RYERSON UNIVERSITY

SENATE MEETING AGENDA

Tuesday, March 6, 2012

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Tuesday, March 6, 2012

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

Pages 1-3

- Senate Discussion Topic: 2010-2011 NSSE Report
  Memo – Survey of Student Engagement 2011: Highlights of Result – P. Stenton

1. Call to Order/Establishment of Quorum

2. Approval of Agenda

3. Announcements

Pages 4-7   **4.** Minutes of Previous Meeting
Motion: *That Senate approve the minutes of the January 24, 2012 meeting*

5. Matters Arising from the Minutes

6. Correspondence

7. Reports:
    7.1   Report of the President
Pages 8-13   7.1.1   President's Update
Pages 14-21   7.1.2   Achievement Report
            7.1.3   Announcement of Honorary Doctorates

    7.2   Deans' Report:
            7.2.1   Report of the Dean - Arts – J. P. Boudreau
            7.2.2   Report of the Dean - Yeates School of Graduate Studies – J. Mactavish

Pages 22-23   7.3   Report of the Secretary
          - Senate Election Candidates – 2012-2013

    7.4   Committee Reports

Pages 24-48   7.4.1   Report #W2012-2 of the Academic Governance and Policy Committee:
Motion #1: *That Senate approve Policy 159, Academic Accommodation of Students with Disabilities as presented.*

Motion #2: *That Senate approve the amendment of Policy 46: Policy on Undergraduate Grading, Promotion and Academic Standing ("GPA" Policy) with respect to the requirements for a Probationary Contract.*

Motion #3: *That Senate approve the amendment of Policy 46: Policy on Undergraduate Grading, Promotion and Academic Standing ("GPA" Policy) with respect to denial of program reinstatement for a second time.*

Motion #4: *That Senate approve the amendment of Policy 46: Policy on Undergraduate Grading, Promotion and Academic Standing ("GPA" Policy) with respect to rounding of percentage grades.*

Motion #5: *That Senate approve the amendment of Policy 46: Policy on Undergraduate Grading, Promotion and Academic Standing ("GPA" Policy) with respect to the completion of INC grades.*

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8. Old Business
8.1 Curriculum Renewal Update – C. Evans
Pages 95-110 8.2 *Ad hoc* Committee on Implementation of Fall Reading Week – K. Alnwick

9. New Business as Circulated

10. Members' Business

11. Consent Agenda

12. Adjournment

RYERSON UNIVERSITY

UNIVERSITY PLANNING OFFICE

TO: Senate

FROM: Paul Stenton, Vice Provost, University Planning

DATE: January 24, 2012

SUBJECT: Survey of Student Engagement 2011: Highlights of Results

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Accompanying this memorandum is a copy of the report on results from the National Survey of Student Engagement, which was conducted with undergraduate students in Years 1 and 4 during Winter 2011. With over 4,200 respondents, NSSE provides valuable information about the ways in which students spend their time and the types of educational experiences they have had at Ryerson.

In preparation for the next meeting of Senate (March 6, 2012), you are asked to review the report. At the March meeting, members of Senate will divide into groups where they will discuss survey results focusing on one of the various "benchmarks" or aspects of student engagement that have been identified by NSSE. These categories represent a series of NSSE questions that focus around particular themes in student engagement.

There will be six discussion groups based on the five NSSE benchmarks and a sixth grouping of other questions in the survey. The five benchmark discussion groups are:

1. **Level of Academic Challenge**
2. **Active and Collaborative Learning**
3. **Student-Faculty Interaction**
4. **Enriching Educational Experiences**
5. **Supportive Campus Environment**

The sixth discussion group is:
6. **Integrative Learning**

The specific survey items for each discussion group are listed in Table 1, attached. The survey results for each group are displayed graphically in the report.

Members of Senate are asked to provide Lucia Stewart with the name or number of the "discussion group" in which they wish to participate by Monday, February 27.

Attachment

Table 1: Items within the NSSE Benchmarks

1.   Level of Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Hours spent preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assi☐ned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of <u>20 pages or more</u>, <u>between 5 and 19 pages</u>, and <u>fewer than 5 pages</u>
- Coursework emphasizes: **Analysis** of the basic elements of an id☐a, experience or theory
- Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: **Making of judgments** about the value of infor☐ation, arguments, or methods
- Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work

2.   Active and Collaborative Learning

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects **during class**
- Worked with classmates **outside of class** to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

3.   Student-Faculty Interaction

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked on a research project with a faculty member outside of course or program requirements

Table 1: Items within the NSSE Benchmarks (Continued)

4.   Enriching Educational Experiences

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

- Hours spent participating in co-curricular activities (organizations, campus publications, student gov't, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer w☐rk
- Foreign language coursework and study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

5.   Supportive Campus Environment

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive ☐ocially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

6.   Integrative Learning (not a NSSE benchmark)

Activities relating to integrative learning are those that ask students to evaluate their own way of thinking or pull together information from a variety of sources.

- Worked on a paper or project that required integrating ideas or information from various sources
- Put together ideas or concepts from different courses when completing assignments or during class discussions
- Learned something that changed the way you understand an issue or concept
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- Included diverse perspectives (e.g., different races, religions, genders, political beliefs) in class discussions
- or writing assignments
- Examined the strengths and weaknesses of your own views on a topic or issue

MINUTES OF SENATE MEETING

Tuesday, January 24, 2012

MEMBERS PRESENT:

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

1.   Call to Order/Establishment of Quorum

2.   Approval of Agenda
      K. Raahemifar moved; L. Fang seconded
      Motion Approved.

3.   Announcements - none

4.   Minutes of Previous Meeting
      <u>**Motion**</u>: *That Senate approve the minutes of the December 6, 2011 meeting*

      K. Alnwick moved; S. El-Tawil seconded.
      Motion Approved.

5.   Matters Arising from the Minutes
      5.1   Letter from Provost - Students' Day of Action

6.   Correspondence

7.   Reports:
      7.1   Report of the President
             7.1.1   President's Update
             7.1.2   Achievement Report
             7.1.3   2012-13 Budget Environment – Paul Stenton
             7.1.4   Ombudsperson's Report - 2010-2011 (see:
                      http://www.ryerson.ca/senate/agenda/2012/omdbuds_report_2010_11.pdf

                      Due to illness, the Ombudsperson was not present to speak to this report.

      7.2   Report of the Secretary
             7.2.1   Senate Elections 2012-13

      7.3   Committee Reports
             7.3.1   Report of the Faculty of Science Implementation Committee – M. Yeates

             7.3.2   Report of the Curriculum Renewal Committee – C. Evans

             7.3.3   Report #W2012-1 of the Academic Governance and Policy
                      Committee:
                      <u>**Motion #1**</u>**:** *That Senate approve the name change of **Early Childhood Education** to **Early Childhood Studies.***

                      Moved by D. Chant; seconded by L. Lavallée
                      Motion Approved.

                      <u>**Motion #2**</u>**:** *That Senate approve the name **Faculty of Engineering and Architectural Science** for the Faculty resulting from the creation of a separate Faculty of Science.*

                      Moved by M. Lachemi; seconded by D. Mason
                      Motion Approved.

Motion #3: *That Senate approve the* **amendment of its Bylaws**, *effective Fall 2012, as outlined in this report.*

Moved by D. Checkland; seconded by D. Mason
Motion Approved.

Motion #4: *That Senate approve the bylaws of the* **School of Professional Communication**.

Moved by G. Hauck; seconded by C. Schryer
Motion Approved.

7.3.4   Report of the Nominating Committee:
Motion: *That Senate approve the nominees for* **Senate representatives on the Chancellor's Search Committee.**

Moved by G. Hauck; seconded by D. Mason
Motion Approved.

7.3.5   Report W2012-1 of the Academic Standards Committee
Motion #1: *That Senate approve the proposed* **Certificate in Global Diasporas, Transnationalism and Migration Cities**.

C. Evans moved all five motions. Motion #1 seconded by A. Miri
Motion Approved.

Motion #2: *That Senate approve the proposed* **Certificate in Social Sciences and Humanities Foundations.**

Seconded by J. P. Boudreau
Motion Approved.

Motion #3: *That Senate approve the proposed* **Certificate in Computer Security and Digital Forensics.**

Seconded by A. Ferworn
Motion Approved.

Motion #4: *That Senate approve the* **Periodic Program Review of the Bachelor of Interior Design degree program**.

Seconded by G. Hauck
Motion Approved.

Motion #5: *That Senate approve the* **Bachelor of Arts in Creative Industries degree program.**

Seconded by A. Rauhala
Motion Approved.

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8.	Old Business

9.	New Business as Circulated

10.	Members' Business

11.	Consent Agenda [see:
	http://www.ryerson.ca/content/dam/senate/agenda/2012/coursechange_forms_jan_24_12.pdf
	11.1	Course Change Forms from:
		Arts: French/Spanish, History, and Philosophy
		Communication and Design: Theatre School
		Community Services: Midwifery
		TRSM: Accounting, Business Technology Management, Global
		Management, Hospitality & Tourism Management, Law & Business,
		Marketing
		Engineering, Architecture & Science: Electrical & Computer Engineering,

12.	Adjournment
	The meeting adjourned at 6:15 p.m.

Respectfully submitted,

Diane R. Schulman, Ph.D.
Secretary of Senate

Ryerson University
President's Update to Senate
March 6th, 2012

Awards 2012 – It is a privilege to recognize the recipients of awards announced in recent weeks, to be celebrated at the first annual gala Ryerson Awards Night on April 4th, 2012. The initiative to harmonize university awards continues, and Awards Night 2013 will add the OPSEU Staff Star Award, TA/GA Awards, and the Dr. Linda Grayson Achievement Award for MAC employees.

The Chancellor's Award of Distinction
    Ravi Ravindran, Department of Mechanical and Industrial Engineering, FEAS
President's Award for Teaching Excellence
    Frankie Stewart, Department of Mechanical and Industrial Engineering, FEAS
Errol Aspevig Award for Outstanding Academic Leadership
    Ken Jones, Dean, Ted Rogers School of Management
The Provost's Experiential Teaching Award
    Jasna Schwind, Daphne Cockwell School of Nursing, FCS
The Provost's Innovative Teaching Award
    Janice Waddell, Daphne Cockwell School of Nursing and Associate Dean, FCS
Deans' Teaching Awards
    Faculty of Arts
        Carl Benn, Department of History
        Naomi Koerner, Department of Psychology
    Faculty of Communication & Design
        Art Seto, School of Graphic Communications Management
    Faculty of Community Services
        Jennifer Lapum, Daphne Cockwell School of Nursing
        Pamela Robinson, School of Urban and Regional Planning
    Faculty of Engineering, Architecture and Science
        Anwar Hossain, Department of Civil Engineering
        Lynda McCarthy, Department of Chemistry and Biology
    The G. Raymond Chang School of Continuing Education
        Greg Turko, Professional Communications and Gateway Programs
    Ted Rogers School of Management
        Howard Muchnick, Ted Rogers School of Hospitality and Tourism Management
        David Schlanger, Department of Entrepreneurship and Strategy

Sarwan Sahota - Distinguished Scholar Award
    Sri Krishnan, Department of Electrical and Computer Engineering, FEAS
Faculty SRC Awards
    Faculty of Arts
        Martin Antony, Department of Psychology
        Leslie Atkinson, Department of Psychology
        Irene Gammel, Department of English
        Graham Hudson, Department of Criminal Justice and Criminology

Margaret Moulson, Department of Psychology
Daniel Rubenson, Department of Politics and Public Administration
Frank Russo, Department of Psychology
Faculty of Communication & Design
Marta Braun, School of Image Arts
Richard Grunberg, The RTA School of Media
Richard Lachman, The RTA School of Media
April Lindgren, School of Journalism
Sandra Tullio-Pow, School of Fashion
Faculty of Community Services
Pamela Robinson, School of Urban and Regional Planning
Kathryn Underwood, School of Early Childhood Studies
Yvonne Yuan, School of Nutrition
Faculty of Engineering, Architecture and Science
Anthony Bonato, Department of Mathematics
Habiba Bougherara, Department of Mechanical and Industrial Engineering
Daolun Chen, Department of Mechanical and Industrial Engineering
Marcello Papini, Department of Mechanical and Industrial Engineering
Bo Tan, Department of Aerospace Engineering
Karthi Umapathy, Department of Electrical and Computer Engineering
Ted Rogers School of Management
Vyse Bener, Ted Rogers School of Information Technology Management
Guoping Liu, Ted Rogers School of Business Management
Farid Shirazi, Ted Rogers School of Information Technology Management
Fei Song, Ted Rogers School of Business Management

Faculty Service Awards
Faculty of Arts
Martin Antony, Department of Psychology
Naomi Koerner, Department of Psychology
Faculty of Communication & Design
Robert Burley, School of Image Arts
Faculty of Community Services
Linda Cooper, The Daphne Cockwell School of Nursing
Faculty of Engineering, Architecture and Science
Xavier Fernando, Department of Electrical and Computer Engineering
Andrew McWilliams, Department of Chemistry and Biology
David Naylor, Department of Mechanical and Industrial Engineering
Ted Rogers School of Management
Youcef Derbal, Ted Rogers School of Information Technology Management
Librarian Awards
Ophelia Cheung, Borrowing & Lending Services: Electronic, Reserves and Audio Visual
Naomi Eichenlaub, Collection Services, Cataloguer
Lei Jin, Collection Services, Acting Head
Dana Thomas, Collection Services, Digital Support
Counsellor Award
Rosemarie Volpe, Centre for Student Development and Counselling

Welcome –
- *David Livingston,* founding president and chief executive officer of Infrastructure Ontario, has been appointed a distinguished visiting scholar at The G. Raymond Chang School of Continuing Education, effective immediately.

New CUE Visiting Fellows:
- *Sean Conway*, Ontario MPP 1975-2003, (Minister of Education, deputy leader Ontario Liberal Party, energy critic, among other roles), current Chair, Ontario Centres of Excellence, public policy advisor, Gowling Lafleur Henderson (at CUE until Feb. 2013);

- *Jim MacDougall*, president of Compass Renewable Energy Consulting Inc., former manager with Ontario Power Authority, Ontario Energy Board and Toronto Hydro Energy Services (at CUE until Feb. 2013)

- *Gamal Refai-Ahmed*, visting professor at SUNY and chief scientist at PreQual Techologies Corp. with specialization in thermal management of electronic and optical packaging and green energy (at CUE for 3 months).

RTS 40th Anniversary – On February 10-12th, the Ryerson Theatre School celebrated its proud history of passionate commitment, growth and development in achieving esteemed leadership in theatre education in North America. The reunion weekend featured performances, special events honouring alumni, memories and reflections, and opportunities to get reacquainted and learn more about an outstanding School that has launched the careers of superb Canadian designers, playwrights, producers and performers. Congratulations and thanks to Gerd Hauck, Dean of the Faculty of Communication and Design, Peggy Shannon, RTS Chair, and all the faculty, students, and community partners involved in recognizing this wonderful milestone.

Congratulations –
- Anver Saloojee, Ryerson Faculty Association president, Department of Politics and Public Administration, is the recipient of the inaugural CAUT Equity Award.

- Pam Palmater, Department of Politics and Public Administration, and Interim Chair in Indigenous Governance, is the 2012 YWCA Social Justice Woman of Distinction.

- Margaret Yap, Ted Rogers School of Business Management, received the HR Academic of the Year Award at the 4th Annual Canadian HR Summit Awards.

Student Team Success –
- *FCAD IDS'12 Team*: The School of Interior Design won the Design GenNext Award for Best Student Booth at the 2012 Interior Design Show. With the *lum.in.drop* project, also displayed on Church Street during the show, the student team envisioned an ingenious and practical response to the issue of social and economic disparity, with leadership and insight.

- *FEAS IIE*: At the Institute of Industrial Engineers (IIE) Annual Student National Conference from January 19-22nd in Halifax, IIE Ryerson won the Robert F. Moore Award for Best Managed IIE Student Chapter, and won the bid to host the 2014 IIE Annual Student National Conference at Ryerson. A team of Industrial Engineering students: Nicholas Da Sie, Farhan Khaddad, and Mark Single, also won 3rd place in the Simulation Competition.

- *FEAS Ryerson GNCTR 2012*: At the 38th Annual Great Northern Concrete Toboggan Race held February 8-12th in Calgary, Ryerson made history winning 1st Place Overall, Fastest

Run Time, Top Speed, Best Performing Toboggan, Most Innovative and Original Design, and the Holcim Award for Sustainable Toboggan. Congratulations to the 30-member student team led by Alivia Alaica and George Varavin, and to faculty advisor Dr. Medhat Shehata.

- *Ryerson Rams: (Note: A list of 2012 Rams OUA All-Stars will be in next month's update)*

  Women's Hockey: I would like to pay special tribute to the Rams Women's Hockey team, playing their inaugural season in the OUA this year. Ryerson spirit and drive took to the ice for every game, and we are proud to look forward to a very strong future.

  Rams in the Playoffs: Ryerson teams that made it to the post-season in the second half of the year include Men's Basketball, Women's Basketball and Men's Hockey, following up the playoff appearances of both Men's and Women's Soccer teams in the Fall.

  OUA Women's Fencing Championship:
  o For the second year in a row, Joanna Kolbe earned the Dr. Al English Trophy, winning gold in the individual épée competition.
  o For the first time in team history, Ryerson won gold in the team épée competition with competitors Veronika Dinkelacker, Joanna Kolbe, Priya Persaud and Kristen Wavryk.

  OUA Men's Fencing Championship:
  o Arseni Tikhomirov won a bronze medal in individual épée.
  o A bronze medal was also won in the épée team event, with Rams competitors Sebastien Dubois-Didcock, Jonathan Hutchinson, Aleksey Matviyenko and Arseni Tikhomirov.

  OUA Figure Skating Championship –
  o This year the Rams won six medals, the most ever captured by Ryerson at a single OUA championship, and finished fifth overall.
  o Individual medal winners include:
     Gold – Lisa Makeeva (Gold Freeskate)
     Silver – Katie Docherty and Lisa Jensen (Junior Silver Similar Dance)
     Silver – Barbara Basar and Karen Urquhart – Ryerson Gold Creative Dance
     Silver (tie) – Katherine Billinsky (Senior Silver Solo Dance)
     Bronze – Alysha Gjos (Senior Silver Freeskate)
     Bronze – Christine Pulla (Short Program)

In memoriam - Former women's basketball coach Sandy Pothier passed away on January 21st, 2012 after a courageous two-year battle with cancer. She was 50. At 18 seasons, Pothier was the longest serving coach in team history. She mentored more than 220 student-athletes, including 32 OUA all-stars, and guided the team to its best-ever regular season in 2009-10, her final year of coaching. A Canadian Olympian, Pothier was a Basketball Ontario coach, an apprentice coach for the Canadian National Team, and a scouting coach at the 2000 Sydney Olympics. A bursary of $5,000 a year was established at Ryerson in Pothier's honour in October 2010.

Loran Award – Ryerson's request to join the Loran Award consortium of partner universities has been accepted by the Canadian Merit Scholarship Foundation. Graduating secondary students are nominated by their schools nationwide, and are selected based on high academic achievement, extracurricular activity and leadership potential. The Loran Award is only tenable at 25 partner universities across Canada, and Ryerson joins the following Ontario universities in the program: Guelph, McMaster, Ottawa, Queen's, Toronto, Waterloo, Western and York.

Massey College – On February 9th I was honoured to represent Ryerson at the invitation of John Fraser, Master of Massey College, University of Toronto, at a special dinner announcing the establishment of the Ryerson Fellowship to support research and discourse on public education.

'Back to Class' – On February 16th Ryerson welcomed a public/private group of representatives from government, COU, and external associates nominated by Faculties (e.g. members of program advisory councils) to a special 'Back to Class' event. The purpose of the occasion was to offer a sense of today's Ryerson, and I thank all participants for their superb presentations: clinical psychology partnership with St. Michael's Hospital (Arts), dance performance (FCAD), urban health research (FCS), satellite remote sensing (FEAS), online learning (The Chang School), Students in Free Enterprise (SIFE) Kenya, and connecting students and employers to jobs with leading edge technology (TRSM), smart homes (CUE), and preparing entrepreneurs for the future economy (DMZ). The event was held in the AMC theatres and was very well attended, with over 50 guests taking part. Government representatives joined us from the Premier's Office, and the Ontario ministries of Economic Development and Innovation, Energy, and Training, Colleges and Universities, with the Honourable Glen Murray providing closing remarks.

United Way – Congratulations and thanks for taking the United Way at Ryerson over the top, with a campaign total of $185,907.90 surpassing our $185,000 target, and an overall increase in participation. This year's campaign theme for United Way Toronto was *Give. Volunteer. Act.* and I am proud of all the ways Ryerson took these words to heart. Special thanks to United Way campaign co-chairs Tony Conte, Office of the Vice-Provost, Students; John Corallo, University Business Services; Nancy Walton, Daphne Cockwell School of Nursing; and Beverly (Terry) Marks, Office of the Vice-President, University Advancement for their leadership.

Gould Street – On February 7th, Toronto City Council voted to close portions of Gould and Victoria Streets permanently, with a five-year renewable agreement covering items such as maintenance and beautification. This development follows a highly successful pilot project, and full credit goes to Ryerson students for energizing this wonderful achievement with a sustained campaign of advocacy and leadership over many years, engaging city colleagues, our campus community, and supportive partners in our neighbourhood and downtown area.

International initiatives –

Brazil: Building on its longstanding partnership with the National Confederation of Industry (CNI) in Brazil, Ryerson was invited by SENAI, SESI, and IEL, three key institutions owned and managed by Brazilian industry, to renew and refocus our relationship. The Ryerson mission to Brazil from February 1-4th, achieved three goals: signing a Memorandum of Understanding on a new phase of partnership; meeting with the Directors General of the three institutions; and initiating discussions on opportunities for funded collaboration. Of particular interest is "Schools Without Borders," a program established by the Brazilian government and partly funded by industry to drive the capacity for innovation and strategic change, including supporting international student exchanges.

China: An academic mission to China led by Provost and Vice-President Academic Alan Shepard late last year is advancing Ryerson international initiatives and strategy in strengthening research collaboration, and paving the way for future student exchanges and academic program development. Formal agreements were signed with Communication University of China (CUC), a leading institution with a strong focus in broadcasting and media; and with Harbin Institute of Technology (HIT), ranked among the top 100 universities worldwide in

engineering, technology and computer science. Discussions are also underway with other institutions in China on research interests in fields such as sustainable water resource management; aerospace, mechanical and industrial engineering; and medical physics. The mission also announced four international fellowships at Ryerson's Digital Media Zone, to be awarded to students at the CUC and Nanjing University in 2012.

India: A consortium of nine Canadian universities led by Ryerson University, Carleton University, and Simon Fraser University is working with partners in India to open three offices providing space to focus on entrepreneurship and innovation. In Chennai, the office is located in the Anna University Centre for Urban Energy, an institute twinned with the Ryerson CUE. The other Canadian institutions in the consortium are the Universities of Guelph, Waterloo, Ottawa, Laval, New Brunswick, and Manitoba.

From March 14-16th I will be leading a Ryerson team (including DMZ and FCAD) on a mission to Mumbai for *FICCI Frames 2012*, an annual media convention attended by 2,000 delegates from India, and 800 international participants. This trip follows the VPRI mission last November in which Ryerson meetings with the Indian School of Business (ISB) and the Entertainment Division, Federation of Indian Chambers of Commerce and Industry (FICCI) confirmed Ryerson's role in the event. At the conference, Ryerson will be collaborating with FICCI's Entertainment Division and with ISB to promote and award three Ryerson DMZ International Fellowships, as well as organizing a Ryerson/FICCI Round Table for industry representatives. We also plan to announce the recipients of the DMZ fellowships being awarded at IIT-Delhi and IIT-Madras following my mission to India last year, and we are working to ensure the students can be on hand at the event to receive their awards.

Campaign Launch – On February 15th we launched the *Make Your Mark* campaign, with a goal of $200 million to advance the university's academic momentum at home and internationally, to increase support for our students, and to recognize the strength of our city-building partnerships as a catalyst for positive change. The campaign sets targets in four key areas: teaching, research, and innovation ($45 million); academic programs, library, and technology ($40 million); student awards, bursaries and scholarships ($55 million); and capital projects, including the Peter Gilgan Athletic Centre at the Gardens, the Ryerson Image Centre, the Student Learning Centre and the upcoming Health Sciences building ($60 million). Sincere thanks to all of our contributors, and to the members of the Campaign Cabinet for their leadership and involvement.

Government and Institutional Relations (*a representative sample*) **–**

Note: We continue to engage on an ongoing basis with ministers and officials at all levels of government to discuss shared priorities and academic advancement.

January 18, 2012: Campus visit by the Hon. Bob Rae, Interim Leader, Liberal Party of Canada

January 19, 2012: Meeting with Rob Leone, PC Critic for Training, Colleges and Universities

January 25, 2012: Ryerson hosted the NSERC Engage Grants $10 million milestone event featuring the 400th grant being awarded to Vojislav Misic, Department of Computer Science

January 26, 2012: I joined panelists MP Olivia Chow, Sook-Yin Lee (CBC Radio), Rick Smith (Environmental Defence) and moderator Royson James (Toronto Star) as a participant in *Steal This Idea!* a public event discussing ideas from other cities that could work in Toronto

February 13, 2012: Meeting with Dr. Chad Gaffield, President, SSHRC

<u>RYERSON ACHIEVEMENT REPORT</u>
A sampling of notable events on campus and appearances in the media by members of the Ryerson community for the March 2012 meeting of the Ryerson University Senate.

Events
On Jan. 26, Ryerson showcased the contents of the 1931 Maple Leaf Gardens time capsule to the public. Close to 40 media from 27 different outlets attended the reveal. Altogether, 157 media outlets carried 263 stories.

Coverage was earned across Canada as well as in the United States by such outlets as NBC Sports and NHL.com. All Toronto dailies (Toronto Star, The Globe and Mail, The National Post and The Toronto Sun) ran print and online versions of each story. CBC's The National, CTV National News, and Global TV ran lengthy segments. Successive stories ran in several outlets focusing on the mysteries behind the time capsule, both the ivory elephant and the mysterious name inside the copper box: M.B. Campbell.

Among the extensive coverage, **President Sheldon Levy** and **Arne Kislenko**, History, were quoted in the Toronto Star. http://bit.ly/yd67lB Video featuring President Levy: http://bit.ly/zEAxdp

The $200-million Make Your Mark fundraising campaign was launched Feb. 15. The campaign is the university's largest to date, and is focusing on support for four key areas: teaching, innovation and research ($45 million); academic programs, library, and technology ($40 million); student awards, bursaries and scholarships ($55 million); and capital projects, including the Peter Gilgan Athletic Centre at the Gardens, the Ryerson Image Centre, the Student Learning Centre and the upcoming Health Sciences building ($60 million). Academica.ca reported on the launch of the campaign.

On Feb. 16 the university hosted Innovation and Entrepreneurship: A New Direction, a special presentation in tandem with the Council of Ontario Universities' Back to Class campaign. Government, community and industry representatives were invited to view a showcase of Ryerson initiatives in a range of areas that support innovation and entrepreneurship.

In the media

OMNI News interviewed **Alan Shepard**, Provost and Vice President, Academic, about the recent academic mission he led in China. The segment appeared on the Mandarin and Cantonese editions. Video: http://ontario.omninews.ca/index.php?language=3 World Journal Daily News also reported on the academic mission. The story was pitched by Public Affairs; release: http://bit.ly/Aar7PL

President Levy spoke to the Globe and Mail and Toronto Star about the closure of the Bond St. bookstore. http://bit.ly/Adv9QO

The Globe and Mail and Daily Commercial News reported on a new architecture app developed by Ryerson researchers, a story pitched by Public Affairs. http://bit.ly/xMJBz4. The app was also covered by CBC Radio Here & Now and Metro Morning, quoting **Vincent Hui**, Architectural Science. He was also quoted in Architect News and World Architecture News coverage of the app, with innovative technologies librarian **Graham McCarthy**. http://bit.ly/yFHFos

The Financial Post reported on the $1-million donation by John Craig and Sally Horsfall Eaton to create a chair in social innovation and entrepreneurship at Ryerson, a story pitched by Public Affairs. http://natpo.st/zoELXZ. The story was also covered by the Calgary Herald, canada.com http://bit.ly/wN06XK, Times Colonist http://bit.ly/A4PLXl and Academica.ca.

The New York Times reported on a book co-authored by Ryerson professors **Mark Gorgolewski, June Komisar and Joe Nasr**, called "Carrot City: Creating Places for Urban Agriculture." http://nyti.ms/wGK1tL

The Jamaica Observer and South Florida Caribbean News profiled **Chancellor G. Raymond Chang** in coverage of the University of the West Indies Toronto Benefit Gala. http://bit.ly/A6J0gZ and http://bit.ly/zQsPTq

Vanity Fair profiled curator **Gaelle Morel** of Ryerson University's Image Centre.

FLARE magazine reported on the winner of the Danier design competition, a story pitched by Ryerson Public Affairs. http://bit.ly/z5QDeL

The Ottawa Citizen reported on Coral CEA's investment in Ryerson's Digital Media Zone (DMZ), a story pitched by Public Affairs. http://bit.ly/zqkqB2. The article also appeared on MSNBC http://on.msnbc.com/A6DAiP and Mediacaster http://bit.ly/AlyoOS.

Robert Burley, Image Arts was quoted in media across North America regarding the fate of the Eastman Kodak Company. He appeared in:

CBC Radio's Metro Morning	The Sun Herald http://bit.ly/zKnhiV
CKRW-FM (Whitehorse)	Los Angeles Times http://lat.ms/xcpME1
CFAX-AM (Victoria)	The Sun News http://bit.ly/A2EuCm
CKWX-AM (Vancouver)	The Seattle Times http://bit.ly/yidleO
680 News	Bloomberg Businessweek
CJAD Newstalk (Montreal)	http://buswk.co/ygWe46 and
105.3 FM The Fox (Fredericton)	http://buswk.co/y00Pu4
600 CKAT (North Bay)	The Tennessean http://tnne.ws/zaUpfG
News 88.9 (Saint John)	Postmedia News: Vancouver Sun,
CTV.ca	http://bit.ly/z4GpQ4 , Calgary Herald
Citytv: Breakfast Television (Vancouver)	http://bit.ly/w5mQcH , Montreal Gazette
CBC.ca	http://bit.ly/zR8mYJ
The Independent (U.K.) http://ind.pn/z7bol4	New York Post http://nyp.st/w6mkWF
Associated Press	Associated Press
Timesunion.com http://bit.ly/wpEzTW	Columbia Patch http://bit.ly/wiAt7T
Wall Street Journal	Christian Science Monitor
http://on.wsj.com/xcZHC3	Business Spectator http://bit.ly/AA9aJb
Charleston Daily Mail	St. Augustine Record http://bit.ly/yZI42I
The Daily Courier	Detroit Free Press
Smarthouse http://bit.ly/xpeoej	http://on.freep.com/y3KsiV
Pittsburgh Post-Gazette http://bit.ly/zCjf4b	San Francisco Chronicle http://bit.ly/zZqiet
Standard-Examiner http://bit.ly/wt0Q0U	South Asian News Agency
Leader-Post http://bit.ly/AfIX0l	http://bit.ly/zQT11j
Newsday http://bit.ly/AqfMJc	Manufacturing Business Technology
Money Morning http://bit.ly/yUGxjl	http://bit.ly/yZ2ntU

Cyberpresse.ca quoted **Bryan Evans**, Politics, on the City of Toronto's agreement with workers. http://bit.ly/zSdQvf (Google translation from French). He spoke to CHML (Hamilton) about service cuts at the province.

Cyberpresse.ca profiled the Ryerson Rams hockey team. http://bit.ly/xKGf6D (Google translation from French)

CBC.ca and the Epoch Times reported that Toronto fire chief **Bill Stewart**, an advisory board member for the public administration and governance program at Ryerson, would retire this year. http://bit.ly/wxlNEX and http://bit.ly/zyzZcx

CBC National and CBC Radio interviewed **Usha George**, Dean of Community Services, on new public opinion research on good citizens. The segment appeared on CBC radio outlets across Canada, and on CBC.ca http://bit.ly/AePhaZ. It was also picked up by BreakingNews.ca http://bit.ly/xM9onK

Yonge Street reported on the expansion of the Ryerson DMZ to accommodate 50 new companies, a story pitched by Public Affairs. http://bit.ly/z2XN5i

Global National, CTV and CBC News reported on head-mounted computers and mobile technologies developed by the DMZ research team Flybits. The DMZ's **Hossein Rahnama** was interviewed in the Global segment: http://bit.ly/xpMNgW, which was carried in Calgary, Saskatoon and Regina. Pitched by Ryerson Public Affairs; release: http://bit.ly/AsugZV
        Rahnama also spoke to the Toronto Star about RIM and Blackberry trying to win back the hearts of customers. http://bit.ly/xmdE2x ITBusiness.ca reported that three new start-ups found their home at the Ryerson DMZ, a story pitched by Public Affairs. http://bit.ly/whGIvM
        And 24 Hours profiled the DMZ in an article about students building "innovation literacy," quoting Rahnama. http://bit.ly/HJRfG The Globe and Mail mentioned the DMZ in a story about a new specialization in entrepreneurship at Simon Fraser University. http://bit.ly/vZDHi3

A CBC Television News piece on "the next Facebook" featured the DMZ, and quoted **Adrian Bulzacki**, ARB Labs Inc. Story pitched by Ryerson Public Affairs.

The Globe and Mail profiled Ryerson MBA alumna **Kari Davis**. http://bit.ly/x5byUc

Buffalo News profiled professor and poet **Camille Martin,** English. http://bit.ly/xkd3qI

The Toronto Star profiled Ryerson's MBA in the Management of Technology and Innovation, quoting program director **Kimberly Bates**.

Canadian Press quoted **Maurice Mazerolle**, Ted Rogers School of Business Management, on the labour deal for Toronto city workers. The story was picked up by the National Post http://natpo.st/wRUs6x, The Hamilton Spectator http://bit.ly/AazybJ , The Huffington Post http://huff.to/wztMwk , Global Toronto http://bit.ly/yzn23O , Waterloo Region Record http://bit.ly/yeHsq1.He also spoke to Le Telejournal Manitoba and CBC Radio's World Report.

Xavier Fernando, Electrical and Computer Engineering, spoke to the Toronto Star about plagiarizing and academia. http://bit.ly/zDRiuh Story follow-up http://bit.ly/yIVrBe

The Globe and Mail profiled the Education for Digital Games Entrepreneurs program launched by the Chang School in partnership with Interactive Ontario. http://bit.ly/wh9zZr. The program was also featured in the Indie Game Magazine http://bit.ly/zZGIVh

A Toronto Star article on Fashion Week profiled alumnus and designer **Jeremy Laing**. http://bit.ly/yTnf1A

Murtaza Haider, Ted Rogers School of Management, appeared on TVO's The Agenda discussing issues in Pakistan. He is also a regular contributor on Dawn.com

CBC Television News reported that Matt Galloway of CBC Radio's Metro Morning was interviewed at Ryerson by **Suanne Kelman**, Journalism, as part of the dean's lecture series.

The Vancouver Province and Global News (Burnaby) reported on **Aparna Sundar**'s research into their coverage of taxi licencing issues and working conditions for drivers. http://bit.ly/A4Q3ui

Tony Burman, Velma Rogers Research Chair, School of Journalism, is a regular contributor to the Toronto Star on international issues: http://bit.ly/zeI0xt and http://bit.ly/z0CEBj.

Gabor Forgacs and **Rachel Dodds** commented in the National Post on Toronto as a tourist destination. http://natpo.st/xJOw5R

The National Post quoted **Sandeep Agrawal**, Urban and Regional Planning, on immigration and ethnic enclaves. http://natpo.st/xnacJY
Dean Usha George and Agrawal appeared on OMNI News South Asian Edition discussing the 2012 census and immigration. The segment also appeared on South Asian News Calgary. Dean George also appeared on OMNI News: Cantonese Edition.

Inside Toronto profiled research by the Chang School on the plight of Muslim seniors in Scarborough, quoting program manager **Valerie Elliot Hyman**. http://bit.ly/zK5vJh

The Globe and Mail quoted **Grace-Edward Galabuzi**, Politics, in an article about the poor in Toronto. http://bit.ly/AsMDF4

Canadian Newcomer reported on Ryerson's Tri-Mentoring program, quoting program coordinator **Kabir Abdurrahman**. http://bit.ly/wSOynS

A Globe and Mail retrospective on Kodak featured photos provided by the Ryerson University Archives and Special Collections. http://bit.ly/yhZuVM

Canadian Press reported on the 40th anniversary celebrations at the Ryerson Theatre School, a story pitched by Public Affairs.

The National Post quoted **Myer Siemiatycki**, Politics, in an article on the suburban boom and the need for transit upgrade. http://natpo.st/z3amIp

RCI: The Link profiled student **Alex Fox**, who worked with Engineers without Borders in Ghana.

Canadian Press reported on a Ryerson study on the causes of higher prices in Canada for American-produced goods. The study was covered by the Daily Courier: http://bit.ly/xcPX61, the Waterloo Region Record http://bit.ly/zOQqzi , Winnipeg Free Press http://bit.ly/yGQoT2 , Global News http://bit.ly/yXKDht , News 1130 http://bit.ly/zxr5HC, the Telegram, and Hamilton Spectator.

The Globe and Mail quoted **Lynn Cunningham**, Journalism, in an article on declining Canadian magazine sales. http://bit.ly/wmPTJ0. She also spoke to the Toronto Star about the Literary Review of Canada's 20th anniversary.

A National Post profile of basketball coach and former Olympian **Sue Stewart** quoted athletics director **Ivan Joseph**, a story pitched by Public Affairs. http://natpo.st/wuKAnv

Daily Commercial News reported on the designs for the **Ryerson Image Centre**. http://bit.ly/wAMVIZ

CBC Radio's Metro Morning reported on an interactive multi-media display at Ryerson examining mental illness and mood disorders.

A CFRB segment on broad-based admissions to university mentioned Ryerson receives 70,000 applications.

Charmaine Hack, executive director of undergraduate admissions, was quoted in a Toronto Star article on Canadian universities looking at more than marks in applications. http://bit.ly/AgJWxW

Ivor Shapiro, Journalism, was quoted in a Toronto Star piece on press ethics inquiries. http://bit.ly/yXGcnI

Northumberland View and Digital Journal reported on the mental health symposium at Ryerson, quoting **Gavin Adamson**. http://bit.ly/xDxuvv and http://bit.ly/wbjOWM

Gervan Fearon, Dean, The Chang School, appeared on CHCH Morning Live discussing continuing education opportunities. He was also quoted in a Toronto Star article on employment trends.

Robert Wilson, Ted Rogers School of Business Management, spoke to CBC National about Superbowl commercials.

Canadian University Press reported on hundreds gathering to pay their respects to late basketball coach **Sandy Pothier**. http://bit.ly/w8OP1I

HR Reporter profiled **Margaret Yap**, winner of the HR Academic of the Year Award. http://bit.ly/x8M5Ho

Pamela Palmater, Politics, was quoted in the Guelph Mercury and APTN Winnipeg on the topic of the Crown-First Nations summit. http://bit.ly/AsRKY6 She also appeared on TVO's The Agenda discussing aboriginal initiatives, CTV News Express about relations between the federal government and aboriginal communities, CPAC's Goldhawk Live discussing aboriginal issues, as well as Canada AM and CTV National News about the historic summit of Canada's native leaders in Ottawa.

The Brandon Sun profiled Rams men's assistant basketball coach **Fatih Akser**. http://bit.ly/ynl5hZ

A University Affairs article on undergraduate research quoted professor emeritus **Jim Mars**. http://bit.ly/AhmBHr

CBC Radio's Ontario Today profiled social media researcher **Keith Raynes Goldie**.

Hotel News Resource profiled research by Ted Rogers School of Hospitality and Tourism Management. http://bit.ly/ydPV9h

Inside Toronto quoted spokesperson **Lesley d'Souza** about Ryerson students spending a night sleeping on Gould St. to raise awareness of the efforts of Habitat for Humanity. http://bit.ly/xFchpC

Todd Girard, Psychology, appeared on CBC Radio's The Current discussing sleep paralysis.

The National Post reported that Distinguished Visiting Fellow **Chris Rudge** was named president of the Argos. http://natpo.st/z8uGVn

The Globe and Mail reported on the design of Ryerson's award-winning Student Learning Centre. http://bit.ly/wxpcJs

Perry Schneiderman, Theatre School, spoke to the Montreal Gazette about the film Pourquoi Pas? http://bit.ly/wmRYMT

The Sudbury Star quoted **Charles Falzon**, chair of RTA, about a permanent film studio for Music and Film in Motion. http://bit.ly/xBwmtw

Avner Levin, TRSM, appeared on Newstalk 1010 discussing Google's privacy policy. http://bit.ly/AC7vzJ He also appeared on CBC Television's The National, alongside Ryerson students Theodore Mihail, Stephanie Huynh and Danielle Paik.

Kim Snow, Child and Youth Care, spoke to Canoe News in reaction to the death of a toddler in Jamaica whose parents abandoned another child in Toronto in 2008. http://bit.ly/Al5YZv

Peter Wronski, History, was quoted in a Toronto Star article about Mayor Rob Ford comparing his rivals to Stalin. http://bit.ly/zVGZGg

Steve Gedeon, TRSM, spoke to 680 News, CIWW-AM (Ottawa) and CJNI-FM (Halifax) about changes at RIM. He was also quoted in Metro News http://bit.ly/yepzpV, Waterloo Region Record http://bit.ly/waSwgo , Dallas Morning News http://dallasne.ws/zMonFD, and the India Times http://bit.ly/wH0IYW.

Medical Xpress profiled research on sleep disorders by **Colleen Carney**, Psychology, a story pitched by Public Affairs. http://bit.ly/xmmK8y

Ontario Farmer profiled research on biosolids, soil and water organisms by **Lynda McCarthy**.

The Vancouver Sun reported that Ryerson alumna and actor **Tonya Lee Williams** would receive the Martin Luther King Jr. Award. http://bit.ly/y3xrpC

An NCART Lab project centred on a robotic snake to aid in search and rescue operations was profiled by The Huffington Post http://huff.to/ADaKUy and Fast Company http://bit.ly/xqFN9R, quoting Director **Alex Ferworn.** The project was also featured in Time http://ti.me/wTCRpc, CNET.com http://cnet.co/xwT1LF, IEEE http://bit.ly/wkXSIx and MSNBC.com http://on.msnbc.com/wuxx8B.

A Canadian Press article about improv and laughter quoted **Brendan McGowan**, president of Ryerson's Barrel of Monkeys Improv team. The article was picked up by Metro News http://bit.ly/zNuboQ , Cape Breton Post http://bit.ly/ySL6Cd , Winnipeg Free Press http://bit.ly/zsCWnn , and Brandon Sun http://bit.ly/z3UXSE .

The Halifax Chronicle Herald quoted **Arne Kislenko,** History**,** in an article about the Canadian Security and Intelligence Service. http://bit.ly/wL0kWE He also spoke to CTV.ca: http://bit.ly/xGfQPI

Nicole Neverson, Sociology, spoke to Globaltv.com and Postmedia News about her study on the use of tasers, with coverage in the Vancouver Sun http://bit.ly/waXZnI, National Post http://natpo.st/y4sv6y , Leader-Post http://bit.ly/zvSc47, and Calgary Herald http://bit.ly/x09Gzf.

The Council of Ontario Universities profiled alumnus **Jerome Morgan**, who was honoured for battling racism in his community, a story pitched by Ryerson Public Affairs. http://bit.ly/yh10Q1

The St. Catharines Standard reported on the 6.4 per cent rise in applications to Ryerson.

The Toronto Sun profiled the certificate in Food Security at the Chang School.

Abbas Gnamo, Arts, was quoted on CBC.ca on the topic of food shortages in Africa.

Metro News reported on Ryerson students taking part in a design competition to contribute items to the Basch/Eleventh Floor Apparel line. The competition was also covered by the Winnipeg Free Press http://bit.ly/xFEpCK and Brandon Sun http://bit.ly/zCtrhX.

24 Hours also profiled the Chang School, quoting instructor **Ann Ireland**.

Su-Ting Teo, director of Student Health and Wellness, was quoted in 24 Hours on the topic of students and anxiety. http://bit.ly/HJRfG

The National Post quoted **Gabor Forgacs**, Ted Rogers School of Hospitality and Tourism Management, in an article on Toronto as a tourism destination. http://natpo.st/witsCS

Nick Bellissimo, Psychology, spoke to CTV (Winnipeg) and CTV.ca about plate sizes and our perception of food quantities. http://bit.ly/xOHMF1

CBC News and CBC.ca profiled student **Daniel Lovell** in an article about Liberal youth looking to reshape their party. http://bit.ly/yo1c4r

A Toronto Star article on new skill sets for jobs in media and entertainment quoted alumna **Lisa Murphy**.

The Globe and Mail quoted **Janice Neil**, Journalism, in an article about broadcaster Shaw planning round-the-clock coverage in B.C. and sourcing revenue from smaller advertisers. http://bit.ly/zjHd4a She also spoke to Digital Journal about Wilf Dinnick winning the J-Source Canadian Newsperson of the Year Award. http://bit.ly/xGfOvx

A New York Times blog profiled recent graduate **Christopher Manson**'s work on a project about teens with Type 1 diabetes. http://nyti.ms/ApUO2

Prepared by Marketing and Communications

SENATE FACULTY ELECTION CANDIDATES – 2012-2013

Online voting for candidates (students and faculty) will be held from March 5 to 8, 2012.

Nominees for Faculty seats:

Arts
Chair (1 required)
Andrew Hunter, Philosophy, Chair **(Acclaimed)**

Faculty (2 required)
Eric Kam, Economics **(Acclaimed)**
John Turtle, Psychology **(Acclaimed)**

FCAD
Faculty (2 required)
Lorella Di Cinto, Interior Design **(Acclaimed)**
Charles Zamaria, RTA **(Acclaimed)**

FCS
Faculty (3 required)
Debbie Chant, Early Childhood Studies **(Acclaimed)**
Lynn F. Lavallee, Social Work **(Acclaimed)**
Kileen Tucker Scott, Nursing **(Acclaimed)**

FEAS
Chair (1 required)
Paul Walsh, Aerospace Engineering, Chair **(Acclaimed)**

Faculty (3 required)
Alan Fung, Mechanical & Industrial Engineering **(Acclaimed)**
David Greatrix, Aerospace Engineering **(Acclaimed)**
Kaamran Raahemifar, Electrical Engineering **(Acclaimed)**

SCIENCE
Chair (1 required)
Ana Pejovic-Milic, Physics, Chair **(Acclaimed)**

Faculty (2 required)
Alex Ferworn, Computer Science **(Acclaimed)**
Jean Paul Pascal, Mathematics **(Acclaimed)**

TRSM
Chair (1 required)
Ayse Bener, Business Technology Mgmt., Chair **(Acclaimed)**

Faculty (3 required) [Election required]
Youcef Derbal, Business Technology Mgmt.
Frances Gunn, Retail Management
Vanessa Magness, Accounting
Sergiy Rakhmayhil, Finance
Ozgur Turetken, Business Technology Mgmt.

Nominees for At-large Student Seats:
Deanne Barnes, FCS (Urban & Regional Planning)
Danielle Brogan, FCAD (Fashion)
Rodney Diverlus, FCAD (Theatre – Performance Dance)
Marc Castillo, TRSM (Business Management)
Catalina Maria Hernandez, FCS (Urban & Regional Planning)
August Locke, FCS (Public Health)
Naghmeh Saberian, TRSM (Business Management)
Alyssa Williams, TRSM (Business Management)
Marwa Abdullah Yahya, Science (Biology)

Note: There are normally no more than two at-large students from any one Faculty. Thus if a third student from a given Faculty receives the next highest number of votes in the at-large election s/he will be excluded.

Nominees for Faculty Student Seats:
Arts
Tiffany Landau, Criminal Justice **(Acclaimed)**

FCAD
Anasimone George, Interior Design
Josh Maldonado, Radio and Television Arts

FCS
Hosniah Amanzai, Nursing
Andrew Randall, Social Work

FEAS
Biniam Admikew, Computer Engineering
Youstina Barsoom, Civil Engineering
Komail Kanjee, Computer/Electrical Engineering
Robert Roy Kipping, Computer Engineering
Dami Lee, Architectural Science

SCIENCE
Flavio Firmino-Lunda, Medical Physics
Monika Madik, Biology

TRSM
Kamal B. Douglas, Retail Management
Tyler McKenna, Business Management (Entrepreneurship)
Jay Sudhir, Business Management
Thomas Waszkiewicz, Business Management

Yeates School of Graduate Studies
Abdallah Elsayed, Mechanical Engineering
MD. Sirajul Islam, Civil Engineering
Arif Khalil, Mechanical and Industrial Engineering
Ryan Payne, Fashion
Waqar Ahmad Siddiqi, Applied Math

G. Raymond Chang School of Continuing Education
Janet Rodriguez, Certificate (AODA) **(Acclaimed)**
Maryam Tabatabaei Anaraki, Certificate in Sustainability **(Acclaimed)**

Respectfully submitted

Diane R. Schulman, Ph.D.
Secretary of Senate/Elections Returning Officer

Report of the Academic Governance and Policy Committee
March 6, 2012

1. **Amendment of Policy**
    Policy 159, Academic Accommodation of Students with Disabilities See
    http://www.ryerson.ca/content/dam/senate/policies/pol159.pdf for current policy. Proposed policy
    attached.
    - **MOTION: That Senate approve Policy 159, *Academic Accommodation of Students with Disabilities* as presented.**

2. **Amendment of Policy 46: Policy on Undergraduate Grading, Promotion and Academic Standing ("GPA" Policy)** Policy including track changes attached.

    a. To improve enforcement of probationary contracts (full amended policy attached):

    2.4.2 Probationary - a cumulative grade point average (CGPA) of 1.00 to 1.99.
      2.4.2.1 Students with Probationary standing are required to have a developmental Probationary Contract outlining a specific plan for studies and academic supports authorized by their program School or Department, and signed by the student. Students who fail to have such a Probationary Contract ~~by the last day to add courses for~~ **within five (5) working days of the first day of** the semester will have their course registrations and course intention requests cancelled for the term in question ~~and will be Required to Withdraw (RTW) from their program unless their program School or Department determines otherwise~~.

    - **MOTION: That Senate approve the amendment of Policy 46: Policy on Undergraduate Grading, Promotion and Academic Standing ("GPA" Policy) with respect to the requirements for a Probationary Contract.**

    b. **To respond to Ombudsperson's report**

    2.4.5 Permanent Program Withdrawal:

    Students will be Permanently Withdrawn from their program for the following reasons:

    i.   Any academic performance that would result in "Required to Withdraw" standing for a second time.
    ii. Failure of a course required by their program for a third time.
    iii. Failure to meet the terms of a probationary contract following return after an RTW standing.
    ~~**iv.** Denial of reinstatement to their program for a second time~~

    Added to section on: **Required to Withdraw** (RTW):

    Students who have been denied reinstatement to their program twice may not reapply for reinstatement to that program.

    - **MOTION: That Senate approve the amendment of Policy 46: Policy on Undergraduate Grading, Promotion and Academic Standing ("GPA" Policy) with respect to denial of program reinstatement for a second time.**

    c. To respond to rounding issues in the assignment of final grades.

    The following is added to the policy:

    The final percentage grade in a course will be rounded to an integer as per standard mathematical practice before converting to a letter grade. *

*For example, a 49.5% would be rounded to 50% and 49.3% would be rounded to 49%.

- **MOTION: That Senate approve the amendment of Policy 46: Policy on Undergraduate Grading, Promotion and Academic Standing ("GPA" Policy) with respect to rounding of percentage grades.**

d. To respond to issue where INCs are not completed by the end of the following semester. The following is added to the section on INCs:

If, due to alternate arrangements, an INC is not completed by the end of the semester following when it was given, students will not be permitted to enroll in any course for which the INC course is a prerequisite. If a student has more than one INC remaining past the end of the following semester, at the discretion of the program the student may be prevented from registering in any courses.

- **MOTION: That Senate approve the amendment of Policy 46: Policy on Undergraduate Grading, Promotion and Academic Standing ("GPA" Policy) with respect to the completion of INC grades.**

3. **Report of the Nominating Committee – report attached.**

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 *Ad Hoc* Committee to Review
Senate Policy 159: Academic Accommodation of Students with Disabilities
February, 2012

Background

Ryerson's Senate (then Academic Council) approved its first version of *Policy 159: Academic Accommodation of Students with Disabilities* in October 2006. (See http://www.ryerson.ca/content/dam/senate/policies/pol159.pdf) The purpose of the policy was "to outline the development of collaborative partnerships between faculty, students and the Access Centre to ensure that student learning is effectively facilitated and academic standards are maintained".[1] The policy has served Ryerson well and was slated for review in 2008. Due to a variety of logistical issues and staffing changes the current review did not get underway until March 2010.

The current review committee consists of faculty, staff and students as follows:
Rona Abramovich, Advisor on Outreach and Access; Jennie Blaser, student, Child and Youth Care; Jim Dianda, faculty, Department of Philosophy; Marc Emond, Manager, Access Centre; Christina Halliday, Director, Student Learning Support; Anne Johnson, faculty, Department of Chemistry and Biology; Martha Lee-Blickstead, Program Director, Community Services, The Chang School; Maurice Mazerrole, faculty, Business Management; Liana Salvador, student, Nursing; Diane Schulman, Director, Academic Initiatives and Secretary of Senate (Chair); Janice Waddell, Associate Dean Faculty of Community Services; Ann Whiteside, Officer, Discrimination and Harassment Prevention Services; Heather Willis, Accessibility Coordinator, Human Resources.

Principles
The committee had many discussions of the basic principles underlying Ryerson's commitment to providing accessible education, not only to students with disabilities, but to all students. The principles established through these discussions, and as stated in the revised policy are as follows:

> Ryerson University provides academic accommodations for students with disabilities in accordance with the terms of the *(Human Rights) Code* and the *Accessibility for Ontarians with Disabilities Act* ("*AODA*"). The University strives to make its academic programming accessible to all students.[2]

> The University is committed to preserving academic freedom and its high academic standards. The University will provide academic accommodations to assist students with disabilities to fulfill the academic requirements of their programs without alteration in academic standards or outcomes. The nature and extent of accommodations shall be consistent with and support the integrity of the curriculum and the University's academic standards.

> The University re-affirms that all students are expected to satisfy the essential requirements of their program of studies and recognizes that students with disabilities may require academic accommodations to do so, including alterations to how the student demonstrates that she or he has acquired the necessary knowledge and skills.

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[1] E. Aspevig and L. Grayson, Memo to Academic Council, September 15, 2006
[2] Academic accessibility is based on inclusive design of course and program curricula, delivery methods and activities, and their forms of assessment which recognizes the difference between students and groups of learners.

Accommodating students with disabilities is a shared responsibility and a collaborative process. To this end, the University is committed to educating students, faculty and staff about the requirements to accommodate students with disabilities, the provisions of the *Code* and *AODA*, and the resources available to provide additional information and guidance.

The University is committed to fostering an inclusive educational environment that:

- promotes mutual respect;
- recognizes the equality, dignity and autonomy of all persons;
- recognizes that disability is a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives (World Health Organization);
- provides academic accommodations and equal opportunity without discrimination;
- fosters student learning through a range of teaching pedagogies;
- protects the privacy and confidentiality of its students, and
- recognizes the shared responsibility of students, instructors, Departments, Schools, Faculties, the Access Centre, and administrative staff to exercise flexibility and creativity in the provision of academic accommodations.

The University is also committed to updating appropriate technology and providing education and training to faculty and staff so that materials are increasingly more accessible to all students.

Process
The committee met many times over the past year, and the policy that is being presented to Senate represents the input of all committee members. It has been reviewed by legal counsel and the Academic Planning Group (APG). It is submitted to the Academic Governance and Policy Committee (AGPC) for its approval for presentation to Senate.

Motion to Senate: That Senate approve the amendment of Policy 159, *Academic Accommodation of Students of Disabilities*.

Respectfully submitted,

Diane R Schulman, Ph.D., Chair
For the committee

RYERSON UNIVERSITY
POLICY OF SENATE

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Policy Number: 159

Approval Date: March 6, 2012

Previous Approval Date: October 3, 2006

Policy Review Date: Fall 2015 (or sooner at the request of the Provost and Vice President Academic)

Responsible Office: Vice Provost Academic and Vice Provost Students

I.   PURPOSE

This policy establishes guidelines for the academic accommodation of students with disabilities in order for them to access learning while maintaining the integrity of course content and objectives, and ensuring fairness for all students.

II.   DEFINITIONS

In this policy and in its procedures:

- "**academic accommodation**" means a planned variation in the way a student with a disability receives course curriculum and materials, participates in course activities, or demonstrates mastery of course content and skills through evaluation and assessment. Ryerson University shall provide academic accommodation that does not impose undue hardship[*].

- "**applicant**" means a person applying to become a student at Ryerson University.

- **"disability"** means disability as defined in the Ontario *Human Rights Code*, R.S.O. 1990, c. H.19, as amended ("*Code*").

- "**documents regarding disability**" means any and all documents verifying that a student has a disability, or to understand the impact of the disability and any resultant restrictions it places on the student. These documents must be based on a current, thorough, and appropriate assessment from an appropriate registered practitioner qualified to diagnose the condition.

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[*] "Undue hardship" is defined in the Ontario *Human Rights Code*.

- "**essential academic requirements**" means the knowledge and skills that a student must acquire and demonstrate to meet successfully the learning objectives of the course or program.

- "**student**" means a student at Ryerson University registered in continuing education, undergraduate and graduate students in full-time and part-time programs, certificates, and continuing education courses;

- "**University**" means Ryerson University.

III. SCOPE

This policy applies to:

a. the instruction and delivery of course materials in the classroom and through electronic mediums;

b. student participation in course activities; and

c. an instructor's methods of evaluation and assessment, and a student's demonstration of mastery of course content and skills through evaluation and assessment.

IV.   PRINCIPLES

Ryerson University provides academic accommodations for students with disabilities in accordance with the terms of the *Code* and the *Accessibility for Ontarians with Disabilities Act* ("*AODA*"). The University strives to make its academic programming accessible to all students.[*]

The University is committed to preserving academic freedom and its high academic standards. The University will provide academic accommodations to assist students with disabilities to fulfill the academic requirements of their programs without alteration in academic standards or outcomes. The nature and extent of accommodations shall be consistent with and support the integrity of the curriculum and the University's academic standards.

The University re-affirms that all students are expected to satisfy the essential requirements of their program of studies and recognizes that students with disabilities may require academic accommodations to do so, including alterations to how the student demonstrates that she or he has acquired the necessary knowledge and skills.

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[*] Academic accessibility is based on inclusive design of course and program curricula, delivery methods and activities, and their forms of assessment which recognizes the difference between students and groups of learners.

Accommodating students with disabilities is a shared responsibility and a collaborative process. To this end, the University is committed to educating students, faculty and staff about the requirements to accommodate students with disabilities, the provisions of the *Code* and *AODA*, and the resources available to provide additional information and guidance.

The University is committed to fostering an inclusive educational environment that:

- promotes mutual respect;
- recognizes the equality, dignity and autonomy of all persons;
- recognizes that "disability is a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives" (World Health Organization);
- provides academic accommodations and equal opportunity without discrimination;
- fosters student learning through a range of teaching pedagogies;
- protects the privacy and confidentiality of its students, and
- recognizes the shared responsibility of students, instructors, Departments, Schools, Faculties, the Access Centre, and administrative staff to exercise flexibility and creativity in the provision of academic accommodations.

The University is also committed to updating appropriate technology and providing education and training to faculty and staff so that materials are increasingly more accessible to all students.

V.   CONFIDENTIALITY

All documents regarding disability will be held securely in the Access Centre. Information on accommodation is only released on a need-to-know basis within the University community or when the student consents to a broader release of information.

VI.   RESOLUTION OF DISAGREEMENTS

Faculty, instructors, students and the Access Centre are encouraged to agree regarding the provision of academic accommodations. In the event of a disagreement, the dispute will be resolved in accordance with the principles of this policy and using the procedures described below.

VII.   AUTHORITY

The Vice Provost Academic and the Vice Provost Students are responsible for establishing procedures related to this policy and their regular review. The Vice Provost Academic has ultimate authority for the resolution of disagreements.

PROCEDURES

A. ROLES AND RESPONSIBILITIES

1. **University Application Process:**

   a. Applicants are strongly encouraged to declare their need for accommodations in the application process. For University programs that require on-site attendance for auditions, interviews, essays, tests, and other like non-academic criteria, advance notice is recommended to ensure appropriate accommodation can be arranged within the critical admission timelines.

   b. Upon request, the University will provide admission information to applicants in accessible formats within a reasonable timeframe.

   c. If questions arise during the application process pertaining to the ability of an applicant to fulfill the essential requirements of a program, even if accommodated, the issue will be discussed by Admissions, the Access Centre, the Chair/Director of the department, and the Dean of the applicant's prospective Faculty (where appropriate). The Chair/Director shall work with the applicant and the Access Centre to determine academic accommodations which may enable the applicant to meet the essential academic requirements.

   d. In the event that the Chair/Director, in conjunction with the Dean determines that no accommodation would enable the student to meet the essential academic requirements, Admissions shall so inform the applicant and other options shall be discussed.

   e. Admission into a program does not guarantee that an applicant will, in fact, be able to meet the essential academic requirements of the program or any specific course.

2. **Access Centre:** The Access Centre will:
   a. partner with students, faculty, instructors, staff and other professionals to facilitate academic accommodation;
   b. receive and verify all documents regarding disability;
   c. request and obtain any additional documents regarding disability reasonably required by the University;
   d. assist students in obtaining documents regarding disability, as reasonably required;
   e. ensure that all student information and all documents regarding disability are treated confidentially and maintained in secure files;
   f. review all documents regarding disability, conduct an interview with the student and recommend an academic accommodation plan where appropriate;
   g. facilitate academic accommodations for students with disabilities;
   h. consult with instructors and faculties/schools, as needed, on crafting academic accommodations to enable students to satisfy the essential requirements of their program of studies;

i. coordinate the requests for and assist in the provision of academic accommodations;

j. inform students with disabilities of their obligations as registrants;

k. provide problem-solving support to students with disabilities when applicable;

l. assist and provide information pertaining to academic accommodations to instructors, Chairs/Directors, Deans and other administrative staff;

m. provide documentation, upon request and with the consent of the student, confirming a student's registration with the Access Centre and outlining the student's academic accommodation;

n. educate, when appropriate, students, faculty, and administrative staff as to their rights and responsibilities under this policy;

o. consult with various individuals and offices as required;

p. ensure that tests and exams held in the Access Centre are conducted and invigilated in accordance with University policy and procedure; and

q. ensure confidential and timely delivery of tests or exams according to Access Centre procedures.

3. Students with disabilities requiring accommodation:

a. are responsible for:
   i.   following academic accommodation procedures;
   ii. meeting the essential academic requirements of a course/program; and
   iii. discussing with the Access Centre, their instructor, their Department or Faculty, any concerns they may have about whether or not they would be able to meet the essential academic requirements of a course/program prior to enrolling in a course/program;

b. are advised to register with the Access Centre when they need assistance beyond what is provided in the course in relation to:
   i. receiving course curriculum and materials; and/or
   ii. participating in course activities.

c. must register with the Access Centre when they need an accommodation for demonstration of mastery of course content and skills through evaluation and assessment;

d. provide the Access Centre with all documents regarding disability that are reasonably requested by the University, to keep that information up to date, and to consent to the University making use of this information on a need-to-know basis for appropriate University purposes, including the administration of this policy;

e. contact the Access Centre as soon as possible about any required accommodations, taking into account the complexity of implementation of the required accommodation(s);

f. learn and follow Access Centre procedures with regard to registration, renewing registration, and the provision of accommodation and supports;

g. collaborate with the Access Centre, instructors, and others (for example, academic advisors, Chairs/Directors, Deans, Library staff etc.) by identifying learning needs to develop an appropriate accommodation plan;

h. inform their instructors, as soon as possible, for each course where accommodations are requested and meet with them as required to discuss arrangements for accommodations;

i. understand that he/she may not appeal on the basis of disability where he/she has chosen not to use an approved accommodation while completing a course; and

j. request that their eligibility for university awards, scholarships or other opportunities be considered on the basis of their accommodation (e.g. reduced course load).

4. **Instructors shall:**
   a. strive to make course curriculum and materials and course activities accessible to all students;

   b. work with University stakeholders to accommodate Access Centre registrants who require specific accommodation while preserving the essential academic requirements of the course and program;

   c. direct students seeking evaluation of their disability-related documentation to the Access Centre;

   d. not accept or review a student's documents regarding disability;

   e. maintain the confidentiality and privacy of students with disabilities who are registered with the Access Centre;

   f. understand that they are the primary agents of providing student academic accommodation within the University; the Access Centre facilitates the accommodation process for students who are registered with the Access Centre;

   g. collaborate with the Access Centre in structuring an appropriate accommodation plan that meets the needs of the student with a disability and satisfies the essential academic requirements of the respective course or program;

   h. notify the student and confer with the Access Centre as soon as possible, regarding concerns that may arise related to fulfilling the essential academic requirements of the course or program within the agreed upon accommodation plan, and continue to work with the student and the Access Centre to explore alternative accommodations. If unsuccessful in developing an appropriate accommodation plan, refer to the Department or School Chair or Director;

   i. provide textbooks and other materials to the library as soon as possible to ensure that materials can be provided in an accessible format; and

   j. incorporate identified techniques to provide academic accessibility within the teaching/learning environment.

5. **The Department/School Chair/Director shall:**
   a. provide an opportunity for all faculty members to familiarize themselves with this policy;

   b. assist faculty in ensuring that course instruction, materials and activities are accessible in order to develop an inclusive learning environment for students;

   c. provide resources to support approved academic accommodations;

   d. consult with students and the Access Centre, as required, when students have first identified their need for accommodations. This may occur prior to registration,

following registration, or when a student approaches the Access Centre with an accommodation request;

e. discuss with the student and the Access Centre concerns about how accommodations relate to the essential academic requirements of the course/program;

f. collaborate with the Access Centre to provide accommodations for university entrance requirements, (e.g. entrance tests);

g. review, upon a student's, instructor's and/or Access Centre's request, concerns with the recommended accommodation plan and assist in developing alternatives;

h. ensure that field placements/practicums are informed of, and able to respond to, accommodation requirements of students with disabilities prior to assigning students to a specific placement setting; and

i. ensure the provision of accommodations for students with disabilities is outlined in the Department/School student handbook in accordance with the Course Management Policy.

6. **Deans shall:**
   a. work with the Department/School Chairs/Directors to ensure that all instructors are made aware of this policy and that the practices associated with the delivery of accommodations are consistent with this policy;

   b. assist faculty, chairs, and directors in ensuring that course instruction, materials and activities are accessible in order to develop an inclusive learning environment for students;

   c. review decisions not to provide any academic accommodation or a particular academic accommodation;

   d. provide resources as appropriate to implement any approved academic accommodations; and

   e. ensure that academic accommodations received by students will not be a barrier to eligibility for university honours or opportunities.

7. **The Registrar's Office shall:**
   a. forward any accommodation requests and documentation regarding disability, provided by the student, to the Access Centre; and

   b. collaborate with the Access Centre in implementing academic accommodations where the accommodations are within the jurisdiction of the Registrar's Office, (e.g. the provision of special timetabling or classroom use).

8. **The Convocation and Awards Office shall** make accommodations for convocation ceremonies, in conjunction with the Access Centre as appropriate, with advance notice from the student or other relevant parties.

9. **Financial Services shall,** in accordance with the Ryerson Memorandum: Tuition Rebate Policy for Students with Disabilities, maintain a process for fairly assessing tuition fees where a reduced course load is an appropriate academic accommodation.

10. **Library Services shall:**
    a. make efforts to provide access to information for students with disabilities;
    b. collaborate with the instructor and the Access Centre to provide information in accessible formats to students with disabilities; and
    c. collaborate with CCS to provide adaptive technology within the library to improve accessibility.

11. **Learning & Teaching Office shall:**
    a. provide resources to faculty members related to universal instructional design, delivery and evaluation methods; and
    b. provide information and training related to academic accommodations specifically for students with disabilities.

12. **Student Financial Assistance shall:** collaborate with the Access Centre in the administration of specialized funding according to Ministry guidelines.

B. RESOLUTION OF DISAGREEMENTS

1. **Review of Accommodation Plan if Not Accepted:**
    a. If the student with a disability, the Access Centre and the instructor cannot agree on the academic accommodations to be provided, the instructor or the Access Centre Manager (or designate from Access Centre) shall discuss the matter with the Chair[†] of the Department[‡] promptly after it becomes clear that there will be no agreement on the provision of academic accommodations.
    b. The Chair shall review all relevant documentation and will consult with others as appropriate. The Chair may request additional documentation from all parties. If the Chair agrees with the student's requested academic accommodations, the Chair shall direct in writing that those academic accommodations be provided. If the Chair does not agree that the academic accommodations requested by the student are appropriate, the Chair shall as soon as possible forward all relevant documentation to the Dean[§] for her or his review.
    c. The Dean shall review all relevant documentation and will consult with others as appropriate in an effort to resolve the matter. The Dean may request additional documentation from all parties. If the Dean agrees with the student's requested academic accommodations, the Dean shall direct in writing that those academic accommodations be provided. If the Dean does not agree that the academic accommodations requested by the student should be provided, the Dean shall provide her or his decision and the reasons for that decision in writing to the student, the instructor, and the Chair.
    d. If the student is not satisfied with the Dean's response, she or he may write to the Vice Provost Academic within two weeks from the date of Dean's letter.

[†] Chair includes Director or designate of either a Chair or a Director, as appropriate
[‡] Department includes School or other division of the University, as appropriate.
[§] Dean includes a designate of the Dean.

e. The Vice Provost Academic, in consultation with the Vice Provost Students, shall review all relevant documentation and will consult with others as appropriate in an effort to resolve the matter. The Vice Provost Academic may request additional documentation from all parties. The Vice Provost Academic will render a final decision on the matter. There shall be no review of or appeal from the decision of the Vice Provost Academic.

2. Accommodation Pending Review

a. The University recognizes that decisions involving academic accommodations must be made expeditiously. In the event that a request for accommodation is under review, the instructor and the Access Centre shall review the accommodation plan to determine what portion, if any, of the plan it is appropriate to implement immediately.

b. Where a student has been accommodated, pending the final outcome of all reviews, and the final result is that the academic accommodation should not be granted, the Chair may, in his or her discretion, recommend that a student be retroactively withdrawn from a course.

RYERSON UNIVERSITY
POLICY OF SENATE

POLICY ON UNDERGRADUATE GRADING, PROMOTION, AND ACADEMIC STANDING (THE "GPA POLICY")

Policy Number: 46

Original Approval Dates: November 6, 2001
                                              February 3, 1987   (original policy date)

                                              Revised**:** January 13, 2004; April 5, 2005, January 29, 2008 January 27, 2009, March 1, 2011

Current Approval Date: January 24, 2012

Policy Review Date   Fall 2014 or earlier as determined by the Provost

Responsible Committee or Office   Registrar

Implementation Date: May 1, 2012

1.0   POLICY OBJECTIVES

The objectives of this policy are:

- to establish a consistent minimum standard for acceptable overall academic performance;
- to provide a consistent and fair system for determining students' eligibility to graduate; and
- to provide all students with a system of academic standing that is based on uniform definitions and categories for their academic progress from first enrolment to graduation.

2.0   POLICY ELEMENTS

2.1   Graded Course Performance Designations The final percentage grade in a course will be rounded to an integer as per standard mathematical practice before converting to a letter grade.*

*For example, a 49.5% would be rounded to 50% and 49.3% would be rounded to 49%.

2.1.1   University

Performance Description	Letter Grade	Grade Points	Percentage Range
	A+	4.33	90-100
Excellent	A	4.00	85-89
	A-	3.67	80-84
	B+	3.33	77-79
Good	B	3.00	73-76
	B-	2.67	70-72
	C+	2.33	67-69
Satisfactory	C	2.00	63-66
	C-	1.67	60-62
	D+	1.33	57-59
Marginal	D	1.00	53-56
	D-	0.67	50-52
Unsatisfactory	F	0.00	0-49

2.1.2   Faculty of Engineering Architecture and Science

Performance Description	Letter Grade	Grade Points	Percentage Range
	A+	4.33	90-100
Excellent	A	4.00	85-89
	A-	3.67	80-84
	B+	3.33	75-79
Good	B	3.00	70-74
	B-	2.67	66-69
	C+	2.33	63-65
Satisfactory	C	2.00	60-62
	C-	1.67	57-59
	D+	1.33	54-56
Marginal	D	1.00	52-53
	D-	0.67	50-51
Unsatisfactory	F	0.00	0-49

Final academic performance in each course is recorded as one of the above letter grades or as one of the "other" designations listed below. At the discretion of the teaching Department, performance on term work or specific assignments may be marked on a numeric scale. When a numeric scale is used, it will result in a percentile scale with ranges of conversion to letter grades as shown in the Calendar. If any other numeric scale is to be used, its ranges of conversion to letter grades shall be defined for the students at the start of the course.

2.2   Other Course Performance Designations

2.2.1   Non-graded designations acceptable for transfer credit purposes, but not included in any calculation of grade point averages:

PSD – (Passed) - acceptable performance in a course graded only pass or fail (as pre-defined in the course outline).

CHG – (Challenge) - transfer credit achieved through a successful challenge examination.

CRT – (Credit) - transfer credit achieved through an acceptable grade in an equivalent course (as determined by the Ryerson course teaching Department) completed at Ryerson or at another post-secondary institution. Such credit may be granted as a part of the admissions process. For students already enrolled in their program, this type of equivalence credit is normally granted only on the basis of a prior letter-of-permission from the course teaching Department.

2.2.2 Other course performance designations which may be assigned at the discretion of the teaching Department:

INC – (Incomplete) - incomplete coursework or a missed final examination due to documented medical or compassionate grounds*. An INC can be awarded only when some work remains to be completed and when the completion of the outstanding work or an alternate final examination may result in a passing grade. An INC will be assigned to students who have not completed a required Academic Integrity Tutorial for educational purposes as defined in Policy 60, the Student Code of Academic Conduct. The outstanding work or alternate examination must be completed by a specified date within 3 months of the submission of the INC unless alternative arrangements have been made with the program's Chair/Director**. **** The INC will be replaced by an official course grade when the work is completed. If the work is not completed by the deadline the INC will become a grade of F. The designation INC is not included in calculating the grade point average nor is it counted as a transfer credit or failed course. An INC can be changed to an AEG (see below) by a Dean under exceptional circumstances.

* Students must petition their instructor to receive an INC grade within 3 working days, or as soon as reasonably possible, of the missed final examination or final assignment deadline. Supporting documentation (e.g. Ryerson Medical Certificate) must be provided. Instructors awarding an INC grade must provide the student, within 7 working days, with a written statement of outstanding work to be completed and the date by which it must be completed (or the date of the alternate final examination). The instructor must also file a copy of this documentation with the Chair/Director of the Teaching Department/School.

** If an extension is provided and an INC is not completed by the end of the semester following when it was given, students will not be permitted to enroll in any course for which the INC course is a prerequisite. If a student has more than one INC remaining past the end of the following semester, at the discretion of the program the student may be prevented from registering in any courses.

AEG – (Aegrotat) - credit granted by a Dean, in consultation with the instructor, only under exceptional circumstances when there has been acceptable performance in a course and some coursework remains to be completed.

DEF – (Deferred) - an interim grade assigned during the investigation of academic misconduct (as described in the Student Code of Academic Conduct). The DEF grade will be replaced by an official course grade upon resolution of the matter.

FS – (Failure – Supplementary) marginally failing performance that may be raised to a minimum pass through a redeemable failure, students with an F-S designation would have to apply to write such an examination which would be scheduled prior to the end of the second week of classes during the next academic term. The F-S grade will be converted only to a D- or to an F, depending on performance*.* (The original F-S will remain on the student's record.) Meanwhile, the F-S grade is treated as an interim failed grade and is calculated in the grade point average at zero grade points. The resulting grade point average is normally considered to be *provisional* until the end of the period during which the redeemable failure would be written. If an academic standing cannot change as a result of clearing an F-S grade, the provisional standing will automatically be

converted to a formal standing.

FNA - (Failure, Non-Attendance) - awarded by an instructor when the student has been absent from most course meetings and has submitted no work for grading. This grade is assigned when a student abandons a course without completing a formal withdrawal prior to the established deadline dates. This grade is counted as a failure in the calculation of grade point average.

FLD – (Failure in a Pass-Fail course) - Failure to meet the minimum acceptable standards for a course graded on a pass/fail basis. Failures in such courses will not be included in calculating the grade point average but will be counted as a failed course to determine academic standing for approved department/school standing variations and for graduation.

2.2.3   Designations assigned by the Office of the Registrar that are not included in GPA calculations, nor in establishing academic standing, nor as academic program credit

AUD – (Audit) - course attended as auditor only; no grade will be assigned.

CNC – (Course not for credit) - course not for credit in the current program, this designation is recorded on the transcript as information supplementary to the grade earned in the course.

GNR – (Grade Not Recorded) - grades have not been submitted for an entire class. The student should initiate an inquiry with the faculty member and/or teaching department within one month of receiving the GNR grade unless a grade revision is received.

INP – (In Progress) - indicates course work in progress with at least one more term of formal course registration and study is required for completion (e.g. extended absence requires repeating the course, or a final thesis is still in progress); the designation INP is not included in calculating the grade point average, nor as either a credit or a failed course.

2.3   Grade Point Average (GPA)

A cumulative grade point average (CGPA) is calculated as an indicator of overall academic performance and is used as a criterion for graduation requirements, for honours graduation and other academic distinctions, and for determining academic standing during study in a program.

2.3.1 For purposes only of calculating grade point averages, courses of single-term and multi-term duration will be given weights of 1.00 and 2.00 respectively, with provision for variation from this norm under exceptional circumstances.

2.3.2 The grade point average is calculated as the sum of the products of course weights and earned grade points, divided by the sum of the course weights, and rounded up to the next higher second decimal place.

2.3.3 The following course performance designations are NOT included in calculating the grade point average -- AEG, AUD, CNC, CHG, CRT, DEF, INC, INP, GNR, FLD and PSD.

2.3.4 Courses completed prior to formal program admission will not be included in the

calculation of grade point averages. Such courses may qualify for transfer credits towards the program and receive CRT designations.

2.3.5 The designation F-S is counted as an interim failure and included in the grade point average at zero grade points until a final grade is assigned.

2.3.6 The designation FNA is included in the grade point average at zero grade points and counts as a failure when academic standings are assigned.

2.3.7 The grade earned for a repeated course is substituted for the previous grade in calculating subsequent grade point averages even if the later grade is lower, but both attempts are recorded on the transcript. No course can be repeated more than twice. If at least one of the course attempts results in a passing grade, the course will count towards graduation requirements irrespective of the sequence of grades earned.

2.3.8 An initial grade point average is not calculated until the student has received three or more course grades.

2.3.9 The cumulative grade point average is calculated at the end of each academic term for which additional course grades have been recorded on the student's transcript, and is calculated on all of the student's formal Ryerson course grades in the program in which the student is registered.

2.4   Academic Standings

In undergraduate degree and diploma programs, each student's academic standing will be established from the student's formal course grades at the end of each academic term on the basis of the following categories and criteria for overall academic performance:

2.4.1   Clear - a cumulative grade point average (CGPA) of at least 2.00 (except where the student has violated an approved Department/School standing variation or, while on probation , the student has violated the terms of their Probationary Contract) .

Students with Clear standing may continue their program studies with no restrictions except for the obligation to satisfy requisite requirements.

2.4.2   Probationary - a cumulative grade point average (CGPA) of 1.00 to 1.99.
   2.4.2.1 Students with Probationary standing are required to have a developmental Probationary Contract outlining a specific plan for studies and academic supports authorized by their program School or Department, and signed by the student. Students who fail to have such a Probationary Contract ~~by the last date to add courses for~~ within five (5) working days of the first day of the semester will have their course registrations and course intention requests cancelled for the term in question. ~~and will be Required To Withdraw (RTW) from their program unless their program School or Department determines otherwise.~~
   2.4.2.2
   2.4.2.3 Students with a Probationary standing at the start of any semester will be eligible

to continue their studies in a subsequent semester as long as they achieve a term grade point average (TGPA) of 2.0 or higher and provided they meet the terms of their Probationary Contract and do not violate approved Department/School standing variations. Failure to meet the terms of the Probationary Contract as set out by the School or Department will result in the student being RTW from their Ryerson program.

    2.4.2.4 Except for students who follow the Student Success Program outlined below, who may attain a Clear standing, students who are reinstated to their program after an RTW standing return on Probation. Some programs may reinstate students with a probationary contract which may significantly restrict course load and require successful completion of specific program course. Programs may also specify grades which must be achieved.

2.4.3   **Required to Withdraw** (RTW) - Students will be RTW from their program for any one of the following reasons:

i.   a CGPA of less than 1.00 (except students enrolled for their first semester);
ii.   a term GPA below 2.00 while on probation;
iii.   violation of any approved Department/School standing variation;
iv.   violation of a Probationary Contract (including unauthorized changes to the contract or failure to negotiate a Probationary Contract).

No student in their first semester at Ryerson will be RTW in December. Students with a GPA of less than 1.00 in their first semester will be advised about their prospects for success. Such students who continue in their program for the subsequent Winter semester will do so on Probation.

Schools/Departments, at their discretion, may issue a special contract in cases where the program judges the student to have a realistic chance of achieving a Clear standing in the semester following assignment of RTW by taking up to two courses. Students remain RTW during this semester. If the student fails to achieve a CGPA of 2.00 at the end of that semester, s/he will remain RTW. If the student is successful, s/he will return as Clear.

Students who have been denied reinstatement to their program twice may not reapply for reinstatement to that program.

    2.4.3.1   **Procedures for RTW students who wish to be considered for reinstatement to their program**

        2.4.3.1.1   **In the semester immediately following the assignment of RTW standing (for this purpose Spring/Summer is included):** Students may not register in any Ryerson credit courses and no courses taken at another institution will be counted towards graduation requirements for a Ryerson degree program.

        2.4.3.1.2   **In the second semester following assignment of RTW standing**

            a.   Student Success Program

i.   Students may request to participate in a defined Student Success Program (SSP) under a SSP participation contract. Students will be allowed to take up to two credit courses, and may be required to participate in other activities or workshops designed to address their needs. Courses taken as part of the SSP will be included in the student's CGPA. Criteria for participation, terms of the contract and the required outcomes will be established by the program. Programs, including part-time programs, will provide information each year on the usual criteria used for participation in the SSP. Students may participate in an SSP only once during their academic careers at Ryerson. Normally withdrawal from, or unsuccessful completion of, an SSP will constitute one attempt.

ii.   Students approved by a program to participate in the SSP will be designated as having an Extended Academic Probation (EAP) standing. (See section 2.4.4).

iii. Students who do not successfully complete their second semester contract return to RTW standing, and may apply to be reinstated to their program for the semester following the third semester. Prior to reinstatement these students may not register in any Ryerson credit courses and no courses taken at another institution will be counted towards graduation requirements for a Ryerson degree program.

b. Students who are not eligible for the SSP, or who do not wish to participate in the SSP, may apply to be reinstated to their program after the third semester following assignment of RTW. Prior to reinstatement these students may not register in any Ryerson credit courses and no courses taken at another institution will be counted towards graduation requirements for a Ryerson degree program.

2.4.3.1.3   In the third semester following assignment of RTW standing

a. Students who successfully complete the requirements of their second semester SSP contract will be given a further SSP contract, which may allow them to take up to four credit courses. Courses taken as part of the SSP will be included in the student's CGPA. The terms of the contract and the required outcomes will be established by the program, including part-time programs. Programs, including part-time programs, will provide information each year on the usual criteria used for evaluating acceptable performance in the SSP. Students approved by a program to participate in the SSP will be designated as having an Extended Academic Probation standing.

b. Students who do not successfully complete their third semester contract return to RTW standing, and may apply to be reinstated to their program for the semester following the third semester. Prior to reinstatement these

students may not register in any Ryerson credit courses and no courses taken at another institution will be counted towards graduation requirements for a Ryerson degree program.

2.4.3.2 **Procedures for students who are assigned an RTW standing and wish to be considered for transfer to another program:** Students must consult with University Admissions Office and the program to which they wish to transfer. At the program's discretion, a student may follow a SSP sequence as outlined above. Such students will be place on EAP standing. If approved for such a transfer SSP, there is an understanding that the transfer program commits to admitting the student pending successful completion of the SSP. Students may apply for transfer for the semester following the third semester as defined above. Applications for transfer will be considered as outlined below.

2.4.3.3 **Procedures for reinstatement or transfer after the period of RTW or Extended Academic Probation:**

2.4.3.3.1 Students who successfully complete their third semester SSP contract are automatically reinstated to their program, and do not need to apply. They may return as Clear or on Probation.

2.4.3.3.2 Students who did not successfully complete their second or third semester SSP contract, or who did not participate in the SPP, may apply for reinstatement for the semester following the third semester.

2.4.3.3.3 Applications for reinstatement will be considered by Faculty and/or program committees based on criteria, assessments and/or procedures developed by the Faculty or program in consultation with the Registrar's Office. Past academic performance and space availability will normally be considerations. Programs, including part-time programs, will provide information each year on the usual criteria used for evaluation of reinstatement applications.

2.4.3.3.4 Applications for transfer will be considered by the University Admissions Office in consultation with Faculty and/or program admission committees. Past academic performance and space availability will normally be considerations

2.4.3.3.5 Students who are reinstated to their program or are approved for transfer upon successful application or successful completion of an SSP, will be reinstated or transferred with Probation or Clear standing based on their past academic performance. If they proceed as Probationary students, they will be required to have a Probationary Contract as outlined in section 2.4.2.

2.4.4 **Extended Academic Probation for First-Time RTW Students:**
2.4.4.1 Extended Academic Probation (EAP) is a special, provisional academic standing

available only to first-time RTW students who participate in a defined Student Success Program as described in section 2.4.3 of this policy.

2.4.4.2 To remain EAP, students must fulfill all required components in each of the two semesters of the SSP. Students deemed not to be meeting the program-specified requirements at any time will be withdrawn from the SSP, and will return to RTW standing.

2.4.5 Permanent Program Withdrawal:

Students will be Permanently Withdrawn from their program for the following reasons:

i. Any academic performance that would result in "Required to Withdraw" standing for a second time.
ii. Failure of a course required by their program for a third time.
iii. Failure to meet the terms of a probationary contract following return after an RTW standing.
iv. Denial of reinstatement to their program for a second time.

Students who are Permanently Withdrawn from a program may not apply for reinstatement into that program. Students who are Permanently Withdrawn from a program may apply to a different program for the Fall semester of the following calendar year.

2.4.6 Disciplinary Suspension

Students who have been placed on Disciplinary Suspension (DS) for Student Code of Conduct violations will not be permitted to register in any course at the University during their period of Disciplinary Suspension. Students who have served their period of Disciplinary Suspension must contact their program department to make arrangements for reinstatement.

2.5 Graduation Requirements

To be eligible for their program's graduation award as authorized by Senate, students must have met the following academic requirements:
a. successful completion of all courses in the program's curriculum with at least a minimum passing grade (or a non-graded transfer credit) in each course, and
b. achievement of a cumulative grade point average of 2.00 or higher in graded Ryerson courses; and
c. completion, as a Ryerson student registered in the program, of studies that normally include at least a final one half of the program's curriculum[1] [2];

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[1]Senate may authorize variation from this requirement in the case of collaborative, joint, or articulated programs.

[2]In the case of degree completion programs offered through distance education, the requirement shall be interpreted to mean "one-half the courses required to complete the Ryerson degree". Students who have completed Ryerson courses prior to admission may apply as many as three one-semester courses towards program requirements.

      i. all applicable, credit-level Continuing Education courses may be used to meet Ryerson degree or diploma requirements.

     ii. students who have enrolled in (or graduated from) Ryerson degree or diploma programs may qualify for Continuing Education certificates only through the completion of additional (beyond the requirements of their degree or diploma) Continuing Education courses representing at least one-half of the requirements of the certificate in question; <u>and</u>

d. formal admission to, and registration in, the program for which the award is sought.

e. Completion of the program's curriculum within a time span from first enrolment to graduation that normally does not exceed the number of years calculated as follows:

      i. for full-time programs, the maximum number of years is the number of years scheduled for full-time study multiplied by 2. In the case of co-op programs requiring an additional year of program registration, one additional year shall be added to the normal time limitations;

     ii. for part-time Degree or Diploma programs, the maximum number of years is the number of required single-term courses (or equivalent) divided by 3; and

    iii. for part-time Certificate programs, the maximum number of years is the number of required single-term courses (or equivalent) divided by 2, plus one year.

Under extenuating circumstances, students may be granted permission by the Dean of the relevant Faculty or Division to extend these time limits. In order to graduate, a student will be required to meet the academic requirements in effect when the extension is granted or such alternative requirements as may be stipulated by the program School or Department in keeping with Ryerson's academic policies.

f. Students pursuing a Continuing Education Certificate must complete 50 per cent of the required number of courses as a registered Continuing Education student enrolled in the certificate program. At least 50 per cent of the courses must be taken over and above the student's degree/diploma studies.

2.6   **Honours Graduation**

Students graduating from an undergraduate degree or diploma program with an overall cumulative grade point average of 3.50 or higher will graduate "With Honours" and will have this academic distinction recorded on their transcript and graduation award.

3.0   **OPERATIONAL POLICY ELEMENTS**

a. The specific criteria defined for grading, graduation requirements, honours graduation, academic standing, and course weights are intended to establish University-wide standards. However, amended or additional criteria may be authorized by Senate for a particular program or Faculty.

b. Only final course grades and F-S grades will be used as a basis for determining academic standing.

c. Academically equivalent courses (as determined by the course teaching Department)

offered through any Ryerson academic organizational unit have the same academic status for purposes of graduation and academic standing as the courses designated and normally offered for a program's curriculum.

d. Restricted academic standing may result from either unsatisfactory academic performance or serious violation of the Codes of Conduct.

e. In the application of all academic policies, students have their established rights of academic appeal.

Report of the Nominating Committee
Academic Governance and Policy Committee
March 6, 2012

The following student is nominated to fill a vacancy on Senate:

Tien Ly to replace Serena Gasparitsch as the G. Raymond Chang School student representative.

MOTION: That Senate approve the nominee for the Chang School representative on Senate as presented in this report.

Respectfully submitted,

Diane Schulman, for the Nominating Committee
R. Banerjee, G. Hauck, W. Manzoor, A. Miri, L. Salvador, C. Schryer, J. Turtle, Z. Zhang,

REPORT OF THE ACADEMIC STANDARDS COMMITTEE

Report #W2012–2; March 2012

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

- the name change of the *Bachelor of Arts in Early Childhood Education* programs to the *Bachelor of Arts in Early Childhood Studies* program
- the revisions to admission requirements for *Bachelor of Engineering* programs
- the phasing out of the *Learning Edge Laptop Program* from the *Bachelor of Business Technology Management* program
- the *Certificate in News Studies* from the Chang School
- the *Project Management Bridging Certificate for Internationally Educated Professionals* from the Chang School
- the professional development *Certificate in Health Studies* from the Chang School
- curriculum modifications to the *Bachelor of Commerce in Accounting and Finance* degree programs
- the periodic program review of the *Bachelor of Science (Computer Science)* program
- the *Bachelor of Arts* program in *Professional Communication* from the Faculty of Communication and Design

A. NAME CHANGE OF THE BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION TO BACHELOR OF ARTS IN EARLY CHILDHOOD STUDIES

At its January 24, 2012 meeting, Senate approved a motion to change the name of the School of Early Childhood Education to the School of Early Childhood Studies. This change will come into effect in Fall 2012.

As a complement to the change to the School's name, the School is proposing to change the designation of both its four-year degree and two-year degree completion programs from Bachelor of Arts in Early Childhood Education to Bachelor of Arts in Early Childhood Studies. The name changes of the School and of the programs reflect evolution in the School as a result of the periodic program review of the Bachelor of Arts in Early Childhood Education (approved by Senate, November 2010).

There are three key reasons for the proposed name change: the revised name better reflects the breadth and depth of knowledge and skills expected of students over the course of the program; the change recognizes that students enter the program with the intention of working with young children in

a wide range of careers in education, community services and health; the change distinguishes the School's program from two-year diplomas in ECE offered by the community colleges.

The first intake of students to the program with the revised degree designation is the Fall 2013 cohort. Marketing of the program under its new name will begin in the Fall 2012 recruitment cycle.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed change to the name of the Bachelor of Arts in Early Childhood Education programs to Bachelor of Arts in Early Childhood Studies.*

B. REVISIONS TO THE ADMISSION REQUIREMENTS FOR BACHELOR OF ENGINEERING PROGRAMS

The Faculty of Engineering, Architecture and Science (FEAS) is proposing modifications to the requirements for admission to eight Bachelor of Engineering programs. The programs are Aerospace, Biomedical, Chemical, Civil, Computer, Electrical, Industrial and Mechanical.

The rationale for the proposal is to allow Ryerson to admit better qualified students to its engineering programs. In addition, the proposed change is compatible with the admission requirements to engineering programs at other Ontario universities. The proposal was discussed and unanimously approved by the FEAS Chairs' Council on January 18, 2012.

The detailed changes are presented below, but in summary admission requirements for the eight engineering programs will continue to include five prerequisite subjects, however, Calculus and Vectors (MCV4U) will be a required course instead of an optional or preferred course. This change would eliminate the consideration of Mathematics of Data Management (MDM4U), Earth and Space Science (SES4U) or Biology (SBI4U) as the fifth prerequisite. The revised admission requirements will also be applicable to students who apply for admission to engineering programs under the Undeclared Engineering plan.

The revised admission requirements would take effect for the Fall 2013 admission cycle.

Current 2011-2012 Full- and Part-time Undergraduate Calendar

Aerospace Engineering, Biomedical Engineering, Chemical Engineering Co-op, Civil Engineering, Computer Engineering, Electrical Engineering, Industrial Engineering, Mechanical Engineering and Undeclared Engineering

ADMISSION: O.S.S.D. with six Grade 12 U/M courses including Grade 12 U courses in: English, Advanced Functions (MHF4U), Physics (SPH4U), Chemistry (SCH4U) and one of Calculus and Vectors (MCV4U), or Mathematics of Data Management (MDM4U), or Biology (SBI4U), or Earth and Space Science (SES4U). Calculus and Vectors (MCV4U) is the preferred course.

NOTES:

1. ENG4U/EAE4U is the preferred English.
2. The grade(s) required in subject prerequisites (normally in the 65-70 percent range) will be determined subject to competition.
3. Calculus and Vectors (MCV4U) is strongly recommended for all Engineering programs.
4. Subject to competition, candidates may be required to present averages/grades above the minimum.

Proposed 2013-2014 Full- and Part-time Undergraduate Calendar

Note: Changes to current admission requirements are shown in ***italics bold***.

Aerospace Engineering, Biomedical Engineering, Chemical Engineering Co-op, Civil Engineering, Computer Engineering, Electrical Engineering, Industrial Engineering, Mechanical Engineering and Undeclared Engineering

ADMISSION: O.S.S.D. with six Grade 12 U/M courses including Grade 12 U courses in: English, Advanced Functions (MHF4U), ***Calculus and Vectors (MCV4U)***, Physics (SPH4U) and Chemistry (SCH4U).

NOTES:

1. ENG4U/EAE4U is the preferred English.
2. The grade(s) required in subject prerequisites (normally in the 65-70 percent range) will be determined subject to competition.
3. Subject to competition, candidates may be required to present averages/grades above the minimum

The ASC notes that data from the Office of the Dean, FEAS, indicates that about 99% of the Fall 2011 intake cohort to the Bachelor of Engineering degrees had taken Calculus and Vectors (MCV4U) in high school. The same was true of the Fall 2010 cohort. In addition, between 65 and 90% of admitted students, depending on the Engineering program considered, had Calculus and Vectors (MCV4U) as one of their top five Grade 12 subjects. Finally, the data show that the absence of Biology (SBI4U) would have negligible impact on admissions to the Biomedical Engineering program.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed modifications to the admission requirements for Bachelor of Engineering degree programs.*

C. PHASE OUT OF THE LEARNING EDGE LAPTOP PROGRAM, BACHELOR OF BUSINESS TECHNOLOGY MANAGEMENT

The Ted Rogers School of Information Technology Management is proposing to phase out its Learning Edge Laptop program. The intention is that for the F2012 intake, there will be no laptop program. The rationales include:

1- Over the past 10 years, since the inception of the Learning Edge Program, technology has changed so rapidly that the initial objectives/ benefits of the program are no longer valid.

2- Faculty members confirmed that in many of the courses laptops are not used as part of the classroom teaching.

3- A clear majority of the software packages used in the program are open source software packages and free for download.

4- The price for a notebook laptop on the market today is much more affordable that what the ITM Learning Edge program can offer.

5- Running a leasing operation is not the core competence of an academic unit. The program may be exposed to financial and operational risks. The cost of maintenance of the overall operation is very high.

6- Recently approved curriculum changes in ITM are based on AACSB standards and impact course delivery. In the revised curriculum, core courses contain 2 lecture hours and 1 lab hour. The lab hour can be used for computer work formerly done on laptops.

In effect, activities formerly done on the mandatory laptops will now be incorporated as part of course lab time. Sufficient lab space is available in the TRSM building to meet the anticipated needs.

The program sees this development as benefitting its students in the sense that they will no longer be required to pay a fixed ancillary fee for the laptop program (approximately $900 per year). The phase out of the Learning Edge, and subsequent reduction in ancillary fees, has no impact on potential student funding levels via OSAP.

The phase out will be managed in such as way that support for current laptops will be maintained until September 2013. At that point the last cohort to start with the laptop program (F2011) will be entering third year. At this point they would have renewed their laptops through the Learning Edge program. Now they would be directed to make us of computer lab spaces in TRSM instead. So they will not be disadvantaged.

Disbursement of Residual Funds in the Learning Edge Cost Centre: Since the program has been running for 10 years, there is a surplus of funds in the Learning Edge cost centre(s). ITM is working closely with

the financial officer of TRSM and Ryerson Financial Services to develop an equitable model to disburse these funds in a way that benefits students. For example, support of student/alumni groups, support of an ITM Careers Centre etc.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed phase out of Learning Edge Laptop Program for the Bachelor of Business Technology Management degree program.*

D. PROPOSAL FOR A CHANG SCHOOL CERTIFICATE IN NEWS STUDIES

The Proposal: The Chang School, in collaboration with the School of Journalism (Faculty of Communication and Design, FCAD), is proposing a six-course *Certificate in News Studies*.

Rationale for the Certificate: We live in a news and information-saturated society. Information and opinion are delivered via traditional news platforms such as newspapers, television and radio newscasts, and magazines, as well as by newer modes including on 24- hour cable television channels, via live web streaming on cell phones and computer tablets, on radio and TV podcasts, and at the click of a button on countless websites and blogs. People want—and need—to learn more about this enormous societal force which impacts their lives. Indeed, it is clear media literacy has never been more important than it is today. The Certificate in News Studies will focus on teaching them how the news business works (vs. the actual craft of journalism).

Target Audience: The target audience of the certificate are those whose work intersects with Journalists, media relations personnel, individuals interested in news and the media and students interested in pursuing a career in communications.

Objectives of the Certificate: The goals of the certificate are for certificate graduates to be able to analyze the news media and news stories and to gain an understanding of how journalists and other media personnel construct their reality. The proposed certificate will offer students clear and focused information and tools to help them interpret the news that they read, watch and hear.

Admissions: In order to be admitted to the Certificate in News Studies, participants may already have a degree or be mature students with relevant work experience. Students are required to have at minimum an OSSD with six Grade 12 U or M credits, including Grade 12 U or M English.

Academic Management and Governance: The Certificate in News Studies will reside in the School of Journalism in the Faculty of Communication and Design. The Chang School will be responsible for providing administrative support. Routine matters, both academic and administrative, will be the responsibility of the Academic Coordinator, whose duties and responsibilities are set out in the appendices.

Structure of the Proposed Certificate: The *Certificate* requires the completion of six courses; one Required and 5 Electives:

Required Course: CNNS101 Introduction to News

Electives (Choose 5): CNNS102 Understanding Multimedia Journalism; CJRN123 Ethics and Law in the Practice of Journalism; CJRN401 History of Journalism; CJRN412 Documentary Survey; CNNS500 Journalism and the Arts; CNNS502 Journalism and the World of Business; CNNS505 Health and Science Journalism; CNNS506 International Journalism; CNNS512 Reporting Sports

All courses will feature lectures, audio/visual presentations, group discussions, and case studies of journalistic work as their major components. All courses currently exist, so no new courses development is required.

The anticipated launch date for the Certificate is Fall 2012.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed Certificate in News Studies.*

E. PROPOSAL FOR A PROJECT MANAGEMENT BRIDGING CERTIFICATE FROM THE CHANG SCHOOL

The Faculty of Engineering and Architectural Science, in cooperation with the G. Raymond Chang School of Continuing Education, are proposing to offer a Project Management Bridging Certificate for Internationally Educated Professionals. Funding from the Ministry of Citizenship and Immigration (MCI) has been secured for the period December, 2011 to November 2014 for the bridging program *Middle Level Managers with Technical Background*. In the next three years, one hundred and eighty internationally educated professionals are expected to participate in this proposed certificate program, consisting of two 30-person cohorts each year. The Chang School intends to offer this Certificate to the general public once the MCI grant has been fulfilled.

Certificate Goals The goal of the certificate is for certificate graduates to increase their employability by acquiring a level of knowledge and expertise that will permit them to move into project management roles. Participants will increase their knowledge of the sector terminology, tools, work place culture and communication in Canada, as well as their communication and leadership abilities. The proposed certificate will also help prepare students for the Project Management Professional Examination. Students are also eligible to continue on with the Certificate in Project Management and/or the Certificate in Program and Portfolio Management, both offered through The Chang School.

Target Audience The target audience is comprised of internationally educated professionals with technical background such as engineers, IT professionals, scientists, environmentalists and other technical professionals.

Curriculum The curriculum learning outcomes will provide internationally educated professionals with an opportunity to acquire a level of knowledge and expertise that will permit them to contribute effectively to the management and quality control required for projects.

The Project Management Bridging Certificate for Internationally Educated Professionals consists of six (6) required courses. These courses currently exist.

Required Courses:

CKPM 202   Fundamentals of Project Management

CKPM 211   Leadership in Project Management

CKPM 212   Project Cost and Procurement Management

CCMN 432   Communication in the Engineering Professions

CKPM 216   Project Management Internship

CDCE 400   Exploring Leadership Skills

In addition, students will participate in an 8-week placement.

Development Plan The bridging program will be delivered commencing in May 2012.

Societal Need The vision of the Government of Canada with the funding provided to Ryerson University is to allow highly skilled immigrants to Canada to acquire project management competencies for gainful employment. The idea is to create a world class and globally competitive workforce to make Canada more productive. A majority of internationally skilled professionals locate in Ontario, and, in particular, in the Greater Toronto Area. However, once they arrive, these internationally educated professionals face significant challenges to participate fully into the Ontario's economy. The proposed certificate will prepare internationally educated professionals to become employed in middle level management positions in the field of project management with skills and knowledge such as estimation, schedule, risk analysis, quality assurance, leadership, communication, workplace culture in Canada and problem-solving skills.

Admission Requirements To be eligible for admission to this certificate, the individual must be an accepted and registered participant of the Gateway Middle Level Managers Program housed in The Chang School of Ryerson University.

All applicants to the Program shall satisfy the following requirements:

1. be a legal resident of Ontario province at the time of application and be eligible to work in Canada;

2. have resided in Canada for no more than ten years;

3. be an internationally educated professional in a technical disciplines suitable to this program;

4. have a baccalaureate (BS) degree equivalent to an Ontario degree (i.e. an assessment of educational credentials through a professional body or an approved assessment agency in Ontario (e.g. World Education Service);

5. proven two years of previous work experience in project management; and

6. demonstrate English language proficiency, through any of the Ryerson university approved English language proficiency test scores.

When a student is accepted and registered in the Gateway program, that student will concurrently be registered as a certificate candidate.

Academic Home and Governance The Academic locus for this certificate shall be the Office of the Dean of the Faculty of Engineering and Architectural Science (FEAS). Professor Alex Ferworn will serve as the FEAS Academic Coordinator.

The FEAS Academic Coordinator will liaise with the relevant teaching department and coordinators in terms of the overall coordination of the academic oversight of the certificate; including, the Academic Coordinator for the Project Management courses and the Academic Coordinator for the communications course.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed Bridging Certificate in Project Management from the Chang School.*

F. PROPOSAL FOR A PROFESSIONAL DEVELOPMENT CERTIFICATE IN HEALTH STUDIES FROM THE CHANG SCHOOL

The TRSM School of Information Technology Management & School of Health Services Management in collaboration with The G. Raymond Chang School of Continuing Education propose a professional development Certificate in Health Studies.

Certificate Goals The goals of this proposed certificate derive from a submission to the Ministry of Citizenship and Immigration by The Chang School Gateway for International Professionals program for a funded bridging program for international professionals seeking employment opportunities in the healthcare system in Ontario and elsewhere throughout Canada.

The proposed certificate fits well with the University's Academic Plan, which speaks directly to initiatives that offer lifelong learning through continuing education programming and are designed "to meet the access obligations of a democratic society", but especially so "in providing innovative programming that prepares internationally trained professionals for careers in Canada." (Academic Plan, Strategy 6 p.13)

Target Group/Audience The objective of the proposed project is the successful integration of internationally trained health care professionals and health care technicians into the health care sector of the Ontario economy. By providing sector-specific knowledge, learning, and opportunities for experience, along with individualized counseling towards clear career pathways, the Certificate will increase opportunities for more appropriate employment for the program participants.

Curriculum In its initial phase this bridging program consists of a course series upon completion of which graduates are awarded a **Professional Development Designation: Health Care System**. The course series is structured by two health-sector program pathways (or streams), each of which is comprised of a) language acquisition and workplace culture curriculum, together with b) a selection from eight health-sector specific courses drawn from two existing certificate programs in Health Informatics and in Health Services Management.

Development Plan What is distinctive about this particular certificate proposal is that, unlike some IEP-bridging programs offered through The Chang School that terminate with the completion of a certificate, this offering is designed in terms of its development plan to provide bridging to multiple health-sector certificates currently available in The Chang School. Hence the title, **Health Studies** rather than a specific professional or occupational field, such as **Health Service Management** or **Health Informatics** (or potentially ten other Ryerson health-sector related certificate programs housed in several Ryerson Faculties).

Societal Need The Government of Ontario envisions the strengthening Ontario's economic advantage through the creation of a well-trained workforce. This workforce is significantly enhanced by welcoming internationally trained professional who can contribute to maintaining its competitive advantage.

Admission Note: a distinction is made here between "admission" to the Gateway-MCI funded program and subsequent admission to the Health Studies Certificate. Once the Gateway program has been completed, graduates will be deemed to have the requisite qualifications to be admitted to the Health Studies Certificate. The admission process is detailed in Section 3 of the proposal.

Academic Governance The academic home of the Certificate in Health Studies will be the School of Health Services Management TRSM). The normal procedures and prescriptions mandated by Policy #76 shall apply to the academic and administrative oversight of this certificate offering.

Program Delivery Mode The Professional Development Designation: Health Care System program will be offered as an intensive program, as follows:

Phase 1: A compressed six-week format which consists of the two foundational courses: CHSM 301 The Healthcare System: Customized for internationally educated professionals (39 hours over 6 weeks); and one of WCC 101 Workplace Culture and Communication in Canada (39 hours over 6 weeks) or CHIT 100 Introduction to Health Informatics (39 hours over 6 weeks) or CHSM 305 (Management Cycle). Customized for Internationally Educated Professionals.

Phase 2: A compressed six-week format which consists of two courses chosen from the selected stream (either Health Informatics or Health Services).

Phase 3: A compressed placement in the health care sector (lasting 6 weeks, estimated at 10 hours per week for a total of 60 hours of work placement).
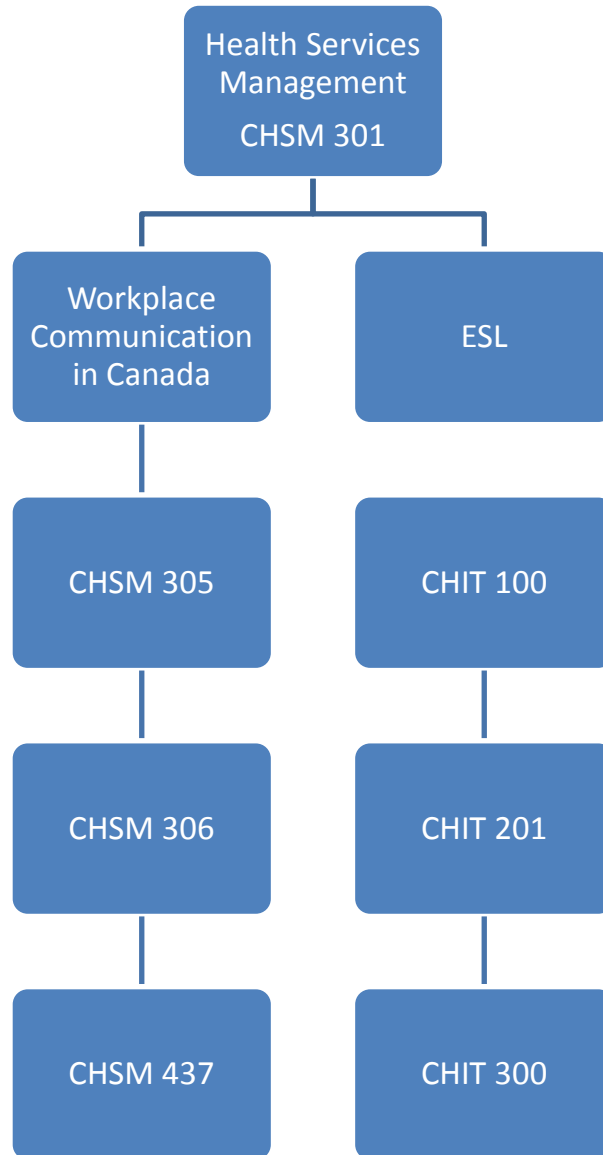
Structure of the Proposed Curriculum for the Professional Development Certificate in Health Studies:

Course Series leading to:
Professional Development
Designation (5 courses)

Required: CHSM 301;
WCC or ESL
Electives: choose one from:
CHSM 305 or CHIT 100;
Choose two from CHSM 306
and CHSM 437; or CHIT 201
and CHIT 300.
Completion of all 8 courses
earns Certificate in Health
Studies (8 courses)

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                  Health Services
                    Management
                     CHSM 301
                   /          \
        Workplace                    ESL
      Communication
        in Canada
            |                          |
         CHSM 305                   CHIT 100
            |                          |
         CHSM 306                   CHIT 201
            |                          |
         CHSM 437                   CHIT 300
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As the broader purpose of the bridging program is to launch internationally trained professionals into on-going professional career development, students may, past completion of the professional development designation, complete the four additional courses to be awarded the **Certificate in Health Studies.**

Alternatively, if students have chosen relevant courses from the health services management stream or the health informatics stream, they may transfer these course credits directly to currently existing certificates in health services management or health informatics; with the addition of the necessary number of courses (required and elective) they may complete these certificates.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed professional development Certificate in Health Studies from the Chang School.*

G. CURRICULUM MODIFICATIONS TO THE BACHELOR OF COMMERCE PROGRAMS IN ACCOUNTING AND FINANCE

Background and Rationale The School of Accounting and Finance (SAF), housed in the Ted Rogers School of Management, was approved by Senate in January 2011. The SAF was created on the basis of a quality agenda to better serve the needs of students aspiring to professional careers in the fields of accounting and finance. The objective is to develop a School that will attract the best qualified applicants, students who will excel in the School's program and in the workplace. The curriculum of the Accounting and Finance departments within the new School must not only satisfy various accrediting bodies, it must also prepare students for the professional world of Accounting and Finance. The School will also represent an important differentiator for TRSM and Ryerson University from other business schools in the Greater Toronto Area.

The curriculum modification proposal details the changes required by the Accounting and Finance Departments for the academic year commencing in September 2013. The Accounting and Finance programs are professional programs that will prepare students to obtain professional certification in their respective major. In order to ensure the success of students in their future careers, this proposal addresses: Changes in entrance requirements; Changes in curriculum and teaching methodologies; Academic Standing Variations; Adherence to the UDLES requirements and accreditation standards of AACSB; Chang School courses; Plans to develop a strong research culture.

This proposal also provides a detailed plan for the phase-in of a revised Accounting and Finance curriculum in SAF as well as the phase-out of the Accounting and Finance majors in TRSBM. Every effort has been made to ensure that future students have an opportunity to apply to and be accepted into the SAF. Similarly the proposal addresses the support structures necessary to ensure that students, once in the program, have every opportunity to specialize in their field of choice (Accounting or Finance). In addition, it attempts to provide for students who, once in the program, discover that this is not the right place for them. Finally, the proposal adheres to the philosophy of the University when determining the needs of our students and the academic standards for the SAF with respect to admissions, transfers, and continuance.

Enhanced Admission Requirements

Current Admission Requirements and their Implications - Students enter the Accounting or Finance majors in their second year as Ted Rogers School of Business Management (TRSBM) students. To be accepted into TRSBM, students are required to have just one University ("U") level math course from High School, and there is no specification as to which U-level math course that should be.

Accounting and Finance (A & F) are both quantitative programs that require students to have good math and problem solving abilities. Due to the one-math requirement for entrance, a large number of A & F students struggle with the quantitative aspects of the Accounting and Finance programs. This not only has a negative impact on student performance, it requires course delivery in such a way as to make graduates less competitive for professional designation than those from other accounting and finance programs.

New Admission Requirements and their Implications - Beginning in Fall 2013, the SAF proposes that applicants continue to be assessed on six Grade 12 U/M courses, but that these courses include at least one Grade 12 U course in English and two Grade 12 U courses in mathematics, one of which must be Calculus and Vectors (MCV4U). Applicants must have a minimum grade of 75% in each of these three courses.

By attracting students with higher incoming skills SAF will not only enhance the educational experience for its students, but will also ensure that all graduating students achieve a higher minimum standard of training before they graduate. This enhanced training experience will help SAF in pursuit of accreditation from the professional accounting bodies. Given that companies do not want to hire accounting graduates unless they plan to pursue a professional accounting designation, accreditation will enhance both the reputation of the TRSM and the employability of our graduates.

Diagnostic Testing - In recognition of the fact that a portion of the current student body has difficulty with professional communication, and with quantitative skills, SAF also proposes diagnostic testing for all incoming students. Effective for Fall 2013 academic year, applicants who are admitted to the SAF will be required to complete a Math and English standardized test, to be written in September of their year of acceptance. The purpose of these tests is to identify areas of weakness in basic reading, writing and arithmetic skills, and to direct these students into one or more remedial courses as appropriate. The SAF will monitor the effectiveness of the diagnostic testing and remediation courses. If these prove ineffective, the SAF would consider switching to an admission model consisting of grades plus testing which forms part of the basis for admission.

Admissions from other Sources - Students will be able to apply to the SAF from the Chang School, from other Schools in the TRSM, and from other faculties at Ryerson. There are also provisions for students to apply to the SAF from Community Colleges (advanced standing) and from other accredited universities. In all cases, students will have to meet stringent entrance criteria detailed in the full proposal. Students who receive advanced standing may receive credit for up to a maximum of 14 courses towards their SAF degree, but will be required to take most, if not all, of the SAF Accounting and Finance courses.

Transfer or Challenge credit requests will be assessed and approved based on an appropriate set of criteria to be determined. Letters of Permission for students to take substitute courses at other institutions or elsewhere at Ryerson will also be assessed and approved based on an appropriate set of criteria to be determined.

Declaring a Specialization and Transfers within Ryerson Detailed transition plans are provided in the proposal. Students taking the full program (41 courses) will be required to declare a specialization (Accounting or Finance) at the end of their second year. Students who have received advanced standing up to and including second year will have to declare their specialization upon entry into the program.

Students will be allowed to switch their specialization at any time after their initial declaration, but will be required to complete any courses towards the major that they have not taken previously. This means the student will be required to take additional courses, and may therefore require additional time to complete his or her program.

Part-Time Program There is no plan to offer a part time program.

Minors Accounting students will be able to take a Finance Minor in the SAF, and vice-versa. Because SAF students share a common curriculum in the first two years and do not have any professionally related courses until the fifth term, the exact courses required for the SAF Accounting or Finance minor have not yet been determined. Accounting and Finance minors for non-SAF students will continue to be offered using current ACC and FIN courses. This means there will be separate ACC and FIN minors for SAF students and for other students.

Curriculum The curriculum proposed below will meet the needs of accrediting bodies and the enhanced delivery rigour possible as a result of the enhanced admission requirements. It will position Ryerson graduates to be fully competitive in the labour market.

The proposal notes that as the new curriculum is phased in, the courses that support the current ACC and FIN majors will also have to be delivered at least until 2017. In reality, this time period is likely to be longer due to students who are out of phase. In addition, the SAF will continue to offer ACC and FIN courses to TRSBM students who wish to pursue minors in accounting or finance. The proposal also outlines a strong and on-going curricular relationship with the Chang School.

The main points related to the curriculum are as follows:

- Phase in of the SAF curriculum will begin in September 2013. By September 2016 all four years of the programs will be offered.

- Courses offered by the Accounting or Finance department to SAF students will have an SAF prefix to differentiate them from the ACC and FIN courses offered to TRSBM

- The SAF curriculum will only be offered to students that have been accepted into SAF. There will be no SAF courses offered through the Chang School and there will be no part-time program.

- SAF will still have two programs – one for Accounting and one for Finance.

- There will be a two year common core with courses in quantitative studies, communication, and critical thinking in addition to courses in business, accounting and finance.

The third and fourth year courses will allow and require students to concentrate on those courses particular to their profession.

These changes can be considered to be of a minor nature. For example, of the approximately 50 SAF designated courses that will be provided through the program, only three are actually new courses. The rest are versions of courses that are currently delivered through the TRSBM. The differences will be in pedagogy and the academic level at which courses can be taught given a different set of students.

Curriculum details are provided in the full proposal and the curriculum in table format is presented at the end of this report. The following table presents the curriculum categorized to illustrate program balance:

Course Type	Number of Courses		Percentage	University
	Accounting	Finance	(of 41 courses)	Approved Range
Professional (Core)	29	29	70%	60% - 75%
Prof. Related (Open)	6	6	15%	10% - 30%
Liberal	6	6	15%	15%

Note that in the proposal the "Open Electives" are selected from "Three courses from Business Management Table 1. Course selection must not include any SAF courses ending in 0, 1, 2, 3, or 4. Finance specialists cannot take courses with ACC or FIN prefixes for credit." However, reflecting impending changes to Ryerson's curriculum, the SAF has confirmed that these courses will be truly open electives for SAF students. That is, students will be free to select these 6 courses from the full collection of courses defined as Open Electives at Ryerson.

Degree Designation The SAF will offer one degree at this time; a Bachelor of Commerce (BComm). Students' degree awards will be BComm (Accounting) or BComm (Finance) depending upon their area of specialization within the SAF.

Degree Level Expectations SAF has mapped the Undergraduate Degree Level Expectations and concluded that the current curriculum has too many courses at the *introduction* and *mastery* levels, but too few at the *reinforce* level. SAF will review its courses in the near future in order to address this matter.

Academic Standing Variation This part of the proposal tries to address the issue of students who start the program but seem unable to follow it through without significant academic struggle. In a nutshell, the ASV is a screen to help the program identify students who will not succeed at the earliest opportunity and to direct them in new directions. The approach taken here is to raise the expectations of students with regards to the work required to be successful. As the proposal puts it "By establishing required minimum standards in the early stage of the Accounting, Finance and Quantitative courses, we will send a clear and strong signal about the commitment needed to succeed in the professional courses."

Under the terms of the ASV, students will be required to achieve a minimum grade of C+ in their first two Accounting courses, their first two Finance courses, and their first Quantitative Methods course. Students who do not achieve the minimum grade in a course

- Will experience a lowering in Academic Standing,

- Will not be enrolled in any further courses for which that course was a pre-requisite, and,

- Will be required to repeat the course and obtain a grade of C+ or better.

Students will have up to 3 opportunities (i.e., two repeats) to achieve these minimum requirements in the five courses indicated.

It should be noted that similar academic standing variations are currently applied to 15 programs across campus.

Fresh Start/Early Intervention/Transition Programming - SAF view this ASV proposal as a variant of Fresh Start. The School will establish an early warning system (i.e., early intervention strategies) for students who run into problems, and will offer the Accounting, Finance and Quantitative courses over the summer months (i.e., transition program) so that students who were not successful can catch up with their classmates.

SAF and the Research Agenda The proposal discusses the research agenda and needs of the SAF. While not core to the undergraduate curriculum delivery, the proposal makes that point that by providing the tools needed to build a strong research culture, the SAF can enhance its reputation as a teaching institution that promotes student engagement and success. In short, a strong research culture supports student engagement in the classroom.

Administration The SAF is part of the Ted Rogers School of Management. The new SAF will include two departments, one each for Accounting and Finance, each with its own Chair and its own administrative assistant (AA), as is currently the case. Students will apply directly to the School of Accounting and Finance. Over a four year period it is anticipated that the School will have a full-time student body of approximately 1000 students.

Accreditation Within the context of accreditation, the future potential to attain a separate AACSB accreditation for the School of Accounting and Finance may only be achieved through the steps taken in this curriculum proposal toward improved quality and standards.

SAF Bachelor of Commerce Curriculum

1st SEMESTER

Common to both Specializations

REQUIRED:

BUS 100 Strategies for Success†

GMS 200 Introduction to Global Management

SAF 100 Introductory Financial Accounting

QMS 641 Quantitative Methods for Accounting and Finance

MHR 405 Organization Behaviour and Interpersonal Skills

LIBERAL STUDIES: One course from Table A*

†This course is graded on a pass/fail basis

*Table A can be found in the Ryerson University Full-Time Undergraduate Calendar 2011-12 under the heading of Liberal Studies Policy/Tables

2nd SEMESTER

Common to both Specializations

REQUIRED:

QMS 703 Statistics for Finance and Accounting

SAF 200 Management Accounting

SAF 210 Principles of Finance

SSH 105 Critical Thinking

CMN 279 Introduction to Contemporary Business Communication

3rd SEMESTER

Common to both Specializations

REQUIRED:

MKT 100 Principles of Marketing

ECN 104 Introductory Microeconomics

SAF 310 Managerial Finance

SAF 300 Intermediate Accounting I

LIBERAL STUDIES: One course from Table A

4th SEMESTER

Common to both Specializations

REQUIRED:

LAW 122 Business Law

ECN 204 Introductory Macroeconomics

SAF 400 Intermediate Accounting II

SAF 410 Derivative Securities

LIBERAL STUDIES: One course from Table A

Finance Specialization

5th & 6th SEMESTERS

REQUIRED:

SAF 500 Intermediate Accounting III

SAF 501 Investment Analysis

SAF 502 Personal Financial Planning

SAF 604 Ethics in Finance

PROFESSIONAL: Two courses from the following:

SAF 611 Fixed Income Securities

SAF 621 Advanced Portfolio Management

SAF 512 Risk Management and Insurance

SAF 612 Retirement and Estate Planning

SAF 513 Entrepreneurial Finance

SAF 613 Short-Term Financial Management

SAF 514 Financial Modelling I

SAF 614 Financial Modelling II

SAF 524 International Finance

LIBERAL STUDIES: One course from Table B.**

PROFESSIONALLY-RELATED: Three courses from Business Management Table 1. Course selection must not include any SAF courses ending in 0, 1, 2, 3, or 4. Finance specialists cannot take courses with ACC or FIN prefixes for credit.

** Table B can be found in the Undergraduate Full-Time Calendar 2011-2012 under the heading of Liberal Studies Policy/Tables

7th & 8th SEMESTERS

REQUIRED:

SAF 704 Financial Intermediation

CMN 314 Professional Presentations

BUS 800 Strategic Management

PROFESSIONAL: Two courses from the following:

SAF 711 Advanced Investment Management

SAF 811 Financial Risk Management

SAF 812 Advanced Personal Financial Planning

SAF 713 Advanced Corporate Finance

SAF 813 Corporate Financial Analysis

SAF 724 Real Estate Finance

LIBERAL STUDIES: Two courses from Table B.

PROFESSIONALLY-RELATED: Three courses from Business Management Table 1. Course selection must not include any SAF courses ending in 0, 1, 2, 3, or 4. Finance specialists cannot take courses with ACC or FIN prefixes for credit.

Accounting Specialization

5th & 6th SEMESTERS

REQUIRED:

SAF 500 Intermediate Accounting III

SAF 619 Intermediate Cost and Management Accounting

PROFESSIONAL: Three courses from the following:

SAF 518 Auditing

SAF 517 Taxation for Managers and Financial Planners

SAF 615 Public Sector Accounting

SAF 625 Accounting for Small Business

SAF 618 Internal Auditing

LIBERAL STUDIES: Two courses from Table B.**

PROFESSIONALLY-RELATED: Three courses from Business Management Table 1. Course selection must not include any SAF courses ending in 5, 6, 7, 8, or 9. Accounting specialists cannot take courses with ACC or FIN prefixes for credit.

** Table B can be found in the Undergraduate Full-Time Calendar 2011-2012 under the heading of Liberal Studies Policy/Tables

7th & 8th SEMESTERS

REQUIRED:

BUS 800 Strategic Management

PROFESSIONAL: Five courses from the following:

SAF 716 Advanced Financial Accounting

SAF 706 Accounting Theory

SAF 717 Canadian Business Taxation I

SAF 819 Advanced Management Accounting

SAF 818 Advanced Auditing

SAF 817 Canadian Business Taxation II

LIBERAL STUDIES: One course from Table B.

PROFESSIONALLY-RELATED: Three courses from Business Management Table 1. Course selection must not include any SAF courses ending in 5, 6, 7, 8, or 9. Accounting specialists cannot take courses with ACC or FIN prefixes for credit.

ASC Evaluation of the Proposal and Recommendations The ASC recognizes the validity of the argument that insufficiently prepared students are fated to struggle in these very demanding programs. The enhanced admission requirements and diagnostic testing are designed to help with this issue. The ASC also views the proposed early intervention strategies and transition program as positive manifestations of a genuine will to help SAF students succeed.

The academic standing variation (ASV) is a tool to help students re-direct to more appropriate fields of studies at as early a stage as possible. The **ASC recommends that the SAF work closely with the Vice Provost Academic, the Registrar's Office and the calendar editor to develop the most appropriate language to express the ASV in the University calendar**. This condition must be met prior to the calendar copy deadline for the 2013 – 2014 calendar.

The proposal provides fairly detailed models for student transfer in and out of the revised SAF curriculum. During its deliberations, the ASC was assured by the Associate Dean of the TRSM that every reasonable effort would be made to assist and advise students making transfer decisions. The **ASC recommends that the effectiveness of the transfer pathways be monitored and a report provided to Senate on this topic by June 2016. The report should come from the Office of the Dean, TRSM**. The **ASC recommends that a formal advising system be put in place in TRSM to facilitate transfers**.

The proposal notes that the curriculum has sufficient courses at an introductory and mastery levels, but fewer at the reinforce level. The ASC strongly supports the SAF's plan to address this issue in the near future. The **ASC recommends that SAF start this process immediately and consult with Ryerson's Curriculum Development Team**.

Finally, the ASC reminds SAF that the current configuration of Professionally Related Electives will change when the new curriculum framework comes into force. In particular, ASC reminds SAF of its stated commitment that the 6 courses in this category will become open choices for SAF students.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed curriculum modifications to the Bachelor of Commerce programs in Accounting and Finance.*

H. PERIODIC PROGRAM REVIEW BACHELOR OF SCIENCE (COMPUTER SCIENCE)

1. PREAMBLE The Department of Computer Science aims to promote and advance all phases of computer and information science education. The key objectives of the department mission are to further improve the quality of the academic program in Computer Science, to train both academic and industrial leaders who strive for excellence in Computer Science at the undergraduate, graduate and professional levels, and to guarantee that faculty members realize their maximum academic potential in contributing to teaching, research, and service. The mission of the Department of Computer Science can therefore be expressed as: Theory (providing the highest quality undergraduate and graduate education within the rapidly evolving fields of computer science; Discovery (promoting basic and applied research in computer science); Application (providing computer science expertise to the society); Partnership (using principles of computing to other disciplines and supporting multi-disciplinary efforts).

The aims of this program accord with those of the university as a whole: "to serve societal need by offering professional and quasi-professional university education."

2. PROGRAM DESCRIPTION The Department Computer Science offers a 40-course degree program with the designation *Bachelor of Science (Computer Science)*. This program is offered in full-time and part-time formats. The Department also offers an optional *Co-op* program whereby a student may work for sixteen to twenty months (four or five terms), typically for a software company outside of the university. A student who has applied and is accepted in this option completes the program typically in five years and graduates with the designation *Bachelor of Science (Computer Science – Co-op option)*. All versions of the program are designed to produce graduates who can work effectively as software practitioners in a wide variety of professional areas in the computing industry. The courses in all versions provide students with both theory and practice within the framework of Ryerson's tripartite curriculum. Theory forms the foundation for an understanding of the complexity of problems and algorithms, while practice prepares students for the development of applications. Students learn programming languages, and they are trained to be multilingual in the programming areas that are currently in demand. They are also given a practical treatment of both systems programming and applications programming. This combination will satisfy future career requirements in areas where a technical knowledge of all phases of software in a given application is a major advantage. An optional thesis in fourth year allows academically stronger students the opportunity to work on projects representative of assignments encountered in industry. Students in the Computer Science program become experienced with: networked environments, web-based applications, client-server applications, database design, and software engineering.

Computer Science at Ryerson was launched in 1970 within the Department of Mathematics and Physics as a three-year diploma program called Computer Applications Technology (CPTR). Within a decade, the CPTR program had become an integral part of the new Department of Mathematics, Physics and Computer Science (MPCS). In 1980 a new program was introduced, The Applied Computer Science Program (ACPS), administered by the School of Computer Science within MPCS. ACPS was a four-year program whose successful completion resulted in a Bachelor of Technology (Applied Computer Science)

degree. This program underwent various curriculum reforms in the late 1980s and early 1990s. As a result of Ryerson achieving university status in 1993, the B. Tech. (ACPS) underwent further modifications during the early 1990s to align its curriculum more closely with that of other computer science programs in the province. By 1995, the B. Tech program was being phased out and replaced by the Bachelor of Science (Applied Computer Science) program. This in turn was modified further until the current program, Bachelor of Science (Computer Science), was brought on stream in 2004. In 2005, the stand-alone Department of Computer Science was created from the former Department of Math, Physics and Computer Science. The BSc (Computer Science) program was accredited by the Computer Science Accreditation Council in 2007, an accreditation which remains in force until 2012.

The current faculty complement within the Department stands at 19 tenure-stream/tenured faculty (RFA). Between 2005/2006 and 2009/2010, year 1 intakes in the full-time program have fluctuated between 105 and 154, with the average being 133. Over the same period the intake in the part-time program has declined steadily from 34 in 2005 to just 4 in 2009. The total program enrolment (all years, full-time and part-time) has averaged 448 over the period 2006/2007 to 2009/2010.

3. THE CURRICULUM The program curriculum conforms to the Ryerson tripartite curriculum structure, providing students with a balance of professional (i.e., discipline specific), professionally related (supporting the core discipline) and liberal studies (breadth requirement) courses as summarized in the following table:

Number of courses						
	Professional		Prof-Related		Liberal Studies	Total
	Required	Elective	Required	Elective		
Year 1	3	0	5	0	2	10
Year 2	6	0	4	0	0	10
Year 3	7	0	0	1	2	10
Year 4	0	5 to 7	0	1 to 5	2	10
	16	5 to 7	9	2 to 5	6	40
	21 to 23		11 to 14			

Professional Courses: all department taught courses.

Professionally-Related Courses: all non-department taught courses.

Ryerson's Computer Science program requires completion of 40 one term courses (eight terms of five courses per term), as is typical of the comparator programs. Each course has three lecture hours per week, which is typical of comparator programs. Courses are offered through in-class lectures that are usually supplemented by laboratories. All but four of the compulsory courses (CPS 311, CPS 506, CPS 706, CPS 721) involve laboratory periods. The number of students in each lab varies from 15 to 40 and they are usually supervised by a graduate assistant.

Professionalism and Ethics: Computer science professionalism and ethics are introduced to our students in their introductory courses (CPS 109 and CPS 209), and elaborated in CPS 633, a required course, which covers the topics using court cases as illustrations. Upper year electives in software engineering also touch upon these topics. Furthermore, all Computer Science students must complete six Liberal Studies courses, one purpose of which is to develop the capacity to understand and appraise the social and cultural context in which graduates will work as professionals and live as educated citizens.

Co-op Option: The program offers a co-op option that provides graduates with 20 months of work experience integrated into their academic program. To be admitted into the co-op program, students must have a CLEAR academic standing and a minimum cumulative GPA of 3.0 at the end of the second semester. Students are assessed through work term reports and employer evaluations in such respects as interpersonal skills, attitude, creativity and dependability.

In the 2006 graduating class, 20% of the students surveyed replied that they had personally used the co-op program. Of those individuals, 93.8% reported they were either satisfied or very satisfied with the program.[1]

Capstone Course: An optional thesis course (full year, CPS40 A/B) is available to fourth year students who want to work on a research project under the supervision of a faculty advisor. Students creatively apply the material they have learned in prior courses to a significant problem in any area of computer science.

The main objective of the thesis course is to introduce students to the breadth of tasks involved in independent research, including: literature survey (library work); problem formulation; experimentation, simulation and programming; presentation and scientific writing. The mandatory project proposal is a key component in both approving the thesis and establishing a plan for the work.

Admission Requirements: *For the Full-Time Program:* O.S.S.D. with six Grade 12 U/M courses, including Grade 12 U courses in: English, Advanced Functions (MHF4U), one of Physics (SPH4U), or Chemistry (SCH4U), or Biology (SBI4U), and either Calculus and Vectors (MCV4U) or Mathematics of Data Management (MDM4U). Calculus and Vectors (MCV4U) is the preferred mathematics course. ENG4U/EAE4U is the preferred English. Physics is the recommended Grade 12 U Science. The grade(s) required in the subject prerequisites (normally in the 65-70 percent range) will be determined subject to

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[1] Canadian University Survey Consortium. *Graduating Student Survey 2006: Frequency distributions for full-time Ryerson programs*. (University Planning Office, October 2008).

competition. Subject to competition, candidates may be required to present averages/grades above the minimum.

For the Part-Time Program: This program is administered by the School of Computer Science and The G. Raymond Chang School of Continuing Education. All applicants to the program must have the following qualifications: A and C, OR B and C. Where: A. O.S.S.D. with six Grade 12 U/M courses, including Grade 12 U courses in: English, Advanced Functions (MHF4U), one of Physics (SPH4U), or Chemistry (SCH4U), or Biology (SBI4U), and either Calculus and Vectors (MCV4U) or Mathematics of Data Management (MDM4U). Calculus and Vectors (MCV4U) is the preferred mathematics course; OR B. Ability to meet the Ryerson Mature Student Guidelines; AND C. Meet one of the following: a university degree (obtained within the last 10 years) in mathematics, science or engineering with a minimum GPA of 2.0; or a three year college diploma (obtained within the last 10 years) in computer science with a GPA of 3.0 (only specific Ontario college programs will be considered. Undergraduate Admissions and Recruitment can provide details); or eight or more Ryerson continuing education credits in Computer Science courses (completed within the last 10 years) with equivalents in the full-time Bachelor of Science, Computer Science program, and completed with a minimum grade of 'C' in each course.

In addition: ENG4U/EAE4U is the preferred English; Physics is the recommended Grade 12 U Science; The grade(s) required in the subject prerequisites (normally in the 65-70 percent range) will be determined subject to competition; Students applying for advanced standing will be assessed on an individual basis to determine transfer credits that they will be given; Some students may wish to transfer from the part-time to the full-time Computer Science degree program. Only students who have completed all of the courses (or equivalent) in the first two years of the full-time program will be eligible for this program change; Subject to competition, candidates may be required to present averages/grades above the minimum.

Program Learning Objectives (UDLEs): While section 1e (Goals and Learning Objectives of the Program) of the Self-Study does make mention of some skills graduates are expected to achieve, these are limited and presented in a cursory fashion (students "may gain experience with research through a thesis course, or working as a research assistant, or continuing their studies with graduate school."). This brief section does not adequately address the analysis of the program curriculum for consistency with the OCAV degree level expectations; a requirement which has been mandated by Ryerson Senate Policy 126 since 2008.

4. THE PROGRAM REVIEW The self-study review provides comprehensive information about the program and the department, including student data, student and graduate surveys and a comparator review. However, it does not provide a statement of the consistency of the program's goals and mission with those of the Faculty of Engineering, Architecture and Science nor with the academic plan of the University. As noted above, the self-study does not address how the curriculum relates to the OCAV UDLEs.

4.1 Assessment of Strengths and Weaknesses: Self-Study The assessment of program strengths and weaknesses, based on the Self-Study Report are presented here.

Strengths:

Curriculum- The Computer Science program's curriculum covers all requisite core areas in Computer Science and math, while providing students with breadth in engineering, science and business, liberal studies and communication. The curriculum is regularly modified to cover emerging areas, such as data mining, information retrieval and extreme programming.

High Societal Relevance- Computer Science applications are ubiquitous in the modern world. In industries from car manufacturing to banking, computer scientists are needed to build and maintain essential software components. Similarly, in science, innovative software is continually required to decipher the genome, explore space, search for extraterrestrial life, study linguistics, build robots, and improve communications, to name a few areas of active research. Employment demand in computer science is expected to increase by ten to twenty percent in the coming decade.

Preparation of Graduates- Feedback from employer surveys indicates that computer science graduates are ready to be productive from day one. They particularly valued graduates with co-op experience. Nearly 88% of the surveyed employers intended to hire more Ryerson computer science graduates.

Student Satisfaction- The PPR data (e.g., NSSE) indicate a high level of student satisfaction with many areas of the program. Respondents rated their "entire educational experience" as either good or excellent, and that they would attend Ryerson again if they were to start over. Upper year students who completed a separate survey noted that while the program was academically challenging (91% of respondents), it is also good preparation for a career (86%), well-organized (76%) and of high quality (90%). Students were also noted to be animated and articulate. Students value the practical foucs of many of the courses.

Graduate Satisfaction- Surveys of graduates found them to be generally positive towards the value of their degrees. They were particularly praiseworthy about issues such as how their experiences at Ryerson contributed to skills (e.g., computer literacy, entrepreneurship, math etc.). Graduates noted a high level of satisfaction with their employment. Nearly half (47%) of graduates surveyed indicated that their jobs were significantly related to what they studied at Ryerson. By comparison, the same value for FEAS is about 49% and about 45% for Ryerson as an institution.

Department Culture- The Department is supportive and is well respected within the Faculty and by senior administration. The atmosphere is collegial.

Excellent Facilities- The undergraduate labs are equipped with up-to-date desktop computers and software. One lab is designed to facilitate the use of student-owned laptop computers on a walk-in basis. Labs are available 24-7. Students working on projects for faculty also have the use of research labs, such as the Ubiquitous and Pervasive Computing laboratory, or the robotics laboratory.

Experiential Learning- The Co-op program typically has 100% success in placing students with internships at local companies, including IBM, CIBC, and Celestica. Students gain valuable on-the-job training and experience, while earning a good salary. Besides Co-op, some students become research

assistants and work on the frontiers of computer science under the supervision of faculty. Within the curriculum, students can explore research by taking the Thesis course.

Human Resources-

Tenure/Tenure-Stream Faculty: The RFA faculty complement has increased over time. The faculty view the Department and University as a positive working environment where young faculty are supported in various ways. Students consider faculty to be caring and responsible and most are responsive to student needs. Teaching loads are viewed as reasonable.

Technical Staff: There is a dedicated technical support team. They enjoy what they do and are well respected by faculty members.

Weaknesses: The Self-Study and PRT reports flag a number of issues as summarized below.

First Year Retention - The Computer Science program experienced a three-year (2005-2007) dip in first year retention. For example, the first year retention figures (same program) for the 2002 cohort to the 2008 cohort are (77%, 73%, 74%, 48%, 59%, 58%, 77%). This problem seems to have been temporary. Some of the contributing factors may have been:

- "Bursting of the technology bubble" in 2001, which led to a decline in applications, and a consequent decline in grades of the average student accepted to the program.

- Removal of Grade 13 (OAC) in 2003, which led to decreased skills in mathematics (particularly calculus) for incoming students. This no doubt contributed to higher failure rates in the four first-year math courses and the physics course. (Starting in 2009/2010, the program has replaced the admission requirement of physics with a science option where the student chooses one of physics, chemistry or biology).

- Possible misdirection of high school students seeking education in computer and information technology. Some of the students that leave or fail our program after first year go to ITM, which they might have chosen in the first place had they been well informed of the differences between the two programs.

Lack of Specializations - One of the strengths of the program is that it is essentially an Honours program with specialization in Computer Science. Some CPS students might be better suited to a less rigorous program, but there are no options available in the program (i.e., no "regular" program). Such a regular program could have less compulsory math courses and more elective computer science courses, or even just more electives in any area.

Lack of Minors - The only minor that a computer science student can obtain in practice is in Mathematics. The program has taken a step to improve this situation by increasing the number of electives in the Engineering/Science/Business Group of the Table of Professionally Related electives. This has opened up the door to many new minors for CPS students, but to obtain a minor in a subject other than Mathematics, a student must take more than 40 courses.

Department Culture - The Department is part of a predominantly Engineering Faculty. Potentially this has a negative influence on the Department's profile/visibility.

Tenure/Tenure-Stream Faculty/Support Staff - Formal mentoring for new faculty is not in place. A small number of faculty are considered good teachers. The number of faculty may not be sufficient to balance the teaching load needs for the undergraduate and graduate programs. The number of support staff must be adequate for both the undergraduate and graduate programs.

Course Offerings - Students wanted more flexibility with electives and minors. Senior courses are not always offered. The Department does not offer enough summer session courses to satisfy all modes of co-op.

4.2 Report of the Peer Review Team (PRT) Senate policy 126 governing Periodic Program Reviews of undergraduate programs requires that a team of peers[2] visit the University and report on their assessment of the program.

Overall, the PRT judged the program to be of high quality and well-rounded, if somewhat conventional. Students are engaged, proud of the program and successful at obtaining employment and admission to graduate school upon graduation. The available facilities are "quite nice" and the Digital Media Zone offers an excellent environment for innovative project work. The program is well aligned with Ryerson's academic plan, although more effort could be spent in achieving societal relevance, recognition of teaching excellence and building reputation. While the overall picture is positive, the PRT raised a number of issues of concern. These are summarized here, along with recommendations or suggestions provided by the PRT.

Specific Concerns with Curriculum - Overall the curriculum ins clearly and carefully designed. The learning goals and objectives of the course are generally well delineated and clear. The CSAC-accredited curriculum covers the core areas of the discipline and its main areas of application in a thorough fashion. Courses are, by-in-large, taught at an appropriate level and build expertise year-over-year. The PRT identified the liberal studies and science electives as a positive feature providing students with additional breadth. Required communication and management courses were also identified as positive features. However, the PRT did identify some weaknesses with the curriculum.

Mathematics in Years 1 through 3: The PRT felt that the amount of mathematic content and the order in which it is presented is problematic. For example, in Year 1 students are required to take two discrete mathematics courses (MTH110 and 210). In most computer science programs a course like MTH210 would be offered in second year and that it might well be challenging for first-year students. **Suggestion from PRT- Consider moving MTH210 to Year 2.** Requiring two calculus courses in Year 1 and postponing linear algebra to Year 2 seems "odd" as the linear algebra knowledge is useful for the Year 2 discrete math course, a course which students find challenging. The need for a second calculus course is not

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[2] The members of the PRT were Dr. Peter R. King (Professor Emeritus, University of Manitoba) and Dr. Sylvia Osborn (Associate Professor, University of Western Ontario). The site visit took place on April 5, 2011.

evident. **The PRT recommends the department consider replacing the second calculus course (MTH310) by the required linear algebra course (MTH108) in second semester of Y1; make MTH310 an optional course of use to students wishing to take an upper-year elective requiring additional calculus knowledge; make use of the resulting opening in Y2 in a different way (possibly moving the MTH210 course from Y1 and Y2).** MTH816 (Cryptography) was found to rarely be offered. **The PRT was quite concerned about this and recommends that steps be taken to ensure MTH816 be available to all students wishing to take it.**

Computer Science Courses: The PRT suggested that CPS305 be renamed as Data Structures and Algorithms. In Y3, the team felt there was an excessive emphasis on programming languages and parsing (CPS615 and CPS506). While relevant, this material need not be required of all students. The PRT also noted that this material is no longer required for CSAC accreditation. **The suggestion is that the need for this as *required* content be reconsidered.** The same comment is true of the advanced algorithms course, CPS616.

Year 4 Electives- There is a long table of upper year electives but many are not offered in a given year. The PRT was also concerned that the list of offerings in a given year was released shortly before the start of semester 7, providing little time for students to make informed choices.

Overall Program-

Goals: The program meets its stated goals in general. Its graduates are certainly "industry-ready". The PRT was, however, puzzled that the goal of producing graduates acceptable to graduate computer science programs, while articulated, was not more at centre stage as a key program goal.

Program Structure: Students have virtually no choice of computer science courses during their first three program years. In year 4, their ability to choose is virtually unlimited. This unbalance is atypical in Canadian undergraduate computer science programs. **The PRT recommends that the department consider restructuring its curriculum to allow greater choice earlier in the student's program.** Making the programming language/parsing and advanced algorithm courses optional (Year 3) would give flexibility and allow students two years in which they could take computer science elective courses.

Program Streams: Given the large number of elective CPS courses, the program may wish to identify streams within the overall program. These might include multimedia, artificial intelligence and others.

Reputation- The PRT encourages the department to continue to work to improve the image of its undergraduate program while recognizing the need to have that image align with Ryerson's traditions and culture.

Resources-

Faculty/Staff/Graduate TAs: While the faculty-base is sufficient to offer a strong core program, there is little capacity to offer new, cutting edge courses. There is also insufficient capacity to offer the full-range of Y4 CPS elective courses. The launch of the PhD will place additional pressures on the current faculty demands. Administrative support was deemed to be adequate but the PRT was concerned how the

current technical staff would cope with the additional demands brought by the PhD program launch. The graduate TA system seems to be working well and both faculty and students seemed satisfied with the level of support provided.

Physical resources: While technology resources were generally adequate, the PRT pointed out that many schools replace equipment on a 3 to 4 year cycle, rather than a 4 to 5 year cycle as is Ryerson's practice.

Students -

Student Performance: The PRT noted that the average entering grades of applicants to the program were below the average of the Faculty and that this might contribute to the observed drop off rate (loss of students). According to the data provided in the review, the rate of students with clear standing after Y1 was only about 50%. **The PRT stated that "this is a problem which should be addressed".** It offered a suggestion in the form of the reorganization of when and which math courses should be taught (see above).

Student Experience: The student experience is highly positive and the PRT attributes this to hard work by the department to meets its students needs. The cohort nature of Y1 builds a strong sense of student community which students seem to value. Students are positive about the program and have a great affinity to the institution and to the department. They felt their professors were providing quality instruction in an enthusiastic fashion on up-to-date and relevant material. Students did not comment on class size as an issue of concern. Graduates from the program become employed or admitted to graduate students with rates comparable to other programs in the province.

A few concerns were raised by students. These include: Y4 electives not being available every year; lack of availability of the Cryptography course MTH816; some technical difficulties with downloading data from departmental machines; confusion about the role and implications of the faculty course surveys; an ad hoc approach to evaluation of TAs.

5. DEVELOPMENTAL PLAN AND RESPONSE TO PRT RECOMMENDATIONS

The School's developmental plan is structured around the articulation of a number of objectives. The objectives and the initiatives which flow from them are summarized here.

Objective 1: Enhancing Staffing - by recruiting high quality faculty, including senior appointments, to replace retiring personnel. These hires will support both the newly approved PhD program and prepare for potential undergraduate enrolment growth. The Department will pursue high-quality hiring opportunities in core, strategic (AI, Robotics, networks, and security), and growth areas and identify areas in need of additional senior leadership (e.g., research chairs). The Department is developing a detailed proposal for hiring of academic staff in consultation with the Dean.

Objective 2: Enhancing and strengthening the Department's research activities and knowledge creation - endeavours through establishment of new research intensive graduate program. The Department's proposal for a PhD in Computer Science has been approved. This will be its second graduate-level program, adding to the current MSc in Computer Science.

- Preparation for academic standards assessment re: the letter of intent for PhD program proposal (Completed)

- Internal review before OCGS appraisal (Completed)

- Preparation for OCGS appraisal (in progress)

- Commencement of the new PhD program in Sep. 2010

Objective 3: Enhancing the quality of the undergraduate program in Computer Science - by offering relevant curriculum, accredited by CIPS, that covers the fundamental principles and state-of the-art tools technologies. To achieve and maintain professional peer-reviewed accreditation status, the program's curriculum and course content must continue to be regularly reviewed and upgraded - using feedback and suggestions from faculty, students, academic advisory board, and alumni. To reflect the state-of-the-art knowledge in Computer Science field, the program must continue to be regularly developed with respect to available resources, societal need and emerging technologies. The curriculum will be reviewed every year and CIPS accreditation will be maintained at all times. A CIPS assessment committee is established for each cycle of accreditation. Another related objective is improving the retention while maintaining quality. This can be achieved by developing retention strategies adapted towards the challenges experienced by first-year students, to identify the troubled first-year students early in the program, to offer proper assistance to undergraduate students, and to monitor the quality of the first year courses in general, to enhance communication channels among students, faculty, and academic advisors.

- Continuation of the transition program and the early intervention approach (on-going)

- Using carefully selected instructors for the first year courses (on-going)

- Creation of Programming Clinic (Completed)

- Upgrading the undergraduate labs on regular basis with required state-of-art equipment and software (on-going)

- Preparation for the next round of the CIPS accreditation process (2012) (under study)

- Achieving and maintaining the appropriate level/number of faculty, technical and administration in order to maintain the high standard and the quality of the program as mandated by the policies of the professional accreditation body (CIPS) (under study)

- Implementation of undergraduate streams and specializations (under study)

- Exploring and implementation of undergraduate minors and majors (under study)

- Strengthening the Informatics options in the Science program (under study)

- Enhancing the Department profile by increasing collaboration with other universities and the Industry (under study)

- Implementation of a pilot program to offer undergraduate courses on-line (to be implemented in Winter 2010)

Objective 4: Improvement and expansion of research infrastructure – which will support both improved research publications, external funding and graduate student research participation, to renovate the existing computing equipment in laboratories every four years, to acquire special purpose research quality capital equipment and development of strength in research focus areas

- Preparation of infrastructure proposals in cyber security (in progress)

- Preparation of infrastructure proposals in Augmented Reality and Robotics (in progress)

- Preparation of infrastructure proposals in Cognitive Networks (in progress)

- Preparation of infrastructure proposals in Visualization (in progress)

- Request for proper space (in progress)

Objective 5: Enhancing the research capabilities - by creation of single and multi disciplinary research teams, providing seed funding and release time for exploratory research in emerging areas, offering incentive resources such as graduate student support/scholarships for emerging and multidisciplinary fields, supporting and encouraging faculty in pursuing funding opportunities, improving research seed funding, and increasing the number of research manuscripts published in high impact leading computer science journals. The Department goal is to bring the amount of external funding to that of the provincial norm.

- Application to multidisciplinary granting agencies (on-going)

- Encouraging partnership with the industry (under study)

- Encouraging collaboration with other universities (under study)

- Creation of special seeding opportunity for faculty members working in emerging areas (under study)

- Creation of conference scholarships for graduate students (under study)

Objective 6: Improving retention – In addition to the endeavours outlined in Objective 3, we will also examine the possibility of offering multiple degrees in Computer Science. Many of the comparator universities examined in this document offer multiple degrees in Computer Science, and as mentioned earlier, we compared our program with the most similar one at the other universities, which sometimes was designated as an Honours program with a specialization in computer science. In other words, our program is a very demanding program, requiring a strong foundation in mathematics and a rather strict dedication and focus on computer science. This model does not fit all of the students that come to us. Some are not strong in mathematics, and some would like to combine computer science with study in another area, such as economics or bioinformatics. It may be that we could improve both retention and

enrolment by offering in addition to the current degree, one or more other computer science degrees which are geared towards the latter students.

Objective 7 - Improvement of the learning experience, students engagement and satisfaction through maintaining the quality and adapting strategies towards the challenges experienced by undergraduate students, e.g., to identify the troubled $1^{st}/2^{nd}$ year students early in the program, to offer proper assistance to undergraduate students, to monitor the quality of the $1^{st}/2^{nd}$ year courses in general, to enhance communication channels among students, faculty, and academic advisors, and to involve undergraduate students with the curriculum and extracurricular professional activities as related to Computer Science.

- Provide personal and academic advising to undergraduate Computer Science students via the Program Director (on-going)

- Enhance experiential learning opportunities for undergraduate students through more involvement with research and teaching activities conducted by the faculty members (under study)

- Ensuring that all office and laboratory support staff are committed to high levels of courteous, compassionate and responsible academic support services to the respective program students. It is also important that adequate staff members are available to provide these academic support services (on-going)

- Continuation of a transition program (on-going)

- Continuation of early intervention strategies (on-going)

- Offering summer courses to reduce the workload in Fall/Winter academic year (under study)

- Use of the best instructors for 1st and 2nd year courses (on-going)

In conclusion, the Computer Science Department is in a phase of rapid and exciting change, as we have introduced a Masters program and we are on schedule towards offering a Doctoral program. The current structure (CTRS) of the undergraduate Computer Science program was initiated in Fall 2004, so the first graduating class was in June 2008 for the regular students and June 2009 for the Co-op students. Over the five years of offering CTRS, there have been three years with poor retention and two years with good retention. The program was accredited by CIPS in 2007. We have listed a number of objectives to improve retention, teaching, student experience and SRC, while at the same time we wish to stabilize the basic structure of the undergraduate program.

Response to Program Review Team Report

1. Required Mathematics: The main concern/comment as reported in the program review document relates the program structure specifically the amount of required mathematics in the 1st and 2nd year.

Response from Computer Science:

- creating a new semester 2 computer science course (CPS XXX - Discrete Structures) as a replacement for two discrete mathematics courses MTH 110 and MTH 210
- making MTH 310 and MTH 304 optional (MTH 304 has proven to be very challenging to students, covering a selection of topics that goes above and beyond the minimal discrete probability coverage suggested by the ACM-CG08. Since the new proposed course, CPS XXX, will cover core discrete probability topics, MTH 304 will become optional, and possibly prerequisite for higher level optional courses.)
- moving MTH 108 from semester 3 to semester 2 to replace MTH 310
- creating "openings" in the course grid to be filled in with either (possibly new) compulsory or elective courses, one in semester 3 (where MTH108 was positioned) and one in semester 4 (opening created when MTH304 became optional). Results: first year becomes less challenging; optional courses available earlier in program

2. Optional vs Required Courses: The PRT suggested the following courses should become optional courses: CPS506, CPS615, and CPS616.

Response from Comp. Sci:

- CPS 616 covers many mandatory topics and needs to be a core course
- considering making CPS506 and CPS615 optional courses

Figure 2: New course dependencies structure
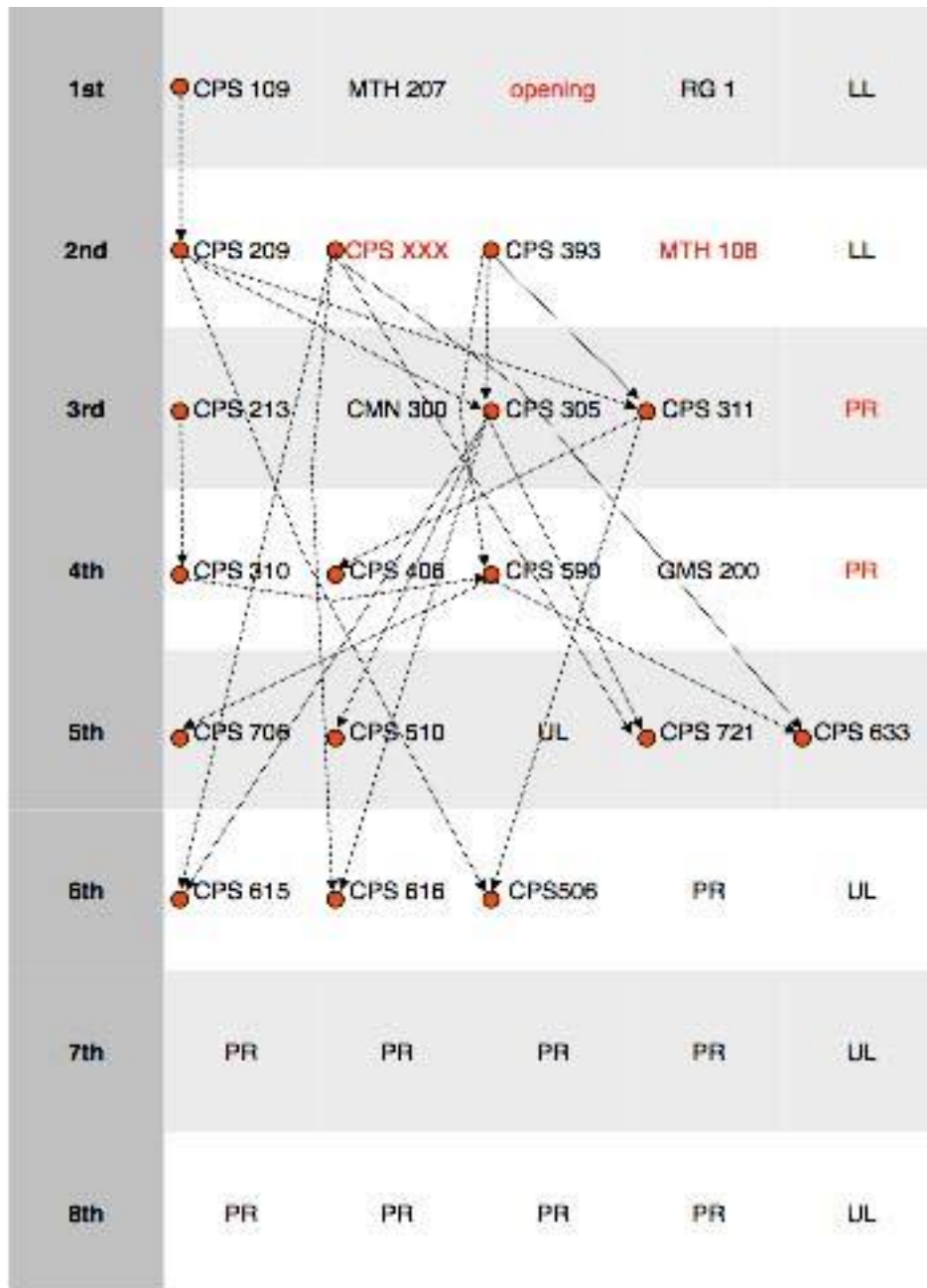
3. Program Identity: The program would have a more distinctive identity if some effort were made towards making it more innovative and distinctive. The program could put some effort into achieving more societal relevance, having more recognition of teaching excellence, and could continue to work on improving its reputation.

Response: The program agrees with the PRT recommendations on this topic and is actively exploring at least two approaches to address this issue: it is actively working on developing new streams and joint

programs with other departments and faculties. For example, a Letter of Intent for a joint program between Computer Science and Radio and Television Arts on a unique program in gaming is under development. Other options under considerations are streams in computer security, networking, and a possible joint program on software engineering with ITM as well as new minors (e.g., computational financial mathematics). The Dean's response (section 6, below, also addresses this issue).

4. Cryptography Course: The team was informed that the Mathematics course MTH816 Cryptography, which many students wished to take as fulfilling their mathematics requirement in this year of study, was generally not available to them.

Response: The program has submitted a proposal for a new course in Applied Cryptography as a response to this concern. This is part of an effort to create a stream in computer and network security.

5. Streams at the Undergraduate Level: The team also suggests that, given the rich list of optional courses available to students, the department consider identifying specific streams or options within the overall program. Given the current strengths in the department, one could well imagine streams in multimedia systems, in software, in artificial intelligence and so forth. The identification of such streams or specialties is a common feature of many undergraduate computer science programs.

Response: Note response item 4, above.

6. Faculty Numbers and Upper Year Offerings: Faculty numbers combined with the teaching loads are certainly sufficient to offer a strong core of courses, although not all of the final year optional courses are offered every year. There is little capacity to offer new, cutting edge, courses.

Response: The program recognizes a shortage of faculty as an impediment to creating exciting new offerings. This issue is addressed more completely in the Dean's response (below).

7. Access to Graduate School: The team feels that the emphasis of the program is very largely on producing individuals who are well qualified for work in industry, less so for individuals who wish to proceed into graduate school.

Response: Both the MSc and PhD programs in Computer Science have been successful with over 60 students combined. The program is looking at various options to promote these programs to potential applicants. As of September 2011, the department has a dedicated support staff member, who has the responsibility of helping to promote the graduate programs. The program is also looking at involving undergraduate students in ongoing research initiatives, investigating the possibility of offering advanced cross-listed courses with SGS, as well as the possibility of a combined Bachelor-Master's program.

8. Student Performance: The average marks of students admitted from Ontario secondary schools is below both the Faculty and the University averages. The same holds for indicator 1c, the percentage of students entering with an average of 80% or higher, which for Computer Science, is approximately 20% (vs about 45% for FEAS and 62% for Ryerson). In spite of these facts, retention data have improved as noted above. In addition, the percentage of students with a clear academic standing after one year,

which hovered around 50% from 2002/03 to 2006/07, increased to about 63% by 2008/09 and 2009/10. These rates, while improving, still lag the averages for both FEAS and for Ryerson. The program believes that its efforts around early intervention and the development of a transition program have contributed to these improvements. It is committed to continue these initiatives. In addition, it proposes the creation of a first-year office to serve first year program students.

6. DEAN'S RESPONSE

The Dean's response to the self-study and PRT report/response touches on four broad categories: student retention; societal relevance and distinctiveness of the program; resources; degree level expectations/curriculum mapping.

Student Retention: The Dean supports the early intervention efforts of the program. In addition, the Dean endorses the idea that first-year computer science students would benefit from inclusion under the umbrella of the First Year and Common Science Office "to aid with orientation of new students and administration of early intervention programs". As noted in the Dean's response, there would be no requirement for the Computer Science program to align its first-year curriculum with the common science first-year platform.

The Faculty has also introduced strategies to improve student quality in all Science programs, including Computer Science, by creating the Office of Science Outreach and Enrichment (OSOE). This year the OSOE has embarked on an ambitious program to invite local high school science classes to Ryerson to introduce them to science at Ryerson. The aim of the program is to promote Ryerson as a university with a variety of strong Science programs. With partial financial support from the Dean's, the Department of Computer Science has purchased a fleet of robots, which will be used for these outreach activities. The Dean also see this strategy as a way to strengthen the reputation of the program in Computer Science.

The Dean also notes that the program has adopted the PRT recommendation to modify the math content in its curriculum. This is also anticipated to help with student retention.

Societal Relevance and Distinctiveness of the Program: The Dean supports the suggestion that the program find ways to incorporate element so faculty research into undergraduate curriculum as a way of giving the program a distinctive flavour. The Dean is also supportive of the department's initiatives around interdisciplinary programming, the gaming degree in partnership with Radio and Television Arts is noted in particular.

Resources:

Faculty Complement- The response recognizes several constraints around the faculty complement and how this impacts on program delivery and performance. The response notes that there is one faculty replacement position open which is expected to be filled within the year. In the longer term, growth in student numbers, via increased demand for the current program and/or through launch of new programming, may be a route to additional hires.

Technical Staff- While technical support within the department is currently adequate, the launch of the PhD in Fall 2011 adds additional demand which will increase as that program grows. It is expected that the increased revenue from joint programming (e.g., with Radio and Television Arts) will provide additional funding for technical staff. The department should also benefit from efficiencies due to overlap in the needs of the two undergraduate programs (current and proposed) and the graduate program.

Equipment Renewal- The Computer Science program curriculum is heavily dependent on access to up-to-the-minute computer and peripheral technology as well as software. The PRT indicated the current renewal frequency (4 to 5 years) is too low and recommended a frequency of 3 to 4 years. The Dean agrees with this suggestion and recommends a renewal cycle with 1/3 of the equipment being replaced on an annual basis. The response provides a cost estimate for this approach and recommends the process begin immediately in 2012. The costs would be shared between the Faculty and the department.

Degree Level Expectations/Curriculum Mapping: The Dean points out that having the Computer Science program do an analysis of its curriculum in light of UDLEs (i.e., curriculum mapping) over the next year is timely as it will coincide with program reviews in an number of the other undergraduate science programs.

7. ASC EVALUATION The ASC assessment of the periodic program review of the Bachelor of Computer Science and its recommendations are as follows:

Curriculum Mapping: The self-study does not contain an analysis of the curriculum in light of the degree level expectations expressed in Ryerson's IQAP. Given the concerns expressed by the PRT about curriculum inflexibility and limited student choice, **the ASC recommends that a full curriculum mapping of the program be completed and presented in a follow-up report**. It is also important that the program review its curriculum in light of the new curriculum framework. **The ASC recommends that the curriculum mapping process be used to seek additional flexibility in the curriculum with the goal of making it consistent with the new framework**.

Student Academic Performance: The developmental plan provides a number of suggestions on ways to improve student academic performance. The ASC is supportive of these efforts, especially the early intervention and transition program efforts as there is evidence to suggest these have been effective. ASC is also very supportive of the idea of specialized support for first year students. However, **the ASC recommends that first-year student support be provided through the currently existing First Year and Common Science Office, as proposed by the Faculty Dean, rather than a program-specific First Year Office**.

The program stated that it is "studying the feasibility of a plan to set the [admission] requirement for successful applicants to a minimum of 80% as of 2012". The ASC suggests that a move towards a higher entry level average for admission may be misguided. As noted previously, the self-study data support the view that current interventions have been effective in enhancing student academic performance. It

is not clear that raising the admission bar will be a more effective approach than excellent support for admitted students. ASC notes that such a change cannot be implemented for Fall 2012 as the calendar copy deadlines for the 2012/2013 calendar have already passed.

Declining Interest in the Part-Time Program: The self-study clearly shows a strong decline in enrolment in the part-time program. **The ASC recommends that the department take steps to establish whether there is a realistic demand for the part-time program and, if there is, to discuss strategies (e.g., partnership with the Chang School) to make the program attractive to students**.

Societal Relevance and Distinctiveness of the Program: ASC supports the suggestion from the PRT that the program seek ways to incorporate faculty research themes into undergraduate curriculum. The curriculum mapping may be helpful in this context. In addition, **the ASC recommends that the department draw on the expertise of the Science Teaching Chair for advice on strategies to integrate research themes into undergraduate courses in an effective way**.

Promoting the BSc Degree as a Route to Graduate Studies: The program's response to the PRT on this point presents strategies to encourage graduates of the BSc to attend Ryerson graduate programs. This is fine, but some thought should be given to promoting the BSc as a route to graduate studies in computer science at any university.

Follow-up Report In keeping with usual procedure, a follow-up report which addresses the recommendations stated in the ASC Evaluation Section is to be submitted to the Dean of the Faculty of Science and the Provost and Vice President Academic by the end of June, 2013.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends:

That Senate approve the Periodic Program Review of the Bachelor of Computer Science degree program.

I. PROPOSAL FOR A BACHELOR OF ARTS PROGRAM IN PROFESSIONAL COMMUNICATION

1. Overview: The School of Professional Communication, Faculty of Communication and Design, is proposing a 40-course Bachelor of Arts program in Professional Communication. A Ryerson Professional Communication BA will assist students in being responsible participants in the digital and global age. They will learn the theory and practice to communicate creatively and thoughtfully in complex professional and social environments and to build the networks required to communicate effectively.

The program entails a progressive education in Professional Communication that embraces both breadth and depth, with core courses building foundational communication knowledge, encompassing theory and practice in written, oral, visual, and digital media.

A Ryerson Professional Communication BA will support:

- contemporary societal and workplace communication demands, including the growth of the knowledge economy

- the uses of electronic communication for professional and personal purposes

- compelling evidence of employer need for professional communication practitioners

- the developing need for communicators in specific fields, such as health and government

The program launch is targeted for Fall 2013. The target student intake is 60 students. The proposal makes a request for 3 full-time equivalent faculty hires

2. Program Goals: The key goal of the Professional Communication BA is to graduate students who are savvy improvisers and reflective communication practitioners. These terms embrace the basic tenets of the ProCom degree grounded in research, analysis, and practice. As part of the development of degree level expectations for the program, these overarching goals have been articulated as ten program-level goals.

1. Apply concepts from communication studies, including rhetoric, linguistics, and semiotics, to textual, visual, and oral communication issues in professional contexts.

2. Develop a range of communication strategies that can apply to different business and professional contexts.

3. Articulate a range of communication approaches for different media and audiences.

4. Plan, design, and implement complex communication projects.

5. Demonstrate critical self-assessment strategies that focus on improving communication competencies.

6. Evaluate theoretical perspectives from communication studies.

7. Apply research methods such as discourse analysis, case study, and survey research to investigate questions in communication studies.

8. Analyze social communication practices through the theoretical and applied knowledge base of professional communication.

9. Design innovative solutions to communication problems in organizational settings.

10. Demonstrate ethical awareness of communication issues and dilemmas in their professions.

3. Admission Requirements: These are provided in calendar copy format.

PROFESSIONAL COMMUNICATIONS

Degree Awarded: Bachelor of Professional Communication (BProCom)

Administered by the Faculty of Communication and Design

ADMISSION INFORMATION

DEGREE: Four years of study following Grade 12 U/M graduation.

ADMISSION: O.S.S.D. with six Grade 12 U/M courses, including Grade 12 English.

NOTES:

1. ENG4U/EAE4U is the preferred English.

2. A minimum grade of 70% in the English prerequisite is required.

3. Subject to competition, candidates will be required to present overall averages and grades above the minimum.

4. Student demand: More than 1400 students have completed the Business Communication minor offered by the School since its inception in 1993. For its inaugural Masters in Professional Communication year 67 applications were received, followed by 125 applications for Fall 2011.

5. Societal need: Using the Workopolis career site as the source, more than 50 relevant jobs were posted by a variety of organizational sectors and industries over a given period of time. Typical positions were titled "communications coordinator," "communications specialist," "communications officer," "communications assistant," "communications manager" (sometimes "marketing and communications officer," "communications and intranet manager," "public relations specialist"). Almost all postings explicitly listed a communication (or communications) degree among applicant qualifications.

6. Curriculum: Students enrolling in the ProCom BA will follow a 25 course major (with the options of minors in other areas). Students will enroll in core courses that build foundational communication knowledge, encompassing theory and practice in written, oral, visual, and digital media. Students will move from foundational courses in Year 1 that introduce theory and practice to more specialized courses in Years 2 and 3 where they will focus on specific organizational or industrial areas and genres. Year 4 continues the focused approach and provides core capstone and theory courses that challenge students to synthesize trends in the discipline.

25-course ProCom Major: It should be noted that the proposed curriculum is consistent with the new curriculum framework approved by Senate in June, 2011. The curriculum structure is summarized here:

Year 1	
Fall	**Winter**
Core: CMN2XX Text, Image, and Sound: Persuasion in the City	Core: CMN 279 Introduction to Professional Communication
Core elective	Core elective
Core elective (external)	Core elective (external)
Open elective	Open elective
Open elective	Liberal elective

Year 2	
Fall	**Winter**
Core: CMN 314 Professional Presentations	Core: CMN2XX Messages, Modalities and Media
Core: CMN2XX Digital Discourse and Design	Core: CMN2XX Communication Revolutions and Technologies
Core: CMN 414 Interpersonal Communication In Management	Core elective (external)
Core Elective	Open elective
Liberal elective	Liberal elective

Year 3	
Fall	**Winter**
Core: CMN3XX Introduction to Professional Practice	Core: CMN3XX Strategic Storytelling: the Power of Narrative across Industries and Disciplines
Core: CMN 315 Issues in Communication and the Workplace	Core: CMN3XX New Media in the Workplace

Core elective	Core elective
Open elective	Open elective
Liberal elective	Liberal elective

Year 4	
Fall	**Winter**
Core: CMN4XX Research Methods in Professional Communication (part 1)	Core: CMN4XX Research Methods in Professional Communication (part 2)
Core: CMN4XXTheorizing Communication: Conversations and Speculations	Core elective
Core elective	Core elective
Open elective	Open elective
Open elective	Liberal elective

Note- The term "core elective" is used to refer to student choice within the program core content (i.e., what would have been known as "professional elective" in the old terminology). Some of these are CMN courses, others are courses offered by other schools/departments (core elective external). "Open Elective" is a placeholder name for the category which was previously referred to as "professionally related elective". Under the new framework this category would be the part of the curriculum where students are free to choose courses for their own purposes.

The ProCom major includes the flexibility to satisfy student interest through a cohort of core electives. Students may pursue a specialist communication degree through supervised, self-designed, focused course progression and liberal studies/professionally related electives. Students may decide to specialize in the following streams: organizational/corporate/nonprofit charitable sector stream; new media/technical stream; science/health communication stream; a governance/public policy/international communication stream. As an example, the following chart describes the content relevant to the organizational/corporate/nonprofit charitable sector stream:

Organizational/corporate/nonprofit charitable stream

CMN288   Promotional Communications in New Media Contexts

CMN305   Strategic Public Relations in Professional Communication Contexts

CMN306   Risk and Crisis Communication

CMN316   Questioning Numbers

CMN413   Corporate Communications

CMN447   Communication and Law

CMN2XX   Environmental Communication

CMN2XX   Texts in Social Contexts

CMN4XX   Oral Advocacy

With the option of communication and liberal studies/open electives, ProCom students can create a customized specialization with faculty guidance. This would include the scope to pursue minors.

Experiential Learning: The program will incorporate specific experiential learning activities into a new third year course *Introduction to Professional Practice*. This course will include a specific assignment that will require students to complete a group project related to a for-profit or non-profit organization. Building from this experience, Year Four will offer students a 2 semester capstone experience where they will be expected to design and conduct a research project related to a profit or non-for profit organization.

7. Peer Review Assessment (PRT): The Peer Review Team[3] states that the proposal is both timely and strategically situated to address a distinct and growing global need created by the rise of new and social communication media. They regard the BA as an opportunity for the department to establish itself as a pre-eminent Professional Communication department in Canada.

Comments of the PRT:

Course titles and descriptions seem more reflective of individual faculty strengths than an overarching program design. The PRT suggests that a basic progressive structure through theoretical perspectives and applications should be made more apparent in the curriculum design and course offerings.

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[3] The Peer Review Team was composed of Professors Dennis Denisoff (Ryerson University); Cheryl Geisler (Simon Fraser University); and Roger Graves, University of Alberta.

ProCom response: To review courses with the goal of enhancing the balance between theory and practice in light of the PRT recommendations, ProCom will hold a curriculum retreat in Fall 2011 or Winter 2012 when new hires with expertise in needed areas such as governance, sound, and media and with strong theoretical orientations to communication theory.

The PRT notes that the current curriculum structure does not reflect the proposal's stated *Goal 1*: "Apply concepts from communication studies, including rhetoric, linguistics, and semiotics, to textual, visual, and oral communication issues in professional contexts".

ProCom responded to this concern by explicitly describing the theoretical components delivered year-by-year in the program and how they relate to this goal. This is presented in a section in the full proposal called Integration of theory and progression of course of study throughout the program*.*

The PRT would like to see *Goal 9* "Design innovative solutions to communication problems in organizational settings" explicitly addressed through experiential (and ideally service) learning projects based in the community. They also suggest that ProCom take some time to discuss diverse opportunities for incorporating experiential learning into its BA proposal . One possibility would be the development of a Professional Communication Consulting Clinic where students can offer advice and/or writing/new media assistance to whomever in the community needs it. The clinic could have special outreach initiatives to nonprofit and incubator projects. The clinic could also perhaps assist Ryerson students developing projects at such sites as Ryerson's Digital Media Zone or Social Innovation Zone.

The ProCom responses to issues around experiential learning are noted in section 6, above.

The proposed stream in Governance/Public Policy/International Communication - the PRT suggests reviewing other institution's programs (Université de Sherbrooke and Université Laval) with an eye to distinguishing and enhancing its own offering in this area.

The ProCom proposal was revised to reflect the differentiation between the proposed BA and these program elements. Note that neither of the competitor programs are full, stand-alone programs.

The PRT recommends a review of what proportion of courses will be basic lecture, basic workshop, online instruction, hands-on technology, as well as some description of the expertise and labour that technologically invested courses will demand; this information can then be compared to the strengths and abilities of existing faculty to ensure that the new hires most effectively address any possible resource shortcomings regarding technology-intensive courses.

In its response, ProCom noted that this assessment is ongoing in Curriculum Committee and DAC deliberations.   The delivery of CMN279 Introduction to Professional Communication in hybrid

form (1 hour online/2 hour workshop) is in its second year, and Curriculum Committee has discussed the hybrid approach for other, select courses.

8. ASC Evaluation: The ASC assessment of the proposal for the *Bachelor of Arts in Professional Communication* degree program is as follows:

Overall the ASC considers the program design to be strong, innovative and well suited to meet the stated program goals. This is a flexible curriculum which allows students to apply core concepts across a wide range of fields, to pursue minors and to design elements of their own curriculum based on personal needs and interests. The curriculum is career-focused but, at the same time, built on a strong conceptual foundation. The program is also designed with pending changes to Ryerson's curriculum structure in mind.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends:

That Senate approve the proposal for a new Bachelor of Arts degree program in Professional Communication.

Respectfully Submitted,

Chris Evans, Chair for the Committee

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 Eichenlaub, 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

FINAL REPORT TO SENATE
AD HOC COMMITTEE
ON IMPLEMENTATION OF FALL READING BREAK
FEBRUARY 17, 2012

1. BACKGROUND

Following Senate approval of a move to 12 week teaching semesters, an ad hoc implementation committee was established to provide advice on implementation. The committee submitted an interim report to Senate at the December 2011 meeting which included a recommended calendar of dates. The Faculty of Engineering, Architecture and Science submitted an independent report to Senate at the December 2011 meeting of Senate which recommended FEAS strategy regarding this change and endorsed the calendar of dates recommended by the ad hoc implementation committee.

2. RECOMMENDED CALENDAR OF DATES

Attached are recommended calendars for the Fall 2012 and Winter 2013 semesters. These provide 12.8 week Fall and Winter teaching semesters for undergraduate Engineering programs and 12 week teaching semesters for all other undergraduate and graduate programs. Chang school courses will run 12 teaching weeks plus an examination week each semester. Except for undergraduate Engineering students, all students (including Chang students) will have the Fall Study week. All students (including Chang students) will have the Winter Study Break in February.

3. ENGINEERING

The calendars (attached) allow Ryerson undergraduate Engineering programs to maintain current Accreditation Units related to professional accreditation. Liberal Studies courses elected by Engineering students will run 12 weeks. All other courses forming part of the core Engineering curriculum (including courses taught by Science departments) will run 13 weeks. Arrangements are being developed for virtual services for students at the start of the Winter semester to ensure an effective start for all Engineering undergraduates.

4. CLINICAL AND PLACEMENT ISSUES

Earlier discussions in the Faculty of Community Services confirmed that there are no substantive obstacles to a move to a twelve week semester. Planning has begun within the Faculty to prepare for the move to two twelve week semesters for the academic year, beginning September, 2012. Courses will make use of the suggestions provided by the Learning and Teaching office as they revise their weekly topic outlines. Programs with clinical placement components will adjust placement agreements with clinical partners to accommodate a Break Week in each of the two semesters and a reduction in the number of weeks from thirteen to twelve.

5. STUDIO AND PERFORMANCE COURSE ISSUES

Since the time of the initial proposal for a twelve week semester and Fall Study break, the eight schools in the Faculty of Communication & Design have reviewed timetables and schedules to ensure that labs, exhibitions, performances, field trips and presentations will not be impacted adversely by the changes. The response from the Schools has been that they will adapt their schedules to the proposed changes.

6. STUDENT REPORT ON IMPLEMENTATION OF FALL BREAK

Students are pleased with the final outcome of the implementation of the Fall Reading Break.
The final plan from the Fall Reading Break Implementation Committee addresses any of the concerns that students had about the implementation of the break.

Throughout the winter term of the 2010/2011 academic year we consulted with students in programs that may be affected by the introduction of a Fall Reading Break. We held town hall consultations with students in the Faculty of Engineering, Architecture, and Science and presented them with the likely ways that their programs would be affected by the implementation of the break. We discussed the options and heard opinions from students about what they would prefer. In the engineering programs specifically the discussion focused around the two options of either more time in class during the week, or opting out of the break. The general opinion of engineering students favoured not having more hours in class during the week. We discussed the outcomes of these consultations at the committee and the final result of the implementation plan is positive.

Initially during consultations with students there were also concerns regarding placement and co-op programs, and how the implementation of the fall reading break would affect these programs. We held town halls for students in the Faculty of Community Services, as many of the programs in the Faculty of Community Services require placements to be completed by students. Through this consultation process and discussions with programs in the faculty we found that this issue is easily solved, and would not require any extraordinary changes to the structure of the programs.

Throughout the implementation process by the committee students found that many of our concerns were linked to those of Program Directors and Chairs, and we were able to discuss these concerns as a committee and resolve them to best suit the needs of students. We look forward to the implementation of a fall reading break and the positives impacts it will have on students.

7.   NEED FOR QUICK START TO SEMESTER

With only 12 weeks of instruction, committee members believe it is imperative that the first class in all courses be used to maximum effect. Information on detailed strategies has been prepared by the teaching and Learning Office and is attached as Appendices 1 and 2. Further suggestions on engaging students early, optimizing TA/GA involvement and providing content in a twelve week semester will be provided to academic departments for consideration in the weeks ahead.

Keith Alnwick, Chair
For the Ad Hoc Committee on Implementation of Fall Reading Week

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Fall 2012 – 12 weeks plus break

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
3 LABOUR DAY	4 CLASSES START UNDERGRAD AND GRAD	5	6	7	8 CLASSES START CHANG SCHOOL (distance and Saturday)	9
CLASSES START CHANG SCHOOL 10	11	12	13	FINAL DATE TO DROP UNDERGRAD COURSES WITH 100% REEFUND 14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
October 1	2	3	4	FINAL DATE TO DROP UNDERGRAD COURSES WITH 50% REEFUND 5	6 Fall Break starts CHANG	7
THANKSGIVING DAY 8	9 Fall Break Week ALL EXCEPT UNDERGRAD ENG	10	11	12	13 Chang School distance and Saturday classes resume	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	November 1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16 UNDERGRAD DEADLINE TO WITHDRAW	17	18
19	20	21	22	23	24	25
26	27	28	29	30	December 1	2
3 CLASSES END UNDERGRAD AND GRAD	Exams 4	Exams 5	Exams 6	Exams 7	Exams 8 Chang School exam period begins (distance and Saturday)	9
Exams 10	Exams 11	Exams 12	Exams 13	Exams 14 END OF EXAM PERIOD AND CLASSES CHANG SCHOOL	Exams 15	16
17	18	Grade deadline UGRD 19	20	21	MID-YEAR BREAK BEGINS 22	23
24	CHRISTMAS DAY 25	BOXING DAY 26	27	28	29	30

Winter 2013 – 12 weeks plus break

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
31	NEW YEAR'S DAY January 1	2	3 UNDERGRAD ENG. PROBATION ENROLMENT	4 UNDERGRAD ENG PROBATION ENROLMENT	5	6
7 UNDERGRAD ENG CLASSES START UNIVERSITY RE-OPENS	8	9	10	11 CLASSES START UNDERGRAD,CHANG AND GRAD	12	13
14	15	16	17	18	19	20
21	22	23	24	25 FINAL DATE TO DROP UNDERGRAD COURSES WITH 100% REEFUND	26	27
28	29	30	31	February 1	2	3
4	5	6	7	8 FINAL DATE TO DROP UNDERGRAD COURSES WITH 50% REEFUND	9	10
11	12	13	14	15	16 Study Week starts CHANG	17
FAMILY DAY 18	19 STUDY WEEK -ALL	20	21	22	23 Chang l distance and Saturday classes resume	24
25	26	27	28	March 1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	Good Friday 29 UNDERGRAD DEADLINE TO WITHDRAW	30	31
April 1	2	3	4	5	6	7
8	9	10	11	12 CLASSES END UNDERGRAD AND GRAD	13 Chang School exam period begins (distance and Saturday)	14
Exams 15	Exams 16	Exams 17	Exams 18	Exams 19 CHANG CLASSES AND EXAMS END	Exams 20	21
Exams 22	Exams 23	Exams 24	Exams 25	Exams 26	Exams 27	28
29	30	May 1 Grade deadline	2	3	4	5

APPENDIX 1

Prepared by Michelle Schwartz, Research Associate, for the Learning & Teaching Office, http://www.ryerson.ca/lt/

The First Day of Class
Never underestimate the importance of the first class! The ―way you engage students on the first day sends powerful messages about the level of involvement and interaction you expect from students… it is a great chance to stimulate interest about the course and to activate relevant prior knowledge students may have about the material (CMU). Lay out your expectations for students, but also demonstrate to students what they should expect from you—using the first class as a model for the way the course will be run will help motivate students, clarify how they should best spend their time, and let them make an informed decision as to whether they should drop the course. The following tips will help you create an engaging and effective first class.

1. **Set the stage**

☐ **Determine the ideal physical environment** – Students will make judgments about the course based on the arrangement of the room, with formal rows indicating a lecture format and circles or u-shapes indicating that student participation will be expected. ―The words on the board also indicate how interesting the course is likely to be. In addition to the course information, consider having a thought-provoking‖ question or image displayed as students arrive (CMU).

☐ **Make an entrance** – To establish an informal style, arrive early and chat with students. To establish a formal style, arrive exactly on time and enter the classroom (IUB). The same goes for clothing – ―More formal attire communicates expertise and confidence, less formal attire communicates approachability. Usually, it is easier to relax a more formal impression into a more relaxed one than the other way around. These considerations are particularly relevant for young instructors who are concerned about establishing themselves as authoritative‖ (CMU).

2. **Introduce yourself**

Students will be trying to figure you out on the first day—are you approachable and helpful? Are you likely to be a harsh grader or strict about deadlines? Are you experienced with the subject matter and confident as a teacher?
☐ **Establish your own credibility** – Give students a sense of your qualifications for teaching the course – discuss your prior work experience, field work, travel, research or publications (Fink). -Taking time to share your professional journey to becoming an expert in your discipline places a human face on the subject matter for students. It can also foster excitement in your subject matter. The sense of wonder and curiosity that you can convey may be just the catalyst that students need to reframe a required course to one that is exciting and engaging‖ (UNC).

☐ **Reveal something about yourself** – ―Sometimes students can relate to the teacher more productively if they can see him or her as a human being… Sharing personal stories and being able to laugh at yourself can help this process‖ (Fink). Don't disclose any personal information that could undermine your authority――it is not helpful to say that you've never taught the course before, or that it is your least favorite course to teach‖ (CMU).

3. **Get to know your students**

☐ **Introductions –** Depending on the size of the class, you could invite students to introduce themselves and share some of their background, or lead them in an informal group discussion (Fink).

☐ **Help students get to know each other** – Create a positive, social classroom environment by giving students a chance to interact with each other. ―Ice breakers raise the energy levels and get students comfortable… especially if you want to foster a collaborative environment… Icebreakers work even better when they allow students to get to know each other in the context of the course material‖ (CMU).

☐ **Assess student knowledge and motivation**
o **Give students an ungraded pretest** that assesses knowledge and skills necessary for the course. ―The questions might cover the major themes you will address during the semester.‖ These questions can also be used on the mid-term and final ―enabling you and the students to compare their knowledge at the beginning and end of the course… In addition, it provides students with examples of the types of questions you will ask on graded quizzes and exams.
o **Have students write a few sentences** about why they are taking the course, what they expect to get out of it, and what challenges they anticipate (CMU). Have students compose an ―ungraded short essay on the first day of class. Short essays can reveal several important student characteristics, including perception, knowledge, and attitudes about the subject, analytical and conceptual skills, as well as general writing ability‖ (UNC). To save time, conduct surveys or questionnaires or ahead of time using Blackboard.

☐ **Consider a mandatory office hour** – require students to ―make an appointment with you, find your office and visit you there before the next class or two. This gets students to your office, breaks the ides with a short one-one-one interaction, and makes it much more likely that the students will come back for help when they need it‖ (CMU).

4. **Establish ground rules and expectations**

☐ **Get student buy-in** – ―involve them in creating the class contract around norms, behaviors, etc. Make sure to cover lateness, disruptive behavior, and distractions such as laptops and cell phones‖ (Ryerson).

☐ **Review the syllabus** - Distributing "a comprehensive, learning-centered syllabus during the first class promotes a positive attitude in students, as it shows you care about the course and have made an effort to plan it carefully. At minimum, your syllabus should:

o describe the course goals and objectives and how these fit in the larger curriculum;
o outline the structure of the course, including topics, grading, examination procedures, reading assignments, attendance policy, faculty office locations, and office hours;
o describe expectations for everyone in the classroom; and
o provide an easy to access guide to navigating the course throughout the semester‖ (UNC)

☐ **Elaborate on any preferences** – Write your contact information and office hours on the board, explain which method of communication you prefer (phone, email) or how students should approach office hours (drop by, make an appointment). ―Share some advice for success in your course (e.g. attendance, participation, keeping up with the readings) and let them know you are confident in their success as long as they put in the required effort‖ (CMU).

5. **Set the tone**

☐ **Whatever you plan to do during the semester, do it on the first day**. ―Model all aspects of your course (group work, activities, participation, technology, etc.) in that first class, especially if what is coming is different from the norm‖ (Ryerson).

☐ **Be enthusiastic – ―**Enthusiasm comes from confidence, excitement about the subject, and pleasure in teaching. Your facial expressions and smiles, attentiveness to students, movement away from the podium or chalkboard, and eye contact is long enough to observe students' expressions will all demonstrate your enthusiasm‖ (IUB).

6. **Identify the value of the course**

☐ **Introduce the subject matter** – Many times, students will be enrolled in the course without having a clear idea of what they will be learning and why it's important. It's good to clarify things with an overview of the subject that answer the questions ―What is the subject and how is it connected to other kinds of knowledge?‖ (Fink)

☐ **Make it relevant** – Help students understand the significance of the course. Open the class with a ―provocative question or anecdote and relate it to the content‖ (Berkeley). ―Bring in a newspaper or magazine clipping that relates to your course. Whenever you can connect your field to current events, or pop culture, or student interests, you demonstrate relevance, which increases student motivation‖ (CMU).

Prepared by Michelle Schwartz, Research Associate, for the Learning & Teaching Office, <http://www.ryerson.ca/lt/>

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APPENDIX 2

Preparing for the 12 Week Semester

Excerpted from ―Teaching Principles,‖ by Carnegie Mellon University:

Effective teaching involves acquiring relevant knowledge about students and using that knowledge to inform our course design and classroom teaching.
When we teach, we do not just teach the content, we teach students the content. A variety of student characteristics can affect learning. For example, students' cultural and generational backgrounds influence how they see the world; disciplinary backgrounds lead students to approach problems in different ways; and students' prior knowledge (both accurate and inaccurate aspects) shapes new learning. Although we cannot adequately measure all of these characteristics, gathering the most relevant information as early as possible in course planning and continuing to do so during the semester can (a) inform course design (e.g., decisions about objectives, pacing, examples, format), (b) help explain student difficulties (e.g., identification of common misconceptions), and (c) guide instructional adaptations (e.g., recognition of the need for additional practice).

Effective teaching involves aligning the three major components of instruction: learning objectives, assessments, and instructional activities.
Taking the time to do this upfront saves time in the end and leads to a better course. Teaching is more effective and student learning is enhanced when (a) we, as instructors, articulate a clear set of learning objectives (i.e., the knowledge and skills that we expect students to demonstrate by the end of a course); (b) the instructional activities (e.g., case studies, labs, discussions, readings) support these learning objectives by providing goal-oriented practice; and (c) the assessments (e.g., tests, papers, problem sets, performances) provide opportunities for students to demonstrate and practice the knowledge and skills articulated in the objectives, and for instructors to offer targeted feedback that can guide further learning.

Effective teaching involves articulating explicit expectations regarding learning objectives and policies.
Being clear about our expectations and communicating them explicitly helps students learn more and perform better. Articulating our learning objectives (i.e., the knowledge and skills that we expect students to demonstrate by the end of a course) gives students a clear target to aim for and enables them to monitor their progress along the way. Similarly, being explicit about course policies (e.g., on class participation, laptop use, and late assignment) in the syllabus and in class allows us to resolve differences early and tends to reduce conflicts and tensions that may arise. Altogether, being explicit leads to a more productive learning environment for all students.

Effective teaching involves prioritizing the knowledge and skills we choose to focus on.
Coverage is the enemy: Don't try to do too much in a single course. Too many topics work against
student learning, so it is necessary for us to make decisions – sometimes difficult ones – about what
we will and will not include in a course. This involves (a) recognizing the parameters of the course
(e.g., class size, students' backgrounds and experiences, course position in the curriculum sequence,
number of course units), (b) setting our priorities for student learning, and (c) determining a set of
objectives that can be reasonably accomplished.
Excerpted from *Tools for Teaching* by Barbara Gross Davis:

Preparing or Revising a Course

Deciding What You Want to Accomplish

Establish goals. What do you expect your students to do or to produce as a result of taking the
course? Writing down goals is important for at least four reasons (Erickson, n.d.): (1) the process
forces you to clarify what you want your students to accomplish; (2) your list of goals will help you
select appropriate teaching methods, materials, and assignments; (3) you can use your list of goals to
communicate your expectations to students, to let them know what they are expected to accomplish;
(4) your list of goals will be useful to colleagues who teach courses that rely on yours as a
prerequisite. McKeachie (1986), however, warns faculty against becoming obsessed with writing
detailed behavioral objectives. The chief purpose of writing goals is to help you plan your course and
specify what you want to do.

Identify both content and noncontent goals. Fuhrmann and Grasha (1983) recommend identifying
both content goals (for example, "understand the key forces affecting the rise of Japan as an
economic power") and noncontent goals (for example, "become a good team member and work
collaboratively with other students" or "learn to tolerate opposing points of view"). They advise
faculty to start with a general list and then refine the goals to make them more specific. What do you
expect from students? How will students demonstrate that they have mastered the goal? What will
constitute acceptable performance? For example, if the general content goal is for students to
understand the rise of Japan as an economic factor, a specific content goal might be that students will
analyze in depth how technology has affected Japan's economic dominance. A specific noncontent
goal might be that students will work in groups of three on an out-of-class project and prepare a joint
report.

To get started in writing course goals, think about "the big picture." For example, imagine
yourself overhearing a group of graduating seniors who have taken your course and are discussing
why it was among the most valuable courses they have ever taken. What would they be saying about
the course? Or imagine that several of your students will become local or national power brokers, or
that half of them will have to drop out of school and work full-time. Would you change the way you
are teaching your course? Why? Is there anything different you would like these students to learn?
(Source: Bergquist and Phillips, 1977)

Scale down your goals to a realistic list. Adjust your ideal goals by taking into consideration the different abilities, interests, and expectations of your students and the amount of time available for class instruction. How many goals can your students accomplish in the time available? (Source: Lowman, 1984)

Defining and Limiting Course Content

After you have "packed" all your topics into a preliminary list, toss out the excess baggage. Designing a course is somewhat like planning a transcontinental trip. First, list everything that you feel might be important for students to know, just as you might stuff several large suitcases with everything that you think you might need on a trip. Then severely pare down the topics you have listed, just as you might limit yourself to one or two pieces of luggage. Research shows that too much detail and too many topics work against students' learning the material (Beard and Hartley, 1984).

Distinguish between essential and optional material. Divide the concepts or topics you want to cover into three groups: basic material should be mastered by every student, *recommended* material should be mastered by every student seeking a good knowledge of the subject, and *optional* material should be mastered by those students with special interests and aptitudes. Lectures and exams should focus on the basic elements of the course. Recommended and optional topics, labeled as such for students, can be included in lectures, supplementary materials, and readings.

Emphasize the core concepts. For example, in engineering, as one professor points out, there are thousands of formulas, but all of these are variations on a very limited number of basic ideas or theories. In a single course, students might encounter a thousand equations. Rote memorization is futile because no one can remember that many equations. Instead, the instructor repeatedly emphasizes the fundamentals by showing students how the thousand equations are embedded in a dozen basic ones.

Stress the classic issues, or the most enduring values or truths. Often the most interesting issues and themes for undergraduates turn out to be those that originally attracted you to the discipline.

Cut to the chase. Go for the most critical skills or ideas and drop the rest. For example, in solving mathematical problems, the most important task is setting up the problem - the rest is the mechanics. Not every problem needs to be worked through to completion. (Svinicki, 1990-1991)

Give students a conceptual framework on which to hang major ideas and factual information. To the uninitiated, your field may look like an unruly mass of facts devoid of logic or unifying principles. To understand the relationship among concepts rather than simply memorize dozens of discrete points, students need a framework - a basic theory, a theme, a typology, or a controversial issue. Make this framework apparent to the students through repeated references to it.

Prepare a detailed syllabus. Share the conceptual framework, logic, and organization of your course with students by distributing a syllabus.
Excerpted from ―Design & Teaching a Course,‖ by Carnegie Mellon University:

Plan Your Course Content and Schedule
"Coverage is the enemy."—Herb Simon, Carnegie Mellon University Professor and winner of the Nobel Prize for Economics

Deciding on a course structure
The course structure refers to the choice of topics and the organization and sequencing of course content. Remember that the choice of topics and their organization should always support the learning objectives for the course.

Topics
Woolvard and Anderson (1998) point out that although all teachers want and need their students to (1) master course content and (2) learn how to use that content in some way, a great many instructors devote their time to the first task and neglect the second. Focusing too much on coverage – i.e., including too many topics – can actually impede student learning by crowding out opportunities for students to practice *applying* the skills and knowledge they gain. It is important to determine a reasonable scope for your course, that includes essential content but which also provides opportunities for students to engage actively with this content so that deeper learning occurs.
To develop a reasonable set of topics, Davis (1993) recommends creating a list of all the content areas you *could* cover that are relevant to the subject of the course, and then ―severely‖ paring down the topics you have listed, distinguishing what you consider absolutely essential from the rest (p. 5). Build your course around these essential topics, choosing materials (books, articles, films, speakers, etc.) that will speak to these topics and help you accomplish your learning goals.

Organization and sequencing
There are many – often equally effective -- ways to organize a course to accomplish a particular set of objectives. For example, a course could be arranged in any one of the following ways: chronologically, from concrete to abstract (or vice versa), from theory to application (or vice versa), around a set of questions, around a set of practical problems or case studies, according to disciplinary classifications and categories, etc. However we choose to organize the course, the goal should be to create a structure that supports the learning objectives we have identified.
In general, courses should build towards greater complexity, starting with component pieces and working towards synthesis and integration. As Fink (2003) puts it: ―The goal is to sequence the topics so that they build on one another in a way that allows students to integrate each new idea, topic, or theme with the preceding ones as the course proceeds" (p. 128). Another way to think about it is that the course should tell a story and thus have a beginning (that introduces the key issues, tensions, and players), a middle (that develops and explores these issues), and an end (in which the various threads come together or relevant new questions are introduced). Prepared by Michelle Schwartz, Research Associate, for the Learning & Teaching Office, http://www.ryerson.ca/lt/ 5

Selecting a teaching strategy
Fink distinguishes overall teaching strategies from particular instructional strategies or techniques. A teaching strategy involves combining and sequencing a number of different instructional activities to help students accomplish the learning goals of the class. To determine an effective teaching strategy, think about what you want students to be able to *do* when they leave the course (e.g., apply certain formulas? create an interactive animation? debate the merits of particular policies? create a stage design that reflects a critical reading of an historical play?).

Having identified the broad learning objectives, work backwards, asking yourself: What particular skills and knowledge will students need in order to accomplish these objectives? Then address the following questions:

☐ What kinds of activities will students need to engage in to acquire the necessary skills and knowledge?

☐ How can you organize these activities to provide sufficient practice?

☐ How can you sequence them so that skills build upon one another?

For example, if one of your course objectives is for students to be able to identify the key theoretical positions in a topic area, discuss them critically, and apply them to particular issues, the teaching strategy might combine lecture (to introduce the theories and their proponents), discussion (to critique the theories and discuss their applications), and a writing assignment (to apply them to a specific problem or topic.) If one of the course objectives is for students to compare different approaches to theatrical costume design, then a teaching strategy might combine mini-lectures to identify key issues in costume design, student observations of different theatrical productions, group discussion, and an individual written assessment.

Creating a Schedule
After determining the main topics to be covered, the organizational scheme, and an appropriate teaching strategy for accomplishing our objectives, we must create a schedule for the course. Here it is important to gauge the amount of time necessary for the activities we have in mind, both in and outside of class time, and to map this structure onto the academic calendar.

While there is no easy formula for devising the course schedule, here are some things to think about:

☐ Consider the time constraints of your particular course: obviously, a 3-hour class that meets once a week will pose different challenges than a 50-minute class that meets three times a week.

☐ Spread assignments out to help students manage the workload and to avoid an unrealistic grading burden for yourself.

☐ Provide sufficient time between assignments to give students feedback and allow them opportunities to incorporate it.

☐ Take into account religious holidays and special events on campus that may affect student work.

☐ Think about how interruptions (weekends, holidays, etc.) will affect the flow of your course (for example, you might not want to schedule a film for one class day and a discussion of it the next, if the viewing and discussion are separated by a week.)

☐ Leave some unscheduled time in your course in case exciting, unanticipated opportunities present themselves or certain topics or activities take longer than expected.

Some strategies that instructors use to plan their course schedule include these:

☐ Write all the dates of class meetings on a flipchart. Then write different assessments (homework, papers, presentations, etc.) you are considering on different colored post-its. Stick the post-its on the flipchart calendar and move them around until you find a good balance and distribution, taking into account the time students need to do the work, the time you need to mark and return it, and situational constraints like holidays.

☐ Count the number of class days and create a grid with a box for each class day. Fill in each box with the activities you tentatively have in mind for that class day, taking into account the issues outlined above. Plot your assessments and due-dates so that are supported by your instructional strategies, reinforce your learning objectives, and fit reasonably within the rhythm and time constraints of the semester.

☐ Create a grid with three columns. Write your topics in the first column, the instructional strategies and assessments (homework, discussions, group work, etc.) you are considering in the second, and the materials or resources (readings, films, slides, equipment, etc.) you will need for these instructional strategies and assessments in the third column. See where there are too few or too many activities and add/subtract/reassess as you go.

You'll notice that the instructors who employ these strategies revise and tweak their schedules as they plan until the schedule reflects their objectives for the course, supports the course structure and teaching strategy, sequences work logically, and distributes it realistically across the semester. Creating a good schedule can be time-consuming, but the thought and effort invested at this stage will both help you write your syllabus and prevent problems (e.g., time conflicts, student panic, grading bottle-necks) by helping the course run more smoothly and effectively.

Additional Resources

―Course Design‖
http://ctl.stanford.edu/handbook/course-design.html
―Class Time, Course Content and iClickers‖
http://www.teaching.utoronto.ca/teaching/essentialinformation/educationaltechnology/iclicker/using-crs/course-content.htm
The National Center for Academic Transformation is a non-profit organization that focuses on helping universities redesign courses to meet cost reduction goals, however the information on their website regarding adding supplementary materials and replacing lecture content with online material would be relevant to this topic as well.
http://www.thencat.org/R2R/R2R_Planning_Resources.htm Prepared by Michelle Schwartz, Research Associate, for the Learning & Teaching Office, http://www.ryerson.ca/lt/ 7

Recent Research on Course Revision

Kapp, J. L., Slater, T. F., Slater, S. J., Lyons, D. J., Manhart, K., Wehunt, M. D., & Richardson, R. M. (2011). Impact of Redesigning a Large-Lecture Introductory Earth Science Course to Increase Student Achievement and Streamline Faculty Workload. *Journal Of College Teaching & Learning*, *8*(4), 23-36.

A Geological Perspective is a general education survey course for non-science majors at a large southwestern research extensive university. The class has traditionally served 600 students per semester in four 150-student lectures taught by faculty, and accompanied by optional weekly study groups run by graduate teaching assistants. We radically redesigned the course to 1) improve student learning and, simultaneously, 2) reduce faculty effort. Previously optional study groups were replaced by weekly mandatory break-out sessions, run largely by undergraduate peer mentors. Twice weekly, lectures are brief with a large portion of class time allocated to active learning in small groups. Completing quizzes on-line reduced grading and allowed students more flexibility. Evaluation of the redesign (mixed methods, quasi-experimental, two-group, pre-test-post-test, multiple-measures study design) revealed no significant improvements in learner outcomes insofar as the instruments could measure. However, qualitative results reveal that overall students greatly valued their learning experience under the redesign. In addition, the redesign reduced the departmental cost of the class offering per student by more than half.

Turner, P. M. (2009). Next Generation: Course Redesign. *Change: The Magazine Of Higher Learning*, *41*(6-), 10-16.

This article describes a course redesign project at the University of North Texas that is in the fifth year of a planned nine-year effort. The goals of the Next Generation Course Redesign (NGen) Project include practicing "never-ending course redesign," affecting teaching and learning at all levels of the institution and beyond, and creating and sustaining a course-redesign community of practice. Over two years, NGen faculty fellows develop student-learning goals for courses that blend large-group lectures, a media-rich interactive online environment, and small-group experiential learning activities. They then assess these courses to ensure that they have enhanced student learning and success while containing cost of instruction. They also survey students to track changes in their attitudes toward the subject of study, preference for this form of instructional delivery, and sense of their own cognitive development. The article also describes the barriers to sustaining and replicating an innovative instructional approach and the actions that are being taken to increase its probability of success.

Squires, J., Faulkner, J., & Hite, C. (2009). Do the Math: Course Redesign's Impact on Learning and Scheduling. *Community College Journal Of Research And Practice*, *33*(11), 883-886.

The math department at Cleveland State Community College embarked upon course redesign in 2008. As a result of this project, student engagement, learning, and success rates have increased dramatically. By including both developmental and college level math courses in the redesign, the department has been able to implement innovative scheduling and enrollment strategies. Prepared by Michelle Schwartz, Research Associate, for the Learning & Teaching Office, http://www.ryerson.ca/lt/ 8

Roach, R. (2009). Cutting Costs, Improving Learning. *Diverse: Issues In Higher Education*, *26*(6), 9-10.

As a newcomer to the Department of Natural Sciences at University of Maryland-Eastern Shore (UMES) in fall 2007, assistant biochemistry professor Jennifer L. Hearne concluded from teaching "Principles of Chemistry I" that the introductory general education course needed a makeover. In addition to alleviating teaching inefficiencies, Hearne saw the potential "to improve student learning outcomes" with a better organized course. Hearne's move to UMES, a historically Black university, coincided with the University of Maryland system having undertaken a course redesign initiative. The initiative, begun in 2006, had invited professors teaching introductory courses in math, science, social sciences and the humanities to use information technology and other efficiency measures to improve student learning outcomes and to lower academic department costs. Each Maryland campus was charged with "redesigning at least one pilot course during a three-year period starting in 2006." In the spring of 2008, a fully redesigned pilot phase of "Principles of Chemistry I," utilizing an online tutorial and reducing weekly classes from three to two, saw the student pass rate increase from 55 to 66 percent from the previous semester among health and science majors. The tutorials have played a critical role in helping students gain a thorough understanding of their progress and shortcomings in learning the course material. Putting an information technology component, such as the online tutorial, at the core of the course redesign process has made the UMES "Principles of Chemistry I" part of a growing movement in U.S. higher education. Currently, roughly 60 U.S. colleges and universities, as well as four university systems, are collaborating with the National Center for Academic Transformation (NCAT) to redesign introductory courses that increase student learning and cut costs for academic departments. The Saratoga Springs, New York-based organization, launched in 1999, has facilitated information technology applications development to help make cost-savings possible in redesigned courses. Course redesign models urge the use of information technology in large introductory courses. Often, the number of lecture classes is reduced, and they are replaced by laboratory or lecture review classes. The lectures are often reinforced by students having to complete online tutorials in dedicated computer labs where they can interact individually with professors and teaching assistants. These changes have enabled cost reductions for academic departments. From 1999 to 2004, 30 two- and four-year colleges, collaborating with NCAT, reduced the costs on redesigned courses by 37 percent on average. Twenty-five of 30 course redesign projects demonstrated increases in student learning, NCAT has reported.