

RYERSON UNIVERSITY

# **SENATE MEETING AGENDA**

*Tuesday, November 1, 2011*

SENATE MEETING AGENDA

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4:30 p.m. Light dinner will be served.  
 5:00 p.m. Meeting starts (in the Commons – POD-250)

1. Call to Order/Establishment of Quorum
2. Approval of Agenda
3. Announcements
- Pages 1-3 4. Minutes of Previous Meeting  
**Motion:** *That Senate approve the minutes of the October 4, 2011 meeting*
5. Matters Arising from the Minutes
6. Correspondence
7. Reports:
  - 7.1 Report of the President
    - Pages 4-7 7.1.1 President’s Update
    - Pages 8-13 7.1.2 Achievement Report
  - Page 14 7.2 Dean’s Report – Ken Jones, Ted Rogers School of Management
  - Page 15 7.3 Dean’s Report – Mohamed Lachemi, Engineering, Architecture and Science
  - Pages 16-17 7.4 Chief Librarian’s Report – Madeleine Lefebvre
  - 7.5 Report of the Secretary
  - 7.6 Committee Reports
    - Page 18 7.6.1 Report #F2011-2 of the Academic Governance and Policy Committee:  
**Motion #1:** *That Senate delete Policy 96: Approval of Candidates for Degrees, Diplomas, Certificates, Academic Awards and Honorary Doctorates.*  
  
**Motion #2:** *That Senate delete Policy 123: Policy on Ryerson’s Official Webpage.*

7.6.2 Report #F2011-1 of the Academic Standards Committee  
*[see Addendum Reports – pages 54-64 and pages 65-66]:*

**Motion #1:** *That Senate approve the Academic Variation for BLG 10A/B proposed by the School of Nursing.*

**Motion #2:** *That Senate approve the Grading Scheme Modification for Practicum Seminar Courses in the Health Services Management and Health Information Management Degree Completion Programs.*

**Motion #3:** *That Senate approve the curriculum modifications to the Bachelor of Commerce (Business Management) Economics and Management Science Major.*

**Motion #4:** *That Senate approve the curriculum modifications to the Bachelor of Arts (International Economics and Finance) program.*

**Motion #5:** *That Senate approve the curriculum modifications to the Bachelor of Science (Biology) regular program.*

**Motion #6:** *That Senate approve the curriculum modifications to the Bachelor of Science (Biology) options in Biophysics and Bioinformatics/ Computational Biology.*

**Motion #7:** *That Senate approve the proposed new option in Environmental Biology for the Bachelor of Science (Biology) program.*

**Motion #8:** *That Senate approve the name change from the Minor in Business Communication to the Minor in Professional Communication.*

**Motion #9:** *That Senate approve the proposed revisions to the Minor in Biology.*

**Motion #10:** *That Senate approve the proposed revisions to the Economics*

**Motion #11:** *That Senate approve the proposed revisions to the Minor in Public Administration.*

**Motion #12:** *That Senate approve the proposed revisions to the Minor in Politics.*

**Motion #13:** *That Senate approve the proposed new Minor in Business Essentials.*

**Motion #14:** *That Senate approve the proposed new Minor in Physics.*

**Minor #15:** *That Senate approve the proposed new Minor in Labour and Employment Relations.*

**Motion #16:** *That Senate approve the curriculum modifications to the Bachelor of Commerce (Business Technology Management) program*

- Pages 48-52
8. Old Business
- 8.1 Report on outcomes of the Fresh Start Pilot Program (August 2010 to January 2011) - C. Evans, Vice Provost, Academic; and H. Lane Vetere, Vice Provost, Students
9. New Business as Circulated
10. Members' Business
- Page 53
11. Consent Agenda
- 11.1 Engineering, Architecture and Science – Elimination of “Choice of five” Liberal Studies course in the common first-year science programmes, and substitution of an Upper Level LS (Table B).
- 11.2 Course Changes Forms from: - ([http://ryerson.ca/content/dam/senate/agenda/2011/coursechange\\_forms\\_no\\_v\\_01\\_11.pdf](http://ryerson.ca/content/dam/senate/agenda/2011/coursechange_forms_no_v_01_11.pdf)):
- **Faculty of Arts:** Common platform, Criminal Justice, English, Geography, Liberal Studies, Philosophy and Psychology
  - **Faculty of Communication and Design:** Radio & Television Arts
  - **Faculty of Engineering, Architecture and Science:** Computer Science
  - **Ted Rogers School of Management:** Business Management
12. Adjournment

**MINUTES OF SENATE MEETING**

**Tuesday, October 4, 2011**

<b>MEMBERS PRESENT:</b>			
<b>Ex-Officio:</b>	<b>Faculty:</b>		<b>Students:</b>
K. Alnwick	H. Alighanbari	K. Raahemifar	U. E. Asagwara
J. P. Boudreau	R. Banerjee	A. Rauhala	H. Canas
G. R. Chang	M. Braun	R. Ravindran	K. El Sayed
W. Cukier	R. Boyagoda	S. Rose	S. El-Tawil
C. Evans	D. Chant	J. Saber	N. Hamzavi
G. Fearon	D. Checkland	A. Saloojee	W. Manzoor
J. Isbister	R. Church	C. Schryer	A. McAllister
U. George	M. Coomey	M. Sharpe	G. Morshed
J. Hanigsberg	D. Denisoff	N. Walton	S. Ortiz
G. Hauck	M. Dionne	K. Webb	V. Ovoian
K. Jones	L. Fang	A. Wellington	M. Palermo
A. Kahan	A. Ferworn		R. Zanussi
M. Lachemi	L. Lavallée		
S. Levy	V. Lem		
J. Mactavish	J. Martin		
A. Shepard	D. Mason		
P. Stenton	A. Miri		
<b>SENATE ASSOCIATES:</b>			<b>ALUMNI:</b>
A. M. Brinsmead			T. Barnett
F. Tang			C. Demetriades
<b>REGRETS:</b>	<b>ABSENT:</b>		
S. Bentley	D. Elder		
K. Brown	S. Gasparitsch		
A. Furman	A. Hunter		
J. Girardo	L. Salvador		
H. Lane Vetere	J. Turtle		
M. Lee Blickstead			
M. Lefebvre			
Z. C. Zhuang			

1. Call to Order/Establishment of Quorum
2. Approval of Agenda – M. Braun moved; K. Raahemifar seconded  
**Motion approved.**
3. Announcements – There were no announcements.
4. Minutes of Previous Meeting  
**Motion: That Senate approve the minutes of the June 7, 2011 meeting**  
D. Checkland moved, G. Hauck seconded  
**Motion approved.**
5. Matters Arising from the Minutes
  - 5.1 Report to Senate – Member’s Business from May 3, 2011 Senate Meeting: Memo on consideration for elections on October 6, 2011
6. Correspondence – There was no correspondence.
7. Reports:
  - 7.1 Report of the President
    - 7.1.1 President’s Update  
The recent passing of former Dean of the Faculty of Engineering, Architecture and Science Stalin Boctor and NDP leader Jack Layton were acknowledged.
    - 7.1.2 Achievement Report
  - 7.2 Dean’s Report – Usha George – Community Services
  - 7.3 Dean’s Report – Gervan Fearon – G. Raymond Chang School of Continuing Education
  - 7.4 Report of the Secretary – no report
  - 7.5 Committee Reports
    - 7.3.1 Report #F2011-1 of the Senate Priorities Committee
    - 7.3.2 Report #F2011-1 of the Academic Governance and Policy Committee:  
**Motion: That Senate approve the nominees for standing committees as presented in this report.**  
A. Shepard moved, G. Hauck seconded  
**Motion approved.**

- 8. Old Business**
  - 8.1 Report of the *Ad Hoc* Committee on Timetabling - May 2006 – D. Mason  
The report will be finalized and submitted to the Provost.
  - 8.2 Make-up test centre – The Provost reported that a make-up test centre will be moving forward and will be opened in January 2012.
- 9. New Business as Circulated**
- 10. Members' Business**
  - 10.1 Update on Curriculum evolution requested. A curriculum Renewal Committee was established, with three subcommittees established,
  - 10.2 Issue raised about graduate policy – asked to discuss with Dean of YSGS.
- 11. Consent Agenda - none**
- 12. Adjournment 5:50pm.**

Respectfully submitted,

Diane R Schulman, PhD  
Secretary of Senate

## **Ryerson University President's Update to Senate November 1, 2011**



Everyone Makes a Mark

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### **Congratulations –**

- Catherine Frazee, Professor Emerita, School of Disability Studies, will be among recipients honoured by Independent Living Canada at its 25th anniversary celebration in November for significant contributions to the history and movement of independent living in Canada.
- Martin Antony, chair of the Department of Psychology, was named a Champion of Mental Health in the research category by the Canadian Alliance on Mental Illness and Mental Health (CAMIMH), the first psychologist awarded the honour.
- The Ryerson Rams women's hockey team, playing in their inaugural season, have won their first-ever OUA regular season victory, defeating the Waterloo Warriors 1-0 and earning the first shutout in net for rookie goaltender Emma Crawley.
- Toronto City Council approved the closure of Gould Street to vehicles until March 31, 2012. This achievement owes its success to the boundless energy and initiative of our students, as well as staff, faculty and our broader community for “owning” Gould and proving its value. The university and city are working on a long-term maintenance agreement for the space, once the pedestrian zone is made permanent.
- The Ryerson Homegrown Community Garden was a great success, described at the harvest party by Lauren Baker of the Toronto Food Policy Council as “a gem of public space” and “a vision of the role of food in city-building.” Congratulations to everyone involved in a project made more special by including a garden for kids, and sharing produce with people in need.

### **Partnerships –**

- Ryerson's Yeates School of Graduate Studies and York University's Osgoode Hall Law School have signed an agreement for a reciprocal Interdisciplinary Studies Opportunity this fall, allowing a limited number of students to enrol in courses selected from a list provided by each institution. Ryerson courses available to Osgoode students will include Diversity and Equity in the Public Service, Innovation and Growth in Media Industries, and International Trade in Goods and Services; and Osgoode courses will include Freedom of Expression and the Press, International Human Rights Law, and Sexuality and the Law.
- The Ontario Multicultural Health Applied Research Network (OMHARN), launched this fall, is a collaboration between Ryerson University and York University, in partnership with the Health For All Clinic at the Markham-Stouffville Hospital. Funded by the Ontario Ministry of Health and Long-Term Care, OMHARN's goal is to build the knowledge base required to provide excellent health care to Ontario's multicultural populations.
- Ryerson's partnership with St. Michael's Hospital will include 14 clinical psychology graduate students, offered on-site training as part of the integrated interprofessional health team at the new family practice unit and working in the hospital-based clinic offering mental health assessments and therapy to some of the city's most disadvantaged residents.



**Senior equity position** – An important step forward is being taken with the search for the newly created position of Assistant Vice President/Vice Provost, Equity, Diversity and Inclusion (AVP EDI). The recruitment of applicants is underway, with advertising being placed in a diverse range of print and online channels. This position was recommended by the Taskforce on Antiracism and included in the university's response to the Taskforce report. The position is a joint appointment of the Provost and Vice President Academic and the Vice-President, Administration and Finance, and the search committee is co-chaired by Alan Shepard and Julia Hanigsberg, with representation from all major employee and student groups and the Taskforce on Antiracism and the Antiracism Coalition. I am grateful to the members of the committee for their participation in this key search.

**Truth and Reconciliation** – Ryerson welcomed the Honourable Justice Murray Sinclair, chair of the Truth and Reconciliation Commission of Canada (TRC), and adjunct professor in law and graduate studies at the University of Manitoba, to give a lecture on the work of the TRC and the role of education in healing and understanding. Invited by Ryerson's Aboriginal Education Council, in partnership with the Law Research Centre and the Diversity Institute, Sinclair's message stressed that true reconciliation involves the active commitment of both Aboriginals and Canadian society, supporting and promoting the leadership of the Aboriginal Education Council in advancing Ryerson goals on this important issue.

**Faculty of Science implementation committee** – The Provost has announced the next step in the establishment of the new faculty, approved by Senate and the Board of Governors in June. I would like to add my thanks to Dean Emeritus Maurice Yeates as chair, and to all the members of the committee for undertaking this important work. The concurrent search for a dean of the faculty will put in place the foundation for moving forward on this strategic academic priority.

**Ryerson Mental Health Action Campaign** – On October 12, 2011 the official launch of the campaign featured personal stories and information sharing to help raise awareness about mental health issues among students, faculty and staff and the active role our community can take. This vital Ryerson-wide initiative is being led by Dr. Su-Ting Teo, director of the Ryerson Student Health and Wellness Office, and will feature a number of events and tips for everyone to become involved in strengthening a campus culture and environment that promotes greater understanding and knowledge of the resources available to individuals and the community.

**United Way** – The 2011 Ryerson campaign has been launched with a “new” goal of \$185,000. Every year we have been able to raise our target thanks to the generosity and understanding of our exceptional community, where everyone makes a mark in the heartfelt kindness extended to neighbours who need our help. Thanks to all who supported the Pancake Brunch on Gould Street, and thanks to everyone organizing and participating in United Way events and initiatives. I am confident we will once again take Ryerson “over the top.” I would like to recognize our leadership team of campaign co-chairs: Tony Conte, Office of the Vice-Provost, Students; John Corallo, University Business Services; Nancy Walton, Daphne Cockwell School of Nursing and Terry Marks, Vice President's office, University Advancement, with great appreciation.

**Alumni Weekend** – The annual occasion for connecting our past and present keeps getting stronger. Over 450 alumni attended the alumni dinner, and Ryerson blue and gold were everywhere in evidence at activities over the weekend, as alumni and their families were on campus to see the Ryerson of today. Congratulations and thanks to Tyler Forkes and the Alumni

Relations team for continuing to build the reputation and the excitement that draws our alumni back to us each year with such enjoyment and pride.

**Ontario Universities Fair** – Among the factors that govern university choice, research shows that “academic program” is number one. With 600 faculty, student and staff volunteers at the biggest recruiting event of the year, our leadership in providing program-specific advice and information continues to be recognized. This year, the Ryerson booth featured a huge picture of the Student Learning Centre design, where many applicants will have a chance to study; and presentations enhanced with technology supported by the Digital Media Zone. Every year when I attend the Fair I am the proudest university president in Ontario, thanks to everyone whose efforts represent Ryerson so well that we continue to attract great students join us.

**Student Awards Events** – The annual schedule of student awards celebrations reminds me each year of the exceptional dedication of our extended Ryerson family in supporting the distinction of our programs. It is a privilege for me to offer greetings to all those attending the events, more than thirty in number, and to welcome family and friends, and in particular our supporters and donors. Congratulations to our award recipients for their many contributions to our community, and thanks to faculty and staff for the energy and effort that make these occasions so special.

**Nuit Blanche** – Congratulations and thanks to the teams of students, faculty and alumni offering interactive art experiences to our visitors on campus. It continues to be an exciting adventure to see how our spaces are transformed each year with such ingenuity, and this year it was a great combination of artistry, entertainment, mystery and fun. It takes tremendous talent and hard work to *Light Up the Night*, and this year was another great success that brings such credit to Ryerson.

**DMZ update** – On October 2nd, 2011 DMZ director Valerie Fox reported to Provost and Vice President Academic Alan Shepard and to me that, since DMZ’s official opening in April 2010, there have been: more than 162 innovators in 36 teams through the Zone; 34 start-ups incubated and accelerated; more than 300 jobs fostered and created through newly-formed start-ups and market-driven research, and 6 companies that outgrew the space and have since leased their own.

**Platinum Varsity Athletes Breakfast** – On October 5th I was delighted to join Chancellor Chang in hosting a special breakfast honouring seven Canadian Interuniversity Sport (CIS) academic all-Canadians and ten Ontario University Athletics (OUA) Academic Achievement Award winners (minimum 3.67 GPA). It was very special to welcome the families of our student-athletes to the celebration and to recognize the role played by their love and support. Representing thirteen different disciplines, the group raised the overall Ryerson student-athlete GPA by 0.44 over last year.

**Ontario Election** – Following the results of the election, I have written to party leaders and government representatives offering greetings from Ryerson and looking forward to working together for the benefit of all Ontarians. This update was prepared before the announcement of the new Cabinet, and a verbal report on developments will be provided at the Senate meeting.

**OSAP Default Rates** – The Ministry of Training Colleges and Universities has provided the 2010 Ontario Student Loan default rate report, and the news is good for Ryerson. The 2010 overall provincial default rate for Ontario postsecondary institutions is 7.6%, down 0.4% from the 2009 rate of 8.0%, and the lowest default rate since the ministry began measuring in 1997. The average 2010 default rate for universities is 3.7%, and 10.6% for colleges. The Ryerson rate is very good at 2.9%.

**Installations:** Every year new presidents and chancellors are appointed at universities across Canada. There were eight such special events this Fall, and I am proud to report that we continue to be represented on occasion by our alumni nationwide, bringing greetings on behalf of our community, and proudly wearing a Ryerson hood as a member of the platform party.

**Occasions and Presentations –**

*September 27, 2011:* I was pleased to host our annual lunch with the Professor Emeritus Group.

*October 5, 2011:* We welcomed top students and their families to a reception honouring the President's Circle of Scholars.

*October 3, 2011:* At the invitation of the Economic Developers Association of Canada I spoke at their Annual Conference in Peterborough on how universities can work with cities to help build the economy.

*October 12, 2011:* Ryerson was a co-sponsor, along with the AGO, the Walrus Foundation, TD Bank and the Toronto Star, of the event launching "The Toronto Project," a virtual museum of Toronto.

*October 14, 2011:* I attended the Empire Club lunch featuring speaker Mayor Rob Ford.

*November 2, 2011:* At the Economic Club of Canada I will be delivering a presentation entitled "Innovation and Entrepreneurship: A New Direction for Universities."

## **RYERSON ACHIEVEMENT REPORT**

*A sampling of achievements, notable events on campus and appearances in the media by members of the Ryerson community for the November 2011 meeting of the Ryerson University Senate.*

### ***Achievements and events***

Ryerson Theatre was again a major venue for screenings by the Toronto International Film Festival. To mark the university's involvement with TIFF, film director and Ryerson Distinguished Scholar in Residence Atom Egoyan co-hosted a reception at Ryerson following the screening of the film, *Like Crazy*, on Sept. 13.

Hundreds of graduates returned to campus for Alumni Weekend in September. More than 450 attended the Ryerson Dinner, hosted by comedienne Jessica Holmes (RTA '98) and featuring guest speaker Isadore Sharpe (Architectural Technology '52), founder and chairman of Four Seasons Hotels and Resorts.

Public Affairs promoted the lecture by Truth and Reconciliation Chair Justice Murray Sinclair on Sept. 27. As a result, the event was recorded for national broadcast by the CPAC television network and Justice Sinclair was interviewed by APTN television. The Toronto Star also reported on the lecture. <http://bit.ly/oXygBQ>

Media releases were issued for two significant partnerships at Ryerson with Osgoode Hall Law School (<http://bit.ly/o3GNrN>) and St. Michael's Hospital (<http://bit.ly/nxtogB>). On Sept. 29 graduate psychology student **Angela Lachowski** was interviewed on CBC Radio Metro Morning about her participation in the St. Michael's family clinic project.

### ***In the media***

Toronto Star published its annual Insider's Guide to Colleges and Universities in the GTA, with a three-page spread on Ryerson that said "It's a university on the go, growing bigger and digging deeper into the urban fabric with every passing year."

The Jamaica Observer, reporting on Canadian university chancellors of Jamaican heritage, quoted remarks made by Ryerson Chancellor **G. Raymond Chang** and President **Sheldon Levy** at the time of Chancellor Chang's appointment in 2006.

The Peterborough Examiner reported that **President Levy** was a guest speaker at the prestigious Economic Developers Association of Canada conference.

**President Levy** was among the presenters at the Host Innovation Nation Symposium in Waterloo.

The Deccan Herald (India) reported on the Digital Media Zone Fellowships announced by **President Levy**, in an article quoting **Michelle Beaton**, manager of International Student Recruitment: "Ryerson University is interested in attracting students from India. Indian students are sought for their academic strength and their rich contribution to student life on our campus."

In the DMZ, the Finizi team launched its partnership with the National Post on September 19 and the launch was covered by many of PostMedia's news outlets, including the Financial Post, Windsor Star, Edmonton Journal and Vancouver Province. Other coverage of Finizi: Globe and Mail Personal Finance Reader, India Times, Yahoo Finance and Investment Executive Magazine. The DMZ team Visualize.me, which uses the latest infographics to transform text-based information such as resumes into visually compelling graphics, was profiled with a front-page story on September 13 at BlogTO that was picked up widely.

The Toronto Star and National Post profiled Ryerson's DMZ, quoting Zone director **Valerie Fox**: "We're just at the tip of the iceberg of the explosion of new successful companies. What we want ultimately is for these companies to thrive here in Canada, and not to go to Silicon Valley."

The Financial Post reported on the DMZ's Great Canadian Appathon.

Picking up on a news release produced by Ryerson Public Affairs, Psychology Today, The Toronto Star, Asian News International and Earth Times profiled research led by **Frank Russo**, Psychology, who published a scholarly paper on "The Motor Origins of Human and Avian Song Structure," where he revealed that both birds and humans prefer melodies with arch-shaped contours that ascend before declining such as the first line of the Canadian anthem.

In the run-up to the provincial election, Ryerson Public Affairs continually promoted Ryerson faculty experts for comment and analysis, resulting in regular appearances in the media by professors **Myer Siemiatycki**, **Bryan Evans** and **Neil Thomlinson**. "They snatched defeat from the jaws of victory," Bryan Evans told Canadian Press about the Conservatives' loss. **Patrice Dutil**, **April Lindgren**, **Paul Knox**, **Daniel Rubenson**, **Usha George**, **Greg Elmer**, **Alexandra Bal** and **Judy Rebick** were also quoted in election coverage. Disability Studies student **Helen Henderson** published a piece in the Toronto Star calling for provincial candidates to prevent barriers to inclusion.

NDP leader Andrea Horvath announced the party's post-secondary platform on Sept. 15 at Ryerson. Resulting coverage appeared in the Globe and Mail, Toronto Star, Toronto Sun, Metro News, London Free Press, CBC.ca, Digital Journal, CP24, CHCH, CBC Television, CFTO, AM640 and radio stations across the country.

**May Friedman**, Social Work, was quoted in the Toronto Star about the influence of social media mothers who are testing products ranging from diapers to cars. "Good writing deserves to be rewarded and women have historically undersold themselves."

The Vancouver Sun published tips on seasonal travel compiled by Ryerson Tourism Management and Sociology professors.

The Tribune profiled a Ryerson collaboration with the University of the West Indies and London Metropolitan University, an international conference to be held in Trinidad and Tobago in January.

CBC Radio One: Morning North (Sudbury) reported that a group of 40 Ryerson Urban Planning students would tour Sudbury to witness its diversity, from city neighbourhoods to agricultural areas to forests and mining lands.

**Maurice Mazerolle**, Ted Rogers School of Management and Centre for Labour Management, appeared on CBC News, CTV News and News 95.7 (Halifax) discussing labour negotiations at Air Canada.

e-flux profiled **Steven Loft**, the National Visiting Trudeau Fellow at Ryerson, who will curate the flagship project of Art Toronto 2011, the Toronto International Art Fair. The Art Game, by Kent Monkman, will be a site-specific installation exploring the nuances of the relationship between the major players in today's art market.

**Hong Yu**, Fashion, was quoted in the National Post, Ottawa Citizen, Fredericton Daily Gleaner and Vancouver Province about clothing and fit, saying "Retailers are responsible for making recommendations and helping the customer as much as they can."

Inside Toronto reported that alumnus **Robert B. Pierre** received the Naish McHugh Award for Emerging Toronto Filmmakers for his film Fresh Start.

**Robert Burley**, Image Arts, commented in an article filed by the Associated Press about the Eastman Kodak Company's fight for survival. "It's shocking how quickly Kodak has gone to no longer being a (familiar) name in nearly every household in Western culture. (...) I'm trying to understand how everyone's relationship to photography is changing." The article was picked up by the Canadian Press, Washington Post, Atlanta Business Journal, the Business Insider, Charleston Daily Mail, South Bend Tribune and Waterloo Record.

CBC.ca profiled reported on the 10<sup>th</sup> anniversary of Ryerson's Tri-Mentoring program, featuring an interview with program participant and graduate **Kym Chan Chow**.

Instructor **Alex McKay** was quoted in a National Post story about sexual education in schools. "The whole issue around bullying has sparked interest in the importance of discussing sexual orientation in the school curriculum."

**Randy Boyagoda**, English, appeared on CBC Radio discussing The Meagre Tarmac by Clarke Blaise.

**Myer Siemiatycki**, Politics, was quoted in a National Post article about the judicial inquiry that found Mississauga Mayor Hazel McCallion guilty of advocating on her son's behalf in a hotel deal. "Ms. McCallion is in a league of her own in terms of the affection and latitude that her residents seem prepared to extend to her."

APTN National News reported on Ryerson's Indigenous Women Trail Blazers lecture series.

**Judy Rebick** and **Pamela Palmater**, Politics, appeared on APTN (Winnipeg) discussing the Keystone pipeline.

**Rena Mendelson**, Nutrition, commented on preparing healthy and nutritious food in the Kingston Whig-Standard. "It's important to consider diversity not only for variety but because there's no single food that's perfect so it's not good if you have too much of one thing." She also spoke to CBC News: Toronto about Denmark instituting taxes on high fats foods.

The Scarborough Mirror, Inside Toronto and Toronto Observer reported that **Grace-Edward Galabuzi** spoke at a forum organized by the Scarborough Civic Action Network.

<http://bit.ly/mOzD9w> The Hamilton Spectator reported that Dr. Galabuzi spoke at a forum on poverty and race organized by the Hamilton Centre for Civic Inclusion. "We cannot fix the issue of poverty unless we commit to fix the means by which we distribute wealth," he said.

**Hossein Rahnama**, associate director of the Digital Media Zone, appeared on Global TV discussing tributes for Steve Jobs.

CBC Radio One: Here & Now profiled Ryerson student **Catherine Lung**, who is coordinating Ryerson's Homegrown Community Garden.

Instructor **Struan Campbell-Smith** commented in the Toronto Star on consumer and loyalty rewards programs.

**Howard Lin**, Ted Rogers School of Management, spoke to Maclean's about Canadian-based start-ups making the leap into big foreign markets.

The Catholic Register reported on a rally seeking to end provincial funding for abortions, quoting **Jason Spanton**, communications director for the Ryerson Catholic Students' Association, who commented on the non-violent protest.

The National Post profiled alumnus **Chris Nguyen** and his venture TeamSave LLC. "The thing a lot of entrepreneurs don't understand is execution. Everyone has amazing ideas, but not many people act upon them. One of the advantages we had was we executed pretty well."

**Danielle K. Lamb**, Ted Rogers School of Management, published a guest column in Inside Toronto on the topic of the Board of Trade as a useful source for human resources partnerships.

TMC.net reported that **Martin Antony**, Psychology, was named a 2011 Champion of Mental Health.

Proquest reported on a new book by **David MacKenzie**, History, titled ICAO; a history of the International Civil Aviation Organization.

A Globe and Mail article on immigrant integration into the Canadian labour market profiled Ryerson's bridging programs and Social Work alumna **Aileen Raquel**.

A Tulsa Beacon article on urban planning and churches profiled work by **Sandeep Kumar Agrawal** of Urban and Regional Planning.

A CBC.ca article on a data breach at SONY quoted **Avner Levin**, director of the Privacy and Cyber Crime Institute at Ryerson.

The Halifax Chronicle Herald profiled alumnus **Jeremie Saunders**, winner of the Gemini Award for best host in a kids' television series, for the program Artzooka!

The Los Angeles Times reported on the premiere of the 50/50 movie at the Ryerson Theatre.

mysask.com profiled the International Midwifery Pre-Registration Program at Ryerson and graduate **Arian Navickas**.

The National Post, Calgary Sun and Vancouver Sun profiled the Ted Rogers School of Retail Management and alumnus **John Panighel** in articles about retailers looking for graduates with e-commerce savvy. "Retail has always been a passion of mine. I wanted a way to differentiate myself from the common student, but I also wanted to be in an area of retailing that's fast-paced, always changing and innovative."

University Affairs reported on the appointment of **Julia Shin Doi** as general counsel and secretary of Ryerson University's board of governors.

A National Post article on the Michael Di Biase Charitable Foundation quoted **Duncan MacLellan**, Politics.

pr-inside.com reported on Ryerson partnering with the City of Toronto and Deeproot to "measure the rate, quantify and quality of stormwater."

Fashion alumna **Kaitlin Simonsen** spoke to the Globe and Mail about refashioning clothes to save money, such as recreating designer clothes using vintage or affordable items.

Metroland newspapers reported on a series of five community dialogues on the pace of growth in York Region, quoting Dean of Community Services **Usha George**: "All our research and community discussions to date validate that the single defining issue of our region is the breathtaking pace of growth, the changing face of our growth and the places where said growth is happening."

CBC Radio News, TVO, Radio Canada, Postmedia News, Vancouver Sun, Regina Leader-Post, The Daily News Kamloops reported on a new book by Professors **David MacKenzie** and **Patrice Dutil**, titled Canada 1911: The Decisive Election That Shaped the Country.

Ryerson distinguished visiting diplomat and Ambassador **Jeremy Kinsman** appeared on CBC Radio discussing Canadian foreign policy and the United Nations.

**Patrice Dutil**, Politics, spoke to CJBC about Franco-Ontarian Day.

Cnet News reported on the small-scale rover being developed for use on Mars by the Canadian Space Agency, in partnership with Ryerson. <http://cnet.co/ql5lno> The Ottawa Business Journal also mentioned Ryerson's involvement.

A London Free Press report on a dance fundraiser profiled alumna **Lacey Smith**, of the performance dance program.

CBC Radio and CBC News: Toronto quoted **Ramani Ramakrishnan**, Architectural Science, in segments about health complaints pertaining to wind turbines.



**Murtaza Haider**, Ted Rogers School of Management, appeared on OMNI News: South Asian Edition discussing a possible global recession.

The Brampton Guardian profiled Ryerson Rams assistant basketball coach **Patrick Tatham**.

The National Post reported on a Ryerson event organized by PEN Canada and the Arts and Contemporary Studies program honouring Eritrean journalists.

A Globe and Mail article on attracting new immigrant talents profiled Ryerson's Diversity Institute in Management and Technology.

Proquest reported on research on obstacles faced by professional architects in using solar strategies, by **Miljana Horvat**, Architectural Science. "While barriers exist, we're still finding that architects are interested in making a difference by integrating solar strategies into their designs."

**Tracey Raney**, Politics, spoke to CTV News and the Hamilton Spectator and was also quoted in the Hamilton Spectator about female representation in politics. "If we look at the Ontario legislature comparatively with other legislatures around the world, right now, we're tied with Afghanistan for 30<sup>th</sup> in the world in terms of percentages of women in the legislature."

A Toronto Star article on a waterfront mall profiled the **Centre for the Study of Commercial Activity** at Ryerson and quoted **Tony Hernandez** in reaction to the fact that Canada has fewer shopping malls than the U.S. "You could say we have less retail per capita. But is 25 square feet per person the optimal number? No one knows. The real issue for retailers is how profitable do you want to be?"

The Toronto Star and Maclean's profiled MBA alumnus **Dan Chan**, who won a 2010 Ted Rogers School of Management Graduate Entrance Award and is now working as a land development coordinator at Aykler Real Estate in Toronto.

A Globe and Mail article on Canadian business schools mentioned that the Ted Rogers School of Management received accreditation from the AACSB.

The Evening Standard (UK) profiled Fashion alumnus **Erdem Moralioglu**, calling him "one of the brightest stars of the London fashion scene."

Newstalk 1010 and the Toronto Star reported on so-called high school "credit mills." Star coverage quoted student **Arthur Goldstein**, and featured research and reporting by Journalism students **Marta Iwanek, Carys Mills, Mariana Ionova, Liam McGowan, Alex Bosanac and Shaheer Choudhury**.

**Neil Thomlinson**, Politics, spoke to Global News about the sharp decline in Toronto Mayor Rob Ford's popularity.

A Maclean's article on masters in journalism quoted **Janice Neil**, and profiled Ryerson's two-year master's program. Maclean's also profiled the Ryerson midwifery program.

South Asian Focus reported on a welcome booth for foreign students at Pearson International Airport, an initiative of the MTCU and post-secondary institutions including Ryerson.

**Ted Rogers School of Management  
Senate Presentation – November 1, 2011**

Ted Rogers School of Management Metrics

AACSB Commendations

- Connections to the business community;
- Unique blend of Highly Qualified Faculty with real world experience;
- Centres of excellence to support research and student learning;
- High level of commitment to students;
- Enthusiastic and committed faculty and staff;
- International focus of the program;
- Doctors to Be Program.

Focus of the Presentation

- Space Utilization for Events
- Career Opportunities for Students
- Teaching and Relevance of the Curricula

Space Utilization

- Space Utilization Metrics for Non-teaching Activities
- Who uses the space
- Strategies for Space Utilization

Focus on Careers and Career Placements

- The Who**Plus**You Program
- Leveraging Who**Plus**You.

Focus on Teaching and Curriculum

- Assurances of Learning Process
- The Learning Goals

**FEAS Major Areas of Activities for 2011-2012  
Senate Presentation – November 1, 2011**

**FEAS Goals according to the 2009-14 Faculty Strategic Academic Plan:**

- Goal 1: Achieving excellence in the quality of our undergraduate and graduate programs.
- Goal 2: The development and implementation of new societally relevant and needed high-quality undergraduate and graduate programs.
- Goal 3: Faculty restructuring.
- Goal 4: Establishment of national and international partnerships.
- Goal 5: Enhancing and strengthening SRC activities and outcomes.
- Goal 6: Enhancement of students' and graduates' engagement and satisfaction.

For 2011-2012, the following initiatives and activities are being implemented:

- ❖ Ensuring appropriate preparation and support for a successful CEAB accreditation visit.
- ❖ Developing initiatives and synergies with clinical partners in the GTA.
- ❖ Ensuring the achievement of the appropriate complement of technical staff necessary to maintain excellent quality programs, as mandated by the policies of the professional accreditation bodies.
- ❖ Continuing the recruitment of quality faculty in strategic clusters throughout FEAS.
- ❖ Designing and implementing new relevant and in-demand programs in science and engineering disciplines (Bachelor in Biomedical Science, Bachelor in Financial Mathematics, Professional Master in Facilities and Construction Project Management, Professional Master in Cyber Security, Professional Master in Energy and Innovation, PhD in Applied Mathematics, etc...).
- ❖ Facilitating the transition to the new Faculty of Science.
- ❖ Creating, initiating, and strengthening strategic partnerships with highly reputable national and international institutions, and providing incentives to attract high quality students to our graduate programs.
- ❖ Improving the Faculty's visibility within the university and with government and industry through the organization of seminars, workshops and open houses.
- ❖ Establishing and implementing an outreach and recruitment strategy to promote our programs.
- ❖ Pursuing partnerships with local schools and youth services working with marginalized schools, with an emphasis on attracting female students to engineering and science.
- ❖ Integrating and enhancing our strengths in inter- and multi-disciplinary collaborative research through the establishment of strategic, cohesive, focused and active research teams and centres throughout the Faculty.
- ❖ Encouraging the development of a more diversified and larger research funding base.
- ❖ Continuing to support faculty members' research activities, through the provision of competitive research seed funding grants, bridge funding, and conference travel subsidies.
- ❖ Continuing to provide personal and academic counseling to all program students through the Office of the Dean and the program departmental offices.
- ❖ Continuing to provide financial support to student teams, and to sanctioned extra-curricular student-based activities.
- ❖ Providing departmental-based focus and reliable, comprehensive academic support services to graduate students in all matters relating to their departmental-based graduate programs.
- ❖ Creating a culture of consultation within FEAS through open engagement with students/faculty.
- ❖ Ensuring our laboratory facilities and their equipment-base renewal plans receive sufficient resources in order to enhance the quality of the learning environments and to heighten student satisfaction and engagement in their academic programs.

## **Ryerson University Library (and Archives) Senate presentation – November 1, 2011**

**Mission and Values:** The Ryerson University Library and Archives is integral to learning, teaching, and scholarly research and creative activities (SRC). We collect, organize, preserve, disseminate and provide access to essential information resources. Our services focus on our users to enable knowledge creation. Through engagement with students, faculty and the community we collaborate in fostering successful critical thinkers and lifelong learners.

We are committed to intellectual freedom and the right to privacy; equitable access; information literacy; honouring our heritage and enhancing our reputation; service excellence and accountability; open communication and collaboration; creating stimulating learning environments; innovation and flexibility; and continuous improvement.

### **Some highlights of our Strategic Plan, *Building on Success*:**

#### **1. Build our space**

- Extensive planning for the Student Learning Centre, which is now nearing construction phase
- Zoned approach to spaces in current building – dynamic, collaborative, to individual quiet study
- Library hours extended to 1am
- Partnerships with Student Services for co-location of student-related services: e.g. student learning support, Math Assistance Centre

#### **2. Build our collections and access**

- Growth of collections across subject areas and in different formats, with emphasis on electronic format (e-journals, databases, e-books, streaming video) in response to program needs
- U of T direct borrower fee covered by the Library for our grad students and faculty supports research by providing access to vast monograph collections of Roberts Library
- Patron-Driven Acquisition project to empower users in e-collection development
- Ontario Usage Rights system will help faculty, staff, and students to determine license terms (copyright permissions) of our digital resources at article level
- AODA Alternate Formats Education Resource Repository (AERO) led by Ryerson
- Digitization of special collections, e.g., image gallery of Fashion school collection; Lenin propaganda [www.ryerson.ca/archives/index.html](http://www.ryerson.ca/archives/index.html)

#### **3. Build our support of teaching and learning**

- Learning Commons goes virtual [www.ryerson.ca/learningcommons/library.html](http://www.ryerson.ca/learningcommons/library.html)
- Partnerships: Math Assistance Centre [www.ryerson.ca/mac/](http://www.ryerson.ca/mac/)
- Collaborating with Chang School to ensure accessibility of online course content (AODA)
- Advice to faculty of accessible audio-visual materials for classroom use
- Scholars Geoportal and RULA Geospatial data infrastructure [www.ryerson.ca/madar/index.html](http://www.ryerson.ca/madar/index.html)
- Implementation of Ask a Librarian (virtual reference service)
- Research support service and professional skills workshops for grad students, with YSGS
- Library Faculty Teaching Chair, and Learning and Teaching committee
- Innovations In Information Literacy – embedded module tutorial system in Blackboard
- Assignment calculator on the Learning Commons website aids students in time management
- Faculty Web 2.0 program – partnering with DMP and others
- RULA Architecture application, a collaboration with the School of Architecture to support the Digital Design Course

**4. Build our technology**

- *Search Everything* maximizes ability to find references in Library catalogue using a Google-type search strategy
- Ares Reserve service integrated with Blackboard
- Social media and mobile technology – app development
- Hardware and software upgrades and expansion of laptop loan program
- Adaptive technologies to ensure equity of access for students with disabilities
- New Archives and Special Collections website [www.ryerson.ca/archives/index.html](http://www.ryerson.ca/archives/index.html)
- Data Centre expansion with addition of new ArcGIS Server
- Duplex printing service in the Commons to further sustainability agenda
- “Cutting edge” interface [www.library.ryerson.ca](http://www.library.ryerson.ca) with simplified single sign-on
- In pre-implementation phase of new *Relais* Interlibrary Loan document delivery system
- Social media and technology training program for library staff

**5. Build our reputation**

- Collaborating in innovative technology with DMZ – Soapbox software and Library pilot
- Learning Commons Open House to promote all collaborative student services
- Collaborating with Chang School to improve support of distance learning
- LibQUAL user survey [www.ryerson.ca/library/info/libqual/results2010.html](http://www.ryerson.ca/library/info/libqual/results2010.html)
- Regularly host events and external visitors including international delegations of
- Copyright education strategy in response to volatile copyright environment  
[www.library.ryerson.ca/info/policies/copyright.html](http://www.library.ryerson.ca/info/policies/copyright.html)
- Collaborating with students’ associations to promote Open Access movement
- RULA-SAC, our student advisory committee, aids us in planning

**Report #F2011-2 of the  
Academic Governance and Policy Committee  
November 1, 2011**

Deletion of Policies: It is recommended that the following policies be deleted as policies of Senate for the reason stated.

- Policy 96: *Approval of Candidates for Degrees, Diplomas, Certificates, Academic Awards and Honorary Doctorates*  
<http://www.ryerson.ca/content/dam/senate/policies/pol96.pdf>
  - The duties listed in this policy are contained in the terms of reference of the Awards & Ceremonials Committee

**MOTION 1: That Senate delete Policy 96: *Approval of Candidates for Degrees, Diplomas, Certificates, Academic Awards and Honorary Doctorates***

- Policy 123: *Policy on Ryerson's Official Webpage*  
<http://www.ryerson.ca/senate/policies/pol123.txt>
  - Superseded by University Guidelines  
[www.ryerson.ca/ryerson.ca/webpolicy.html](http://www.ryerson.ca/ryerson.ca/webpolicy.html)

**MOTION 2: That Senate delete Policy 123: *Policy on Ryerson's Official Webpage***

Respectfully submitted,

Alan Shepard, Chair, for the Committee  
K. Alnwick, R. Banerjee, A.M. Brinsmead, C. Evans, G. Hauck, H. Lane Vetere,  
W. Manzoor, A. Miri, M. Palermo, L. Salvador, C. Schryer, M. Sharpe, D. Schulman,  
J. Turtle, Z. Zhang

## REPORT OF THE ACADEMIC STANDARDS COMMITTEE

### Report #F2011-1; November 2011

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on a number of items.

#### *Miscellaneous Modifications*

- An academic variation from the School of Nursing
- A revised grading scheme from the School of Health Services Management

#### *Curriculum Modifications*

- Curriculum Modifications to the Bachelor of Commerce (Business Management) Economics and Management Science Major
- Curriculum Modifications to the Bachelor of Arts (International Economics and Finance) in order to harmonize with the Common Arts Platform
- Curriculum modifications to the Bachelor of Science in Biology program
  - Changes to regular program
  - Changes to the options in Biophysics and Computational Biology
  - A new option in Environmental Biology

#### *Minors*

- A change in the name of the Minor in Business Communication to Minor in Professional Communication
- Revisions to the Minor in Biology
- Revisions to the Minor in Economics
- Revisions to the Minor in Public Administration
- Revisions to the Minor in Politics
- A new Minor in Business Essentials from the Ted Rogers School of Management
- A new Minor in Physics from the Department of Physics
- A new Minor in Labour and Employment Relations from the Department of Human Resources Management and Organizational Behaviour

## A. ACADEMIC VARIATION- SCHOOL OF NURSING

**Proposal:** The School of Nursing proposes an academic variation for the course BLG 10A/B (Anatomy and Physiology). The proposed variation is that a failure (F-grade) in this first year course will place students on academic Probation.

**Rationale:** BLG 10A/B is a required course for first-year Nursing students. It is a co-requisite for all courses in the first year of the program. It is also a pre-requisite for second year Nursing courses. Under the School's current academic variation policy, failure in any Nursing course places a student on Probation. Since BLG 10A/B is a co-requisite course, a failure in BLG 10A/B should have the same consequences as a failure in any other pre-requisite course.

**Proposal:** The School of Nursing proposed that the following text be added to the program's table of academic variations: "C-' or below in any Theory\* course and/or an 'F' in any Practice† course or BLG 10A/B".

### **Recommendation**

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Academic Variation for BLG 10A/B proposed by the School of Nursing.*

## **B. REVISED GRADING SCHEME IN THE SCHOOL OF HEALTH SERVICES MANAGEMENT**

**Proposal:** To revise the grading scheme for the two Practicum Seminar courses HSM418 (Practicum Seminar) and HIM407 (Practicum Seminar) from the current Pass/Fail model to one based on letter grades.

**Rationale:** The Practicum Seminar courses play the role of capstone courses in the Health Services Management and Health Information Management degree completion programs. The courses consist of a large-scale research project at an independent site, culminating in a written report, and oral presentation and peer review. The bulk of the practicum is records and/or research-based, and students work independently with the help of a faculty member or preceptor at the practicum site.

Furthermore, all other courses in the Health Services Management and Health Information Management degree completion programs are currently graded with a letter grade system. The proposed change would therefore also make the grading of the Practicum Seminar courses consistent with the approach used in all other program courses.

### **Recommendation**

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Grading Scheme Modification for Practicum Seminar Courses in the Health Services Management and Health Information Management Degree Completion Programs.*



## C. CURRICULUM MODIFICATIONS TO THE BACHELOR OF COMMERCE (BUSINESS MANAGEMENT) ECONOMICS AND MANAGEMENT SCIENCE MAJOR

**Proposal:** The Economics and Management Science (EMS) curriculum committee of the Dept of Economics is proposing modifications to the BComm (EMS) program. The changes to the curriculum of the EMS program primarily involve the timing of when courses are taken. The proposed changes have been approved by the departmental council of Economics and endorsed by the Ted Rogers Business Management Council.

**Rationale:** Students in the BA in International Economics and Finance take all of their mathematics and most of their basic statistics courses before taking the intermediate (and possibly advanced) microeconomics and macroeconomics course sequences. Thus, in terms of numerate skills, the International Economics and Finance students are adequately prepared to take these courses. The EMS students do not take any statistics courses in year 2 and thus forget what they have learned by year 3. QMS 522 Linear Algebra taken in year 3 builds on QMS 702 Calculus for Business taken in the 3<sup>rd</sup> semester. However it provides an insufficient mathematical background for the intermediate and advanced Economics (ECN) courses taken by EMS students. The proposed changes to the EMS curriculum address these deficiencies. Courses in the first three semesters remain the same.

**Structure of the Proposed Changes:** There are no changes in Year 1 or Fall semester of Year 2. The proposed changes are summarized in the following comparison chart. \* = courses repositioned to a later point in the degree; \*\* = courses to replace the repositioned \* courses; \*\*\* = course redefined as required from Professional-elective; # = reposition required course from Y4 to Y3; ## = delete from Y3 required and replace with a course which is currently a Y3 elective. Note: The currently separate Professional-elective tables for Y3 and Y4 will be merged into a single table (Table 1) to be used in Y4 only.

CURRENT CURRICULUM	PROPOSED CURRICULUM
<b>YEAR 2 – WINTER</b>	
CMN 279† Introduction to Contemporary Business Communication	CMN 279† Introduction to Contemporary Business Communication
*ECN 301 Intermediate Macroeconomics I	**QMS 442 Multiple Regression for Business
*ECN 504 Intermediate Microeconomics I	**GMS 512 Mgmt. Decision Making IV: Algebra & Optimization
FIN 401 Managerial Finance II	FIN 401 Managerial Finance II
LAW 122† Business Law	LAW 122† Business Law
Lower Level Liberal Studies	Lower Level Liberal Studies

<b>YEAR 3</b>	
<p>**QMS 442 Multiple Regression for Business</p> <p>**QMS 522 Linear Algebra</p> <p><b>Four courses</b> from the following</p> <p>ECN 501 Industrial Organization</p> <p>ECN 506 Money and Banking</p> <p>***ECN 600 Intermediate Macroeconomics II</p> <p>ECN 614 An Introduction to Game Theory</p> <p>***ECN 700 Intermediate Microeconomics II</p> <p>##QMS 703 Business Forecasting Techniques</p> <p><b>Two</b> courses from Upper Level Liberal Studies</p> <p><b>Two</b> courses from Table I. Of the five courses required between 5th and 8th semesters, no more than one ECN/QMS course can be taken.</p>	<p>*ECN 301 Intermediate Macroeconomics I</p> <p>*ECN 504 Intermediate Microeconomics I</p> <p>#ECN 627 Econometrics I</p> <p>***ECN 600 Intermediate Macroeconomics II</p> <p>***ECN 700 Intermediate Microeconomics II</p> <p>##QMS 703 Business Forecasting</p> <p><b>Two</b> courses from Upper Level Liberal Studies</p> <p><b>Two</b> courses from Table I. No ECN/QMS course can be taken from Table I between 5th and 8th semesters.</p>
<b>YEAR 4</b>	
<p>BUS 800 Strategic Management</p> <p>#ECN 627           Econometrics I</p> <p>Upper Level Liberal Studies</p> <p><b>Four</b> courses from the following, one of which must have a QMS prefix:</p> <p>ECN 502 Economics of Natural Resources</p> <p>ECN 510 Environmental Economics</p> <p>ECN 605 Labour Economics</p> <p>ECN 606 International Monetary Economics</p> <p>ECN 702 Econometrics II</p> <p>ECN 703 Public Finance I</p>	<p>BUS 800 Strategic Management</p> <p>Upper Level Liberal Studies</p> <p><b>Four or Five</b> courses from the following:</p> <p>ECN 321 Introduction to Law and Economics</p> <p>ECN 501 Industrial Organization</p> <p>ECN 502 Economics of Natural Resources</p> <p>ECN 503 Economic Development</p> <p>ECN 506 Money and Banking</p> <p>ECN 507 History of Economic Thought</p>

ECN 707 Economics of International Trade	ECN 510 Environmental Economics
ECN 710 Transportation Economics	ECN 601 The Economics of Information
ECN 715 Advanced Microeconomics	ECN 605 Labour Economics
ECN 803 Public Finance II	ECN 606 International Monetary Economics
ECN 815 Advanced Macroeconomics	ECN 609 Topics in Economic History
QMS 521 Business Optimization	ECN 614 An Introduction to Game Theory
QMS 751 Decision Models for Managers	ECN 640 The Economics of Immigration
	ECN 702 Econometrics II
	ECN 703 Public Finance I
	ECN 707 Economics of International Trade
	ECN 715 Advanced Microeconomics
	ECN 803 Public Finance II
	ECN 815 Advanced Macroeconomics
<b>Three</b> courses from Table I. Of the five courses required between 5th and 8th semesters, no more than one ECN/QMS course can be taken.	<b>Three or four</b> courses from Table I. No ECN/QMS course can be taken from Table I between 5th and 8th semesters.

## Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the curriculum modifications to the Bachelor of Commerce (Business Management) Economics and Management Science Major.*

## D. CURRICULUM MODIFICATIONS TO THE BACHELOR OF ARTS (INTERNATIONAL ECONOMICS AND FINANCE) TO HARMONIZE WITH THE COMMON ARTS PLATFORM

**Proposal:** The Department of Economics seeks to harmonize (though not fully join) the BA in International Economics and Finance with the one-year common platform adopted by the Faculty of Arts.

**Rationale:** The restructuring is intended to enhance the opportunity for students to transfer in and out of International Economics and Finance into all of the Arts programs that currently share the one-year common platform. This includes Criminal Justice, English Politics and Governance, Psychology, Sociology, Environmental and Urban Sustainability, History, and Philosophy.

**Structure of the Proposed Changes:** The general structure of the common Arts platform is described in the following table:

<b>1<sup>st</sup> Year (10 courses)</b>
Two Program Courses
SSH 105: Critical Thinking I
SSH 205: The Fundamentals of Academic Writing
<b>Two</b> Required Humanities Electives from Table I
<b>Two</b> Required Social Science Electives from Table I
Non-Arts Elective from Table III
Arts or Non-Arts Elective from Table III or IV (Professionally Related table)

Tables I, III and IV are presented in the full proposal. In total, students choose between 6 and 8 electives from these tables over the course of the degree. Of these, students may choose 2 or 3 from Table I and 4 to 6 from a combination of selections from Tables III and IV.

The following table presents the current and revised curricula side-by-side for comparison. \* courses are being removed from the current required curriculum; \*\* courses are part of the common platform and are being added. \*\*\* are new or revised courses, # are liberal studies. ## courses are arts/non-art electives from revised Tables I, III or IV.

<b>CURRENT CURRICULUM</b>	<b>PROPOSED CURRICULUM</b>
<b>YEAR 1 – FALL</b>	
ECN 104 Introductory Microeconomics	ECN 104 Introductory Microeconomics
ECN 220 Evolution and the Global Economy	ECN 220 Evolution and the Global Economy
MTH 189 Introduction to Mathematics for Economics	MTH 189 Introduction to Mathematics for Economics
#Lower Level Liberal Studies	**SSH 105: Critical Thinking I
##Arts or Non-Arts Elective from PR Table I	**Humanities or Social Sciences Elective from Table I

<b>YEAR 1 – WINTER</b>	
ECN 204 Introductory Macroeconomics	ECN 204 Introductory Macroeconomics
ECN 230 Mathematics for Economics	ECN 230 Mathematics for Economics
ECN 320 Introduction to Financial Economics	**SSH 205: Academic Writing and Research
#Lower Level Liberal Studies	**Humanities or Social Sciences Elective from Table I
*Required Group 1 (French or Spanish)	##Arts or Non-Arts Elective from Table I, III or IV
<b>YEAR 2 – FALL</b>	
ECN 129 Statistics for Economics I	ECN 129 Statistics for Economics I
ECN 301 Intermediate Macroeconomics I	ECN 301 Intermediate Macroeconomics I
ECN 504 Intermediate Microeconomics I	ECN 504 Intermediate Microeconomics I
*Required Group 1 (French or Spanish)	ECN 320 Introduction to Financial Economics
#Lower Level Liberal Studies	#Lower Level Liberal Studies
<b>YEAR 2 – WINTER</b>	
ECN 329 Statistics for Economics II	ECN 329 Statistics for Economics II
ECN 600 Intermediate Macroeconomics II	ECN 600 Intermediate Macroeconomics II
ECN 700 Intermediate Microeconomics II	ECN 700 Intermediate Microeconomics II
FIN 401 Managerial Finance II	FIN 401 Managerial Finance II
##Arts or Non-Arts Elective from PR Table I	#Lower Level Liberal Studies
<b>YEAR 3 – FALL</b>	
ECN 627 Econometrics I	ECN 627 Econometrics I
ECN 707 Economics of International Trade	ECN 707 Economics of International Trade
FIN 501 Investment Analysis I	FIN 501 Investment Analysis I
#Upper Level Liberal Studies	#Upper Level Liberal Studies
##Arts or Non-Arts Elective from PR Table II	##Arts or Non-Arts Elective from Table III or IV
	ECN 900 Internship or WKT 77A/B Intl Economics Internship Program

<b>YEAR 3 – WINTER</b>	
*ECN 501 Industrial Organization	***ECN 620 Applied Economic Analysis
ECN 606 International Monetary Economics	ECN 606 International Monetary Economics
ECN 702 Econometrics II	ECN 702 Econometrics II
FIN 601 Investment Analysis II	FIN 601 Investment Analysis II
#Upper Level Liberal Studies	#Upper Level Liberal Studies
<b>YEAR 4</b>	
ECN 720 Seminar	***ECN 720 Applied Research Methods
*HST 500 Modern International Relations	
ECN 900 Internship or WKT 77A/B Intl Economics Internship Program	
ECN 820 Project	
ECN 821 Country Risk Analysis	
#Upper Level Liberal Studies	# <b>Two</b> courses from Upper Level Liberal Studies
##Arts or Non-Arts Elective from PR Table II	## <b>Two to Four</b> courses in Arts or Non-Arts Electives from Table III or IV
<b>Four</b> courses from Required Group 2	<b>Three to Five</b> courses from Required Group 2

The proposed program modifications do not place the BA (International Economics and Finance) fully within the common Arts platform. The math requirements for the BA (International Economics and Finance) prevent full integration. Further, the admission requirements of the BA (International Economics and Finance) are not the same as those for the other common platform BA programs. These facts mean that a student wishing to transfer from the revised BA (International Economics and Finance) to a common Arts program will have to seek admission to that program (this is currently the case as well). However, the revised curriculum allows the transfer student to carry 10 credits to the new BA program. With the current curriculum, virtually no transfer credits exist. It should be noted that the Faculty of Arts strongly endorses these proposed changes.

### **Recommendation**

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the curriculum modifications to the Bachelor of Arts (International Economics and Finance) program.*

## E. CURRICULUM MODIFICATIONS TO THE BACHELOR OF SCIENCE (BIOLOGY) PROGRAM- REGULAR PROGRAM

**A Series of Proposals:** This proposal suggests modifications to the program core and is the first of a series. The subsequent proposals, presented below, are designed to (i) increase the ease of pursuing current options within the biology program that are constrained by interdisciplinary curricular availability and structure, and (ii) to increase the number of options within the program. An additional proposal presents changes to the biology minor.

**Proposal- Core Program:** The Biology program is proposing a significant restructuring of the BSc (Biology) core program. The restructuring includes introducing additional required core discipline courses, repositioning of discipline courses and moving several courses from the required to the elective category. The proposed changes have no impact on the common first year science structure.

**Rationale for the Proposed Change:** The restructuring is intended to:

1. Ensure that students are exposed to all basic biology concepts normally encountered in a university-level biology degree;
2. Ensure that Ryerson biology graduates are competitive;
3. Provide both breadth of coverage of biology concepts with opportunities to achieve additional depth in biology.

**Structure of the Proposed Changes:** The proposed changes include: (i) introduction of three additional required discipline courses (the existing BLG 567 *Ecology* and two new courses BLG 315 *Evolution* and BLG 316 *Zoology*) into the program core and (ii) a repositioning of two current required BLG courses (BLG 230 *Botany* and BLG 400 *Genetics*) from Y3 to Y2.

In addition, the elective courses in Table I are divided into two distinct groups: one containing biology and biochemistry courses (Group A) and the other containing biology and non-biology courses (Group B). Students will be required to select 4 courses from Group A (i.e., they are professional electives). The remaining 6 elective slots (Group B) can be used towards a minor or to pursue one of the BSc (Biology) program options (e.g., Biophysics). With this configuration, a student will graduate with at least 18 biology and biochemistry courses, either required or elective.

To accommodate these changes, MTH480, *Statistics II*, CHY242 *Organic Chemistry II*, and BLG251 *Microbiology II* will be removed from the core and placed in the professionally related elective category. Finally, the liberal study courses offered in 3<sup>rd</sup> semester would be moved to 5<sup>th</sup> semester.

A comparison of the current and proposed curricula is provided below. **BOLD** highlighted indicates a new placement of course, \* indicates a new course.

### Biology Regular Program Curriculum (Current vs Proposed)

Current Curriculum		Proposed Curriculum	
<u>First semester</u>	<u>Course</u>	<u>First semester</u>	
BLG 143	Biology I	Unchanged	
CHY 103	General Chemistry I		
CPS 118	Intro Programming		
MTH 131	Modern Mathematics I		
PCS 120	Physics I		
SCI 180	Orientation		
<u>Second semester</u>	<u>Course</u>	<u>Second semester</u>	
BLG 144	Biology II	Unchanged	
CHY 113	General Chemistry II		
MTH 231	Modern Mathematics II		
PCS 130	Physics II		
Liberal	Table A		
<u>Third Semester</u>	<u>Course</u>	<u>Third Semester</u>	
BLG151	Microbiology I	Unchanged	
BLG311	Cell Biology I		
CHY142	Org. Chemistry I		
MTH380	Prob & Stats I		
Liberal	Table A	<b>BLG230</b>	<b>Botany</b>
<u>Fourth Semester</u>	<u>Course</u>	<u>Fourth Semester</u>	<u>Course</u>
BCH261	Biochemistry	BCH261	Biochemistry
BLG251	Microbiology II	<b>BLG400</b>	<b>Genetics</b>
CHY242	Org. Chem II	<b>BLG316</b>	<b>Zoology*</b>



MTH480	Prob. & Stats II	<b>BLG567</b>	<b>Ecology</b>
Liberals	Table A	Liberals	Table A
<u>Fifth Semester</u>	<u>Course</u>	<u>Fifth Semester</u>	<u>Course</u>
BCH361	Adv. Biochem I	BCH361	Adv. Biochem I
BLG307	Molecular Biology	BLG307	Molecular Biology
BLG400	Genetics	<b>Elective</b>	<b>Table I</b>
BLG230	Botany	<b>Liberals</b>	<b>Table A</b>
Elective	Table 1	Elective	Table I
<u>Sixth Semester</u>	<u>Course</u>	<u>Sixth Semester</u>	<u>Course</u>
BCH362	Adv. Biochem II	BCH362	Adv. Biochem II
BLG340	Env. Biology	<b>BLG315</b>	<b>Evolution*</b>
CMN600	Communications	<b>BLG 888</b>	<b>Mol Biol Lab</b>
Elective	Table I	Elective	Table I
Liberals	Table B	Liberals	Table B
<u>Seventh Semester</u>	<u>Course</u>	<u>Seventh Semester</u>	<u>Course</u>
BLG888	Molecular Biol Lab.	Elective	Table I
Elective	Table 1	Elective	Table I
Elective	Table 1	Elective	Table I
Elective	Table 1	Elective	Table I
Liberals	Table B	Liberals	Table B
<u>Eighth Semester</u>	<u>Course</u>	<u>Eighth Semester</u>	<u>Course</u>
Elective	Table 1	<b>CMN 600</b>	<b>Communications</b>
Elective	Table 1	Elective	Table I
Elective	Table 1	Elective	Table I
Elective	Table 1	Elective	Table I
Liberals	Table B	Liberals	Table B

## Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the curriculum modifications to the Bachelor of Science (Biology) regular program.*

## F. CURRICULUM MODIFICATIONS TO THE BACHELOR OF SCIENCE (BIOLOGY) PROGRAM- OPTION IN BIOPHYSICS AND OPTION IN BIOINFORMATICS/COMPUTATIONAL BIOLOGY

**Proposal:** The Biology program is proposing a restructuring of the *Biophysics* option and the *Bioinformatics/Computational Biology* option.

**Rationale for the Proposed Change:** The restructuring is intended to:

1. Biophysics- to address mathematics gaps in the option and to synchronize the physics courses in the option with a new sequence implemented within the BSc (Medical Physics) program;
2. Bioinformatics/Computational Biology- to enhance uptake of this option by synchronizing the flow of its curriculum with courses offered for students in this option by other departments (e.g., mathematics).

### Structure of the Proposed Changes:

*Biophysics:* Add 4 fundamental mathematics and physics courses (MTH330 Calculus and Geometry, PSC 300 Modern Physics, PCS 400 Quantum Physics I and PCS 229 Introduction to Medical Physics) to the first year of the option (semesters 5 and 6). These courses are prerequisites for courses taken in semester 7 and 8. To make room for the addition of these courses to semester 5, three courses currently in semester 5, (PCS 352 Nuclear Physics/Radiation Protection, PCS354 Radiation Biology and BLG307 Molecular Biology) are moved from semester 5 and placed in semester 7. To facilitate these changes and the requirement for PR electives from Tables II and III will be reduced to one (from 4) and three (from 5), respectively.

*Bioinformatics/Computational Biology:* Add MTH 110 Discrete Mathematics and MTH 330 Calculus and Geometry to the first year of the option (semester 5). The two courses CPS 313 Advanced Programming for Scientists and MTH 607 Graph Theory are moved from semesters 5 and 6 to semesters 7 and 8, respectively. The courses CPS 315 Database Applications for Scientists and CPS 815 Analysis of Algorithms are deleted from the curriculum (neither has ever been offered) and replaced with BLG 888 Molecular Biology Laboratory and an elective.

Comparisons of the current and proposed curricula are provided on the following pages. The detailed curriculum is provided in the proposal. Note that **BOLD** highlighting refers to repositioned courses.

**Changes to the Biophysics Option (Current vs Proposed)**

<b>Current Curriculum</b>		<b>Proposed Curriculum- No changes to S1 to S4</b>	
<u>Fifth Semester</u>	<u>Course</u>	<u>Fifth Semester</u>	<u>Course</u>
BCH361	Adv. Biochem I	BCH361	Adv. Biochem I
BLG307	Molecular Biology	<b>MTH 330</b>	<b>Geometry and Calculus</b>
BLG352	Nuclear physics	<b>PCS 300</b>	<b>Modern Physics</b>
BLG354	Radiation biology	<b>PCS 229</b>	<b>Intro Med Physics</b>
Elective	Table 1	Liberals	Table A
<u>Sixth Semester</u>	<u>Course</u>	<u>Sixth Semester</u>	<u>Course</u>
BCH362	Adv. Biochem II	BCH362	Adv. Biochem II
BLG340	Env. Biology	BLG315	Evolution
PCS 227	Biophysics	PCS 227	Biophysics
CMN600	Communications	<b>PCS 400</b>	<b>Quantum Physics I</b>
Liberals	Table B	Liberals	Table B
<u>Seventh Semester</u>	<u>Course</u>	<u>Seventh Semester</u>	<u>Course</u>
Elective	Table II	<b>PCS 352</b>	<b>Nuclear Phy &amp; Radiation</b>
Elective	Table II	<b>PCS 354</b>	<b>Radiation Biology</b>
Elective	Table III	BLG307	Molecular Biology
Elective	Table III	Elective	Table III
Liberals	Table B	Liberals	Table B
<u>Eighth Semester</u>	<u>Course</u>	<u>Eighth Semester</u>	<u>Course</u>
Elective	Table II	CMN 600	Communications
Elective	Table II	Elective	Table II
Elective	Table III	Elective	Table III
Elective	Table III	Elective	Table III
Liberals	Table B	Liberals	Table B

**Changes to the Bioinformatics/Computational Biology Option (Current vs Proposed)**

<b>Current Curriculum</b>		<b>Proposed Curriculum- No changes to S1 to S4</b>	
<u>Fifth Semester</u>	<u>Course</u>	<u>Fifth Semester</u>	<u>Course</u>
BLG 307	Molecular Biology	BLG 307	Molecular Biology
CHY 213	Analytical Chemistry I	<b>MTH 110</b>	<b>Discrete Math</b>
BCH 361	Adv Biochem I	BCH 361	Adv Biochem I
CPS 313	Adv Prog for scientists	<b>MTH 330</b>	<b>Calculus/Geometry</b>
Liberal	Table B	<b>Liberal</b>	<b>Table A</b>
<u>Sixth Semester</u>	<u>Course</u>	<u>Sixth Semester</u>	<u>Course</u>
BCH362	Adv. Biochem II	BCH 362	Adv Biochem II
CPS 411	Data Structures	CPS 411	Data Structures
MTH 500	Intro Stochastic Proc	MTH 500	Intro Stochastic Proc
MTH 607	Graph Theory	BLG315	Evolution
CMN600	Communications	Liberals	Table B
<u>Seventh Semester</u>	<u>Course</u>	<u>Seventh Semester</u>	<u>Course</u>
CPS 315	Databases Structures Scientists	<b>BLG 800</b>	<b>Proteomics and Genomics</b>
CPS 501/BME 501	Bioinformatics	CPS 501/BME 501	Bioinformatics
Elective	Table IV	<b>CPS 313</b>	<b>Adv Prog for scientists</b>
Elective	Table IV	Elective	Table IV
Liberals	Table B	Liberals	Table B
<u>Eighth Semester</u>	<u>Course</u>	<u>Eighth Semester</u>	<u>Course</u>
BLG 800	Proteomics and Genomics	CMN 600	Communications
CPS 815	Analysis of Algorithms	<b>BLG 888</b>	<b>Molecular Biol Lab</b>
Elective	Table IV	<b>MTH 607</b>	<b>Graph theory</b>
Elective	Table IV	Elective	Table IV
Liberals	Table B	Liberals	Table B

## Recommendation

Having satisfied itself of the merit of these proposals, ASC recommends: *That Senate approve the curriculum modifications to the Bachelor of Science (Biology) options in Biophysics and Bioinformatics/Computational Biology.*

## G. CURRICULUM MODIFICATIONS TO THE BACHELOR OF SCIENCE (BIOLOGY) PROGRAM- A NEW OPTION IN ENVIRONMENTAL BIOLOGY

**Proposal:** The Biology program is proposing to introduce a new option in *Environmental Biology* within the BSc (Biology) degree.

**Rationale for the New Option:** The environment is one of the Planet's most pressing concerns and there is a need for trained professionals in industries, government, and regulatory agencies that deal with environmental issues. The proposed new option will:

1. Provide more focused curriculum,
2. Diversify Biology offerings,
3. Provide more spaces in the Biology program to accommodate the growing demand for Biology at Ryerson,
4. Increase the marketability and profile of the Ryerson Biology program and its graduates,
5. Increase employment opportunities for graduates,
6. Prepare graduates for a wider range of graduate program options.

This new option provides students with an opportunity to acquire additional depth in the environmental biology sub-discipline, an area in which the department has substantial expertise. It would become part of a package of options including the core Biology program, the current options in Biophysics and in Bioinformatics/Computational Biology.

### Structure of the Proposed New Option:

The new option will provide a curriculum that emphasizes environmental biology but with an interdisciplinary approach that merges chemistry, engineering and other pertinent fields. Students will not only have an appreciation for ecological systems and biological communities, but will also be literate in biometry and analytical techniques.

The first years of the program remains unchanged from the current common first year. The second year is to be identical to the modified second year of the core Biology program (see section E, above). The divergence from the core program begins in year 3. The detailed curriculum structure is presented below. Courses highlighted in **BOLD** are courses in new positions, \* identifies a new course.

**Environmental Biology Option: Detailed Curriculum**

Biology Core Program Curriculum		Proposed Curriculum	
<u>First semester</u>	<u>Course</u>	<u>First semester</u>	
BLG 143	Biology I	Unchanged	
CHY 103	General Chemistry I		
CPS 118	Intro Programming		
MTH 131	Modern Mathematics I		
PCS 120	Physics I		
SCI 180	Orientation		
<u>Second semester</u>	<u>Course</u>	<u>Second semester</u>	
BLG 144	Biology II	unchanged	
CHY 113	General Chemistry II		
MTH 231	Modern Mathematics II		
PCS 130	Physics II		
Liberal	Table A		
<u>Third Semester</u>	<u>Course</u>	<u>Third Semester</u>	
BLG151	Microbiology I	Same as regular program	
BLG311	Cell Biology I		
CHY142	Org. Chemistry I		
MTH380	Prob & Stats I		
BLG230	Botany		
<u>Fourth Semester</u>	<u>Course</u>	<u>Fourth Semester</u>	<u>Course</u>
BCH261	Biochemistry	Same as regular program	
BLG400	Genetics		
BLG316	Zoology		
BLG567	Ecology		

Liberals	Table A		
<u>Fifth Semester</u>	<u>Course</u>	<u>Fifth Semester</u>	<u>Course</u>
BCH361	Adv. Biochem I	BCH361	Adv. Biochem I
BLG307	Molecular Biology	<b>BLG351</b>	<b>Applied Microbiology</b>
Elective	Table I	<b>BLG409</b>	<b>Biometry</b>
Elective	Table I	<b>BLG803</b>	<b>Ecosystem Processes*</b>
Liberal	Table A	Liberal	Table A
<u>Sixth Semester</u>	<u>Course</u>	<u>Sixth Semester</u>	<u>Course</u>
BCH362	Adv. Biochem II	<b>BLG340</b>	<b>Environmental Biology</b>
BLG315	Evolution	BLG315	Evolution
BLG 888	Mol Biol Lab	<b>CHY423</b>	<b>Environmental Science</b>
Elective	Table I	Elective	Table V
Liberals	Table B	Liberals	Table B
<u>Seventh Semester</u>	<u>Course</u>	<u>Seventh Semester</u>	<u>Course</u>
Elective	Table I	<b>BLG401</b>	<b>Ecotoxicology</b>
Elective	Table I	Elective	Table V
Elective	Table I	Elective	Table V
Elective	Table I	Elective	Table V
Liberals	Table B	Liberals	Table B
<u>Eighth Semester</u>	<u>Course</u>	<u>Eighth Semester</u>	<u>Course</u>
CMN 600	Communications	CMN 600	Communications
Elective	Table I	Elective	Table V
Elective	Table I	Elective	Table V
Elective	Table I	Elective	Table V
Liberals	Table B	Liberals	Table B

**Timeline:**

Note that the new courses for this option are Y3 and Y4 courses. For a Fall 2012 launch this means the first cohort of students eligible to select this option would be the Fall 2011 intake. This implies the first offering of these courses would be Fall 2013.

**Resources:**

*Five New Courses:* The option requires the creation of 5 new courses: Ecosystem Processes, Entomology, Plant Diversity, Conservation Biology and Water Quality and Environmental Management. Of these, only BLG803 (Ecosystem Processes) is required. The other four are part of the program's P/PR Table V. All of these will be cross listed as professionally related electives for the regular biology program. Note that only one of these, Ecosystem Processes, needs to be offered each year as it is required for the option. The other 4 can be offered in rotation.

*New Faculty:* The proposal suggests that 1 new faculty hire will be required to make this option viable. The University Planning Office has confirmed that this is viable with an incremental increase in first-year target enrolment of 12. The Biology program has agreed to accept this level of growth.

**Minor Curriculum Modification or Major Curriculum Modification?**

This is a new option created to be combined with an existing approved program. The new option represents a modest change in the overall degree content (change of 6 courses in 41 or ~ 15%). Total laboratory hours in the proposed option are nearly the same as in the regular program, less by 1.5 h over the course of the degree. The total number of laboratory hours is the same as for the current Biophysics option. There is no addition or deletion of a capstone thesis course. Therefore the proposed changes do not meet the criteria for a major curriculum modification as defined by the Ontario Universities Council on Quality Assurance as expressed in Ryerson's Institutional Quality Assurance Process (Senate Policy 127).

**Recommendation**

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed new option in Environmental Biology for the Bachelor of Science (Biology) program.*

## **H. CHANGING THE NAME OF THE MINOR IN BUSINESS COMMUNICATION TO MINOR IN PROFESSIONAL COMMUNICATION**

**Proposal:** The School of Professional Communication (ProCOMM) is proposing to rename its six-course minor in Business Communication to "Minor in Professional Communication".

**Rationale:** The proposal provides five rationales for the proposed change. The name change will:

1. Ensure consistency with School branding;
2. Support recognition of Professional Communication as a distinct discipline of study and practice;



3. Reflect and support current and developing ProCOMM curriculum (e.g., the proposed BA degree program, possible double majors);
4. Appeal to the diversity of ProCOMM program partners which is much broader than areas related to business;
5. Reflect more accurately the faculty members' diversity of SRC activities.

The proposal has been approved by the School Council and has the support of the Dean of FCAD. Approval has also been granted by 17 programs across campus.

## Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the name change from the Minor in Business Communication to the Minor in Professional Communication.*

## I. REVISIONS TO THE MINOR IN BIOLOGY

**Proposal:** The Biology program is proposing changes to its current six-course minor.

**Rationale for the Proposed Change:** The current six-course minor requires completion of two introductory biology courses *before* the courses in the minor can be taken. In effect, it is an eight-course minor. The proposed changes will allow a greater number of students to complete the minor without having to do extra courses.

**Structure of the Proposed Change:** The two introductory biology courses, BLG 143 and BLG 144, become the two required courses for the minor. The previous three required courses, BLG 151, BLG 311 and BLG 400 now become part of the group of elective courses from which the remaining four courses for the minor can be selected. Further, the courses BCH 261, BCH 361, BCH 362, BLG 230, BLG 312, BLG 315 and BLG 316 are to be added to the elective group for this minor. The detailed modifications are provided below:

**PROPOSED MINOR:** To receive the Minor, a student must complete six courses from the following course of study:

BLG 143      BLG 144

And four of the following:

<b>BLG 151</b>	BLG 315*	BLG 567	BLG 788	BCH 362*
BLG 230*	BLG 316*	BLG 578	BLG 800	
BLG 251	BLG 351	BLG 600	BLG 856	
BLG 307	<b>BLG 400</b>	BLG 678	BLG 888	
<b>BLG 311</b>	BLG 401	BLG 700	BCH 261*	
BLG 312*	BLG 402	BLG 785	BCH 361*	

Courses in **BOLD** have been moved from the required to elective category. Courses marked with \* are new to the list of electives.

## Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed revisions to the Minor in Biology.*

## J. REVISIONS TO THE MINOR IN ECONOMICS

**Proposal:** The Department of Economics is proposing changes to its current six-course minor.

**Rationale for the Proposed Change:** The current six-course minor requires completion of two introductory economics courses *before* the courses in the minor can be taken. In effect, it is an eight-course minor. The proposed changes will allow a greater number of students to complete the minor without having to do extra courses.

**Structure of the Proposed Change:** The two introductory economics courses, ECN 104 and ECN 204, become the two required courses for the minor. The previous two required courses, ECN 301 and ECN 504, had ECN 104 and ECN 204 as pre-requisites. These former required courses now become part of the elective group from which the remaining four courses for the minor can be selected. The detailed revision is:

### **PROPOSED MINOR:**

To receive the Minor, a student must complete six courses from the following course of study:

Required:

ECN 104 ECN 204

Four of the following including at least one of ECN301 or ECN504:

ECN 301	ECN 510	ECN 627	ECN 715
ECN 321	ECN 600	ECN 700	ECN 801
ECN 501	ECN 601	ECN 702	ECN 803
ECN 502	ECN 605	ECN 703	ECN 808
ECN 504	ECN 606	ECN 707	ECN 815
ECN 506	ECN 614	ECN 710	GMS 402

## Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed revision to the Minor in Economics.*

## **K. REVISIONS TO THE MINOR IN PUBLIC ADMINISTRATION**

**Proposal:** The Department of Politics is proposing modifications to its six-course Minor in Public Administration.

**Rationale for the Proposed Changes:** The proposed changes introduce alternative courses which cover very similar material to four of the current Minor's courses. The intention with the change is to enhance student choice within the Minor by ensuring that students who take a course covering subject matter deemed suitable for the inclusion in the Minor are able to use that course to achieve the Minor. In addition, one course no longer central to the Public Administration program is deleted and replaced by another course.

**Structure of the Proposed Changes:** The proposed changes include:

1. remove POG443 from the course listing. This course is no longer central to the Public Administration program and therefore should not be part of the Public Administration Minor.
2. add PPA402 to the course listing. This course has assumed increased prominence in the Public Administration program, so it should be an option available to students pursuing the Minor.
3. provide "POG-course" alternatives to students where the Department has two courses covering similar subject material. The alternatives are: PPA121 OR POG310; PPA124 OR POG440; PPA125 OR POG315; PPA425 OR POG416. The alternative courses as options within the Minor will maximise the opportunity of students in other programs to earn a Public Administration Minor. Public Administration courses (PPA prefix) are often offered only in the evening, whereas Politics courses (POG) are usually offered only in the day.

### ***PROPOSED MINOR:***

To receive the Minor, a student must complete six courses from the following course of study:

### **REQUIRED:**

PPA 101 **and** PPA 102

Two of the following:

POL 101    PPA 124 **or** POG 440

POL 102    PPA 125 **or** POG 315

PPA 120    PPA 319

PPA 121 **or** POG 310                          PPA 425 **or** POG 416

PPA 122 **or** POL 123 **or** POG 410

Two of the following:

PPA 211

PPA 401

PPA 301

PPA 402

PPA 303 or INP 915

PPA 403

PPA 335

### **Recommendation**

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed revisions to the Minor in Public Administration.*

## **L. REVISIONS TO THE MINOR IN POLITICS**

**Proposal:** The Department of Politics is proposing modifications to its six-course Minor in Politics.

**Rationale for the Proposed Changes:** The proposed changes are in the spirit of the new Minors Policy. They introduce liberal studies into the Minor's curriculum. They also introduce alternative courses which cover very similar material to four of the current Minor's courses. The intention with the latter change is to enhance student choice within the Minor by ensuring that students who take a course covering subject matter deemed suitable for the inclusion in the Minor are able to use that course to achieve the Minor.

**Structure of the Proposed Changes:** The first proposed change, which facilitates the use of up to two Liberal Studies electives to satisfy the requirements of a Minor, is to include Politics Liberal Studies courses as course options in the Minor. The Department also proposes a system of tagging LS courses in the Minor's curriculum to facilitate clarity on the part of students about the choices they have.

The second proposed change is the inclusion of Public Administration (PPA) alternatives to Politics (POG) courses where they exist. This involves the courses: PPA121 OR POG310; PPA124 OR POG440; PPA125 OR POG315; PPA425 OR POG416.

**PROPOSED MINOR:** To receive the Minor, a student must complete six courses from the following course of study. Note that **a maximum of TWO (2) Liberal Studies electives** (those identified "LS" below) may be used to satisfy the requirements of the Minor.

A minimum of **two** to a maximum of **four** of the following:

POG 100

POG 110

POG 210

POG 214 **or** PPA 211

POG 225

POG 235

POG 240

POG 320

POL 106 (LS)

POL 128 (LS)

POL 129 (LS)

POL 203 (LS)

POL 208 (LS)

A minimum of **two** to a maximum of **four** from the following:

INP 900

POG 430

POG 310 **or** PPA 121

POG 431

POG 313

POG 440 **or** CRM 400 **or** PPA 124

POG 315 **or** PPA 125

POG 442

POG 316

POG 443

POG 317

POG 444

POG 323	POG 446
POG 410 or PPA 122 or POL 123	POL 501 (LS)
POG 411	POL 507 (LS)
POG 412	POL 510 (LS)
POG 415	POL 511 (LS)
POG 416 or PPA 425	POL 540 (LS)
POG 417	POL 588 (LS)
POG 423	POL 601 (LS)
POG 424	POL 607 (LS)
POG 425	POL 688 (LS)
POG 426	POL 720 (LS)

## Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed revisions to the Minor in Politics.*

## M. PROPSOAL FOR A NEW MINOR IN BUSINESS ESSENTIALS

**Proposal:** TRSM is proposing a new six-course minor in Business Essentials. This broad-focus minor is targeted at undergraduate students in the Faculties of Arts, Community Services Communication and Design as well as Engineering, Architecture and Science. The six-course minor package can also be used as a business module within an interdisciplinary program such as the proposed Bachelor of Arts (Creative Industries), should the latter eventually be launched.

**Rationale for the Minor:** The minor is intended to provide non-Business students with *broad knowledge and skills* related to business. This general business curriculum may enhance their employment opportunities. The minor augments the current suite of minors offered by TRSM- while they all focus on particular functional areas of business (e.g., Marketing) or sector (e.g., Retail), the proposed minor will provide a boarder perspective. The minor will also emphasize quantitative skills.

**Objectives of the Minor:** The minor will provide non-Business students with:

- A fundamental understanding of the structure of business and the operation of both the national and global market places;
- An introduction to the terms, concepts and nomenclature of business;

- Basic knowledge about the functional areas of business and how they are integrated for strategic decision making;
- An appreciation of the importance of finance and accounting in business success.

**Structure of the Proposed Minor:** The basic structure of the minor is three required courses and three elective courses. Two of the required courses are foundational; the third is a capstone course.

**Consistency with the Ryerson policy on Minors:** The minor is consistent with Policy 148.

**Curriculum:** The proposed curriculum is presented below. This minor will not be open to any students registered in a TRSM program, but rather is targeted exclusively to non-business students.

***Required Courses:***

BSM100 The New Business: From Idea to Reality

BSM200 The Growing Business: Breaking Even

BSM600 The Mature Business: Market Dominance or Failure

***Electives (Select 3):***

GMS410 Management in the Large Corporation

ENT505 Small-business Management

FIN305 Financial Management

GMS455 Project Planning and Delivery

ITM355 Online Business

MKT310 Marketing Plans

ENT520 New Venture Creation

GMS520 Fundamentals of International Business

The two required foundations courses (BSM100 and BSM200) present an integrated curriculum which prepares students for the electives. BSM600 acts as a capstone to deepen student understanding of business from a strategic perspective. The content of these new courses is built from the content of existing courses to meet the overarching goal of the minor to provide broad-based business knowledge and skills.

**Recommendation**

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed new Minor in Business Essentials.*

## N. PROPSOAL FOR A NEW MINOR IN PHYSICS

**Proposal:** The Dept of Physics is proposing a six-course minor in Physics. The minor is designed to be accessible to science and engineering students.

**Rationale for the Minor:** In today's technological world, Physics knowledge is useful for an informed citizen who wants to contribute effectively to a better society. Achieving the Physics minor will also be of interest as a teachable subject to students planning a career as a high school science teacher.

**Objectives of the Minor:** The minor will provide non-Physics students with the opportunity to:

- gain knowledge and problem solving skills in Physics;
- explore a field other than their own;
- obtain an additional level of qualification (e.g., an additional teachable subject);

**Structure of the Proposed Minor:** The basic structure of the minor is three required courses and three elective courses.

**Consistency with the Ryerson policy on Minors:** The minor is consistent with Policy 148.

**Curriculum:** The proposed curriculum is presented below. All courses currently exist as part of the BSc (Medical Physics) program. No new courses are being proposed. As required by policy, a maximum of two "core" courses (Professional required, Professional elective or Professionally Related required) from a student's program may be applied to the Physics minor provided those courses are part of the Physics minor curriculum.

### **Required Courses:**

Either (PCS 120 and PCS 130) or (PCS 211 and PCS 125)

and

PCS 228 or PCS 300

where

PCS 120 (Physics I) and PCS 130 (Physics II) are required course for all Science students;

PCS 211 (Physics: Mechanics) and PCS 125 (Physics: Waves and Fields) are required courses for all Engineering students.

### **Electives Courses: Select 3 from**

PCS 107 (Natural Context); PCS 110 (Physics); PCS 224 (Solid State Physics); PCS 227 (Biophysics); PCS 228 (Electricity and Magnetism); PCS 300 (Modern Physics); PCS 230 (Photonics and Optical Devices); PCS 335 (Thermodynamics and Statistical Mechanics); PCS 352 (Nuclear Physics/Radiation Protection); PCS 358



(Mechanics); PCS 400 (Quantum Physics I); PCS 510 (Astrophysics); PCS 7009 Quantum Physics II); PCS 724 (Condensed Matter).

**Pre-requisites:** Due to the technical nature of many of the electives, they have PCS pre-requisites and, in many cases, mathematics (MTH) pre-requisites. The MTH pre-requisites are external to the minor. All science students and all engineering students have required MTH courses in their programs which are suitable pre-requisites for the elective PCS courses in the minor.

### **Recommendation**

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed new Minor in Physics.*

## **O. PROPOSAL FOR A NEW MINOR IN LABOUR AND EMPLOYMENT RELATIONS**

**Proposal:** The Department of Human Resources Management and Organizational Behaviour is proposing a six-course minor in Labour and Employment Relations (LER). This interdisciplinary minor is intended for students from a wide range of disciplines across Ryerson.

**Rationale for the Minor:** LER is a broad and interdisciplinary field of study, concerned with understanding all aspects of work and employment in society. While there is currently no Ryerson program in this field, many relevant courses are already offered and taught regularly by Ryerson departments. The Minor program structure utilizes these already existing Ryerson courses in a manner designed to both advance students' exposure to this field, and to further student intellectual diversity and interdisciplinary studies. The Minor may stimulate further curriculum development opportunities. As well, the Minor provides student learning opportunities connected to the recently established Ryerson Centre for Labour-Management Relations.

### **Objectives of the Minor:**

- Students will acquire both a broader and more intensive understanding of work and employment relations in Canada;
- Students will gain an appreciation of the multiple, and often competing, paradigmatic perspectives and theoretical frameworks for examining LER;
- The intellectual training provided in the Minor may further student opportunities to undertake graduate studies in LER;
- Completion of the Minor may also further student preparation for certain professionally-related opportunities in LER.

**Consistency with the Ryerson policy on Minors:** The proposed minor is consistent with Policy 148. Under this policy, students are able to apply two required or compulsory courses from their own programs. The Minor takes this into account and enables students from most faculties at Ryerson to complete the Minor, including those in the Major offered by the HRM/OB department. The program design does not include any intentional exclusion of any program.

**Curriculum:** The proposed curriculum is presented below. All of the courses included in the Minor are offered annually by their respective teaching departments, other than in extraordinary circumstances. Note that there are no new courses being proposed as part of this Minor. To obtain the Minor a student must complete:

- a) MHR 522 – Industrial Relations
- b) Two of the following:
  - MHR 405 – Organizational Behaviour
  - MHR 523 – Human Resources Management
  - MHR 600 - Diversity and Equity
  - MHR 711 - Occupational Health and Safety (OHS 718 is an anti-requisite)
  - MHR 721 – Negotiations and Conflict resolution
  - LAW 529 – Labour and Employment Law
- c) Two of the following:
  - SOC 472 – Sociology of Work and Occupations OR SOC 501 – Sociology of Work\*
  - ECN 605 – Labour Economics
  - PPA 319 – Politics of Work and Labour
- d) One additional course from group c) or from the following:
  - POG 315 – Equity and Human Rights OR PPA 125 Rights, Equity and the State
  - SOC 606 - Sociology of Work and Families
  - OHS 208 - Occupational Health and Safety Law

\* SOC501 is a Liberal Study course.

## Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed new Minor in Labour and Employment Relations.*

Respectfully submitted,



*Chris Evans, Chair for the Committee*

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*ASC Members:*

Keith Alnwick, Registrar

Ian Baitz, Faculty of Communication and Design, Graphic Communications Management

Jennifer Cartwright, Ted Rogers School of Management, Business Management, Student ASC Member

Naomi Eichelau, Librarian, Library

Chris Evans, Vice-Chair and Vice Provost Academic

Jacob Friedman, Faculty of Engineering, Architecture, and Science, Mechanical and Industrial Engineering

Noel George, Faculty of Engineering, Architecture, and Science, Chemistry and Biology

Jacqui Gingras, Faculty of Community Services, Nutrition

Des Glynn, Chang School of Continuing Education

Andrew Hunter, Faculty of Arts, Philosophy

Suanne Kelman, Faculty of Communication and Design, Journalism

Tim McLaren, Ted Rogers School of Management, Information Technology Management

Pamela Robinson, Faculty of Community Services, Urban and Regional Planning

Diane Schulman, Secretary of Senate, Non-voting ASC Member

John Turtle, Faculty of Arts, Psychology

Andrew West, Faculty of Arts, Politics, Student ASC Member

## **Report to Senate: Fresh Start Pilot Program, August 2010-January 2011**

### ***Executive Summary***

The Fresh Start Pilot Program (FSPP) offered an opportunity for on-going academic engagement to 667 first year Required to Withdraw (RTW) students at the end of the Winter 2010 semester. The program offered access to up to two academic courses as well as a suite of non-credit learning supports.

From this RTW cohort of 667, 231 students expressed an interest in participating in FSPP and 154 students registered and completed the FSPP. The completion rate was 23% of the entire first year RTW cohort. Of the 154 students completing, 86 applied for reinstatement (56% of participants), 24 applied for program transfer (16% of participants) and 42 (27% of participants) for neither.

Of the 110 FSPP participants applying for reinstatement or transfer, a total of 80 were approved- a 73% approval rate. By comparison, the approval rate for the entire group who either did not complete or chose not to participate was 31%.

Participation in learning supports had a positive impact on academic outcomes, with the average GPA on academic courses being noticeably higher for participating students.

As a result of these outcomes and a review and revision of Senate Policy 46, Ryerson has formalized the Fresh Start program as an on-going opportunity for all students who become RTW for the first time. As of October 12, 2011, 430 RTW students from all years had applied for Fresh Start 2011/2012. Of these 381 were eligible for reinstatement pathway contracts, 24 for transfer pathway contracts and 25 were denied access to Fresh Start. The total RTW cohort size (all years) from W2011 was 1026. Thus nearly 40% of the total RTW cohort is taking advantage of the Fresh Start opportunity.

### ***Background***

In April 2010 the Provost authorized development of a pilot program of studies to provide students who were Required to Withdraw (RTW) an opportunity to re-establish their academic credibility. This program was called the Fresh Start Pilot Program (FSPP) and was open to any first-year student who had an academic standing of RTW at the end of the 2010 winter semester.

The FSPP was launched in August 2010. The FSPP enabled RTW students to take one or two program-approved academic credit courses during the Fall 2010 semester in order to remain academically active at Ryerson. Participants were also offered specially-tailored learning supports, packaged as “Fresh Start,” which were intended to benefit students seeking reinstatement into their program, or admission and transfer to another. Ryerson’s Office of University Admissions created a system of advising to support the latter group of students.

This report summarizes basic information about outcomes of the FSPP and outlines the impact non-course components (learning supports) of the FSPP had on participating first-year undergraduates.

**Statement of the situation**

- There were 667 first-year students who were ‘Required to Withdraw’ at the end of the Winter 2010 semester.
- Under the then existing policy on Undergraduate Grading, Promotion and Academic Standing (Senate Policy 46), these RTW students were not permitted to take any courses at Ryerson during their RTW period (12 months). Courses taken elsewhere could not be used for Ryerson credit even if a student were to ultimately be reinstated or admitted to a new program.
- FSPP was developed to provide RTW students an opportunity to stay engaged academically in the Ryerson community while they worked on repositioning themselves on the path to academic success. All first-year students who were RTW at the end of the Winter 2010 semester were invited to participate.

**Main findings**

Detailed data for the participating and non-participating RTW students are presented in Tables 1 and 2. The footnotes for both tables follow Table 2. Note: Total First-Year RTW Cohort = 667 students, 231 (35%) expressed an interest in participating in FSPP.

**Table 1. Data for Students Participating in the Fresh Start Pilot Program**

<b><u>FSPP Participating Students</u></b>	<b><u>Number</u></b>
Total Completing FSPP	154
Applied (Reinstate + Transfer) <sup>a)</sup>	110
Approved (Reinstate + Transfer)	80
% Approval (Reinstates + Transfers) <sup>c)</sup>	73% (52%, see note b2, following Table 2, below)
Reinstate Applications	86
Reinstate Approvals	60
Reinstate Approval Rate	70%
Transfer Applications	24
Transfer Approvals	20
Transfer Approval Rate	83%

**Table 2. Data for Students not Participating in, or not Completing, the Fresh Start Pilot Program**

<b><u>FSPP Non-Participating/Non-Completing Students</u></b>	<b><u>Number</u></b>
Students not Choosing or not Completing FSSP	513
“Applied” (Reinstate + Transfer) <sup>b1)</sup>	513
Approved (Reinstate + Transfer)	161
% Approval <sup>c)</sup>	31

a) Sum of reinstate and transfer applications; b1) The number of applicants in this group is unknown. If all of them applied, the resulting approval rate would be 31% as indicated in the table; b2) On the same basis as the Non-FSPP cohort, i.e., approvals per entire group rather than per applicants, the approval rate for FSPP would be  $(80/154) \times 100\% = 52\%$ ; c) Reinstate and Transfer combined.

Note that while a direct estimate of the rate of *application* to approval for the Non-FSPP group is not available, it is clear that FSPP students performed better in reinstate/transfer approvals than the Non-FSPP group regardless of the basis upon which the analysis is based. The FSPP also benefitted at least 80 individuals in the sense that they returned to their programs with additional course credits on their transcripts compared to the Non-FSPP reinstate/transfer group.

### ***Impact of Learning Supports***

One important feature of FSPP was availability of voluntary, non-academic learning supports. These included:

1. FSPP information sessions (group setting)
2. Learning Plan sessions (one-on-one with Academic Success Facilitator)
3. Mid-term check in sessions (group setting)
4. Reinstatement Reflective Writing session (workshop format)

Students were also supplied with several tools: a Self-Reflection Questionnaire; the FSPP Blackboard organization; the Student Activity Tracker. In terms of uptake:

- ✓ 38% of FSPP participants attended the Information Sessions
- ✓ 84% of FSPP participants had some form of contact with the Academic Success Facilitator
- ✓ 57% of FSPP participants attended the Learning Plan Sessions

- ✓ 39% of FSPP participants attended the Reinstatement Reflective Writing sessions
- ✓ 10% attended the Mid-term check-in sessions

These initiatives were delivered along with information regarding the importance of connecting with students' Program Advisors and Departments. Both the Academic Success Facilitator and the Program Advisors across the university engaged in distinct efforts to support students in their academic achievement.

Students who connected with the learning supports made available through the Fresh Start Pilot Program achieved strong results which are supported by both objective and observational data:

- ✓ Students who attended the Learning Plan sessions achieved higher GPAs than those in their FSPP who did not. (On average, 1.97 vs. 1.23.)
- ✓ Students who participated in one or more non-course component of FSPP achieved higher GPAs than those who did not (On average, 1.86 vs. 1.07).

#### ***Role of the Academic Success Facilitator***

The Academic Success Facilitator played a significant role in connecting FSPP participants to available resources and supports at Ryerson. This was accomplished either in-person, at one of the planned sessions, or by phone or e-mail.

The Academic Success Facilitator provided an additional safe and non-judgmental forum for students to openly discuss their personal and academic circumstances, and to receive guidance regarding how best to affect change for themselves.

#### ***Summary of FSPP Focus Group Sessions***

A total of 15 FSPP students participated in three sessions to discuss their experiences and thoughts about FSPP. Some common themes are listed below:

- ✓ Willingness to make connections with supports and resources on campus designed to assist them.
- ✓ Discovering ways of establishing relationships with professors, and of how to find tutoring assistance.
- ✓ Learning to check-in with themselves around the issues they identified as barriers to their own academic success.
- ✓ Identifying their program choice as either not a "good fit," or did not meet their perceived expectations.
- ✓ Expressed in hindsight how they could have benefited from career planning/counseling.
- ✓ Learning to prioritize; learning to focus on how they learn and the factors that contribute to their success.
- ✓ Learning to develop a relationship with their program, department staff, and to "stay connected" overall.

Other students commented on:

- ✓ The value of the “personal” approach of FSPP in being able to discuss their challenges openly.
- ✓ The value of obtaining assistance in developing their plans for academic success.
- ✓ The value of the non-course components.
- ✓ The value of the available tutoring and peer support.

Many students were receptive to the idea of mandating non-course components into FSPP and some commented on the value of the possibility of the FSPP collaborating with the Tri-Mentoring program.

### ***Conclusions***

The students who participated in the FSPP were those who were generally disengaged from their studies for a variety of academic and non-academic reasons. Many participants in FSPP achieved grades in their academic courses that were sufficiently high to be reinstated into their own program, or to transfer to another. Ultimately, the investment that FSPP participants made in their own success, through sustained engagement in FSPP and other interactions made on campus (Academic Success Facilitator, program departments, learning resources on campus) led to their own achievements.

As a result of these outcomes and a review and revision of Senate Policy 46, Ryerson has formalized the Fresh Start program as an on-going opportunity for all students who become RTW for the first time. The Fresh Start program provides RTW students with a step-wise reintegration into academics coupled with a required learning supports component. It is worth noting that as of October 12, 2011, 430 RTW students from all years had applied for Fresh Start 2011/2012. Of these 381 were eligible for reinstatement pathway contracts, 24 for transfer pathway contracts and 25 were denied access to Fresh Start. The total RTW cohort size (all years) from W2011 was 1026.

Respectfully submitted,



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Chris Evans  
Vice Provost Academic



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Heather Lane-Vetere  
Vice Provost Students

October 16, 2011



6 October 2011

Diane Schulman  
Secretary of Senate, Ryerson University

Dear Diane,

After due thought and consideration, the Science Working Group, comprising the department chairs and programme directors of the four common first-year science programmes (Biology, Chemistry, Mathematics and Its Applications, and Medical Physics) and Computer Science has decided to eliminate the “choice of five” Liberal Studies course in the common first-year science programmes and replace it with an upper level LS (Table B).

The special LS course appears in the common first-year programmes as follows:

**LIBERAL STUDIES:** One course from the following:

<u>ENG 503</u>	Science Fiction
<u>GEO 702</u>	Technology and the Contemporary Environment
<u>HST 701</u>	Scientific Technology and Modern Society
<u>PHL 709</u>	Religion, Science and Philosophy
<u>POL 507</u>	Power, Change in Technology

The “choice of five” LS course was created to help ensure that graduates would gain some understanding of the relationship between science and society. It was modelled on a similar “choice of five” course mandated by the Canadian Engineering Accreditation Board for the engineering curriculum. While the science departments feel that this aspect of the programme is important, they also believe that the change will enhance student choice and give operational flexibility when implementing programme changes.

The proposed change to remove the “choice of five” LS from all programmes and replace it with a LS course chosen from Table B has been discussed and approved by all the relevant department councils, as well as the Dean of Arts. The change affects all students, both current and incoming, beginning Fall 2012.

Regards,



Darrick V. Heyd, Associate Dean  
Undergraduate Science Programmes and Student Affairs

C.c. M. Lachemi, Dean, FEAS  
N. Cavallin, Undergraduate Publications Editor  
J.-P. Boudreau, Dean, Arts

## REPORT OF ACADEMIC STANDARDS COMMITTEE

### Report #F2011-1; November 2011- Addendum

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on proposed curriculum modifications to the Bachelor of Commerce (Business Technology Management) program.

#### A. CURRICULUM MODIFICATIONS TO THE BACHELOR OF COMMERCE (BUSINESS TECHNOLOGY MANAGEMENT) PROGRAM

**Proposal:** The School of Information Technology Management (ITM) offers a four-year BComm (Business Technology Management, BTM) with a co-op option and an advanced standing option. The proposal presents modifications to the four-year BComm. The modified curriculum has been compared to (i) that of AACSB accredited program at other universities in North America and (ii) the IS2010 model curriculum for BTM programs.

**Rationale for the Proposed Changes:** The changes reflect a redirection of the program to a focus on preparing students for careers in *"IT-Enabled Business Analysis and Improvement of Organizational Processes and Performance"*. The program undertook a very detailed curriculum analysis and established that the current curriculum is unbalanced; favouring knowledge content at the expense of the development of analytic and synthetic skills which facilitate the application of the knowledge content. The proposed curriculum changes improve the long-term stability of the core BTM program by rationalizing the content around the stated mission using a core set of required courses while strengthening the emphasis on foundational skills and competencies for analytical and critical thinking, quantitative analysis and problem solving. In a nutshell, the proposal shifts some weight away from "core" ITM content and redistributes it onto foundations. The School believes that this emphasis is critical to professional career preparedness and lifelong learning.

**Structure of the Proposed Changes:** The detailed modified curriculum is presented below. The following chart presents an overview of the proposed modified curriculum structure for the basic BComm:

Category		Number of Courses
<b>Core Courses</b>  (75%)	<b>ITM Required<sup>1</sup></b>	11 Credits
	<b>ITM Electives</b>  From the ITM Core Elective Table	5 Credits
	<b>Business &amp; Economics Required</b>  (ACC, FIN, MKT, ECN, LAW)	8 Credits
	<b>Foundation Required</b>  (ITM, GMS, PHL, CMN, MHR)	6 Credits
<b>Professionally-Related Electives</b>  (10%)	3 <sup>rd</sup> or 4 <sup>th</sup> year course offered by any Ryerson University program <sup>2</sup>	4 Credits
<b>Liberal Studies Electives</b>  (15%)	3 courses from each one of the lower level and the upper level liberal studies respectively.	6 Credits

Note 1: The total number of *required* ITM courses has been reduced from 17 to 11 in the new curriculum. These courses have been moved to the PR required group elective Table I from which students now elect 5 ITM credits. This facilitates additional student choice within discipline. The 6-course difference has been distributed onto foundations (increase from 3 to 6 courses) and PR courses (increase from 5 to 9). In addition, the total number of courses has been increased from 39 to 40 in the new curriculum.

Note 2: This proposal is at the leading edge of the transition from the current curriculum framework to the new curriculum framework. This PRE categorization of fully open choice is consistent with the new framework. However, during the transition the BTM program will continue to use a modified version of its current PR elective table to guide student choice in this category. Once the new framework is rolled out, the program will make these course choices fully open.

**Curriculum:** The following tables present the detailed curriculum.

**Proposed Curriculum and Sequencing- Regular Program**

<b>1<sup>st</sup> SEMESTER</b>	
<b>REQUIRED:</b>	
ITM 100 Foundations of Information Systems	Prerequisite : None
CMN124 Communication in ITM	Prerequisite : None
GMS 200 Introduction to Global Management	Prerequisite : None
SSH 105 Critical Thinking I	Prerequisite : None . Antirequisite :PHL214
ITM 107 Managerial Decision Making	Prerequisite : None
<b>2<sup>nd</sup> SEMESTER</b>	
<b>REQUIRED:</b>	
ITM 207 Computer-Enabled Problem Solving	Prerequisite : None
MHR 405 Org. Behaviour and Int. Skills	Prerequisite : None
ECN 104 Introduction to Microeconomics	Prerequisite : None
QMS 102 Statistics for Business I	Prerequisite : None
<b>One</b> one-term Lower Level Liberal Elective	
<b>3<sup>rd</sup> SEMESTER</b>	
<b>REQUIRED:</b>	
ITM 305 Systems Analysis and Design	Prerequisite : ITM100, ITM207
ITM 301 IT Infrastructure	Prerequisite : ITM100
MKT 100 Principles of Marketing	Prerequisite : None
ACC 100 Introductory Financial Accounting	Prerequisite : None
<b>One</b> one-term Lower Level Liberal Elective	

**4<sup>th</sup> SEMESTER****REQUIRED:**

ITM 410 Business Process Design	Prerequisite : ITM100, ITM207
ITM 500 Data & Information Management	Prerequisite : ITM100, ITM207
ACC 406 Intro Management Accounting	Prerequisite : ACC100
LAW 122 Business Law	Prerequisite : None
<b>One</b> one-term Lower Level Liberal Elective	

**5<sup>th</sup> SEMESTER****REQUIRED:**

ITM 750 IS Project Management	Prerequisite : ITM305, ITM410
QMS 202 Business Statistics II	Prerequisite : QMS102
FIN 300 Managerial Finance I	Prerequisite : ACC100
<b>One</b> one-term ITM Core Elective (*)	
<b>One</b> one-term Upper Level Liberal Elective	

**6<sup>th</sup> SEMESTER****REQUIRED:**

ITM 701 Enterprise Architecture	Prerequisites :ITM301, ITM305, ITM410
ECN 204 Introductory Macroeconomics	Prerequisite : ECN104
<b>Two</b> one-term ITM Core Elective (*)	
<b>One</b> one-term Upper Level Liberal Elective	

**7<sup>th</sup> SEMESTER****REQUIRED:**

ITM 700 IT and Strategic Management	Prerequisite : 4 <sup>th</sup> Year Standing
ITM 900 Graduation Project	Prerequisite : 4 <sup>th</sup> Year Standing
<b>One</b> one-term ITM Core Elective (*)	

<b>Two</b> one-term PRE (**)
<b>8<sup>th</sup> SEMESTER</b>
<b>REQUIRED:</b>
ITM 900 Graduation Project
<b>One</b> one-term ITM Core Elective (*)
<b>Two</b> one-term PRE (**)
<b>One</b> one-term Upper Level Liberal Elective

(\*) From the ITM Core Elective Table.

(\*\*) PRE – Professionally-Related Electives may be any 3<sup>rd</sup> or upper year courses from any Ryerson program.

**Proposed Curriculum and Sequencing- Co-op Program**

<b>1<sup>st</sup> SEMESTER</b>	
<b>REQUIRED:</b>	
ITM 100 Foundations of Information Systems	Prerequisite : None
CMN124 Communication in ITM	Prerequisite : None
GMS 200 Introduction to Global Management	Prerequisite : None
SSH 105 Critical Thinking I	Prerequisite : None . Antirequisite :PHL214
ITM 107 Managerial Decision Making	Prerequisite : None
<b>2<sup>nd</sup> SEMESTER</b>	
<b>REQUIRED:</b>	
ITM 207 Computer-Enabled Problem Solving	Prerequisite : None
MHR 405 Org. Behaviour and Int. Skills	Prerequisite : None
ECN 104 Introduction to Microeconomics	Prerequisite : None
QMS 102 Statistics for Business I	Prerequisite : None
<b>One</b> one-term Lower Level Liberal Elective	

SUMMER	
FREE	
3 <sup>rd</sup> SEMESTER	
<b>REQUIRED:</b>	
ITM 305 Systems Analysis and Design	Prerequisite : ITM100, ITM207
ITM 301 IT Infrastructure	Prerequisite : ITM100
MKT 100 Principles of Marketing	Prerequisite : None
ACC 100 Introductory Financial Accounting	Prerequisite : None
<b>One</b> one-term Lower Level Liberal Elective	
4 <sup>th</sup> SEMESTER	
<b>REQUIRED:</b>	
ITM 410 Business Process Design	Prerequisite : ITM100, ITM207
ITM 500 Data & Information Management	Prerequisite : ITM100, ITM207
ACC 406 Intro Management Accounting	Prerequisite : None
LAW 122 Business Law	Prerequisite : None
<b>One</b> one-term Lower Level Liberal Elective	
CO-OPERATIVE SEMESTER - SUMMER	
WKT100	
CO-OPERATIVE SEMESTER - FALL	
WKT200	
5 <sup>th</sup> SEMESTER	
<b>REQUIRED:</b>	
ITM 7xx Enterprise Architecture	Prerequisites :ITM301, ITM305, ITM410
ECN 204 Introductory Macroeconomics	Prerequisite : ECN104
<b>Two</b> one-term ITM Core Elective (*)	

<b>One</b> one-term Upper Level Liberal Elective	
<b>CO-OPERATIVE SEMESTER - SUMMER</b>	
<b>WKT300</b>	
<b>6<sup>th</sup> SEMESTER</b>	
<b>REQUIRED:</b>	
ITM 750 IS Project Management	Prerequisite : ITM305, ITM410
QMS 202 Business Statistics II	Prerequisite : QMS102
FIN 300 Managerial Finance I	Prerequisite : None
<b>One</b> one-term ITM Core Elective (*)	
<b>One</b> one-term Upper Level Liberal Elective	
<b>CO-OPERATIVE SEMESTER - Winter</b>	
<b>WKT400</b>	
<b>CO-OPERATIVE SEMESTER - SUMMER</b>	
<b>WKT502</b>	

<b>7<sup>th</sup> SEMESTER</b>	
<b>REQUIRED:</b>	
ITM 700 IT and Strategic Management	Prerequisite : 4 <sup>th</sup> Year Standing
ITM 900 Graduation Project	Prerequisite : 4 <sup>th</sup> Year Standing
<b>One</b> one-term ITM Core Elective (*)	
<b>Two</b> one-term PRE (**)	
<b>8<sup>th</sup> SEMESTER</b>	
<b>REQUIRED:</b>	
ITM 900 Graduation Project	
<b>One</b> one-term ITM Core Elective (*)	



**Two** one-term PRE (\*\*)

**One** one-term Upper Level Liberal Elective

(\*) From the ITM Core Elective Table.

(\*\*) PRE – Professionally-Related Electives may be any 3<sup>rd</sup> or upper year course from any Ryerson program.

**Proposed Curriculum and Sequencing- Degree Completion Program for CAAT Students (Business Administration with IT focus)**

Direct entry to the third year of the BTM program with the following “Reach back” courses, commencing Fall 2014: CC100, ACC406, LAW122, ITM 107, SSH 105, QMS102, ITM207, ITM410.

Subsequent to admission, the curriculum and sequence are identical to the regular program.

**Proposed Curriculum and Sequencing- Two Year Degree Completion Program for CAAT Students (Business Administration 3 year diploma)**

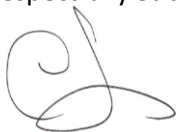
Special 5 <sup>th</sup> SEMESTER	
<b>REQUIRED:</b>	
ITM 207 Computer-Enabled Problem Solving	Prerequisite : None
ITM 301 IT Infrastructure	Prerequisites : ITM100
ITM107 Managerial Decision Making	Prerequisite : None
SSH 105 Critical Thinking I	Prerequisite : None . Antirequisite :PHL214
<b>One</b> one-term Upper Level Liberal Elective	
Special 6 <sup>th</sup> SEMESTER	
<b>REQUIRED:</b>	
ITM 410 Business Process Design	Prerequisites : ITM207, ITM100
ITM 500 Data & Information Management	Prerequisites : ITM207,ITM100
ITM 305 Systems Analysis and Design	Prerequisites : ITM207 ,ITM100
LAW122 Business Law	Prerequisite : None

<b>One</b> one-term Upper Level Liberal Elective	
<b>Special 7<sup>th</sup> SEMESTER</b>	
<b>REQUIRED:</b>	
ITM 900 Graduation Project	Prerequisite : 4 <sup>th</sup> Year Standing
ITM 700 IT and Strategic Management	Prerequisite : 4 <sup>th</sup> Year Standing
ITM 750 IS Project Management	Prerequisite : ITM305, ITM410
ITM 7xx Enterprise Architecture	Prerequisites :ITM301, ITM305, ITM410
<b>One</b> one-term ITM Core Elective(*)	
<b>Special 8<sup>th</sup> SEMESTER</b>	
<b>REQUIRED:</b>	
ITM 900 Graduation Project	
ITM601 Advanced Business Process Methods	Prerequisites : ITM501, ITM410
<b>Two</b> one-term ITM Core Elective(*)	
<b>One</b> one-term Upper Level Liberal Elective	

**Recommendation**

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the curriculum modifications to the Bachelor of Commerce (Business Technology Management) program.*

Respectfully Submitted,



Chris Evans, Chair for the Committee

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*ASC Members:*

Keith Alnwick, Registrar

Ian Baitz, Faculty of Communication and Design, Graphic Communications Management

Jennifer Cartwright, Ted Rogers School of Management, Business Management, Student ASC Member

Naomi Eichelaub, Librarian, Library

Chris Evans, Vice-Chair and Vice Provost Academic

Jacob Friedman, Faculty of Engineering, Architecture, and Science, Mechanical and Industrial Engineering

Noel George, Faculty of Engineering, Architecture, and Science, Chemistry and Biology

Jacqui Gingras, Faculty of Community Services, Nutrition

Des Glynn, Chang School of Continuing Education

Andrew Hunter, Faculty of Arts, Philosophy

Suanne Kelman, Faculty of Communication and Design, Journalism

Tim McLaren, Ted Rogers School of Management, Information Technology Management

Pamela Robinson, Faculty of Community Services, Urban and Regional Planning

Diane Schulman, Secretary of Senate, Non-voting ASC Member

John Turtle, Faculty of Arts, Psychology

Andrew West, Faculty of Arts, Politics, Student ASC Member

## **REPORT OF ACADEMIC STANDARDS COMMITTEE**

### **Report #F2011-1; November 2011- Addendum**

This document updates the Academic Standards Committee report to Senate on November 1, 2011. The changes relate to Motion #16, That Senate approve the curriculum modifications to the Bachelor of Commerce (Business Technology) program. In particular, the curriculum table in the report which describes the proposed sequencing for the two-year degree completion program for CAAT students (Business Administration three year diploma) should be replaced by the following table. The original table erroneously indicated ITM601 Advanced Business Process Methods, as a required course for the degree completion program.

#### **Bachelor of Commerce Business Technology Management Program for CAAT**

##### **1<sup>st</sup> SEMESTER Revised Program Commencing Fall 2014**

###### **REQUIRED:**

ITM 107	Managerial Decision Making
ITM 207	Computer-Enables Problem Solving
ITM 301	Introduction to IT Infrastructure
SSH 105	Critical Thinking I

**LIBERAL STUDIES:** One course from Table B.

##### **2<sup>nd</sup> SEMESTER Revised Program Commencing Winter 2015**

###### **REQUIRED:**

ITM 305	Systems Analysis and Design
ITM 410	Business Process Design
ITM 500	Logical Database Analysis and Design
LAW 122	Business Law

**LIBERAL STUDIES:** One course from Table B.

**Bachelor of Commerce  
Business Technology Management Program for CAAT**

**3rd SEMESTER  
Revised Program Commencing Fall 2015**

**REQUIRED:**

**ITM 700 Information Technology and Strategic Mgt.  
ITM 706 Enterprise Architecture  
ITM 750 IT Project Management  
ITM 9A/B\* Graduation Project**

**PROFESSIONAL: One course from Table I.**

**4<sup>th</sup> SEMESTER  
Revised Program Commencing Winter 2016**

**REQUIRED:**

**ITM 90A/B\* Graduation Project**

**LIBERAL STUDIES: One course from Table B.**

**PROFESSIONAL: Three courses from Table I.**

\* A multi-term course.