major (PLO4) Compose a reflective essay about your experiences in the major and your future academic and/or career plans (PLO4, PLO6) Assemble an application package for a job, work placement, or academic program of your choice (PLO4, PLO6)

Markham Electives 3000 level

Course	PLO1 Depth and breadth of knowledge	PLO2 Knowledge of Methodologies	PLO3 Application of Knowledge	PLO4 Communication Skills	PLO5 Awareness of limits of knowledge	PLO6 Autonomy and Professional Capacity	CLOs and other notes
COMN 3xxx <i>PR, Corporate Spin and Consumer Culture</i>	Develop		Develop		Develop		<p>Draft CLOs:</p> <ul style="list-style-type: none"> Describe the professional associations and standards associated with the PR industry in Canada and internationally (PLO1) Compare Canada's media industry regulations to those that exist in other countries (PLO1)

							<ul style="list-style-type: none"> ● Critique the history of and ongoing use of greenwashing, astroturfing, native advertising, advertorials and other misleading persuasive communication techniques (PLO1) ● Evaluate current social media and PR case studies, paying close attention to the ethical implications of their messaging (PLO3, PLO5)
COMN 3xxx Mass Manipulation, PR, and Social Media: Critical Perspectives	Achieve/ Assess		Develop		Develop		Draft CLOs: <ul style="list-style-type: none"> ● Summarize the history of persuasive communication (PLO1) ● Identify and differentiate between theories of media manipulation and their critical counterparts (PLO1) ● Apply theories of media manipulation and critical media analysis to case studies in social media and PR (PLO3) ● Evaluate the role of social media and PR in democratic societies (PLO3) ● Propose an ethical framework for determining the role social media and PR should play in public life (PLO5)
COMN 3xxx, Digital and Multimedia Storytelling for Social Transformation			Develop	Develop		Develop	Draft CLOs: <ul style="list-style-type: none"> ● Deconstruct a Public Service Announcement and assess the effectiveness of its messaging (PLO3) ● Compare media formats and select an appropriate format for your intended project (PLO3) ● Draft storyboards for multimedia projects (PLO4) ● Create a multimedia production to bring awareness of an emerging social issue (PLO4) ● Design an online portfolio to showcase your multimedia productions to future clients and/or employers (PLO6)
COMN 3xxx, Critical approaches to data analysis and visualization	Develop	Develop		Develop	Develop		Draft CLOs: <ul style="list-style-type: none"> ● Summarize the role data visualization has played in the social science and humanities (PLO1) ● Deconstruct examples of visualizations from current and historical case studies to analyze their embedded assumptions, biases, and ideologies (PLO3) ● Create data visualizations to bring awareness of an emerging social issue (PLO2, PLO4)

COMN 3xxx, Persuasive campaigns		Develop	Develop	Achieve/ Assess	Develop	Develop	Draft CLOs: <ul style="list-style-type: none"> ● Collect social media analytical data using the tools introduced in class (PLO2) ● Infer audience demographics from social media analytics data (PLO2) ● Reflect on your experience of using social media analytics data (PLO5) ● Deconstruct political, commercial, and social action campaigns to assess the effectiveness of their messaging (PLO3) ● Redesign an existing political, commercial, or social action campaign to change the nature of the campaign's message (PLO4, PLO5) ● Design a PR campaign for a business, non-profit organization, NGO, or other organization of your choosing (PLO4, PLO6)
COMN 3xxx, Visual messaging and communication	Achieve/ Assess	Develop	Develop			Develop	Draft CLOs: <ul style="list-style-type: none"> ● Summarize the key theoretical frameworks for analyzing and understanding the role of visual media in society (PLO1) ● Apply key theoretical frameworks to analyze current examples of visual communication (PLO1) ● Redesign current visual communication examples to reinforce or subvert their intended messaging (PLO2, PLO3) ● Design an online portfolio to showcase your visual media productions to future clients and/or employers (PLO6)
3xxx, Viral Outrage & Public Relations	Develop	Develop	Develop	Develop	Develop	Develop	Draft CLOs: <ul style="list-style-type: none"> ● Summarize the history of scholarship about moral panics and technopanics (PLO1) ● Apply digital qualitative methods to collect examples of public responses to viral media (PLO2) ● Evaluate case studies of viral media (PLO3) ● Investigate the relationship between politics, economics, and social relationships to viral outrage (PLO3) ● Propose scenarios where virality can be used for diverse communication strategies (PLO5) ● Compose policy memos proposing responses to case studies of viral outrage (PLO4, PLO6)

3xxx Algorithms, Content Feeds and Public Relations	Develop	Achieve/ Assess	Develop				<p>Draft CLOs:</p> <ul style="list-style-type: none"> Summarize the history of scholarship about content recommendation and personalization of information (PLO1) Describe the relationship between technologies of information and the field of public relations (PLO1) Examine and reflect on your own data footprint that exists on a variety of platforms (PLO3) Develop an independent research project to examine algorithms, big data, AI or machine learning's impact on a particular demographic (PLO2)
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Markham Electives 4000 level

Course	PLO1 Depth and breadth of knowledge	PLO2 Knowledge of Methodologies	PLO3 Application of Knowledge	PLO4 Communication Skills	PLO5 Awareness of limits of knowledge	PLO6 Autonomy and Professional Capacity	CLOs and other notes
COMN 4xxx, Technologically-Mediated Publics:	Develop	Achieve/ Assess	Achieve/ Assess	Develop			<p>Draft CLOs:</p> <ul style="list-style-type: none"> Situate the study of publics (both offline and technologically mediated publics) within broader communication- and media-related theory and scholarly traditions (PLO1) Apply relevant ethical frameworks to the study of online communities (PLO3) Design and implement an independent research project examining the relationship between a community and digital and/or networked infrastructures (PLO3, PLO3) Compose a written report and in-class presentation about your research findings (PLO4)
COMN 4xxx, <i>Infrastructures of Social Media</i>	Achieve/ Assess		Achieve/ Assess		Develop		<p>Draft CLOs:</p> <ul style="list-style-type: none"> Summarize key literature about platforms, algorithms, and data analytics (PLO1)

							<ul style="list-style-type: none"> Analyze case studies to examine how algorithms and data analytics are used in corporate social media (PLO3) Examine alternative social media sites that exist outside the for-profit, corporate model (PLO3, PLO5) Apply critical theoretical frameworks to the study of platforms, algorithms, and data analytics (PLO3, PLO5) Critique the profit-driven model of data mining and data analytics (PLO3)
COMN 4xxx, <i>Social Media and Activism</i>		Achieve/Assess	Develop	Develop			<p>Draft CLOs:</p> <ul style="list-style-type: none"> Relate social media activism to other forms of media activism (PLO3) Apply ethnographic and qualitative digital methods to conduct independent research about a social movement of your choosing (PLO2) Compose a written report and in-class presentation about your research findings (PLO4)
COMN 4xxx, <i>Inclusive design and social responsibility</i>		Achieve/Assess		Develop	Achieve/Assess	Develop	<p>Draft CLOs:</p> <ul style="list-style-type: none"> Discuss what features make a design inclusive (PLO2, PLO5) Analyze technological design from a variety of critical perspectives (PLO5) Critique PR case studies using a critical lens to discuss limitations to accessibility and/or inclusivity (PLO2) Present a case study of a current PR campaign that includes inclusive and/or accessible elements as part of its campaign (PLO4, PLO6) Propose a new feature for a social media platform that will increase its accessibility or inclusivity (PLO6)
COMN 4xxx, <i>Indigenous Data Governance and Sovereignty</i>	Achieve/Assess		Achieve/Assess		Achieve/Assess		<p>Draft CLOs:</p> <ul style="list-style-type: none"> Summarize key literature about indigenous self-governance related to data gathering and knowledge transmission (PLO1) Compare a variety of theoretical approaches and understandings about the role of data in society (PLO1, PLO3) Examine Canadian and international case studies about data governance (PLO1, PLO3)
COMN 4xxx,	Develop	Achieve/Assess	Achieve/Assess	Develop		Develop	Draft CLOs:

<p><i>Health, technology, and communication</i></p>							<ul style="list-style-type: none"> Summarize key academic literature that investigates health, social media, and PR practices (PLO1) Distinguish between legitimate and illegitimate sources of information about health-related information found in online sources (PLO3) Evaluate key health-related PR case studies to examine how companies responded to a crisis (PLO3) Design an independent research project to examine a topic of your choosing related to social media and/or PR and the dissemination of health-related information (PLO2) Draft a policy memo to share the results of your independent research (PLO4, PLO6)
<p>COMN 4xxx, <i>Law, Policy, and Public Relations</i></p>	<p>Achieve/ Assess</p>		<p>Achieve/ Assess</p>	<p>Develop</p>			<p>Draft CLOs:</p> <ul style="list-style-type: none"> Summarize the key Canadian laws and policies relevant to the fields of social media and PR (PLO1) Identify gaps in Canadian laws and policies that pertain to the fields of social media and PR (PLO3) Contrast Canadian laws and policies relevant to the fields of social media and PR to relevant international examples (PLO1, PLO3) Propose a new law or policy that would address one of the gaps you identified in your analysis of Canadian and international laws and policies (PLO3, PLO4)
<p>COMN 4xxx, <i>Living on a damaged planet: Social media, PR, and environment</i></p>	<p>Develop</p>		<p>Achieve/ Assess</p>	<p>Develop</p>			<p>Draft CLOs:</p> <ul style="list-style-type: none"> Summarize the relationship between environmental damage and technology (PLO1) Critique the extractive and greenwashing elements of consumer culture, social media, and/or PR (PLO3) Propose alternative approaches to social media and/or PR that center a social justice approach (PLO3) Design and conduct an independent research project about a topic related to an environmental crisis and (PLO3) Produce a draft public information campaign based on your research findings (PLO4)

<p>COMN 4xxx, <i>Inclusion, diversity, and PR/social media</i></p>	<p>Achieve/ Assess</p>		<p>Achieve/ Assess</p>	<p>Develop</p>	<p>Develop</p>	<p>Develop</p>	<p>Draft CLOs:</p> <ul style="list-style-type: none"> ● Summarize the key academic literature about labour, inclusivity, and diversity in the culture industries (PLO1) ● Summarize some of the critiques about the lack of inclusion and diversity in the fields of social media and PR (PLO1, PLO5) ● Discuss the role of the labour movement in the social media and PR industries (PLO1) ● Propose a policy or intervention that would increase equity, inclusivity, diversity, or workers rights in the social media and PR industries (PLO3) ● Examine an existing social media policy in use by a company of your choosing (PLO3) ● Propose a revision to the social media policy that applies a critical approach discussed in this and other Communication and Media Studies course (PLO3) ● Conduct an informational interview with a social media and/or PR professional that centers a social justice approach in their work (PLO4, PLO6)
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List of PLOs

1. Depth and breadth of knowledge

Apply relevant ethical, historical, critical and current interdisciplinary communication and media studies frameworks to articulate the socio-cultural, political economic, technological and environmental roles played by media, social media and PR in society.

2. Knowledge of Methodologies

Apply qualitative and quantitative research methodologies relevant to the complex study of media, social media and public relations in course-led and independent individual and group projects.

3. Application of Knowledge

Integrate appropriate communication and media theories and conceptual frameworks to critical analyses of key historical and current case studies, practices, policies and/or institutions of media and communication in Canada and internationally; and in a community-focused or workplace experience.

4. Communication Skills

Communicate effectively in a variety of formats (oral, visual, textual), using communication and media practices, technologies, and platforms appropriate to target audiences.

5. Awareness of limits of knowledge

Incorporate a diversity of epistemologies to critique the limits of current knowledge and meaningfully enact social justice locally, nationally and internationally.

6. Autonomy and Professional Capacity

Acquire transferable critical and professional skills for academic and professional careers in communication, media, social media and public relations in a wide variety of industries and contexts (public, corporate, not-for-profit, advocacy).

Appendix D - Projected Enrolments

Domestic Students:

BA -Communication & Media Studies - Communication, Social Media & PR Stream	Year-Level 1	Year-Level 2	Year-Level 3	Year-Level 4	Total
Markham Yr. 1	28	0	0	0	28
Markham Yr. 2	31	20	0	0	51
Markham Yr. 3	34	22	16	0	73
Markham Yr. 4	37	25	18	10	90
Markham Yr. 5	41	27	20	11	99
Markham Yr. 6	45	30	22	12	109
Markham Yr. 7	50	33	24	13	120

Visa Students:

BA -Communication & Media Studies - Social Media & PR Stream	Year-Level 1	Year-Level 2	Year-Level 3	Year-Level 4	Total
Markham Yr. 1	12	0	0	0	12
Markham Yr. 2	13	9	0	0	23
Markham Yr. 3	15	10	8	0	33
Markham Yr. 4	16	11	9	4	40
Markham Yr. 5	18	13	10	5	44
Markham Yr. 6	19	14	11	5	49
Markham Yr. 7	21	15	12	6	54

Total Students:

BA -Communication & Media Studies - Social Media & PR Stream	Year-Level 1	Year-Level 2	Year-Level 3	Year-Level 4	Total
Markham Yr. 1	40	0	0	0	40
Markham Yr. 2	44	30	0	0	74
Markham Yr. 3	48	33	24	0	105
Markham Yr. 4	53	36	27	14	130
Markham Yr. 5	59	40	29	16	143
Markham Yr. 6	64	44	32	17	157
Markham Yr. 7	71	48	35	19	173

Appendix E - Letters of Support



Thursday, December 03, 2020

Re: Letter of support / Social Media and PR stream

**FACULTY OF
LIBERAL ARTS AND
PROFESSIONAL
STUDIES**

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Administrative
Studies**

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TO WHOM IT MAY CONCERN:

I write this letter on behalf of the School of Administrative Studies in support of the stream in Social Media and PR proposed by the Department of Communication Studies at LAPS. A consultation meeting took place between Professors Coulter and Langlois from Communication Studies and myself on November 11, 2020. It was clear in that meeting that there are significant differences and no overlapping of curricula between the proposed Communication Studies stream and the existing BCom Marketing stream and Marketing minor, both offered by the School of Administrative Studies. Marketing courses offered at the school are business-focused and centered on understanding such topics as consumer behaviour, advertising, digital marketing, market research and analytics, new product development, and international marketing. Meanwhile, the Social Media and PR stream planned by the Department of Communications Studies is grounded in critical theory and social theory to understand the role played by new media and communication in bringing about social change. Another important point discussed was that BCom Marketing courses could be attractive to students in the Social Media and PR stream. Similarly, the development of the Social Media and PR stream at Markham would offer a range of courses that would be attractive to BCom Marketing students.

We fully support the development of the Social Media and PR stream at Markham.

Sincerely,

A handwritten signature in black ink that reads "Cristobal" followed by a stylized surname.

Cristobal Sanchez-Rodriguez, PhD
Associate Professor



Undergraduate Program Director
School of Administrative Studies
Faculty of Liberal Arts and Professional Studies
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Memorandum

To: Dean John-Justin McMurtry, Faculty of Liberal Arts and Professional Studies,
Professor Ganaele Langlois, Department of Communication Studies, LAPS

From: Detlev Zwick, Interim Dean, Schulich School of Business

Date: February 5, 2021

Subject: Proposal for Markham Social Media and PR stream



I am pleased to provide this letter of consultation on behalf of the Schulich School of Business for the Faculty of Liberal Arts and Professional Studies' proposed new Social Media and PR stream to be offered at York's Markham Campus. The School fully supports the development of this new offering.

Schulich applauds the Faculty's vision of creating this Social Media and PR stream for offering at our Markham Campus. We believe that the proposed stream with its strong experiential component is in line with the Markham Campus vision and will be an important contribution to York's efforts in this regard.

We do not see this stream as being in competition with Schulich's undergraduate activity and it will not create any confusion in the market. In short, we see this proposal and Schulich's activity in this area as complementary.

As has been previously discussed, there are a variety of opportunities for collaboration at the course level between our two Faculties. We should discuss in more detail the idea of Schulich undergraduate students fulfilling their degree requirement of non-Schulich courses through enrolment in courses in this stream as well as the idea of opening some seats in our undergraduate marketing courses for your students. We should also develop a clear statement regarding the suitability of our Master of Marketing as a potential path for graduates of the Social Media and PR stream. We look forward to discussing these opportunities for collaboration in the near future.

On behalf of the Schulich School of Business I wish the Faculty of Liberal Arts and Professional Studies and the Department of Communication Studies every success in implementing this new stream.

DZ/wad



Memorandum

FACULTY OF LA&PS

Writing Department

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To: Professor Ganaele Langlois, Chair, Communication & Media Studies

From: Professor Andrea McKenzie, Chair, Writing Department

Date: 31 October 2021

Subject: Letter of Support for Social Media and Public Relations stream in Communication and Media Studies

The Writing Department's Program Committee has agreed to support the Social Media and Public Relations stream in Communication and Media Studies that is planned for York's Markham campus. After meeting with you and your colleagues last week to discuss the new program, the Committee was unanimous in its support for this new initiative. The Committee was satisfied that our two departments take different theoretical approaches to analysis, and that the work students perform will be correspondingly different as well.

Committee members expressed the hope that our departments will continue to reach out in a collaborative spirit to ensure that our departments' courses and syllabi are complementary and do not overlap, so that we continue to provide our own and one another's students with distinctive, yet harmonized, experiences.

Again, we do support the new program, we thank you for meeting with us to discuss our concerns and answer our questions so fully, and we look forward to seeing the new stream unfold at Markham.

Sincerely,
Andrea McKenzie
Chair, Writing

October 7, 2021

FACULTY OF
LIBERAL ARTS &
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Dear Professor Langlois:

Re: Decanal Support for the Major Modification to the Honours Bachelor of Communication and Media Studies- Communication, Social Media and Public Relations Stream

I am pleased to provide you with a letter of support for the major modification to introduce a stream in social media and public relations, to be offered at Markham Campus, to the existing Honours Bachelor of Arts in Communication and Media Studies.

The proposed stream aligns to the principles of the University Academic Plan, 2020-25. Specifically, by creating an opportunity which allows Communication and Media Studies students to gain access to experiential learning opportunities that integrate the professional skills development and with theoretical and methodological knowledge of the fields of communication, media, public relations, and social media, the proposal aligns to several points within the principle of “twenty-first century knowledge:” to “continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking”; to “pursue inclusive excellence by decolonizing curriculum and ensuring our graduates are known for their global mindset, ethical judgment, and superior ability to integrate diverse ideas and worldviews;” and, to “build essential 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media.”

The Social Media and Public Relations Stream also aligns to the principles of the Faculty of Liberal Arts & Professional Studies Academic Plan, 2021-26. In establishing the stream, the proposal aligns to the principles to “promote collaborations with Toronto, Peel Region, and York Region (including Markham) to make a positive local impact on the communities we serve); and, to “offer a broad range of rigorous curricular programs that engage with emerging and longstanding local and global concerns and needs, including education for sustainable development.”

I note that in 2021, the department hired two faculty members to support the curriculum development and delivery of this stream. Your proposal indicates that the program requires a range of technical equipment and software to support student learning and faculty research. I am pleased to confirm that York University Libraries will provide green screens, recording booths, maker space,



gaming space, and a virtual wall for common use at Markham Campus. The campus is also equipped with two computer labs that are available for student use as well as course delivery. These labs are not dedicated LA&PS space but will be adequate to support the stream. The campus has a full complement of administrative staff available to support students and faculty and to maintain the university's infrastructure and assets. The dedicated LA&PS spaces are outfitted with meeting rooms which contain video conferencing capability and faculty offices. The Faculty will also commit to purchasing any needed software licenses for the program that are not already planned centrally.

In short, I support fully the proposal to create the new stream in Communication, Social Media and Public Relations in the Honours Bachelor of Arts in Communication and Media Studies.

Sincerely,

A handwritten signature in blue ink, appearing to read "J.J. McMurtry".

J.J. McMurtry
Dean
Faculty of Liberal Arts & Professional Studies