RYERSON UNIVERSITY

SENATE MEETING AGENDA

Tuesday, May 7, 2013

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THE COMMONS - POD 250

4:30 p.m.	Light dinner available
5:00 p.m.	Senate Meeting starts

Motion: *That Senate approve the Proposed Professional Master's Diplomas as approved by YSGS Council at its April 18, 2013 meeting.*

Motion #1: *That Senate approve the Certificate in Aboriginal Knowledges and Experiences*

Motion #2: *That Senate approve the Review of the Certificate in Food Security*

Motion #3: *That Senate approve the Certificate in Entrepreneurship and Multiculturalism*

8.   Old Business

9.   New Business as Circulated

10.   Members' Business

11.   Consent Agenda

12.   Adjournment

SENATE
MINUTES OF MEETING

TUESDAY, April 2, 2013

MEMBERS PRESENT:

Ex-Officio:	Faculty:		Students:
J. P. Boudreau	D. Chant	S. Rahkmayil	Y. Barsoom
I. Coe	D. Checkland	D. Rose	M. Palermo
C. Evans	M. Coomey	A. Saloojee	J. Rodriguez
G. Fearon	M. Dionne	C. Schryer	
U. George	A. Ferworn	J. Turtle	
G. Hauck	D. Greatrix	P. Walsh	
J. Isbister	F. Gun	N. Walton	
M. Lachemi	A. Hunter	J. Wolofsky	
H. Lane Vetere	E. Kam		
M. Lefebvre	V. Magness		
A. Levin	J. Martin		
S. Levy	D. Mason		
J. Mactavish	A. Pejovic-Milic		
D. O'Neil Green	A. Miri		
P. Stenton	J. P. Pascal		
SENATE ASSOCIATES:			**ALUMNI:**
A.M. Brinsmead			T. Barnett
M. Lee Blickstead			C. Demetriades
REGRETS:	**ABSENT:**		
L. Bloomberg	D. Brogan	D. Valliere	
W. Cukier	R. Diverlus	A. Williams	
L. Di Cintio	A. Khalil	M. Yahya	
D. Elder	T. Landau		
A. Fung	M. Madik		
J. Girardo	J. Maldonado		
J. Hanigsberg	A. Randall		
K. Jones	M. Sharpe		
A. Kahan	J. Shields		
L. Lavallee	M. Sirajul Islam		
K. Raahemifar	J. Sudhir		
C. Zamaria	M. Tabatabaei Anaraki		
	K. Tucker-Scott		

1.   Call to Order/Establishment of Quorum

2.   Approval of Agenda
        Motion: *That Senate approve the April 2, 2013 agenda*
        G. Fearon moved; A. Saloojee seconded
        Motion Approved

3.   Announcements - Introduction of Marie Boutriani, New Dean, G. Raymond Chang School of
        Continuing Education

4.   Minutes of Previous Meeting
        Motion: *That Senate approve the minutes of the March 5, 2013 meeting*
        A. Miri moved; G. Fearon seconded
        Motion Approved.

5.   Matters Arising from the Minutes - None

6.   Correspondence - None

7.   Reports:
        7.1   Report of the President
                7.1.1 President's Update
                7.1.2 Achievement Report

        7.2   Report of the Secretary
                        7.2.1 Senate Election Results – 2013

                7.3   Committee Reports
                7.3.1 Report #W2013-3 of the AGPC –
                        7.3.1.1 Amendment of the Research Ethics Board's (REB) Terms of
                        Reference, composition and membership
                        Motion #1: *AGPC recommends that Senate approve the revised
                        procedural documents on the composition and terms of reference of the
                        REB as submitted*

                        N. Walton moved; M. Dionne seconded;
                        Motion Approved.

                        Motion #2: *AGPC recommends that Senate approve the proposed
                        membership of the REB*

                        N. Walton moved; A. Saloojee seconded;
                        Motion Approved.

                        7.3.1.2   Amendment of the Senate bylaw: Senate Learning and
                        Teaching Committee's Terms of Reference

                        Motion #3: *AGPC recommends that Senate approve to amend the
                        Senate bylaw Section 6.3.5.1 to modify the general purpose of the Senate
                        Learning and Teaching Committee as described in the report*

                        C. Evans moved; A. Ferworn seconded.
                        Motion Approved.

7.3.1.3   Amendment of Policy #134 – Revision of Policy #134: *Undergraduate Academic Consideration and Appeals*, to account for new medical, religious and other documentation submission process

Motion #4: *AGPC recommends that Senate approve to amend Policy #134: Undergraduate Academic Consideration and Appeals based on the following wording.*

H. Lane Vetere moved; G. Fearon seconded.
Motion Approved.

7.3.1.4   Approval of replacement Awards & Ceremonials Committee member from Chang School – Nenita Ponce de Leon Elphick – to complete the term

Motion #5: *AGPC recommends that Senate approve the above-named Chang School replacement nominee to complete the term on the Awards & Ceremonials Committee*

A.   Miri moved; J. Mactavish seconded.
Motion Approved.

7.3.2   Revised Policy #45 as submitted by the SPC Working group

Motion: *That Senate approve the amended Policy #45 – Constitutional Provisions for Department/School Council*

Motion to retrieve previous motion:
D. Mason moved; D. Checkland seconded.
Motion to retrieve previous motion Approved.

Motion to approve current motion:
J. P. Boudreau moved; J. Mactavish seconded.
Motion Approved.

7.3.3   YSGS Submissions:
7.3.3.1   Program Changes: MHSc Nutrition Communication (for information)

7.3.3.2   Policy Changes: YSGS Membership policy

Motion: *That Senate approve the revised YSGS Membership Policy as approved by YSGS Council at its March 14, 2013 meeting*

J. Mactavish moved; A. Pejovic-Milic seconded.
Motion Approved.

7.3.4   Report #W2013-3 of the Academic Standards Committee

Motion #1: *That Senate approve the name change of the BA (Radio and Television) to the BA (Media Production)*

C.   Evans moved; N. Walton seconded.

Motion Approved.

Motion #2: *That Senate approve the curriculum changes to the BA (Media Production)*

D. Mason indicated an error on Pg. 44 – 3 "instillation", which should read: "installation".

C.   Evans moved; G. Hauck seconded.
Motion Approved.

Motion #3: *That Senate approve the curriculum changes to the BFA (New Media)*

C. Evans moved; D. O'Neil Green seconded.
Motion Approved.

8.   Old Business - None

9.   New Business as Circulated

10.   Members' Business :

11.   Consent Agenda
       11.1 – Course additions: Hospitality and Tourism Management, Faculty of Engineering and Architectural Science

12.   Adjournment
       Meeting adjourned at 5:35 p.m.

Ryerson University
President's Update to Senate
May 7, 2013

20th Anniversary – Congratulations and best wishes are extended to the Midwifery Education Program (MEP) celebrating its 20th anniversary this year. Ontario was the first province in Canada to regulate the profession in 1994, resulting in a consortium of three universities (Ryerson, McMaster, Laurentian) creating education programs. The first Ryerson student cohort entered the program in Fall 1993, and 29 students are graduating this year – the largest class so far, including four Aboriginal students. In March 2012, former premier Dalton McGuinty was on campus to announce two midwifery-led birthing centres in Ontario, advancing leadership in a model recognized internationally. To celebrate the 20th anniversary, the program has hosted *Birth and Its Meanings*, a student art exhibit, and a family dance party is planned in the Atrium of the George Vari Engineering and Computing Centre on May 5th, International Midwives Day.

Year-End Events – This time of year features annual showcases in many programs and Schools, which celebrate student academic achievement and advance the strength of Ryerson distinction. As the university continues to develop, we are proud to recognize new formats and venues for these important events, and to recognize the time, energy and leadership required. It is a privilege to congratulate students in all disciplines, as well as their professors and every member of the staff and community whose participation and support contribute so much to student success.

Farewell Ken Jones – A community event on May 6th at the Mattamy Athletic Centre will honour Ken Jones, Dean of the Ted Rogers School of Management, retiring July 1st, 2013 after a stellar career at Ryerson as a professor, researcher and senior administrator. Ken joined Ryerson as a professor of geography in 1970, a department he served as Chair from 1987 to 1991. He founded the Centre for the Study of Commercial Activity in 1992, held the Eaton Chair in Retailing (1995-2005), and was awarded the NSERC/SSHRC Chair in the Management of Technological Change in Retailing (1996-2006). Among many awards and accolades, Ken received the Sarwan Sahota Distinguished Scholar Award in 2000, and the Errol Aspevig Award for Outstanding Academic Leadership in 2012. He has led TRSM through a period of remarkable development, including the renaming and new building, the launch of graduate programs, and accreditation by the prestigious Association to Advance Collegiate Schools of Business. His focus on relevant, entrepreneurial, career-based education has become the recognized hallmark of TRSM and has advanced the national and international reputation of the school. We celebrate and thank him for his accomplishments and contributions, and join in offering our very best wishes.

AVP Communications, Government and Community Engagement – Erin McGinn has been appointed Assistant Vice-President, Communications, Government and Community Engagement effective immediately. The position recognizes the pace of Ryerson accomplishments in undertaking an organizational re-alignment that strategically addresses the complexity, volume of activity, and our plans going forward. The AVP will advance a proactive and visible role for Ryerson advocacy with governments at all levels, and work with members of the university to identify and promote ways to build Ryerson capacity and reputation. Since 2011, Erin has been executive director representing Ryerson in the relationship between the Mattamy Athletic Centre and Global Spectrum, and came to Ryerson in 2005 as director of the Office of the President,

having held progressively senior roles in the Office of the Premier of Ontario and the Office of the Prime Minister of Canada. She formerly held the position of director of operations and government relations in the Office of the Vice-President, Research at the University of Toronto.

University Registrar – Charmaine Hack has been appointed Ryerson University Registrar beginning May 1st. The position oversees units including Undergraduate Admissions and Recruitment, Enrollment Services and Student Fees, Student Financial Assistance, Student Records, Curriculum Management, and Scheduling, and membership on university academic policy and planning committees such as Academic Standards, Academic Policy and Governance and Senate. Currently executive director of Undergraduate Admissions and Recruitment, Charmaine joined Ryerson in 1989, and has represented staff for two terms on the Board of Governors. She holds a BA from the University of Toronto and a Masters in Education from the Ontario Institute for Studies in Education (OISE).

Beijing Film Academy MOU – On April 8th, Ryerson signed a Memorandum of Understanding (MOU) with the Beijing Film Academy, a Chinese institution of higher education specializing in film that counts some of China's best known filmmakers among its alumni. The MOU is the starting point for student exchanges and multidisciplinary research collaboration and, while the MOU will initially focus on programs in the Faculty of Communication & Design, particularly the School of Image Arts, it will also facilitate collaborative activities at the university level.

Congratulations –

- *Fulbright Scholar* – Ryerson has been awarded a prestigious scholarship with Daniel Guadagnolo, M.A. Communication & Culture, joining the Department of History at the University of Wisconsin, Madison with a six-year Fulbright scholarship supporting his research and doctoral studies.

- *Dr. Martin Antony,* Chair, Department of Psychology, received the Toy Caldwell-Colbert Award for Distinguished Educator in Clinical Psychology from the American Psychological Association Society of Clinical Psychology, recognizing excellence in mentoring clinical psychology graduate students, interns, postdoctoral fellows and junior faculty.

- *Dr. Hesham Marzouk*, Department of Civil Engineering, has been named a Fellow of the American Concrete Institute (FACI) at the Spring 2013 ACI Convention for his dedicated academic leadership, extensive record of research and publications, contributions to association activities, and advancement of state-of-the- art concrete structural behaviour.

- *Dr. David Naylor,* Department of Mechanical and Industrial Engineering, will be named a Fellow of the Canadian Academy of Engineering at the upcoming Annual General Meeting. The award recognizes the contributions of Canada's most experienced and outstanding engineers to the economy of Canada and the well-being of Canadians.

- *Dr. David Martin,* Director, Ted Rogers School of Hospitality and Tourism Management, was honoured as the winner in the Educator category at the Ontario Hostelry Institute 23rd Gold Awards Dinner. Ryerson alumnus Isadore Sharp received the platinum gold award, and three Ryerson alumni were named among the *Top 30 Under 30* recognizing leading young professionals in the hospitality and food service industry: Amanda Bayly (BComm '10), Senior Events Coordinator, Oliver & Bonacini; Natalie Anne Ciarallo (BComm '11), Events Manager, TD Bank Wealth Management; and Vivian Fleet (MASc '10, BSc '07), Sustainability Officer, Metro Toronto Convention Centre.

- *International Foundation of Fashion Technology Institutes* – At the 15th IFFTI conference in Los Angeles from April 4-5th the Ryerson School of Fashion won awards in all competition categories: Dr. Ben Barry won the Junior Faculty Category Award for his paper *The New Fashion Icons: An Exploratory Study of American and Chinese Women's Consumer Response to Diverse Models in Fashion Advertising;* Master's student Ivonne Serna won the Research Students Category Award for her paper *A Study of Mobile Marketing in the Fashion Industry*; and undergraduate students Trista Capitano, Kate O'Reilly, Kristina McMullin, and Rachel Walker received the Student Competition Category Award for their *Reebok Ree-form* design.

- *CLA Award for Innovation Technology* – On April 16th the Canadian Library Association announced Ryerson as the winner of the 2013 Award for Innovation Technology for the *RULA Book Finder*. The application facilitates finding and retrieving books with ease by providing the exact shelf location of items searched in the library's catalogue. The award is given in recognition of the ground-breaking use of technology in providing library service.

- The *Governor General's Caring Canadian Award* was presented by the Right Honourable David Johnston to Evan Kosiner**,** RTA School of Media '12 and DMZ entrepreneur, for his work as co-founder of Skate to Great, a charity that collects skates for underprivileged children. The ceremony took place in mid-March at the 2013 ISU World Figure Skating Championships. In February, Skate to Great teamed up with Courage Canada to host the first-ever national blind hockey tournament at the Mattamy Athletic Centre at the Gardens.

- *Hall of Fame* – Carrole Guntley (Hospitality '75), Director General, Ministry of Tourism, Jamaica and winner of the 2013 Ryerson Outstanding International Alumni Award will be honoured at the inaugural African Diaspora World Tourism Awards in Atlanta on April 27th as one of 100 leaders worldwide inducted into the Hall of Fame for their legendary contributions to the field of black culture and heritage in such a way as to significantly influence tourism.

- *2013 Juno Award* winner Justin Broadbent (Image Arts '04) was recognized in the Recording Package of the Year category as Art Director/Designer/Photographer for *Synthetica* by Metric, which won a Juno for Alternative Album of the Year.

- The *Minaake Leadership Award* was presented to Tracey King, aboriginal human resources consultant in the Office of Aboriginal Initiatives, and a Chang alumna, at Toronto's first Aboriginal Women & Youth Community Achievement Awards on April 10th. Presented by the Native Women's Resource Centre of Toronto, six winners were recognized for making a difference in the lives of Aboriginal people in the areas of Leadership, Advocacy and Human Rights, Culture Keepers, Youth, Two-Spirited/LGBT and Walking the Good Path.

- The *Ontario Community Newspaper Association's 2012 Better Newspapers Competition* winners announced on March 22nd, included Ryerson in every postsecondary category: 2nd place Best College/University Website – *The Ryersonian;* 3rd place College/University General Excellence – *The Ryersonian;* 1st place Student Photography – Joelle Tomlinson; Student Feature Writing: 1st place Otiena Ellwand and 3rd place Katherine Engqvist; and Student News Writing: 1st place Katia Dmitrieva and 3rd place Sarah Robinson.

- *Haskayne 24-Hour MBA Case Competition* – The TRSM team of Ahmed El-Khuffash, Andrew Kuglin, Katie Severs and Boaz Sudai won 2nd Place competing on March 9th in

Calgary with 16 student teams, including competitors from schools in Ohio and Hong Kong. The "Help Wanted" theme asked students to develop strategies for Alberta's energy industry.

- *HEC MBA Sustainability Case Competition* – On March 16th in Montreal the TRSM team of Hilary Green, Kristen McLean, Andra Popescu and Angelic Vendette won 3rd place on the question "Should Air Canada integrate biofuels in its operations?" The team won their division among 12 international teams to advance to the final.

- *Extreme Redesign Contest* – Ryerson Architectural Science students earned two of the top three prizes in the College Engineering category of the ninth annual Stratasys *Extreme Redesign 3D Printing Challenge*. The global contest invites innovative product design, a redesign of an existing product, or an original work of art or architecture, with scholarships awarded for winning designs. Fourth-year students Sandra Wojtecki and Helena Skonieczna won 2nd Place for Multi-Rack, an unconventional dish rack; and Sivan Arbel and Julia Mozheyko won 3rd Place for a compartmentalized Snack Cup.

- *Architecture Award for RIC* – Diamond Schmitt Architects Inc. has been named the recipient of an Ontario Association of Architects (OAA) design excellence award for the Ryerson Image Centre/School of Image Arts, with special mention of the exterior double-skin glass cladding that conceals the LED lighting system.

MAC Conference - The inaugural Management & Confidential Employees (MAC) Conference held on March 19th was a resounding success, with 80% registration within one day and a full house of 150 participants. The agenda offered a half-day of professional development and networking, and featured three concurrent sessions led by Ryerson experts: *The Ethics of Leadership* (Chris McDonald, Director, Jim Pattison Ethical Leadership Education and Research Program), *Inclusion-Access Ryerson, Beyond the AODA* (Heather Willis and Melanie Panitch, Co-chairs, Access Ryerson Advisory Committee), and *Enabling Innovation* (Valerie Fox, Executive Director, Digital Media Zone). A special highlight was recognizing the first recipient of the *Linda Grayson MAC Achievement Award* – Susan Vercruysse, Associate Director, Recruitment, Communications & Client Services. Congratulations and thanks to Vice-President Administration and Finance Julia Hanigsberg and her wonderful team for an important initiative engaging a distinctive Ryerson leadership group.

Ryerson Awards – In addition to previously announced awards, the following honours were presented at the 2nd Annual Ryerson Awards Night on April 4th:

President's Blue and Gold Awards of Excellence (one individual and one team) were presented to Diane Winiarz, Director of Client Services, Financial Services; and the Digital Education Strategies team, G. Raymond Chang School of Continuing Education – led by director Naza Djafarova and including Mariam Ahmed, Nadia Desai, Ilya Emilianov, Maureen Glynn, Jenni Hayman, Dan Jokinen, Igor Karasyov, Ya-Yin Ko, Yueh-Chin Ma, Brian Nammari, Daniil Novikov, Sushila Parikh, Emily Payne, Nada Savicevic and Leonora Zefi.

Alan Shepard Equity, Diversity and Inclusion Awards of Excellence, in their inaugural year, were presented to Ellen Hibbard, PhD candidate, Communications and Culture; Rona Abramovitch, Ryerson Advisor on Outreach and Access; and the Anti-Racism Coalition (ARC). Accepting the award on behalf of the ARC were current co-chairs Marwa Hamad of the Ryerson Students' Union and Professor Jennifer Clarke from the Ryerson Faculty Association; Professor Doreen Fumia, the founding chair of ARC; Professor Tariq Amin-Khan, who provided leadership as

ARC chair when the Anti-Racism Task Force was implemented; and Carol Sutherland, who was the ARC OPSEU representative.

Annual Athletic Awards – The annual celebration of our student-athletes took the roof off the Mattamy Athletic Centre with its rousing spirit and celebration of an outstanding season. Six of eight CIS teams made the post-season this year; we had 3 CIS All-Canadians, 14 OUA All-Stars, 11 OUA individual medals, and 5 major OUA Award winners including 3 Rookie of the Year, and Alice Lu (fencing) named Coach of the Year for the second time in three seasons. The H.H. Kerr Female Athlete of the Year is Joanna Kolbe (fencing, 3rd Yr Computer Science), and the Ryersonian Male Athlete of the Year is Aaron Best (basketball, 2nd Yr Business Management). Ryerson Varsity athletes continue to show exceptional leadership in community and charitable events and initiatives, in particular mentoring and coaching children from neighbouring schools.

Blue & Gold Ball – On March 28th home ice at the Mattamy Athletic Centre was the venue for a revival of the Ryerson tradition that was the social event of the year in the 1950's and 1960's. Lead organizer (former President of SIFE Ryerson, former member of the Ryerson Board of Governors) Tracy Leparulo headed a student team that filled the space with music, glamour and spirit. Forty student groups and associations performed around the arena bringing to life past performances in the Gardens including hit songs from Elvis, The Beatles, The Rolling Stones, Stevie Wonder, Michael Jackson, Madonna and more. The event was enthusiastically supported by the students, and a perfect place to rock "our house" at the end of the academic year.

Ryerson On the Air – The RTA School of Media and Rogers TV have partnered on a project that will bring programs produced by students to Cable stations 10 & 63 at various times across the schedule [see http://ow.ly/jWmZ7]. Showcasing the best content created entirely by Ryerson students, the partnership is designed to enhance student learning and production experience, and to offer the public access to student-produced documentaries, dramas, comedies, current affairs, children's programming, and more, much of it with local content and community value.

from the **President's Calendar**

March 25, 2013: At the Canadian Council of Chief Executives Conference, I was a member of a panel entitled *Crossing the Chasm: Improving the Transition from School to Work* moderated by Steve Paikin, host of TVO's *The Agenda.*

March 26, 2013: Ryerson was featured at the Toronto Region Board of Trade breakfast with a presentation entitled *An Evolution in Postsecondary Education: Young Entrepreneurs Take the Lead*, in which I introduced and interviewed four CEOs from DMZ.

March 27, 2013: Member of Parliament Justin Trudeau, newly-chosen leader of the Liberal Party of Canada, visited the Digital Media Zone to meet with entrepreneurs, including Brennan McEachran, HitSend founder and CEO whose feedback forum *SoapBox* was used on Justin.ca during the leadership campaign.

March 28, 2013: Ryerson hosted a visit to campus by Admiral (Retd) Nirmal Kumar Verma, India's High Commissioner in Canada.

April 4, 2013: It was a privilege to be asked to speak at the TDSB Toronto Sport Leadership Program Graduation.

April 5, 2013: Ryerson hosted a visit from Strathmore University, Kenya following up on contacts made at last year's special Convocation.

April 9, 2013: Ryerson welcomed representatives of the Canadian Arab-Jewish Leadership Dialogue Group, accompanied by the Hon. Julian Fantino, federal Minister of International Cooperation, for a tour of the RIC Gallery.

April 17, 2013: New York-based think tank Intelligent Community Forum (ICF) made a site visit to the Ryerson DMZ as part of Toronto making the short list in the running for 'the world's most intelligent community' [see http:bit.ly/16ZN51E].

April 20, 2013: It was an honour to be invited by the Sikh Foundation of Canada to deliver the keynote address at the 16th Annual Centennial Gala held at the Royal Ontario Museum recognizing the achievements of leaders from the business, health and social sectors.

Toronto Region Board of Trade events attended:
   March 25, 2013: Andrea Horwath, Leader of the Ontario New Democratic Party
   April 8, 2012: Kathleen Wynne, Premier of Ontario

RYERSON ACHIEVEMENT REPORT
A sampling of notable events on campus and appearances in the media by members of the Ryerson community for the May 2013 meeting of the Ryerson University Senate.

Events

Justin Trudeau, recently elected leader of the federal Liberal party, visited Ryerson and the Digital Media Zone in March. Pitched to the media by Public Affairs, his visit was reported by CP24, CBC News, Canadian Press, the Globe and Mail http://bit.ly/XJ1rzu, Toronto Star http://bit.ly/10QBXnM, Toronto Sun, National Post, Torontoist, CTV News http://bit.ly/15VDqIS, Canadian Business, MSN News, the Huffington Post, News Talk 650, Rocky Mountain Outlook, News Talk 1290, News 1130, CJAD 800 AM, MSN Money, and Lac La Biche Post.

In the media

President Sheldon Levy and the DMZ's **Brennan McEachran** were quoted in a Canadian Press article about universities teaching entrepreneurial skills. The item was carried by the Montreal Gazette, Calgary Herald, the Council of Ontario Universities, Ottawa Citizen http://bit.ly/15lAgOn, CTV News http://bit.ly/WxANvT CityNews Toronto http://bit.ly/WPS2ev, Global News http://bit.ly/WQoRIf, MSN News, Metro News, Yahoo! News, CHBC News, News Talk 980, New 95.7, News Talk 1290, Maclean's http://bit.ly/132XixU, Chronicle Herald, Winnipeg Free Press, Vancouver Sun, Prince George Citizen, The Chief, Brandon Sun, Penticton Herald, World Journal, Edmonton Journal, Waterloo Region Record and Montreal Gazette.

President Levy was quoted in a Dolce Vita Magazine article about Ryerson benefactor **Peter Gilgan**, an article that reported Mr. Gilgan's gift to Ryerson http://bit.ly/Z8jEFS

President Levy spoke to BNN about the federal budget, video: http://bit.ly/11Bo1Rk

The Council of Ontario Universities reported on a new partnership between Ryerson and York, an item pitched by Public Affairs http://bit.ly/10JtQaq. The item was also picked up by Academica.ca.

Gerd Hauck, Dean, Communication & Design, spoke to the publication DUZ (Germany) about the university of the future.

Julia Hanigsberg, vice-president, finance and administration, spoke to CBC Radio's Metro Morning about managing life/work balance, audio: http://bit.ly/13RgCxh

The Financial Post quoted **Wendy Cukier**, vice-president, research and innovation and the founder of Ryerson's Diversity Institute, in an article about diversity in management at private companies http://natpo.st/165Cq7W

Yahoo! Finance reported on the launch in Canada of a 4,000-pixel-feed television channel and profiled RTA School of Media alumnus **Evan Kosiner**, founder of Bulb TV http://yhoo.it/ZlmxV9. Mr. Kosiner was also profiled by Inside Toronto http://bit.ly/Y9uYpH and TechVibes http://bit.ly/ZUoyHz when he won the Governor General's Award for his work with Skate to Great.

The Canadian International Development Agency reported that the federal government is partnering with Ryerson to promote human rights http://bit.ly/YXyXkH

Anne Golden, Distinguished Visiting Scholar, contributed an op ed piece on solving governance gridlock in the GTA to the Toronto Star http://bit.ly/Z0Tbhj

A blog entry by **Murtaza Haider** on conditions in Pakistan was picked up by The Nation (Thailand) http://bit.ly/WYv02G**,** Asia News Network and Yahoo! Philippines. He spoke to CityTV News about Porter Airlines and to OMNI News: South Asian Edition about former Pakistani President Pervez Musharraf.

The New York Times profiled Image Arts alumnus **Brandon Cronenberg** http://nyti.ms/16BgYal

Greg Elmer, Bell Globemedia Research Chair, spoke to Global News about IdleNoMore tweets being followed closely by Aboriginal Affairs http://bit.ly/XDMgNh

Playback reported on the RTA School of Media's TARA awards http://bit.ly/ZmNJ55

Yahoo! News cited a Ryerson study on sleep and fear of darkness http://yhoo.it/12NZNQG

The Fashion Spot profiled Fashion alumnus **Erdem Moralioglu** http://bit.ly/16P0bAE

University Affairs reported on the appointment of **Mohamed Lachemi** as provost, and of outgoing Dean of the Chang School **Gervan Fearon** as vice-president, academic and provost of Brandon University http://bit.ly/kFGpI

The National Post profiled DMZ-incubated startup Thumble and entrepreneurs **Ricky Fung** and **Clayton Eu** http://natpo.st/ZhNEkF

The Toronto Star reported that **Wayne Clark**, Ryerson's designer-in-residence, helped guide a class of Fashion students to create nine outfits for the Out of the Shadows fashion show. http://bit.ly/144tEU3 Similar items appeared on City News and CBC News as well as in Metro News http://bit.ly/13z4sct, Digital Journal, and Inside Toronto http://bit.ly/XUJ11v

Ron Babin of TRSM appeared on CBC News: The National and CBC News Now discussing the RBC and outsourcing, as a faculty expert pitched by Public Affairs. Video: http://bit.ly/ZnrV9b. A Canadian Press article on the topic was picked up by the National Post http://natpo.st/ZkdGSO, the Winnipeg Free Press, Maclean's http://bit.ly/ZhYe9I, MSN News, Yahoo! News, Metro News, the Toronto Star, Brandon Sun, Vancouver Sun and Prince George Citizen. He also appeared on 680 News, City News Toronto, News 1130, News 88.9. OMNI News: South Asian Edition, as well as on CBC Radio's The World This Hour and The Current, audio: http://www.cbc.ca/thecurrent/listen/

The Barrie Examiner reported that **Kamal Al-Solaylee** of Journalism would appear in Barrie to speak about his memoir http://bit.ly/12JatjI

The Toronto Observer profiled a Ryerson event honouring both Holocaust Remembrance Day and Rwanda Genocide Memorial Day http://bit.ly/XrzPli CityNews Toronto reported on Holocaust Remembrance Day at Ryerson http://bit.ly/ZzF3zh A CityTV Breakfast Television story on Holocaust Remembrance Day mentioned a Ryerson event called "Write to Heal".

DMZ-based entrepreneur **Damian Matheson** of Foodstory appeared on CBC Radio's Metro Morning discussing the farmers' market website. Audio: http://bit.ly/YjunCR. The item was pitched by Public Affairs.

Concordia University reported on Ryerson's second annual Awards Night, including the first Alan Shepard Award http://bit.ly/12D1nsd

Anne McNeilly of Journalism published an op-ed piece in the Toronto Star on the topic of the provincial debate on wind turbines http://bit.ly/147LsTV. CFRA-AM reported on her piece.

A Canadian Press item quoting **Suanne Kelman**, Journalism, on a Bell-Astral alliance was carried by the Globe and Mail http://bit.ly/12EmnLn, Canadian Business http://bit.ly/10LT2gS, Yahoo! Finance, News 1130, Penticton Herald, News Talk 610, News Talk 1290, CJAD 800 AM and St. Albert Gazette.

The Toronto Sun quoted **Dave Mason**, Computer Science, in an article about profane tweets http://bit.ly/10qI6GA

24 Hours Toronto quoted learning strategist **Iram Khan**, on time management tips, an item pitched by Public Affairs, http://bit.ly/HJRfG

The Financial Post profiled MBA alumna **Krystina Sulatycki** in an article about 20-somethings in the entrepreneurial fast lane http://natpo.st/ZJ6Cij

Ben Barry, Fashion, spoke to Global's ET Canada about diversity in fashion, video: http://bit.ly/14IqSbA

Catherine Ellis, History, appeared on City News Toronto and CP24 News in reaction to the death of Margaret Thatcher, as a faculty expert pitched by Public Affairs.

The Toronto Star quoted **Charles Zamaria**, RTA School of Media, and student **Matt Landry** in an article about Facebook fatigue and the aging social network http://bit.ly/ZuGjn5

The Globe and Mail quoted **Sandeep Agrawal**, Urban Planning, in an article about a unique crematorium http://bit.ly/16AJvLo

A Toronto Star article on insomnia cited a 2012 study by Ryerson psychologists http://bit.ly/11zbefO

TMC Net reported that **Hesham Marzouk** of Civil Engineering was named among 36 new Fellows of Concrete International http://bit.ly/12yL6o3

The Toronto Star reported that **Navdeep Bains** is a distinguished visiting lecturer at Ryerson.

Live Design reported on the Ryerson presence at the National Association of Broadcasters Show http://bit.ly/10KNp2n

Andrew Cherwenka, CEO of DMZ-based Authentic, spoke to BNN about Facebook's and Android phones. Video: http://bit.ly/10A3V6n The item was pitched by Public Affairs.

Jordan Tustin, Occupational and Public Health, was quoted in a Toronto Star article on anti-vaccination views on Twitter http://bit.ly/11sd0zj

Rena Mendelson, Nutrition, appeared on Global News discussing whether chocolate can cut the risk of stroke http://bit.ly/Zb9Viv

York Region reported on a talk by **Ivan Joseph**, athletics director, http://bit.ly/11wbNqO

Reuters reported that Ryerson teams won the second and third spots in the 2013 Extreme Redesign Contest's College Engineering category http://reut.rs/17gRbpc. The item was also picked up Yahoo! Finance, Daily Finance and MCADCafe.

Daily Commercial News reported that the Ryerson Image Centre was among the Ontario Association of Architects' excellence in design winners http://bit.ly/ZaaJ71

Yonge Street Media reported on Fife House and volunteer **Doreen Fumia**, Sociology http://bit.ly/16yvCz9. A Yonge Street report on the Toronto Public Space Initiative mentioned Ryerson http://bit.ly/14dZWl4; and the publication also profiled fashion professor **Henry Navarro**'s Grey Cincinnati collection http://bit.ly/YpCahH He was also profiled in the National Post http://bit.ly/YbXpFR

The Grid featured the School of Fashion's year-end show Mass Exodus 2013, an item pitched by Public Affairs http://bit.ly/11qLZwh.

PrintCan profiled the 2013 student-run colloquium "THiNK" http://bit.ly/10vCtFp

The Globe and Mail reported the Toronto Forum on Entrepreneurship and Innovation would be hosted by the Ted Rogers School of Management http://bit.ly/11mE2rS

Women's Post reported on the Black Star Collection http://bit.ly/10pOtJR

Frank Russo, Psychology, was quoted in a United Church Observer article on soul music http://bit.ly/Xdcd3K

IIHF - International Ice Hockey Federation profiled the Mattamy Athletic Centre, quoting **Graham Wise**, head coach of the Rams http://bit.ly/10fNdJd

IT News Online reported that **Ayse Bener**, Mechanical Engineering, will be among the speakers at the IEEE Computer Society's fourth annual software experts summit in July http://bit.ly/10owDpO

Sean Wise, TRSM, was quoted in an Inside Halton article about Python's Pit http://bit.ly/ZUiS2W He was also quoted in the Toronto Star about interactive tech conferences http://bit.ly/Yd03aC

Tech Vibes quoted **Michael Carter**, program director at the Digital Specialization Program, in an article about young entrepreneurs http://bit.ly/10Z30O0

The Toronto Star profiled Ryerson's Slaight Communications Business Plan Competition http://bit.ly/10VTMC8

The Toronto Star reported that Doug Ford and Kristyn Wong-Tam were guest speakers at a law class taught by **Ralph Lean** http://bit.ly/161hGLO The item, pitched by Public Affairs, was also picked up by NOW and E! Canada.

The Rochester Democrat and Chronicle profiled alumnus **Jamie M. Allen** and mentioned Ryerson's partnership with the "Eastman House to offer students hands-on experience." http://on.rocne.ws/16eiVY6

BNN: Business Day profiled **Marzio Pozzuoli**, founder and former CEO of Rugged.com and entrepreneur-in-residence at Ryerson http://bit.ly/36eYu

CBC News: Toronto reported on the Blue and Gold Ball at Mattamy Athletic Centre.

Oren Amitay, Psychology, spoke to CFRB about the Richard Kachkar trial.

Le Metropolitain profiled the Ryerson Image Centre http://bit.ly/14EcYap

Tech Crunch profiled DMZ-based Kytephone, which has developed an app that helps parents monitor their child's smartphone usage http://tcrn.ch/XGVSG7. The app was also profiled by Reuters http://reut.rs/126n3wv

Patrice Dutil, Politics, appeared on Radio Canada discussing federal remittances to Ontario. He also spoke to Radio Canada about the "sunshine list."
Mediacaster profiled a partnership between Rogers TV and Ryerson to showcase the best content created by RTA School of Media students http://bit.ly/10vaGnf

The Toronto Star profiled Chang School student **Helen Choi** http://bit.ly/11bCCk4

The Discovery Channel's Daily Planet profiled the DMZ's ARB Labs, an item pitched by Public Affairs. Video: http://bit.ly/10lxEzQ

A CNET France segment on helicopter parenting cited research by Ryerson's EDGE Lab. http://bit.ly/YVAB6E

Cartt.ca quoted **Catherine Middleton**, TRSM, in an article about the digital economy http://bit.ly/WYuK3V

REM online reported on Heathwood Homes' partnership with Ryerson http://bit.ly/XJ6IHo

Bettina West, TRSM, appeared on CBC News: The National, discussing the odds of winning in Tim Hortons' Roll up the rim promotion http://bit.ly/11J4haJ. The item was also picked up by MSN News http://on-msn.com/14nUkDQ

The Canadian Press quoted **Neil Thomlinson**, Politics in an article on Mayor Rob Ford's behaviour at an event, an item picked up by the Hamilton Spectator http://bit.ly/YdZChF, MSN News, News Talk 980, News Talk 650, News Talk 640, Rocky View Weekly, CJAD 800 AM and News Talk 1290.

Canada.com reported on the issue of robo-reporters, quoting Journalism professors **Paul Knox** and **Lisa Taylor** http://bit.ly/XEYWhG The item was also picked up by Gadgets Magazine http://bit.ly/YE6xQV

Pamela Palmater, Politics, spoke to The First Perspective on the topic of the budget reinvigorating the Idle No More movement http://bit.ly/14v0UZx

The Toronto Star reported that $27 million in funding from the province for mental health research included a project led by Ryerson http://bit.ly/10gkanL

Xavier Fernando, TRSM, spoke to CP24 about the new Toronto area codes.

Backbone profiled **Valerie Fox**, director, DMZ, in an article about the Backbone Innovation Campaign http://bit.ly/YxmGuc

Global News profiled UnRealty, a DMZ team and new online real estate brokerage.

Donna Smith, Retail Management, spoke to Talent Egg about the impact of social media on retail real estate, as a faculty expert pitched by Public Affairs http://bit.ly/10v5Iuh

The Gleaner profiled distinguished alumna **Carrole Guntley**, the director general of the Ministry of Tourism & Entertainment in Jamaica, who won the first Ryerson International Alumni Award. A similar item appeared in Pride.

Tariq Amin, Politics, spoke to CBC News about former military leader Musharraf's return to Pakistan.

Scott Clark, Criminal Justice, spoke to the Canadian Press about the audits of the First Nations Policing Program. The item was carried by the Winnipeg Free press http://bit.ly/100rELe and Global News http://bit.ly/10rAeoQ

A Canadian Business article on Toronto as the startup capital of the world mentioned talent at Ryerson http://bit.ly/YIkn0p

Gervan Fearon, Dean of the Chang School, spoke to City News about the focus on skills training focus in the federal budget.

Jaigris Hodson spoke to Global News about social media and the new Pope http://bit.ly/10FecRN She was also quoted in a Talent Egg profiling the Digital Specialization Program http://bit.ly/14yXgxz She spoke to MSN News about confusion surrounding the Twitter hashtag #nowthatchersdead http://on-msn.com/10LUb8b and was profiled in a Toronto Star article about her popular course on digital skills and innovation for the global economy http://bit.ly/10l4xxm

Reg Noble, academic coordinator, certificate in food security, Chang School, spoke to the Toronto Star about online courses http://bit.ly/15ttx52

The Egyptian Gazette reported on a recent lecture at Ryerson by Affif Safieh, Ambassador of the Palestinian Diplomatic Corps http://bit.ly/WWJW3G

Tim Sly, Occupational and Public Health, spoke to CBC Radio's Monday Morning about the disclosure of information about hospital infections, as a faculty expert pitched by Public Affairs. The item also aired on CBC Radio St. John and Moncton.

Brynn Winegard, TRSM, spoke to the Toronto Star about a discount moving company using its HR strategy to combat the moving industry image http://bit.ly/12r4Daj Prof. Winegrad also spoke to CBC Radio's Metro Morning and Here & Now about Target's popularity among Canadian customers, to CTV News about athletic gear retailer lululemon, and to the Toronto Star about the ROM's new logo http://bit.ly/15nN074

Metro News profiled the Chang School's summer film school, quoting academic coordinator **James Warrack**.

Talent Egg profiled Retail Management alumnus **Daniel Vezer**, a buyer with TJX Canada http://bit.ly/XZORSd

A Metro News article on Ontario university applications quoted Registrar **Charmaine Hack** and mentioned Ryerson's photography program http://bit.ly/ZZJ7DQ

CityTV's Breakfast Television profiled the RTA School of Media.

Photo Life profiled the Ryerson Image Centre exhibit A Prison With No Walls http://bit.ly/XWkbiF

The Toronto Star quoted Ryerson skating coach **Lauren Wilson** in an article about a controversial front-page photo of a teenaged skater http://bit.ly/15hMmYX

The Ottawa Citizen reported that Ryerson's **Lisa Haley** is the assistant coach of Canada's women's hockey team http://bit.ly/ZnNw4n

The Ontario Centres of Excellence reported that DMZ-incubated Foodstory was among the 10 finalists chosen in its Social Enterprise Student competition http://bit.ly/XmYFQf

The Council of Ontario Universities reported that Ryerson appointed its inaugural Chair in Social Innovation and Entrepreneurship, **Marilyn Struthers**, http://bit.ly/XTHMT6 The item was pitched by Public Affairs.

The Financial Post featured the Ryerson EDGE Lab partnership with Phantom Compass. http://natpo.st/XGhEeu, an item pitched by Public Affairs.

Paul Knox, Journalism, spoke to Yahoo! Finance about Keystone http://yhoo.it/WtPkbY

Maurice Mazerolle, TRSM, spoke to Metro News and the Hamilton Spectator about the city rehiring seven workers.

The DMZ's **Hossein Rahnama** and **Brennan McEachran** appeared on CBC News: Toronto about their companies and disruptive technology that makes a positive change.

CityNews and itbusiness.ca reported on the Ryerson Sleep Lab and insomnia treatment, an item pitched by Public Affairs. Prof. Jason Nolan was quoted in the itbusiness item http://bit.ly/WoIN2n

Graphic Arts Magazine quoted professors **Brian Damude** and **Natalia Lumby** in an article about a job fair at Ryerson http://bit.ly/ZAxQvC

gb&d magazine profiled the Ryerson Image Centre. http://bit.ly/Z23gZy

Chris MacDonald, TRSM, spoke to the Globe and Mail about Paul Godfrey's role at the Ontario Lottery and Gaming Corporation http://bit.ly/WxBBkz3)J He also spoke to The Globe about choosing a leader by conclave http://bit.ly/12Qtq7X and to BNN about SNC Lavalin, as a faculty expert pitched by Public Affairs. Video: http://bit.ly/Y5AzM6. He was quoted in a Vancouver Observer article about Gwyn Morgan http://bit.ly/ZpMRg2 and spoke to CMA Magazine about business ethics http://cmamagazine.dgtlpub.com/?i=2563&p=22. He contributes a regular blog to Canadian Business http://bit.ly/XsYDcL; one of which was picked up by MSN Money. http://on-msn.com/17mB4qc

Harald Bauder, Geography, spoke to University Affairs about the impact of changing immigration rules on international student recruitment http://bit.ly/13T6i8b

Toronto Star quoted **Pawel Pralat**, Mechanical Engineering, on a "pi party" at Ryerson http://bit.ly/YtxNgL

Fangmin Wang, Library, spoke to University Affairs about the humanities http://bit.ly/13T6eFi

Electrical Business reported on a new women in engineering initiative, a partnership between Hydro One and Ryerson http://bit.ly/ZBfTcI. The item was also reported by Electrical Line Magazine, Digital Journal, Yahoo! News, and Electric Line Online. The item was pitched by Public Affairs.

The Council of Ontario Universities reported on a Ryerson initiative to bring research projects to market faster, an item pitched by Public Affairs http://bit.ly/WJonDJ.

Randy Boyagoda, English, appeared on CP24 discussing the election of the new Pope, as a faculty expert pitched by Public Affairs. The item also aired on E! Canada.

Canadian Art featured the Human Rights Human Wrongs exhibition http://bit.ly/Yamw5J

Metro Montreal reported on a conference organized jointly by the GSS Institute of Tourism and Hotel du Québec (ITHQ) and Ryerson http://bit.ly/15Lug3E

Global News reported on alumnus **Vincenzo Natali** and his film "Haunter" http://bit.ly/ZJGKXL

Law Times reported on lawyer Edward Greenspan's lecture at the TRSM http://bit.ly/16mcvJf

Philip Walsh, TRSM, contributed a piece to the Toronto Sun on the topic of energy policy http://bit.ly/ZFyOED

The Canadian Press quoted **Bryan Evans**, Politics, in an article about the new Ontario cabinet. The item was picked up by Global Toronto http://bit.ly/YWBq1P, Windsor Star http://bit.ly/X2vEcz, Canada.com, iPolitics, the National Post http://natpo.st/14JWhGn, Ottawa Citizen, the Globe and Mail http://bit.ly/10z9N2I, CTV News http://bit.ly/XAkU8N, Radio-Canada, MSN News, Huffington Post, CP24 News http://bit.ly/XAjtaC, and the Hamilton Spectator.

Times Online mentioned tests by Nutrition students in an article about superfood quinoa http://bit.ly/YpduRI

Colleen Carney, Psychology, was quoted on Oprah.com, providing sleep tips http://bit.ly/YIn8jW. She also appeared on CTV News, CBC News, CBC Radio, CIWW AM, CP24, 680 News, 570 News and Global News (Toronto, Saskatoon and Thunder Bay), discussing daylight savings and sleep deprivation. Kompas.com – Indonesia quoted Prof. Carney on four things that cause insomnia http://bit.ly/16w31vk

Broadway World profiled student **Brittany Goldfied Rodrigues** http://bit.ly/Zsz6gQ

A Globe and Mail article about a proposed casino for Toronto cited research by the Centre for the Study of Commercial Activity http://bit.ly/ZoloPp

NorthJersey.com profiled Interior Design alumna **Candice Olson** http://bit.ly/12Fidaj

ESPN reported that MBA student **Daniel Freiman** produced two of the most original viral sports videos that appeared on YouTube in 2012 http://es.pn/ZmoakW

CBC Radio's Metro Morning reported on a Ryerson project to help build a radio station and school in Ghana, a news item pitched by Public Affairs.

The Hamilton Spectator reported that former MPP **Marie Bountrogianni** was named interim dean of The Chang School http://bit.ly/Wxha9I

Ramona Pringle, RTA School of Media, was quoted in the Toronto Star about an app that tweets after the user has died http://bit.ly/14As64c

Tonya Davidson, Sociology, spoke to The Grid about the resurgence of retro video games. http://bit.ly/ZhV6yo

Grace-Edward Galabuzi, Politics, was quoted in an Inside Toronto article about a photo exhibit putting focus on employment woes http://bit.ly/16dHGGH

TechVibes profiled DMZ-based startup DanTeb Enterprises, which creates free mobile charging stations and wifi hotspots, an item pitched by Public Affairs http://bit.ly/13I5AdC

Lisa Taylor, Journalism, spoke to CTV News Express about Aboriginals in the prison system.

The Regina Leader-Post reported that **Perry Schneiderman**, Theatre School, was hired at The Globe Theatre Actor Conservatory http://bit.ly/WWxsJA

David Begg, coordinator for international engagement, was quoted in a Huffington Post article on staying safe while abroad http://huff.to/15zBpUu

The New York Times reported on the "God and the Multiverse" symposium organized by Ryerson's Philosophy Department http://nyti.ms/15ygHEC

CityNews http://bit.ly/ZthXF1, CTV News, CityTV's Breakfast Television and Global's The Morning Show reported on the annual bug push by engineering students, an item pitched by Public Affairs.

The Advocate reported that **Lois Weinthal**, chair of the School of Interior Design, would speak at the Louisiana State University College of Art & Design http://bit.ly/W52snW

A National Post article on Children's Aid Societies mentioned research by alumna and filmmaker **Esther Buckareff** http://natpo.st/YxphAc

April Lindgren, Journalism, spoke to Radio Canada about cuts at the Toronto Star.

Steve Tissenbaum, TRSM, appeared on CTV News discussing the opening of the first Target stores in Canada, as a faculty expert pitched by Public Affairs, video: http://bit.ly/XovmAp

TechVibes profiled the Digital Specialization program http://bit.ly/1050Eie. A similar item was reported by the Council of Ontario Universities http://bit.ly/WG5YlT

Ivor Shapiro, Journalism, was quoted in a Le Devoir article on fact-checking and errors in reporting http://bit.ly/VZngNx

Avner Levin, TRSM, was quoted in the National Post on the topic of consumer privacy and data breaches http://natpo.st/W20dl5. He also appeared on CBC Radio's Metro Morning discussing mobile fraud, audio: http://bit.ly/14xcGOq

The Toronto Star quoted **Nick Bellissimo**, Nutrition, in an article on deli meats http://bit.ly/Z50THr A similar item appeared in Metro News.

A National Post piece by Kristyn Wong-Tam on undocumented workers requiring access to critical city services cited research by **Anver Saloojee** and **Myer Siemiatycki**, Politics http://natpo.st/Y9wRy5

A Canada.com report on MBA programs featured TRSM http://bit.ly/Z6mhfe

CP24 News reported on the fifth annual Viola Desmond Day Awards Ceremony at Ryerson.

An ESPN story on the 10 most historic stadiums in North America featured the Mattamy Athletic Centre at the Gardens, mentioning that the stadium is now home to the Ryerson Rams http://es.pn/VQcsRD

A Grid article on Toronto mayors quoted **Neil Thomlinson,** Politics, on David Crombie. http://bit.ly/YIt6Q9

Dave Mason spoke to the Winnipeg Free Press about how to avoid falling victim to SMS phishing. http://bit.ly/XKuu5l

Yahoo! Canada reported on the GFTC Food Safety Recognition Awards, and that committee members included **Marilyn Lee**, Occupational and Public Health http://yhoo.it/13oZLBJ A similar item appeared in New Food Magazine.

A Yahoo! Canada article on J-Source's Canadian Newsperson of the Year quoted **Janice Neil**, Journalism, who serves as J-Source editor-in-chief and Newsperson jury chair http://yhoo.it/XNSDv0

Report #W2013-4 of the
Academic Governance and Policy Committee - May 7, 2013

1.   Report of the Senate Learning and Teaching Committee *(for information)*

2.   Amendment of Procedures accompanying Policy 126: *Periodic Program Review of Graduate and Undergraduate Programs (for information)*

Respectfully submitted,

John Isbister, Interim Chair (for the committee):

A.M. Brinsmead, C. Evans, A. Fung, G. Hauck, A. Khalil, H. Lane Vetere, L. Lavallée,
M. Lovewell, V. Magness, A. Miri, M. Palermo, C. Schryer, M. Sharpe, J. Sudhir, J. Turtle

Ryerson University

Report of the
Senate Learning and Teaching Committee

May 2013

Report of the Senate Learning and Teaching Committee

Table of Contents

1.0 Introduction

The 2012 – 2013 academic year has seen a significant change in the role and activities of the Senate Learning and Teaching Committee. This year's annual report highlights these changes. It also provides Senate with a report on the deliberations of the Committee on issues relating to Experiential Learning at Ryerson University.

Members of the Senate Learning and Teaching committee 2012 – 2013:

Chris Evans, Vice Provost, Academic (Chair)

Heather Lane Vetere – Vice Provost, Students
Maureen Reed –Director, Learning & Teaching Office (non-voting)
Mark Lovewell – Interim Secretary of Senate (non-voting)

Appointees of the Vice Provost, Academic

Donna Bell – Academic Integrity Officer

Katherine Penny – Director, Curriculum Quality Assurance

Rona Abramovitch – Advisor, Office of the Provost

Anne Johnson – Faculty, Chemistry and Biology

Filiz Klassen – Faculty, Interior Design

Colin Ripley – Faculty, Architectural Science

Tina West – Faculty, Business Management

Appointees of the Vice Provost, Students

Christina Halliday - Director, Student Learning Support
Gretchen Bingham - Coordinator, Learning Success Centre
Boza Tasic - Coordinator, Math Assistance Centre
John Hannah - Assistant Director, Student Learning Support

Learning & Teaching Office

Restiani Andriati, Digital Media Projects Office
Paola Borin, Curriculum Development Consultant (Office of the Vice Provost Academic)
John Paul Foxe, Educational Developer
Dalia Hanna, Program Coordinator
Linda Kowal, The G. Raymond Chang School of Continuing Education
Michelle Schwartz, Research Associate
Gosha Zywno, Faculty Associate, UTDP

Faculty Representation

Robert Teigrob - Arts, History (Teaching Chair)
Marsha Barber - Communication & Design, Journalism (Teaching Chair)
Elaine Frankel - Community Services, Early Childhood Studies (Teaching Chair)
Frankie Stewart – Engineering and Architectural Science, Mechanical Engineering (Teaching Chair)
Tatyana Antimirova - Science, Physics (Teaching Chair)
Ken Grant - Ted Rogers School of Management, BTM (Teaching Chair)
Don Kinder - Librarian, Library (Teaching Chair)

Students

Monica de Vries - Arts, Public Administration

Rachel Velsher

2.0 Senate Learning and Teaching Committee: Moving Forward

Preamble
In early Fall 2012 a decision was taken by the Senate Priorities Committee to review and reconsider the mandate of the Senate Learning and Teaching Committee (SLT). This section of the report conveys the progress of this review and its outcomes.

Renewing and Revitalizing the SLT

Background:

The SLT is a standing committee of Ryerson's Senate. According to current Senate by-laws, the purpose of the SLT is:

6.3.5.1. *General Purpose***:** Identifies, prioritises and acts upon issues from across the University related to the promotion of an effective and comprehensive educational environment. The Committee may initiate activities that address specific issues or develop and make academic policy recommendations to Senate where appropriate.

Prior to Fall 2012 the SLT met monthly during the academic year and reports annually to Senate and, as needed, to the Academic Governance and Policy Committee (AGPC).

The committee is chaired by the Vice Provost, Academic and has about 30 members including faculty, Teaching Chairs, representatives of the Learning and Teaching Office (LTO), student support staff, and students. The Director of the LTO and the Secretary of Senate are ex officio non-voting members. The Director of the LTO acts as the *de facto* Vice Chair of the SLT.

Structure of the SLT prior to Fall 2012: The SLT is a standing committee of Senate and sits as a full committee monthly.[1] It has six sub-committees which focus on topics related to teaching and learning. These are: Academic Integrity; Reflective Practice/Experiential Learning; Information Literacy; Inclusive Learning; Writing and Language Proficiency; Effective Technology. The sub-committees meet approximately monthly, but with variable frequencies.

The Effectiveness of the Original Structure: The Vice Provost Academic and the Director of the LTO have co-chaired the SLT for over two years as of Fall 2012. In that time, it was recognized that the committee, while active, is not contributing as much to the life of Ryerson as it might. Our concerns about the SLT as of Fall 2012 are summarized here.

1. Lack of Action – While the sub-committees propose action related goals each year and do achieve some of these goals, the SLT as a whole has not been particularly action oriented. It receives reports from sub-committees on items and outcomes, but these rarely translate into initiatives. In addition, each meeting includes a discussion theme, and these rarely lead to action initiatives. It is our understanding that this has been a feature of the SLT for many years prior to Fall 2012 as well. Attempts in each of the past two years to focus the SLT on action items have met with limited success.

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[1] As of Fall 2012 and prior to that date, the committee was chaired by the Vice Provost Academic and had about 30 members including faculty, Teaching Chairs, representatives of the Learning and Teaching Office (LTO), student support staff, and students. The Director of the LTO and the Secretary of Senate were ex officio non-voting members. The Director of the LTO acts as the *de facto* vice Chair of the SLT.

2. The Sub-Committee Structure – We feel the sub-committees are of limited value. Their activities are often focused on the normal functions of the sub-committee members (e.g. an activity reported on was an initiative of a faculty teaching committee, not the initiative of the subcommittee) rather than on issues of significance to the broader academic community or to Senate. Some of the sub-committees are virtually dormant.

3. Composition of the Committee – While staff members do contribute to the deliberations of the committee, there is a sense that a higher proportion of faculty members would help focus activities more directly on academic concerns.

4. Meeting Frequency – In light of the concerns 1 and 2 above, we feel that monthly meetings are not valuable.

5. Lack of Engagement with Senate – At times the SLT seems to deliberate in a vacuum. Greater engagement with Senate, including the possibility of Senate providing suggestions for SLT activities, is desirable.

A Revised Purpose for the SLT

The SLT remains a standing committee of Ryerson's Senate. At its October 2, 2012 meeting, Senate Priorities Committee presented the following revised statement in the Senate by-laws expressing the purpose of the SLT:

6.3.5.1. General Purpose: The Senate Learning and Teaching Committee advises Senate on select university-wide issues through the lens of learning and teaching. The Committee may initiate activities that address specific issues or develop and make academic policy recommendations to Senate, where appropriate.

The select university-wide issues may be items brought forward from Senate itself, from the Senate Priorities Committee, from the Provost's Office or from other relevant bodies such as the Learning and Teaching Office (LTO).

In essence, the SLT would act as an advisory body. This would happen in two ways:

1. Its membership would be asked to provide commentary and advice on topics such as policy, processes, and activities that impact the educational environment at Ryerson. Feedback from the SLT would help to inform the University on these topics and ensure that the best possible practices are adopted by the institution. One advantage of this approach is that it provides a voice to a diverse, grassroots but focused group of faculty and staff and it ensures that their voice is heard in the public forum of Senate (see Reporting section, below).

2. When needed, small working groups from the broader SLT membership would be asked to consider a very focused issue (e.g. methods to increase faculty-student engagement, methods to improve student retention) and provide a report summarizing relevant literature and providing an analysis of the issue for Senate.

Frequency of Meetings: Normally one meeting will be held per semester. Additional meetings can be convened at the request of the SLT committee chair.

Membership: The SLT's membership remains unchanged but a flexible system has been introduced to allow the addition of members as needed for specific purposes. Additional interested members of the Ryerson community can also request to participate in the discussions of the SLT on particular topics which may be of interest to them. The registration of these additional members would be administered through the LTO.

Reporting to Senate: The SLT will continue to report annually to Senate on its activities. Given the revised purpose of the SLT, the report will contain a summary of the deliberations, analysis and recommendations of the SLT on the topics of interest in a given Senate year.

The discussion at Senate in October was supportive of the proposed change. The Senate Academic Governance and Policy Committee approved the proposed amendment to the Senate by-laws on March 14, 2013. The revised purpose described above was approved by Senate on April 2, 2013.

In the 2012 – 2013 Senate year, the SLT has met to consider experiential learning at Ryerson. The remainder of this report presents background materials to this topic as well as a summary of the SLT deliberations.

3.0 Experiential Learning at Ryerson University

Preamble: The Experiential Learning Report

In the Spring of 2012, former Provost Alan Shepard requested the Vice Provost Academic to gather a group of faculty, staff and students to consider the role and direction of the Experiential Learning Office (ELO). By extension, this review was also to include suggestions about the structure of the ELO as well as possible new strategic directions for experiential learning (EL) at Ryerson. The Provost was motivated by a number of factors including: the current ELO had been established in 2007 and a 5-year review seemed appropriate, the Government of Ontario was poised to make EL a major focus of its plans for revitalizing post-secondary education in the province; changes in the post-secondary sector across North America indicated that the importance of EL was likely to increase.

During the summer of 2012, the review committee worked on the preparation of a report for the Provost. This was presented to Interim Provost John Isbister in September 2012. The Interim Provost shared it with the Academic Planning Group (APG, which includes Deans, Vice Provosts, etc.) in the fall of 2012. After some modification, the report was endorsed by the APG.

On March 4, 2013, the SLT was convened to discuss the report and tasked to provide advice, guidance and ideas to move forwards with the recommendations of the report. The full EL report is presented in this section. A summary of the SLT deliberations about the EL report follow in section 4.

Experiential Learning at Ryerson: A Review

Introduction

Experiential Learning and Ryerson's Mission - At the heart of Ryerson's vision and mission is the concept of societal relevance and career-relevant education. This is what Ryerson is known for in the broader community and it is one of the features of our programming that attracts applicants. Recent surveys in North America[2] show that modern students continue to demand career-relevant education from their institutions of higher learning. So the Ryerson approach, while of long standing, is also current. One element which is at the heart of Ryerson's delivery of career-relevant education is experiential learning (EL). Given the current emphasis in the university sector on learning outcomes[3] and the acquisition of 21st-century skills such as team-based problem solving and collaboration[4], learning and innovation skills[5] and so forth, one may make the case that experiential learning is learning in the modern world – a learning mode in which "experimentation releases powerful imaginations".[6] Recent signals from the Ontario government and Ryerson's responses to them,[7] suggest that EL will become even more important in the future.

Scope of Experiential Learning at Ryerson - Ryerson programming is permeated with experiential learning. A recent survey by the Experiential Learning Office (ELO)[8] indicates that 90% of Ryerson undergraduate programs provide some sort of EL experiences to their students; 40% of all Ryerson courses include experiential learning elements; and 60% of these courses are program requirements. By and large these experiences are rather traditional in nature. Typically, they include laboratory and studio exercises, practicums, field trips, internships and co-operative education.

New Directions to Meet Changing Needs? - These traditional EL approaches have served Ryerson well. However, as society and the world of work in particular, continue to change in response to innovation, the question may be asked whether these fully meet the needs of today's learners. Further, the University will soon embark on the development of its next academic plan. The time seems right, then, to consider the role of EL at Ryerson in the context of 21st century post-secondary education.

The Experiential Learning Office - The current institutional focal point for EL at Ryerson is the Experiential Learning Office (ELO). The ELO has existed since 2007. It is comprised of the Director, the Office of Co-operative Education and the Inter-professional Skills Teaching Centre (ISTC). The Co-op Office is responsible for administration and facilitation of co-operative opportunities across campus and works in close collaboration with program departments and the industrial sector (potential employers). The ISTC is a soft-funded, specialized unit which provides simulations to a range of programming on campus. Simulations are live actor scenarios grounded in pedagogic context and designed to meet certain curricular needs. An example might be a social work student who is asked to interview an actor playing the role of a drug addicted street youth. Currently the Director of the ELO is a seconded faculty member. The Director has a diverse mandate which includes: promotion of EL within Ryerson and Ryerson's

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[2] Educational Advisory Board survey results. Presented at the University Club, Toronto, November 2011.

[3] *Quality Assurance Framework*, Ontario Universities Council on Quality Assurance, Council of Ontario Universities.

[4] James Paul Gee, *New Digital Media and Learning as an Emerging Area and "Worked Examples" as One Way Forward*. The MIT Press, 2010.

[5] J. Bellanca and R. Brandt (Eds.), *21st Century Skills: Rethinking How Students Learn*.

[6] J. Fenton, quoted in D, Thomas and J.S. Brown, *A New Culture of Learning: Cultivating the Imagination for a World of Constant Change*. 2011.

[7] Ryerson's Strategic Mandate Agreements, September 2012

[8] Experiential Learning Inventory, 2008-2009, ELO

reputation for EL in the external community; articulating Ryerson's position on EL including expectations and benchmarks; development of tools to assess effectiveness of EL at Ryerson; developing processes; providing leadership; leading and supporting the effective growth of curricular and co-curricular EL; developing new models of experiential education; providing leadership and support for new EL initiatives/developments.

Recent Initiatives from the ELO – The ELO has brought a number of major initiatives to fruition in recent years. The *Experiential Learning Inventory*, referred to above, was a major undertaking and represents the first ever overview of what we do in EL as an institution. The program-by-program analysis provides a wealth of information of the EL resources deployed across campus. However, while the inventory is very helpful in giving us a sense of the general scope of EL activity, it provides only a "snapshot" in time (2008-9) and is no doubt already slightly "dated."

A second major project was the development of an *Experiential Learning Model* designed specifically with Ryerson University's teaching and learning community in mind. When creating the model, consideration was given to how application, analysis, evaluation, and creativity in experiential learning allows for transformational intellectual growth. A great deal of attention was paid to building an interactive model that would maximize effective learning. It should be noted that the *Survey* mentioned above was a cornerstone for the development of the *Model.*[9]

Very recently, the ELO, in collaboration with other campus partners, has produced and released a video which provides an enhanced graphic of the *Model* as well as supporting materials which make it possible to use the video as an effective means of delivering the model across the university and a useful and interactive resource for faculty and staff. A brief version of the video can be viewed on the ELO website at www.ryerson.ca/experiential.

Another important initiative has been the creation of an Off-Campus Experiential Learning Working Group. This group consists of representatives from across the University. It is a forum to discuss and suggest solutions to the unique issues that accompany off-campus EL activities; everything from best ways to connect students with mentors, to dealing with insurance issues.

The ISTC has been active in creating new simulations, both to support course work and to support other University initiatives. In 2010/11 the ISTC delivered 310 simulations (up from 219 in 2006/2007) to 32 different Ryerson programs/departments across campus. The majority of these (56%) were for the Faculty of Community Services, but a substantial number were also delivered for the Chang School (27%) with the total for TRSM, FCAD, FEAS and the Yeates School of Graduate Studies combined being 14%. The use of simulations has also become a required component of some curricula over time.

The Co-op Office helps students find education-related and motivating work terms. The Office has administered co-operative education at Ryerson for the past 20 years. The Office has in place highly efficient processes to connect students and employers and to provide students with professional development related to job seeking. In addition to making sure the administration of co-op education at Ryerson is smooth and effective, the Office also explores and implements strategic new directions as appropriate. Recent efforts have included an exploration of MBA-level co-op opportunities, collaboration

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[9] The Model and/or video have been presented to the Ryerson Senate Learning and Teaching Committee (Model January 2010, Video February 2012), the STLHE 2010 conference (June 2010), at the Ryerson Faculty Conference (May 2011) in the session "Focusing on the Lenses of an Experiential Learning Model", at the International Technology Education and Development Conference 2012 and the International Circle Conference of Educational Institutes for Graphic Arts: Technology and Management 2012.

with the School of Business Technology Management to implement a co-op element in the first year of the BComm degree, consideration of two-semester co-op programs, and international co-op opportunities.

Scope of the Review

Mandate of the Review Committee - At the Provost's request this committee was established to consider the role and direction of the ELO. By extension, this may include suggestions about the structure of the ELO as well as possible new strategic directions for EL.

A Definition for EL at Ryerson

A Definition for EL – Experiential Learning at Ryerson has grown organically over an extended period of time. As a result, what we call EL is very diverse compared to other universities in Ontario and elsewhere. At some institutions, EL simply refers to co-operative education, or to co-op and placements. While the Ryerson ELO has a mission statement, there is no concise definition of EL at Ryerson. The committee is therefore recommending the following definition:

Experiential learning encompasses a wide range of participatory activities both inside and outside of the classroom which should involve student experimentation, reflection, critical and integrative thinking, application of theory, problem-solving and creativity.

In essence, EL is a learning tool which employs elements of action by students in an applied or "real world" context ("application of theory") and which encourages students to view and analyze that active experience through the theoretical frameworks of their discipline. Experiential learning activities intersect with intentional curriculum objectives, a climate conducive to risk taking, and the involvement of authentic communities in which the student engages to promote intellectual growth and learning. As an example, a lab exercise in chemistry in which all outcomes are pre-ordained may be useful for developing some skills, but it is not EL. If, however, the student is asked to use those skills to address a complex, open-ended real world issue (e.g., a chemical spill in a river) and to provide advice on how to address it, then it would be considered EL.

Conducted in a thoughtful and conscious manner, the EL approach can contribute "powerfully to the nurturing of critical and integrative thinking, communication skills, leadership and team-building abilities, and personal and professional self-confidence" of students.[10] This is the value of EL.

Goals for EL at Ryerson - The committee recommends that Ryerson work towards the following goals for EL:

1. Ryerson will actively communicate its brand of EL at the national level
2. Increase the visibility of EL within the Ryerson community;
3. Expand the "traditional" forms of EL to include more opportunities for innovation, entrepreneurship, community development (e.g., the "zone" model; service/community-based learning);
4. Make EL opportunities as widely available as possible for Ryerson students, including at the graduate studies level;
5. Enhance the intentionality of EL experiences at Ryerson;
6. Increase opportunities for extra-curricular and co-curricular[11] EL experiences; find ways to make these count for academic credit where appropriate; and introduce a co-curricular record system;

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[10] R. Goldsmith, Experiential Learning at Ryerson University, Report to Provost, May, 2006.

7. Commit to 100% of Ryerson students having the *opportunity* to have an EL experience during their degree program.

The committee has also identified a number of barriers which exist to achieving these goals. These include – difficulties in conceiving ways to incorporate EL activities into curriculum, logistic issues relating to external EL opportunities, logistic issues relating to inter-school/inter-Faculty initiatives, faculty concerns about workload and taking time away from "real" curriculum content, balance between structured and unstructured elements in EL; scalability of activities (especially in large Faculties).

Recommendations

To achieve the goals noted above, the committee is making a number of recommendations. The committee imagines these goals would be pursued in the context of an Experiential Learning Office (ELO) with a somewhat different mandate and structure than the current office. Currently, the ELO has a modest profile, and is not able to deliver fully in an advisory/consulting role, largely because of resource limitations. This is regrettable given the centrality of EL in so many of our programs.

Recommendation 1 - The committee therefore recommends that a revitalized ELO would be mandated to facilitate these goals. Furthermore, the committee recommends the following elements to revitalize the ELO: a dedicated office space, a full-time research staff member (may double as a communications specialist), and at least a 50% administrative support staff in addition to a Director who would champion EL and run the office.

This recommendation underpins and is relevant for all EL goals. The ELO must be the flagship for EL at Ryerson. It should be a storehouse of knowledge and best practices, the "go to" place for advice on EL design and on how to optimize the impact of EL curriculum. Therefore it must play both research and advising/consulting roles. In addition, the ELO should continue to be the administrative centre for co-op and for new initiatives (e.g., Zone semesters[12]) while recognizing that academic authority for these types of programs lies with academic departments. If the ELO can play such supportive and administrative roles, the committee feels the visibility and perceived importance of EL at Ryerson will be enhanced.

Among the barriers to facilitating EL is a perception by faculty that it is time consuming, that it may detract from the "real" curriculum content of courses, that it presents logistical issues, and so on. The committee believes that a well supported ELO would operate as a resource for faculty and programs. An ELO with research capacity and the ability to provide advice on best practices would alleviate some of the perceived barriers. At the very least it would provide a resource and support for faculty and programs interested in developing or revising EL curriculum elements. Put another way, an enhanced ELO would enable the office to effectively fulfill the mandate of the current office, i.e.: "promotion of EL within Ryerson and Ryerson's reputation for EL in the external community; articulating Ryerson's position on EL including expectations and benchmarks; development of tools to assess effectiveness of EL at Ryerson; developing processes; providing leadership; leading and supporting the effective growth of curricular and co-curricular EL; developing new models of experiential education; providing leadership and support for new EL initiatives/developments." To these might be added a mandate to research the

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[11] Co-/extra-curricular activities might include student competitions, work-study experiences, community activities, student activism, just to name a few examples.

[12] An example of this type of EL opportunity is the *Optional Specialization in Digital Entrepreneurship and Innovation* approved Senate in April 2012. This program consists of one 3-hour/week course on Digital Skills as well as an intensive, 12-week/40-hour per week experiential semester. In the latter, students are mentored to develop their own teams and to develop their own ideas to the point where they could be pitched to potential investors. The *Specialization* mimics the type of activities which occur in the Digital Media Zone.

outcomes of EL in terms of student/new graduate competencies from the perspective of students, faculty and community.

The Position of Director - In order for the ELO to be effective, it should have a Director who is capable of providing outstanding leadership, who has an open and innovative understanding of what EL is and can be at Ryerson. The Director must be a tenured faculty member at the time of appointment. The Director must champion excellence in EL across the university by collaborating and consulting with faculties, administrators, and academic units, and coordinating initiatives in the context of established strategic priorities. As implementing a new strategic direction for the ELO will be a core responsibility of the position, the successful applicant must possess fresh, creative approaches to issues of experiential learning.

Demonstrated leadership experience is required for this position. The Director has administrative responsibility for the ELO's educational and professional development programs, and human and financial resources management.

Relationship with the Learning and Teaching Office (LTO) – The efforts of the ELO and LTO should complement each other. The LTO already has literature on best practices in EL which can be shared with the ELO. More crucially for supporting faculty with an interest in EL, the LTO has deep experience and expertise in providing training/professional development on a wide range of pedagogic techniques. The LTO is prepared to address these elements of EL in collaboration with the ELO.

Recommendation 2 - The committee recommends that clear and focused communication strategies about the role of EL at Ryerson should be developed to position Ryerson as a national leader in EL as well as to raise the profile and understanding of EL within Ryerson.

This recommendation is clearly related to goals 1 and 2: *Ryerson will actively communicate its brand of EL at the national level/Increasing the visibility of EL at Ryerson*. Ryerson has been a centre for career-relevant education for decades and EL has been part of the education provided to our students. Even so, Ryerson is not widely recognized as a leader in EL. Further, even within Ryerson, the nature, scope and potential of EL is not recognized in all quarters. The expectation is that a new and revitalized ELO will play a major role in developing and executing this communication strategy. The communication specialist mentioned in Recommendation 1 would clearly be a key player for this initiative.

Recommendation 3 - The committee recommends that Ryerson should move in bold new directions related to EL while maintaining the best of current practice.

While recognizing that many current EL endeavors at Ryerson are working very well, there are clear opportunities for new directions. This recommendation supports the goal of e*xpanding the "traditional" forms of EL to include more opportunities for innovation, entrepreneurship, and community development (e.g., the "zone" model; service/community-based learning).* Ryerson is well positioned not only to promote its reputation in traditional forms of EL, but to be a pioneer in introducing new forms of EL. One clear path is the development of EL opportunities related to the zone model mentioned above. In this context the ELO might play a planning/administrative role along the lines of the current successful relationship between the Co-op Office and programs offering co-operative education.

A related pathway might be to work with programs to develop EL opportunities which foster entrepreneurial thinking and an innovative approach on the part of students. These directions align well with strategic directions indicated in the current academic plan.

In addition, Ryerson has a long tradition of community involvement/engagement which could be leveraged for additional EL opportunities.

Finally, the committee recommends that the ELO work with programs and administrative units to explore ways in which student work experiences at Ryerson could be configured as EL experiences. We have a robust work-study program and many administrative units (e.g., business services, financial services, human resources, central computing services, facilities), hire students as employees. To the extent possible we should try to configure these experiences as EL by connecting them to curricular programming and encouraging "reflection, critical thinking, application of theory, problem-solving, creativity," etc. that tie the work and curricular experiences to one another.

Recommendation 4 – The committee recommends that the ELO work with programs to establish goals with respect to the number and kind of EL experiences students will need in order to graduate.

The expectation is that goals will vary from program to program, but if every program is encouraged to set goals, this will likely increase both the *availability* and *intentionality* of EL across the University (see goals 4 and 7 above).

Recommendation 5 - The committee recommends that the ELO and the Yeates School of Graduate Studies work closely together to explore opportunities for graduate-level EL opportunities.

Current examples are the graduate internships under the auspices of MITACS, but additional and more varied opportunities (i.e., not restricted to STEM disciplines) are desirable. It may also be possible, in some instances, to have graduate students provide EL opportunities for undergraduates in their programs.

Recommendation 6 - The committee recommends that as an institution, Ryerson explore ways to incorporate co-curricular and extra-curricular activities into its EL portfolio, and that Ryerson explore means to provide students with some formal recognition of participation in such activities through a co-curricular record.

Students are often involved in external community-based activities and/or campus-based activities as volunteers or for personal interest and development. In some instances these experiences could be connected to curricular programming and become formal curricular EL. In other cases, students could be encouraged to develop a portfolio that both describes the activities and contains some critical reflection on those activities. While the portfolio may not easily become part of a formal academic transcript, we can likely find other ways to formalize it, e.g., a letter from the Registrar or President confirming meaningful student participation in suitable co-curricular activities. This could be overseen by the ELO. As an institution Ryerson must be conscious of the infrastructure and verification costs associated with an initiative such as this.

Additional Consideration

Secure funding for the ISTC. The ISTC is a unit that appears to be unique within the Ontario university sector. It's effectiveness as a deliverer of EL has been recognized widely and it was profiled in the COU publication "Beyond the Sage on the Stage"[13] which spotlights highly innovative teaching practices in Ontario. Currently the ISTC exists exclusively on OTO funds. There are no permanent staff members and even the *de facto* manager is part-time. In spite of these limitations, the ISTC delivers a large number of

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[13] April 16, 2012. http://www.cou.on.ca/news/media-releases/cou/ontario-universities-celebrate-teaching-excellence. Accessed October 22, 2012

simulations, continues to develop new simulations, and is involved in every Faculty at Ryerson. It is suggested that the University decide to place the ISTC on a secure financial basis.

4.0 Deliberations of the SLT

Definition of Experiential Learning. SLT members commented that what has been called experiential learning is in fact a spectrum of activities. It ranges from simple, in-class activities which may be best described as active or participatory learning (e.g., think-pair-share, case studies, group work, problem-based learning) at one end, to activities such as internship/placements and co-op at the other. Often skills development or acquisition is confused with EL; an example is a pre-programmed lab experience where all outcomes are pre-ordained. As noted in the definition on page 11 above, if the activity is not applied to anything beyond the classroom, it cannot be classified as EL. In addition, a true EL activity must link back to curriculum in some way.

The SLT members stressed the importance of ensuring that faculty clearly understand what is meant by EL and be aware that it is not just one thing.

Size Matters. Faculty are interested in incorporating elements of EL even in large first year classes. However, scalability is a challenge. Suggestions to manage this included the use of "flipped classrooms", in which theory/informational content is delivered online and face-to-face classroom time is fully EL. This format of content delivery is full of interactions and is very engaging for students, but requires a lot of preparation from faculty.

Supporting EL. The SLT commented on a number of potential barriers that exist to grow the volume of EL opportunities at Ryerson. They also proposed solutions to some of these. The barriers include:

- Financial barriers – especially in technology intensive fields. EL activities that may not cost as much include faculty created case studies in classrooms. If technology rich EL is essential, programs should enter into strategic planning discussion with their respective Deans to create effective solutions. Support might also be sought from foundations or other external groups where appropriate.

- Faculty resources – a significant amount of time and effort may be required for faculty to introduce new EL opportunities. Solutions include smaller scale in-class activities, support from the LTO and/or ELO around design of activities, support at the program and/or Faculty level, support at the institutional level.

Interdisciplinary EL Activities and One-offs. There is little support for faculty to facilitate interdisciplinary EL activities. These are usually done by a small group of faculty working independently from their departments. Often they find that scheduling does not allow for different departments to create courses for interdisciplinary activities. Often interdisciplinary courses are hard to develop and create because of the university's academic infrastructure (e.g., Where is the academic home of the course?).

A number of the most successful interdisciplinary EL activities that have occurred at Ryerson over the years have been one-off events (e.g., the Architecture *charrette* held several years ago, School of Fashion students designing clothing for prosthetics designed by biomedical engineering students). Since these are often developed through collaboration among individual faculty members with complementary interests,

the Committee suggested that the Director of the Experiential Learning Office should play the role of match-maker to bring together faculty who might be able to collaborate on creating such inter-disciplinary EL opportunities.

Co-curricular Activities and Portfolios. There was a lot of discussion about ways to track and assign value to co-curricular activities. The co-curricular transcript or record approach has a variety of problems around confirmation and is not favoured by Ryerson's Registrar (or by Registrars across the Province). The SLT members spoke strongly in favour of the use of portfolios (including e-portfolios such as WhoPlusYou) as a tool to allow students to develop the meaning of their own experiences in a way that is easily interpreted by the University. The portfolio can also be used to indicate the creation of a concrete product (e.g., as in creation of architectural design). The attractiveness of the e-portfolio is the flexibility the student has in reconfiguring it for different uses - they can be both a learning tool and a self-marketing tool. (e.g., confirmation of and assignment of meaning to volunteer activity, presentation of a concrete product as part of a job application). A number of programs across campus already use portfolios (e.g., architecture, interior design, nursing, retail management). The SLT commented that students may need guidance in reflecting on their learning experiences, identifying learning outcomes, and articulating their skills and experiences to future employers. This may be as simple as creating guidelines or developing a (non-credit) course to teach them how to recognize and document their learning experiences into a portfolio.

Critical Evaluation and Portfolios. Students sometimes struggle to connect their EL experiences in internships and co-op to knowledge learned in the classroom. An important part of EL is the act of critically evaluating and synthesizing the active experience through the constructs and theories of the appropriate discipline (often referred to as "reflection"). SLT members suggested that portfolios also had value in this context – as reflection tools.

Communication of EL Activities. The SLT spoke strongly in favour of better communication of EL activities. They recognize the limited profile of EL at Ryerson although it is a significant part of the curriculum in many programs. The EL survey, which is currently being updated, might be a helpful tool for communication. It will provide a snapshot of what kinds of activities are taking place in each Faculty.

New Directions in EL. The SLT was asked to consider the importance of new directions in EL including (i) greater emphasis on in-class activities and (ii) preparing students to successfully identify experiential opportunities and to work in interdisciplinary teams to apply their program specific knowledge in an innovative way to larger and real issues. The Committee was supportive of these new foci being added to the suite of EL activities which have been in place for many years (co-op/internships/placements). The second point above provides scope for activities that prepare students for work in a relatively unstructured EL environment such as the Digital Media Zone and/or zone-like EL activities embedded in course curriculum.

Respectfully Submitted,

Chris Evans,
Chair for the Committee

Appendix 1. Membership of the Experiential Learning Office Review Committee

The work of the following committee members is deeply appreciated. Input from the Interim Provost and Deans is also gratefully recognized.

Last Name	Name	Title	Department	Faculty
Beckstead	Lori	Associate Chair	RTA, School of Media	FCAD
Waddell	Janice	Associate Dean	Dean's Office	FCS
Frankel	Elaine	Professor	Early Childhood Education	FCS
Schank-Smith	Kendra	Chair	Architectural Science	FEAS
Xi	Jeff (Feng)	Professor	Aerospace Engineering	FEAS
Alkoby	Asher	Associate Dean	Dean's Office	TRSM
Halliday	Christina	Director	Student Learning Office	N/A
Fearon	Gervan	Dean	Continuing Education	Chang School
Fox	Valerie	Director	Digital Media Zone	N/A
MacTavish	Jennifer	Dean	Graduate Studies	Grad. Studies
Kerry	Stefan	Manager	Office of Co-operative Education	N/A
Teigrob	Robert	Professor	History	ARTS
Abramovitch	Rona	Special Advisor to the Provost	Provost's Office	N/A
Evans	Chris	Vice Provost Academic	Provost's Office	N/A
Alaica	Amanda	Student	Civil Engineering	FEAS
Winton	Janice	Assistant Vice President	Financial Services	N/A

MEMORANDUM

FROM: Katherine Penny
             Director
             Curriculum Quality Assurance
             Office of the Vice Provost Academic

TO: Mark Lovewell
             Interim Director of Academic Initiatives, and Secretary of Senate

DATE: April 5, 2013

SUBJECT: REVISION OF PROCEDURES – POLICY 126 – PERIODIC PROGRAM REVIEW OF
             GRADUATE AND UNDERGRADUATE PROGRAMS

Attached is the revised policy. We re-sorted the procedures section to match the flow of Ryerson's Program Review Manual, revised the Mandate to correspond with the Quality Council's *Template for Reviewer's Reports on Existing Programs* (to which Ryerson's IQAP is aligned), and also revised some terminology around learning outcomes to better align with the Quality Council.

Many thanks,
Katherine
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Attch.

<u>RYERSON UNIVERSITY</u>
<u>POLICY OF SENATE</u>

PERIODIC PROGRAM REVIEW OF GRADUATE AND UNDERGRADUATE PROGRAMS

Policy Number	126
Current Policy Approval Date	May 3, 2011
Policy Review Date	May 2013 *(or sooner at the request of the Provost and Vice President Academic or Senate)*
Responsible Committee or Office	Provost and Vice President Academic

POLICY STATEMENT

I. SCOPE

This policy governs the periodic review of all existing undergraduate and graduate programs, including those offered jointly with other post-secondary institutions.

Programs offered jointly with other post-secondary institutions will be subject to the periodic program review policies of all the institutions. These programs are included in the schedule of program reviews which will be published annually.

II. AUTHORITY AND RESPONSIBILITY

A. Senate: Final authority for the approval of periodic program review of all Ryerson programs rests with the Senate.

B. Academic Standards Committee (ASC) and Yeates School of Graduate Studies Council (YSGSC): As committees of Senate, ASC and YSGSC will assess periodic program reviews on Senate's behalf and bring recommendations to Senate with respect to their approval.

Where departments/schools choose to combine an undergraduate and graduate program review, the ASC and YSGSC will coordinate their reports to Senate.

ASC and YSGSC shall publish Periodic Program Review Manuals describing and supporting the review process, including:
- Guidance on the conduct of rigorous, objective and searching self-studies and the potential benefits of such studies;
- The responsibilities for the collection, aggregation and distribution of institutional data and outcome measures required of self studies; and
- The Periodic Program Review schedule.

C. Deans
1. The Faculty Dean, or Dean of Record for an Interdisciplinary program, has the authority to submit undergraduate periodic program reviews to the ASC and graduate periodic program reviews to the Yeates School of Graduate Studies.
2. The Dean of the Yeates School of Graduate Studies, as chair of the YSGSC, has the authority for submission of the graduate periodic program reviews to Senate.

D. YSGS Programs and Planning Committee: Assesses graduate periodic program reviews and makes recommendations to YSGSC.

E. Department/School/Program Councils: Approval of these Councils is required before the periodic program review is submitted to the Faculty Dean. Multidisciplinary and Interdisciplinary Programs shall be reviewed as distinct programs and must establish an administrative entity that will be responsible for both curriculum and program review.

F. Department/School Chairs/Directors and Graduate Program Directors: The Chair/Director/Graduate Program Director is responsible for the presentation of the required follow-up report to the Dean and Provost by the specified date, normally within one year of the review.

G. Vice Provost, Academic: The Vice Provost, Academic shall forward required follow-up reports to the ASC for its information, review, and report to Senate. If it is believed that there has not been sufficient progress in addressing any issues raised by the Program Review, an additional update and course of action by a specified date may be required.

The Vice Provost, Academic will establish the schedule for periodic program reviews.

The Vice Provost, Academic will be responsible for the Ontario Universities Council on Quality Assurance (Quality Council) periodic audit process.

Following action by the Senate, the Provost will present a report that summarizes the outcomes of the Program Review to the Board of Governors for its information.

III. PURPOSE

Periodic program reviews serve primarily to help ensure that programs achieve and maintain the highest possible standards of academic quality and continue to satisfy societal need. They also serve to satisfy public accountability expectations through a review process that is transparent and consequential. The process is endorsed by the Council of Ontario Universities (COU) and monitored by the Ontario Universities Council on Quality Assurance (Quality Council). Academic programs at Ryerson are also aligned with the statement of undergraduate and graduate degree-level expectations adopted by the COU. These degree-level expectations can be found in Appendix I and II of this policy.

The process is to be applied to all programs on a cycle of eight years. Where there are related undergraduate and graduate programs, reviews of both programs may be combined if the department/school wishes to do so. Program reviews will be coordinated with any professional accreditation review. An accreditation review can be used to satisfy the program review requirement to the extent that it meets that requirement. The program must submit a supplementary report containing additional information required by the program review process, if any.

PROCEDURES

- The Provost shall establish the procedures related to this policy, and review those procedures as necessary.
- The procedures associated with this policy shall include all of the steps necessary for the preparation of an undergraduate or graduate program review.
- For undergraduate programs, the Academic Standards Committee will develop a manual that gives details of the process and supports the preparation of the review. The Yeates School of Graduate Studies Council will prepare a manual for graduate programs.

APPENDIX I: DEGREE LEVEL EXPECTATIONS FOR UNDERGRADUATE PROGRAMS

	UNDERGRADUATE DEGREE
EXPECTATIONS	*All undergraduate degree programs at Ryerson will be expected to demonstrate that at the completion of the program students would have acquired the following set of skills.*

1. Depth and Breadth of Knowledge	a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;
	 b. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;
	 c. A developed ability to:
	   i. Gather, review, evaluate and interpret information; and
	   ii. Compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;
	 d. A developed, detailed knowledge of and experience in research in an area of the discipline;
	 e. Developed critical thinking and analytical skills inside and outside the discipline;
	 f. The ability to apply learning from one or more areas outside the discipline.

2. Knowledge of Methodologies	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; b. Devise and sustain arguments or solve problems using these methods; and describe and comment upon particular aspects of current research or equivalent advanced scholarship.

3. Application of Knowledge	a. The ability to review, present and critically evaluate qualitative and quantitative information to:
	   i. Develop lines of argument;
	   ii. Make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;
	   iii. Apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;
	   iv. Where appropriate use this knowledge in the creative

	process; and
	b. The ability to use a range of established techniques to:
	i. Initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;
	ii. Propose solutions;
	iii. Frame appropriate questions for the purpose of solving a problem;
	iv. Solve a problem or create a new work; and
	c. The ability to make critical use of scholarly reviews and primary sources.
4. Communication Skills	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.
5. Awareness of Limits of Knowledge	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.
6. Autonomy and Professional Capacity	a. Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:
	i. The exercise of initiative, personal responsibility and accountability in both personal and group contexts;
	ii. Working effectively with others;
	iii. Decision-making in complex contexts;
	b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and
	c. Behaviour consistent with academic integrity and social responsibility.

APPENDIX II: DEGREE LEVEL EXPECTATIONS FOR GRADUATE PROGRAMS

MASTER'S DEGREE	
EXPECTATIONS	*This degree is awarded to students who have demonstrated:*
1. Depth and Breadth of Knowledge	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.
2. Research and Scholarship	A conceptual understanding and methodological competence that: a. Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b. Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c. Enables a treatment of complex issues and judgments based on established principles and techniques; **and,** On the basis of that competence, has shown at least one of the following: a. The development and support of a sustained argument in written form; or b. Originality in the application of knowledge.
3. Level of Application of Knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.
4. Professional Capacity/Autonomy	a. The qualities and transferable skills necessary for employment requiring: i. The exercise of initiative and of personal responsibility and accountability; and ii. Decision-making in complex situations; and b. The intellectual independence required for continuing professional development; c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to appreciate the broader implications of applying knowledge to particular contexts.
5. Level of Communications Skills	The ability to communicate ideas, issues and conclusions clearly.
6. Awareness of Limits of Knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

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DOCTORAL DEGREE	
EXPECTATIONS	*This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated:*
1. Depth and Breadth of Knowledge	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.
2. Research and Scholarship	a. The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.
3. Level of Application of Knowledge	a. The capacity to undertake pure and/or applied research at an advanced level; and b. Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.
4. Professional Capacity/Autonomy	a. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b. The intellectual independence to be academically and professionally engaged and current; c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to evaluate the broader implications of applying knowledge to particular contexts.
5. Level of Communication Skills	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.
6. Awareness of Limits of Knowledge	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

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POLICY 126: PERIODIC PROGRAM REVIEW OF GRADUATE AND UNDERGRADUATE PROGRAMS

PROCEDURES

I. THE SELF-STUDY REPORT

The self-study has descriptive, explanatory, evaluative and formative functions. It provides an opportunity for programs to assess academic quality and societal need. It is essential that the self-study is reflective, self-critical and analytical, and that it actively involve both faculty and students in the process. The self-study consists of two parts: a narrative that addresses key areas, and appendices that include the data and information that form the basis for the narrative.[1]

A. **NARRATIVE** – The narrative must provide a reflective, self-critical and analytical review of the program based on data and surveys, and must be the result of active involvement of faculty and students. The narrative must include, but is not limited to:
   1. **Basic Information:** program information, including a history of the program's development, its mode of delivery (e.g. traditional, online, intensive) and its administrative structure.
   2. **Developments Since Previous Program Review**: a report on how the program has met the goals and objectives of the developmental plan submitted in the previous program review and how it has addressed the Senate recommendations on that program review.
   3. **Societal Need[2]**
      a. a description of current and anticipated societal need
      b. an assessment of existing and anticipated student demand
   4. **Program Outcomes:** a statement of the program learning outcomes and their consistency with the University's mission and academic plan, the Faculty academic plan, the school/department academic plan and the undergraduate and graduate Degree-Level Expectations found in Appendix I and II of the policy.
   5. **Academic Quality**
      a. a description of the program curriculum and structure, including a description of how the curriculum reflects the current state of the discipline or area of study;
      b. a description, where appropriate, of how the program addresses issues of diversity and inclusion;
      c. an analysis of the relationship of the curriculum and individual courses to the degree level expectations, learning outcomes and learning objectives;
      d. a description of how curriculum development occurs; for graduate programs, evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience;
      e. an analysis of enrolment data for all required and elective courses for the previous 3 years;
      f. a description of how the curriculum reflects the current state of the discipline or area of studies;
         • a description, where appropriate, of how the program ensures that students are made aware of their future professional responsibilities
         • information, if applicable, on external accreditation requirements
      g. student engagement:
         • an analysis and evaluation of the appropriateness and effectiveness of the teaching methods (including, where applicable, distance or on-line delivery) to meet the program's learning outcomes;
         • evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs;
         • a summary and evaluation of any partnership or collaborative agreements with other institutions;
         • a summary and evaluation of any experiential learning opportunities.
      h. appropriateness and effectiveness of the methods of assessing student achievement of the defined learning outcomes and degree learning expectations, particularly in students' final year of study;
      i. analysis and evaluation of the level of achievement of students, consistent with the defined learning outcomes and degree learning expectations;
         • for graduate programs, evidence that each graduate student in the program is required to take a

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[1] The ASC and YSGSC will advise programs throughout the review process on matters of content and format and to ensure that policy requirements are met.
[2] Elements of employer surveys/focus groups may be relevant in this section.

minimum of two-thirds of the course requirements from among graduate level courses

j. a statement of any variations from Ryerson's GPA policy and an analysis and evaluation of the appropriateness of these variations;

k. a summary and evaluation of library resources;

l. a summary and analysis of the results of student surveys/focus groups and graduate surveys, including the quality of support to students and general student satisfaction with the program.

6. **Academic Quality Indicator Analysis:** A summary and analysis of the following areas (data to be included in appendices):

a. Faculty:

- faculty qualifications and SRC record;
- class size;
- percentage of classes taught by full and part-time faculty;
- numbers, assignment and qualifications of part-time faculty;
- for graduate programs:
  o the quality and availability of graduate supervision;
  o faculty funding, honours and awards.

b. Students and Graduates:

- a statement of admission requirements;
  o an analysis showing admission requirements are appropriate for program learning outcomes;
  o for graduate programs, the grade level for admission.
- Number of applications and registrations;
- Attrition rates;
- GPAs on graduation;
- Graduation rates;
- Time-to-completion (for graduate programs), including evidence that that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements;
- Academic awards and for graduate students, success rates in provincial and national scholarships and competitions;
- For graduate students, scholarly output and commitment to professional and transferable skills;
- For graduate students, the level of funding;
- Employment six months and two years after graduation;
- Results of Student Satisfaction Survey Post-graduation study;
- Alumni reports;
- Results of employer surveys/focus groups (for graduate programs, where appropriate).

7. **Resources:** An analysis and evaluation of the appropriateness and effectiveness of the use of existing human resources (faculty, support staff, teaching assistants and graduate assistants, and curriculum counseling and advising) and physical and financial resources, (e.g. space allocation; laboratory, studio and computing facilities, respecting Ryerson's autonomy to determine priorities for funding, space, and faculty allocation) to support the program.

8. **Strengths, Weaknesses and Opportunities:** A self-critical analysis of the strengths, weaknesses and opportunities of the program, addressing:

a. academic quality based on the elements in sections 5-7 above;

b. opportunities for program improvement and enhancement; and

c. the ability of the program to meet its learning outcomes and Degree Level Expectations.

9. **Developmental Plan:** A 3-5 year developmental plan including:

a. priorities for implementation of the recommendations;

b. relationship of the priorities to the university, faculty and department/school/program academic plan; and

c. timeline for implementation.

10. An Executive Summary suitable for posting on the university website.

B. APPENDICES

1. Appendix I: All data and survey information on which the narrative is based[3], including but not limited to:
   a. Program specific Degree Level Expectations;
   b. Admissions requirements, admissions data, and information on student demand;
   c. Student satisfaction survey (and/or focus group comments where appropriate);
   d. Faculty Course Survey results as compared to the faculty and university;
   e. Comments from service departments (for undergraduate programs);
   f. Faculty data (faculty members listed by field, courses taught, full/part-time, class size, and, for graduate programs, funding, supervisory privileges etc.);
   g. Data on enrolment in all program courses (required and elective);
   h. Retention and graduation data (cohort data for graduate programs);
   i. Student funding for graduate programs;
   j. Recent graduate survey;
   k. Employer survey (and/or focus group comments where appropriate);
   l. Employment and publication data for graduate programs (where appropriate);
   m. Library resources report;
   n. Additional relevant data.

2. Appendix II: Faculty Curriculum Vitae
   a. For undergraduate programs
      - all faculty members in the program school or department; and
      - all other faculty who have recently taught required courses to program students.
   b. For graduate programs
      - all faculty members in the program school or department; and
      - all adjunct faculty.

3. Appendix III: Courses
   a. Course outlines for all courses offered by the program.

4. Appendix IV: Documentation of Advisory Council comments (for undergraduate programs), Department/School/Program Council Approvals, and approval by the Dean(s).

Detailed guidelines for the above are contained in a Program Review Manual.

II.   PROTOCOL FOR JOINT PROGRAMS: For programs offered jointly with another university the following should be followed:
   A. Feedback on the reviewers' report should be solicited from the partner institution(s), including relevant Deans.
   B. Preparation of a single Final Assessment Report and Implementation Plan should have input from the partner institution(s), be part of the appropriate governance approval of all partner institution(s), and posted on each institutions website.
   C. Partner institutions should agree on an appropriate monitoring process for the Implementation Plan.
   D. The Final Assessment Plan and Developmental Plan should be submitted to the Quality Council by all partners.

III.   REVIEWS AND APPROVALS AT THE PROGRAM AND DECANAL LEVELS

A. Department/School/Program Council

The Chair/Director of the program will forward the full self-study report to the Faculty Dean[4] and, for graduate programs, the Dean of YSGS who will review it and either refer it back to the program for further development or for presentation to the Department/School/Program Council (or other appropriate administrative entity in the

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[3] Relevant statistical information is available from the University Planning Office.
[4] For multidisciplinary and interdisciplinary programs, a Dean will be designated to serve as the Faculty Dean.

case of multi-disciplinary or inter-disciplinary programs) for its review and approval. A record will be kept of the date(s) of the relevant Council meeting(s), along with any qualifications or limitations placed by the Council on the approval.

B. Program Advisory Council (for Undergraduate programs)
Following approval by the Department/School/Program Council, the self-study report, along with any Department/School/Program Council qualifications or limitations, will be sent to the Faculty Dean for presentation to the Program Advisory Council (PAC) for its review and comments. A record will be kept of the date(s) of the meeting(s) and members attending the meeting(s).

C. Dean of the Faculty
The Dean will approve the program review for preliminary submission to either the Academic Standards Committee or the Yeates School of Graduate Studies.

D. Assessment Prior to Submission to an External Peer Review Team
1. Undergraduate Program reviews: The ASC will review the program review to determine if there are any issues prior to submission to a Peer Review Team.
2. Graduate Program Reviews: The Programs and Planning Committee of the YSGS Council will review the program review to determine if there are any issues prior to submission to a Peer Review team.

IV.   PEER REVIEW AND RESPONSE

The program must undergo an external evaluation by a Peer Review Team (PRT). Members of the PRT will be given information on the University and its mission, a complete copy of the self-study report and a copy of the PRT Mandate.

A. Composition and Procedure[5]
1. The PRT will consist of:
   a. two faculty from the relevant discipline(s), field(s) or profession from another university, including universities outside Ontario, where appropriate, who are at arms length from the program school/department; and
   b. one additional reviewer, either from within the university but from outside the discipline (or interdisciplinary group) engaged in the program, or external to the university. This includes programs taught in collaboration with colleges or institutions outside of Ontario. In a joint program with other Ontario universities, unless one internal reviewer is agreed upon by all participating institutions, one internal reviewer will be appointed from each participating institution.
2. The membership of the undergraduate PRT will be determined and appointed by the Dean based on written information provided by the program. The membership of the graduate PRT will be determined by the Dean of YSGS in consultation with the faculty Dean. All members of the PRT will be at arm's length from the program under review. Information from the program will include names and brief biographies of four or more faculty external to Ryerson and two or more faculty internal to Ryerson. The external and institutional reviewers will be active and respected in their field, and normally associate or full professors with program management experience. If graduate and undergraduate reviews are done simultaneously, the Faculty Dean and Dean of YSGS must decide if a combined PRT or separate PRTs are required.
3. The Faculty Dean or Dean of Record for undergraduate programs, and the Dean of YSGS in consultation with the Faculty Dean or Dean of Record for graduate programs, will invite one of the external reviewers to act as Chair of the PRT.
4. There will be a site visit, structured to include the opportunity for PRT discussion with students, faculty and staff.

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[5] The Peer Review procedures are outlined in the *Peer Review Team Guide* found in the Program Review Manual.

5. In the case of accredited programs, at his or her discretion, the Vice Provost, Academic may require a separate Peer Review when the accrediting body's assessment does not fully cover all of the areas required by the University's program review process or may require an Addendum to the materials presented to an accreditation board associated with the academic discipline under review.

B. The Peer Review Team Mandate
The general mandate of the PRT is to evaluate the academic quality of the program and the capacity of the School or Department to deliver it in an appropriate manner. More specifically, the Peer Review will address:

1. Clarity of the program's learning outcomes and their consistency with the institution's mission and academic plans, and alignment of the program's learning outcomes with the institution's degree level expectations;

2. Alignment of the program's learning outcomes with admission requirements;

3. Effectiveness of the curriculum in reflecting the current state of the discipline, evidence of innovation and/or creativity in content and delivery, and appropriateness of delivery to meet the program's learning outcomes;

4. Appropriateness and effectiveness of methods used to assess achievement of the program's learning outcomes and learning objectives;

5. Appropriateness and effectiveness of the academic unit's use of human, physical and financial resources and support services;

6. Quality indicators relating to students, graduates and faculty;

7. Additional graduate program criteria including time-to-completion, graduate student supervision, and faculty, student and program quality; and

8. Initiatives taken to enhance the quality of the program and the associated learning and teaching environment.

The PRT should, at the end of its report, specifically comment on:
1. the program's strengths, weaknesses and opportunities;
2. the program's developmental plan; and
3. recommendations for actions to improve the quality of the program, if any, distinguishing between those that the program can itself take and those that would require external action, where possible.

C. Provided to the Peer Review Team Before the Site Visit

The Peer Review Team will be provided with a Letter of Invitation, a site visit agenda and their mandate, along with the formal proposal and all relevant documentation. For This communication will remind the PRT of the confidentiality of the documents presented.

D. Provided to the Peer Review Team During the Site Visit

1. The PRT will be provided with:
   a. access to program administrators staff, and faculty (including representatives from joint or collaborative Ontario institutions), administrators of related departments and librarians, and students (including representatives from joint or collaborative Ontario institutions), as appropriate;
   b. coordination of site visits to Ontario institutions offering joint programs (excluding college collaborative programs), where appropriate; and
   c. any additional information that may be needed to support a thorough review.

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2. At the close of the site visit for an undergraduate program, the PRT will hold a debriefing involving the designated Faculty Dean, Vice Provost, Academic, and/or the Provost and any others who may be invited. For a graduate program, the Dean of YSGS will also attend.

E. Peer Review Team Report
1. At the close of the site visit for an undergraduate program, the PRT will hold a debriefing involving the designated Faculty Dean, Vice Provost, Academic, and/or the Provost and any others who may be invited. For graduate programs, the Dean of YSGS is included.
2. The PRT shall submit a written report to the Deans and Vice Provost, Academic within four weeks of its site visit.
3. A copy of the PRT report will be forwarded to the Chair/Director.

F. Response to the PRT Report

Within four weeks, the program will submit a written response to the PRT report for undergraduate program proposals to the Faculty Dean and for graduate program proposals to the Dean of YSGS. The written response may include any of the following: corrections or clarifications of items raised in the PRT report; a revised developmental plan with an explanation of how the revisions reflect the recommendations or respond to the weaknesses or deficiencies identified in the report; and/or an explanation of why recommendations of the PRT will not be acted upon.

A written response to the PRT report must be provided by the designated Faculty Dean for undergraduate and graduate programs and the Dean of YSGS for graduate programs. The Dean(s) will provide a response to each of the following:
1. The plans and recommendations proposed in the self-study report;
2. The recommendations of the PRT; and
3. The program's response to the PRT report.

The Dean(s) will also describe:
1. Any changes in organization, policy or governance required to meet the recommendations;
2. The resources that would be provided to support the implementation of selected recommendations; and
3. A proposed timeline for the implementation of any of those recommendations.

If the self appraisal report or the developmental plan is revised following, or as a result of, the PRT review, the original and the revised documents must be resubmitted to the Faculty Dean/Dean of YSGS.

If the Faculty Dean(s) or the Dean of YSGS believes that this document differs substantially from the original s/he is required to return it to the Department/School Council(s) for further endorsement before providing decanal endorsement.

Undergraduate Programs
The entire report, with revisions, including the PRT review and response and the Faculty Dean's approval, is submitted to the Vice Provost, Academic.   The Vice Provost, Academic, will submit the proposal to ASC.

Graduate Programs
The entire report, with revisions, including the PRT review and response and the Faculty Dean's approval, is submitted to the Yeates School of Graduate Studies, for submission to the PPC. PPC will make one the following recommendations:
a. That the report be sent to the YSGS Council with or without qualification;
b. That the report be returned to the program for further revision.

Upon approval by the PPC, the Dean of YSGS will submit the entire report, with revisions, including the PRT review and response, along with the Faculty Dean's approval, to the YSGS Council.

V. ACADEMIC STANDARDS COMMITTEE OR YEATES SCHOOL OF GRADUATE STUDIES REVIEW

The ASC or the YSGS Council will review the report and make one of the following recommendations:

a. Approval of the review as submitted, with or without recommendations for further action.
b. Conditional approval of the review, with conditions specified.
c. Referral of the review to the Dean for further action in response to specified weaknesses and/or deficiencies.
d. Rejection of the review as submitted.

If there is a concurrent review of an undergraduate and a graduate program, the chairs of the ASC and YSGSC will consult to provide a joint report to Senate.

VI.   SENATE APPROVAL

The Chair of the ASC and/or YSGS Council, will submit a Final Assessment Report to Senate that summarizes the findings and conclusions of the review of the program, including the program's strengths and weaknesses, and outlining the actions to be taken on the recommendations arising from the review.

Senate is charged with final academic approval of the Program Review. Senate shall publish the Executive Summary, Final Assessment Report and the associated Developmental Plan, and the action of Senate for each Periodic Program Review on the Senate website following Senate action. Copies will be provided to the Quality Council and the Board of Governors, for their information. Complete documentation, respecting the provisions of FIPPA, will be made available through the Senate office.

VII.   FOLLOW-UP REPORT AND IMPLEMENTATION

If the report includes a recommendation for approval of the program review, it will include a date for a required follow-up report to be submitted to the Dean and Provost on the progress of the developmental plan and any recommendations or conditions attached to the approval. The initial follow-up report is normally due by June 30 of the academic year following Senate's resolution. The Provost may require additional follow-up reports.

If the report is referred to the Dean, a date will be specified for the completion of a revised report. If the revised report is not filed by that date, the program review will be rejected.

The Chair/Director and Dean are responsible for requesting any additional resources identified in the report through the annual academic planning process. The relevant Dean(s) is responsible for providing identified resources, and Provost is responsible for final approval of requests for extraordinary funding. Requests should normally be addressed, with a decision to either fund or not fund, within 2 budget years of the Senate approval.

The follow-up report to Senate will include an indication of the resources that have been provided.

VIII. QUALITY COUNCIL

The Provost will annually report outcomes of all Periodic Program Reviews to the Quality Council as per the required process.

IX. REPORT TO THE BOARD OF GOVERNORS

The Provost is responsible for presentation of the Final Assessment Report to the Board for its information.

DRAFT FOR DISCUSSION ONLY

Implementation of the New Curriculum Model at Ryerson University: Green Paper

Submitted by Chris Evans, Vice-Provost, Academic

Chair, Curriculum Implementation Committee;

Mark Lovewell, Interim Secretary of Senate

Vice-Chair, Curriculum Implementation Committee

April 26, 2013

Implementing the New Curriculum Model: Green Paper

1. Introduction

This document presents an interim report from the Curriculum Implementation Committee (CIC) on the enactment of the new curriculum model approved by Ryerson University's Senate in June 2012. As with the green paper presented by last year's Curriculum Renewal Committee (CRC), this report's purpose is to inform the broader Ryerson community about the directions the CIC is considering, to foster discussion on these proposed directions, and to solicit advice.

a. Background to the Curriculum Renewal Project

In June 2011, a new curriculum framework was approved for Ryerson, and the Curriculum Renewal Committee (CRC) was appointed to work out its implications. This new framework was devised to provide students with more flexibility to define their personal educational and career goals, while maintaining Ryerson's mandate to provide a well-rounded career-relevant education that includes broad educational objectives such as critical thinking and communication (particularly writing) skills. The new framework was also explicitly aligned with the undergraduate degree level expectations (UDLEs), which are now part of Ryerson's Institutional Quality Assurance Process (IQAP).

In June 2012, the framework developed by the CRC in its white paper was approved by Senate. At this same Senate meeting, the CIC (Appendix 1) was created to develop an effective plan to turn this framework into a full-fledged curriculum model. In its white paper, the CRC made 19 recommendations (Appendix 2), including the establishment of the CIC, whose key goals it envisioned as follows:

> ➢ Development of a mechanism and criteria related to creation and maintenance of restrictions and exclusions for open electives.

> ➢ Development of strategies and processes to ensure student access (improved course intentions, use of SCIF, mandated seats in open electives, and caps on class sizes as appropriate).

> ➢ Development of strategies to present open and breadth electives to students that facilitate student choice.

> ➢ Development of processes to ensure writing courses (W-courses) as graduation requirements are introduced in the appropriate sequence.

> ➢ Identification of resource needs related to implementation.

The remainder of this document outlines the CIC's interim proposals for the full-fledged curriculum model based on the goals set out by the CRC. It also discusses the ways the CIC proposes dealing with the wide-ranging issues of transitioning to the new curriculum. Finally, this document summarizes several areas where we believe further discussion and consultation are necessary. In the meantime, the CIC's work on detailed strategies and processes to address scheduling, access and transition issues, as well as its identification and estimation of implementation-related resource needs is ongoing, in preparation for a CIC white paper to be submitted in time for a June Senate meeting.

2. Proposals for Refinement of the New Curriculum Model

This section presents an overview of policy ideas that would involve further refinements to the curriculum model presented by the CRC in their 2012 white paper.

Proposal 1. Transitioning to Mandated Breadth
In its white paper, the CRC recommended that open electives provide "choices related either to personal interest and exploration or to a student's own particular career path," to give students the chance "to gain additional depth in their core discipline, to pursue a minor or to develop other interests." Breadth electives were envisioned as courses that "expose students to varied and diverse ways of seeing the world." In addition they were conceived as developing students' "capacity to understand and critically appraise the issues and context of a discipline outside their field of study, and specifically expose [them] to varied types and methods of reasoning and analysis, and modes of communication." As a result of feedback the CRC received during consultations with the community, the white paper presented to Senate in June 2012 also exhorted the University to "express its intent to make the breadth elective category a field for *mandated breadth* over time." Three categories were provisionally suggested in the white paper, including the social science and humanities, science and technology, business and design. We are suggesting that this range be broadened to a set of categories which reflects the entire spectrum of Ryerson programming as listed here:[1]

- the humanities
- the social sciences
- science and engineering
- business
- communication and design
- community service

Applying mandated breadth requirements in addition to the white paper's conceptual definition of breadth creates formidable challenges, however. In its discussion of its goal of mandated breadth, the CRC noted "[t]here will need to be a commitment by the University to ensure that sufficient courses exist in whatever set of breadth categories is finally selected." Let's take the case of a fairly straightforward mandated breadth requirement that extends the current breadth elective component of the proposed curriculum model: that all undergraduate full-time students should be required to take six breadth elective courses (four in engineering) in at least three of the above six categories. Students would be excluded from taking breadth courses from the category deemed closest to their own disciplinary or interdisciplinary area (i.e., major subject). It is possible to use some hypothetical calculations to gain a sense of the number of seats each Faculty needs to make available once the new curriculum model reaches steady state. Presuming that students have uniform preferences in choosing from among the five categories open to them (i.e., all except the category deemed

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[1] As a comparison, the Faculty of Arts at the University of Waterloo requires breadth in the categories Fine/Performing/Communication Arts, Humanities, Languages and Cultures, Social Science, Trans-disciplinary Studies. In the Faculty of Mathematics the categories are Humanities, Social Sciences, Pure Sciences, and Applied Sciences. In the Faculty of Science no categories are indicated – students are required to take 16 electives in a major program such as Chemistry. At Western University the breadth categories for undergraduate programs are Arts and Humanities, Social Science, Technical (sub-categories are Engineering, Medical Science, Science, Communication Sciences) At Carleton University the categories are Arts/Social Science and Free Electives in the Faculty of Science while for the Faculty of Arts they are Culture and Communication, Humanities, Science/Engineering/Design and Social Sciences. There are several BA Programs exempt from breadth requirements as they are considered to be interdisciplinary.

closest to their own subject area), and based on 2012-13 Faculty enrollments (employing FFTE equivalents), the following estimates apply for the number of seats that need to be made available in each of the six academic Faculties to meet mandated breadth requirements for out-of-Faculty students:

Figure 1: Steady-State Estimates of Seat Requirements in Mandated Breadth Categories

Faculty	Enrollment	Humanities	Social Sciences	Science and Engineering	Business	Communication and Design	Community Services
Arts	3064	586 [=2342 × 0.25]	181	766*	766	766	766
FEAS	3604	613 [= 3604 × 0.17)]¶	613	-	613	613	613
Science	1596	399 [= 1596 × 0.25]	399	-	399	399	399
TRSM	8325	2081 [= 8325 × 0.25]	2081	2081	-	2081	2081
FCAD	4019	1005 [= 4019 × 0.25]	1005	1005	1005	-	1005
FCS	4858	1215 [=4858 x 0.25]	1215	1215	1215	1215	-
		5898	**5312**	**5067**	**3997**	**5073**	**4864**

*For example, the estimate that the 3064 students enrolled in 2012-13 in Faculty of Arts programs would need 766 seats in electives in the science and engineering category is based on the mandated breadth requirement for Arts students of six courses during a four-year program, or an average of 1.5 courses annually, with students in these programs presumed to access the 1.5 courses uniformly from the five categories (i.e., 0.25 courses per category) open to them. In the case of humanities and social sciences, the Arts total of 3064 can be divided into enrolment in humanities programs (722) and social sciences programs (2342), with the estimate of Arts students taking humanities courses being the number of social sciences program students multiplied by .25.

¶The mandated breadth requirement for FEAS students is presumed to be four courses during their four-year programs, so that on average they take one course annually. These students are presumed to access this single course uniformly (i.e., 0.17 courses per category) from the five categories open to them.

These numbers are approximate, but they nonetheless reveal some of the extraordinary challenges that Faculties outside of Arts would face meeting the steady-state enrollment demands associated with mandated breadth. It is also important to note that the challenge for the Faculty of Arts would be very different from that of other Faculties. At present, most liberal studies courses are offered by this Faculty. With a mandated breadth requirement gradually expanding to encompass all of the University's undergraduate programming, a large majority of the seats currently allotted to Arts-delivered liberal studies courses (in the order of two thirds, or over 20,000 seats annually, according to the hypothetical estimates in Figure 1) would shift to courses delivered by the other five academic Faculties. Differential growth in different sectors of the University might exacerbate this issue.

Such a shift could have a disruptive impact on the University in two ways. First, it could significantly reduce undergraduate teaching in Arts departments, especially those with large numbers of liberal studies courses. Second, it could create a major new set of teaching demands for departments and schools in the rest of the University – demands that in a period of budget austerity would not necessarily be easy to meet.

To reduce such risks, the CIC proposes that a long-term transition strategy needs to be worked out for mandated breadth – one that starts with a breadth elective component of the new curriculum model that mirrors the liberal studies component of the current curriculum, but with the following amendments. To begin with there would be three categories of breadth electives:

➢ Humanities;
➢ Social Science;
➢ Non-Arts/Other.

The first two would include all areas subject inside Arts, and the third would include all subject areas outside Arts (TRSM, FCAD, FEAS, FoS, FCS).

For the first step all breadth electives would be scheduled in the current liberal studies bands. Arts students in humanities would be required to take six breadth electives from either social sciences or the third category from outside Arts. Arts students in social sciences would be required to take their six breadth electives from either humanities or the third category. Non-Arts students would be required to take either humanities or social sciences breadth electives.

As soon as sufficient courses and potential seats had been created outside Arts, the third category would be divided into two or more separate categories. Given that it would likely be quicker to introduce a significant number of seats in new business and in science breadth electives, and given the possible synergies between new business courses and those in communication and design, the third category might initially be divided into three separate categories: (1) business, communication and design, (2) science and technology and (3) other. Note – these additional categories are, at this juncture, simply examples provided to illustrate the point. The final step would involve the full implementation of the breadth elective requirement. In the long run, as the number of breadth electives from outside Arts increases, the mandated breadth requirement would be enriched by introducing courses from all four of the envisioned categories outside Arts, with all students having to take their six breadth electives from at least three of the six categories cited above, other than the category associated with their major subject.

An incremental approach to implementing this new requirement would allow for the gradual development of required courses but also encourage research and testing to observe and measure the effects of these changes on enrolment and student engagement.

Finally, it should be noted that the analysis above is based on an "equal selection of categories by students" model as noted. This is, of course, an unlikely scenario. Other factors will come into play including student preferences, scheduling constraints and seat availability. In spite of such challenges, the CIC firmly believes that the university should work towards mandated breadth over time.

Proposal - *According to the amended breadth elective requirement, students will need to take six breadth electives (four in engineering) from categories unassociated with their own major subject. In order to create the resources to support this requirement, the committee is advising a gradual transition plan that begins, as outlined above, with accepting the current liberal electives as breadth electives but concludes with a breadth requirement that reflects all subject areas taught at Ryerson.*

Breadth electives will initially comprise the liberal studies list of courses, divided into three categories – humanities, social sciences and other – with all students needing to take their breadth electives from a selection in two categories.

Proposal 2. Introduction of 'Flagship' Electives
Over time, special 'flagship' elective courses in each of the non-Arts breadth categories should be encouraged. These courses would be tailored to the white paper's breadth elective definition, while being geared to a large-capacity lecture format and offered in multiple sections. Not only would these new breadth elective courses help ensure students could satisfy their mandated breadth requirement, they would also provide a range of specially tailored introductory offerings in each of the breadth elective categories. In addition, they might be used as prerequisites to other available electives. And, maintaining the CRC's recommendation that students be able to use breadth electives as open electives, these flagship elective courses could be used to meet open elective requirements as well.

Proposal - *Special 'flagship' elective courses should be introduced in each of the six categories outlined in the previous proposal. These courses should all meet the breadth elective definition outlined in the CRC's white paper and it should be possible for students to use them to meet either mandated breadth or open elective requirements.*

Proposal 3. Review of all Breadth Elective Courses

The Breadth Elective and Writing Committee (BEWC) will need to review all breadth electives to ensure that they fit under the breadth elective definition. This review will initially involve all new courses. But, over time, all breadth elective courses, including the current liberal electives should be reviewed to ensure that they fulfill the breadth elective mandate

Proposal - *The BEWC shall ensure that all breadth elective courses are consistent with the definition of such courses.*

Proposal 4. Interim Maintenance of Banding

The gradual transition to the breadth elective requirement will require a gradual modification of the bands system. Once students have wider access to breadth electives in the Outside Arts categories, the bands should be removed. These changes should occur incrementally and with care. It is possible that some bands might have to remain for programs with accreditation issues. This process will minimize the timetabling risks associated with the transition to the new curriculum model.

Proposal - *The CIC proposes that breadth electives continue to be offered in the current bands system, and that a gradual transition to a non-banded system be implemented.*

Proposal 5. Lower- and Upper-Level Writing-Intensive (W) courses.

The CRC recommended the adoption of the concept of writing-intensive (W) courses that "include an individually prepared writing component outside of class that develops the student's critical skills and ability to mount a sustained argument." Courses that are either core or elective could be classified as writing-intensive, with programs having the same number of W-course slots in the new curriculum as they have liberal studies courses in the current curriculum.

One issue the CRC did not discuss is whether or not to maintain in any way the existing division of liberal studies courses into lower-level and upper-level. Currently the main distinction between these two levels is the specification of their writing component. Lower-level liberal studies courses incorporate one or more out-of-class assignments totalling at least 1200-1500 words; upper level liberal studies courses incorporate the same requirement except in the range of at least 1500-2000 words. An additional distinguishing feature is that upper level liberal studies courses are pitched at a year three and year four level, while lower-level course content is at a year one and year two level.

There are resource implications associated with this recommendation. While the total amount of marking (and employment of markers to assist faculty members in assessing students' written work in some of these courses) would be the same as at present, the distribution of this marking across the University would change. The financial resources used to fund this marking will therefore need to shift as well.

Currently the presence of significant writing assessments in coursework is concentrated in liberal studies courses in Arts as well as some professional and professionally related courses in other Faculties, especially FCAD. To ensure that students in all parts of the University can access a sufficient number of writing-

intensive courses to satisfy the overall requirements in their program, a significant number of the electives will need to be writing-intensive as well. The risks associated with the availability of W courses will be minimized in the transition to the new model if the breadth elective proposals above are followed.

Proposal - The CIC proposes that W courses also be divided into lower- and upper-level categories, extending the same minimum word ranges as presently exist for lower- and upper-level liberal studies courses. This would ensure that the writing requirements already built into Ryerson's curriculum are maintained in the new curriculum model.

3. Transitioning to the New Curriculum Model

Each of the proposals in the previous section represents a substantive refinement of the curriculum model presented in the CRC white paper. The remainder of this report deals with questions of practical implementation as we plan for the transition to the new curriculum model – issues that the CRC only touched on in its white paper and which the CIC was explicitly tasked to study.

A. Estimation of the Impact of Restrictions/Exclusions

i. Establishing a Pool of Potential Open Electives

The list of possible open elective courses is constrained by several factors discussed in the CRC white paper. First, some core courses will be restricted to students in a specific program only, which means they will not appear in the open elective pool. Second, departments and schools may exclude their own program students from taking a course as an open elective. Finally, courses formally classified as open electives but with significant numbers of prerequisites may be out of reach to many students, especially if some of these prerequisites are not part of the open elective list.

How will these factors operate in practice? So far the CIC has concentrated on the first. The issues associated with course restrictions differ for the various elements of the proposed open elective pool. It is presumed that liberal studies will move over in a relatively straightforward fashion to become the breadth elective portion of the new open elective list. For courses comprising the remainder of the new pool, the CRC considered several ways to construct a preliminary list:

> ➢ using an existing professionally related elective table (e.g. Faculty of Arts)
> ➢ aggregating lists self-selected by programs
> ➢ incorporating all courses currently in minors
> ➢ some combination of the above

After some deliberation, we adopted the last option. We conducted a survey requesting all programs select a list of potential open electives from the courses they teach. A template form was sent, to be returned to the Office of the Vice Provost Academic. A total of 31 programs of 56 polled provided this information (Response of ~ 55%), allowing us to construct a partial aggregated list of courses self-selected by programs. For non-reporting programs, we have incorporated all courses currently in minors. As summarized in Figure 2, with details provided in Appendix 3, the reporting programs self-identified almost 550 courses as potential open electives (Column 4 in Figure 2). Of the 550 self-reported courses, only 35 are liberal studies. Some reporting programs neglected to include some or all of the courses they offer in minors in their list of proposed open electives. The tally of such courses in included in the 5th column of Figure 2. The total of

such courses for the programs that have self-reported is 150. By combining these two lists, the self-reported courses plus the minor courses not included by the reporting units, we determine a preliminary pool of potential open electives with approximately 700 courses.

Figure 2 also provides information for programs which did not complete the open elective survey but do provide minors. We have included the courses in those minors in our tally. Minors are, in theory, open to students from across campus, so minor courses have the characteristic of open electives. The number of minor courses offered by the non-reporting departments is 151. Adding these to the estimate above brings the potential pool to about 850 courses.

It can be deduced from Figure 2, that about 390 of the courses included by reporting programs are liberal studies or courses in minors.[2] This leaves over 160 others, representing the reporting programs' current professional courses or courses they offer in non-minor contexts as professionally related electives. As a preliminary estimate, this figure can be pro-rated by a factor of 1.67 giving a figure of about 270, to account for the fact that about two-fifths of programs have not responded to our survey.

Frequency of Course Offerings - According to the Registrar's Office, as of the 2012-2013 academic year, the total number of courses in our scheduling system is 2742, with 434 liberal studies courses, and 822 in minors. However, not all of these courses are offered frequently. Some evidence on this latter point is given in Figure 3, which shows that the number of inactive courses on the books (defined as those last offered prior to fall 2005) is about one-seventh of the total.

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[2] OE List without Minor Courses or Liberals = Number of OE indicated by program – [(Total Minor Courses offered – Minor Courses not included in OE self-reported list) + Liberals]

Figure 2: Open Electives Self-Identified by Programs + Courses in Minors

Faculty	# of Programs	Total # of Courses Currently Offered in Minor in Academic Calendar	Total # of Courses Available as OEs as Indicated by Program	Total # of Courses offered in Minor but NOT as OEs	Total # of Courses Offered as Liberal Studies	Total # of Liberal Studies included as OE Courses
Faculty of Arts						
Programs that Responded	11	240	257	104	141	35
Programs that did not Respond	2	25	*25*	25	15	
Total	**13**	**265**	**282**	**129**	**156**	**35**
Faculty of Communication & Design						
Programs that Responded	6	38	114	10	0	0
Programs that did not Respond	3	13	*13*	0	0	
Total	**9**	**51**	**127**	**10**	**0**	**0**
Faculty of Community Services						
Programs that Responded	4	6	66	3	0	0
Programs that did not Respond	5	29	*29*	0	0	0
Total	**9**	**35**	**95**	**3**	**0**	**0**
Faculty of Engineering and Architectural Science						
Programs that Responded	2	0	11	0	0	0
Programs that did not Respond	6	0	*0*	0	0	0
Total	**8**	**0**	**11**	**0**	**0**	**0**
Faculty of Science						
Programs that Responded	3	63	40	29	6	0
Programs that did not Respond	4	0	*0*	0	0	0
Total	**7**	**63**	**40**	**29**	**6**	**0**
Faculty of Ted Rogers School of Management						
Programs that Responded	4	30	57	4	0	0
Programs that did not Respond	6	84	*84*	0	0	0
Total	**10**	**114**	**141**	**4**	**0**	**0**
Grand Total	**56**	**528**	**696**	**171**	**156**	**35**

Figure 3: Frequency of Course Offerings

Academic Year	Number of Courses
Prior to F2005	427
F2005/W2006/S2006	13
F2006/W2007/S2007	35
F2007/W2008/S2008	47
F2008/W2009/S2009	41
F2009/W2010/S2010	37
F2010/W2011/S2011	86
F2011/W2012/S2012	176
F2012/W2013	1880
Total Number of Courses	2742

To give a more realistic picture *of the current situation*, we asked University Scheduling to concentrate on the courses offered in the 2012-13 academic year. As can be seen in Figure 4, when comparing total courses, liberal studies and courses in minors offered in the two academic terms, F2012 and WS2013, the corresponding numbers in each term were roughly equal. Meanwhile, liberal studies courses made up more than a tenth, and courses in minors between a quarter and a third, of the total number of courses offered in 2012-2013.

Figure 4: Courses Offered in the 2012-2013 Academic Year

Courses	(1) Offered in F2012	(2) Offered in W2013	(3) Offered in Both Terms	(4) Offered in this Academic Year = (1)+(2)-(3)	(5) Not Offered in this Academic Year
All Courses	1054	1099	273	1880	862
Liberal Studies	121	123	60	184	250
Courses in Minors	289	311	139	461	361

These data provide an independent check of the size of the open elective pool provided above: an estimate of the size of the open elective pool was to use – in addition to the initial figure of 270 for non-liberal studies/no-minors courses cited above – the 184 liberal studies courses and 461 courses in minors found in Figure 5. (Each of these totals can be derived by adding the relevant numbers in columns 1 to 3.) Our initial estimate of the size of the open elective pool each year is therefore in the neighbourhood of 900. The actual pool will be somewhat smaller for three reasons:

➢ the likely shrinkage in the liberal studies course list, which could numerically outweigh the new list of large-capacity flagship electives, as the new mandated breadth requirement is phased in;

➢ program-specific exclusions, which will not affect the size of the overall elective pool but will reduce its size in particular programs as departments and schools put selective constraints on the open electives that are available to their own students;

➢ the impact of pre-requisites.[4]

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[3] For example, some minors have a hierarchical, internal pre-requisite structure (e.g., Chemistry). This will constrain the "openness" of open electives which are higher up the hierarchy. The section size of the foundational courses in these minors will add an additional layer of constraint. These factors do not preclude such courses from being OEs, but it forces students make certain choices to achieve these courses.

[4] Some courses which are pre-requisites for courses included in the OE list self-reported list were not included on that same list. The reasons for this are unclear, but this has to be rectified or it reduces the actual number of potential OEs.

ii. Interim Results and Needed Refinements

In summary, the list identified in this initial process strikes the CIC as a good starting point for the content of the open elective category. The next steps are (i) to achieve full reporting and (ii) to establish academically sound restrictions and exclusions for the courses on this list as well as to account for pre-requisites. We emphasize the term 'academically sound' as we believe that these types of constraints should be imposed only for good academic reasons. For restrictions and exclusions, we propose a follow-up survey where we ask reporting programs to identify the restrictions and exclusions they are comfortable with along with a brief justification of these constraints. As the list of open electives is firmed up, the pre-requisite issue needs to be dealt with by informing interested students that some open electives do have pre-requisites and that they will only be able to access those courses if they have a sufficient number of open elective slots in their program to satisfy the pre-requisites. Also the CIC is currently undertaking research to create a list of cases where courses in the general open elective list have pre-requisites that are currently outside the list.

Despite these outstanding issues, the overall conclusion from this analysis is clear. Ryerson is offering a significant volume of courses overall to its students. In terms of electivity, liberal studies courses and courses in minors represent a significant pool of choice for students in the current system. What these data do not show are the impact of two major factors:

> ➢ Can courses be scheduled in such a way as to give students a wide set of alternatives when choosing their open electives?
> ➢ What is the "supply and demand" picture – that is, the relative availability of seats in courses on the open elective list compared to student requests to take those courses?

We turn to these issues in turn.

B. Scheduling

i. A Test of Scheduling Availability

Now that we have a preliminary list of open electives, we need to ensure its constituent courses are collectively scheduled in a way that maximizes effective student choice. We want to avoid a situation of false advertising where many courses are available in principle but cannot be accessed by students. In order to get a better sense of current student access to liberal studies courses and courses on the minors list, the CIC asked University Scheduling to construct a test-case scenario. The method applied was to select 100 students from across different Faculties, but from a limited number of programs, focusing on a particular year of each. Of the fifteen highlighted programs, three were from Arts (2nd year Politics and Governance, 2nd year Criminal Justice, 2nd year Geographical Analysis); one each from FEAS and Science (1st year Mechanical, 2nd year Contemporary Science), three from TRSM (3rd year Marketing, 3rd year Retail Management, 4th year Business Technology Management), four from FCAD (3rd year Film Studies, 2nd year Journalism, 2nd year Fashion Design and 2nd year Radio and Television) and three from FCS (3rd year Nursing, 3rd year Social Work and 3rd year Urban and Regional Planning).[5]

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[5] Of the 100 selected students in this test-case scenario, 15 were from the Arts programs (5 each from Politics and Governance, Criminal Justice and Geographical Analysis), 5 each were from FEAS (Mechanical) and Science (Contemporary Science), 20 were from TRSM (10 from Marketing and 5 each from Retail Management and Business Technology Management), 40 from FCAD (10 each from Film Studies, Journalism, Fashion Design and Radio and Television) and 15 from FCS (5 each from Nursing, Social Work and Urban and Regional Planning)

Using the F2012 database, the *required* professional and professionally related courses for each student were entered into the test-case schedule as they were actually scheduled for F2012. All students in this test group had a liberal studies course in the F2012 semester of their curriculum and all were taking a normal course load. With this set of conditions, University Scheduling determined what percentage of liberal studies and courses in minors students could fit into their schedules.

Figures 5 and 6 below present the test-case results for liberal studies courses and courses in minors respectively. The chart in Figure 5a shows the numbers of students in the total test-case sample of 100 who could access various percentage ranges (all the way from 0 to 9 percent up to 90 to 100 percent) of the courses in their program's relevant liberal studies band. The table in Figure 5b breaks down each of the numbers of students shown in the chart by program. For example, one of the five selected 3rd year Nursing students could access only between 0 to 9 percent of the liberal studies offerings available in their scheduling band, while seven of the ten selected 2nd year Radio and Television students could access 90 to 100 percent of their available liberal studies offerings.

Figure 5a. Access to Liberal Studies (percentage of courses offered)
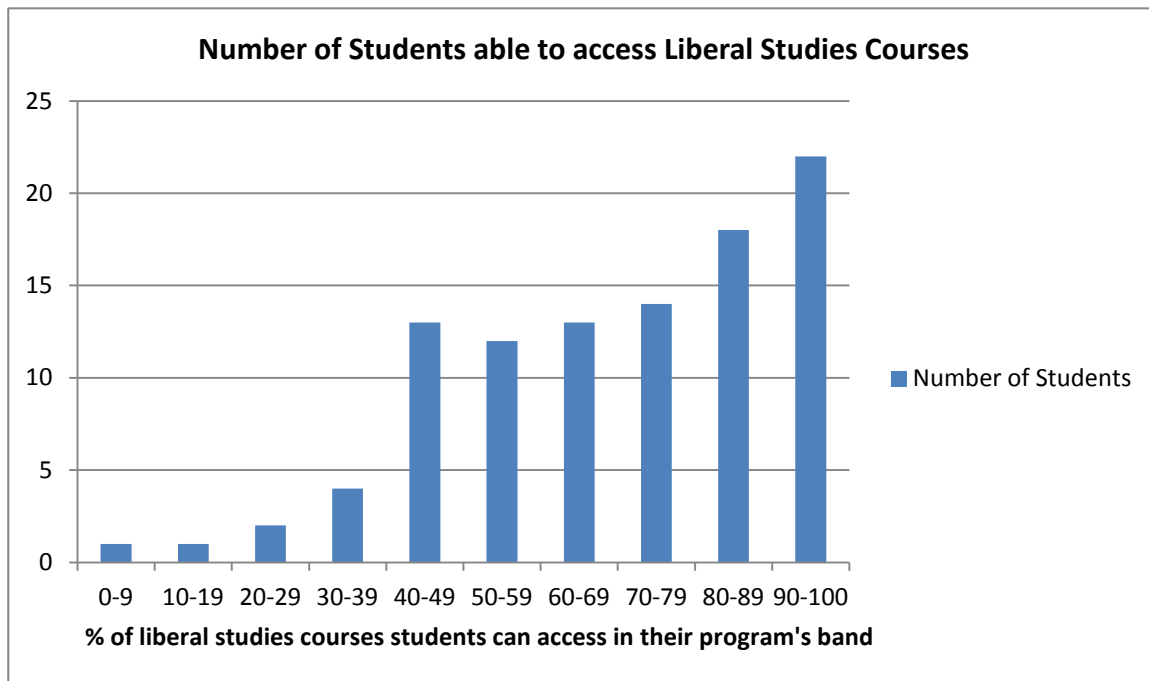
Figure 5b. Number of Program Students in Each Percentage Range (total 100)

0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
(1) 3Nursing	(1) 3Nursing	(2) 3Nursing	(1) 3Nursing (2) 2BSContSci (1) 2Design	(5) 2Design (1) 3UrbRegPlan (3) 3SocialWork (1) 1BEMechEng (2) 2BSContSci (1) 3RetailMgt	(1) 2Design (3) 2Journalism (2) 3RetailMng (2) 3SocialWork (3) 1BEMechEng (1) 2BSContSci	(3) 3Marketing (2) 3UrbRegPlan (2) 3RetailMngt (2) 2Design (1) 2BAPolGov (2) 2Journalism (1) 1BEMechEng	(4) 2BAGeoAnlys (1) 3FilmStudy (3) 4BusTechMgt (2) 3UrbRegPlan (1) 2RadioTV (1) 2Design (2) 2Journalism	(4) 2BACrimJust (4) 3FilmStudy (3) 2BAPolGov (2) 3Marketing (2) 2RadioTV (2) 4BusTechMgt (1) 2BAGeoAnlys	(5) 3Marketing (7) 2RadioTV (1) 2BACrimJust (5) 3FilmStudy (1) 2BAPolGov (3) 2Journalism
1	1	2	4	13	12	13	14	18	22

The chart in Figures 6a shows the number of students in the total test-case sample of 100 who could access, purely from a timetabling perspective (i.e., not considering whether or not in the current curriculum model these courses appear on their professionally related elective tables) various percentage ranges of the available 261 minors courses offered in F2012. Again, the table in Figure 6b breaks down each of the numbers in the chart by program. For example, one of the five selected 3rd year Nursing students could access between 30 to 39 percent of the minors courses offered in F2012 while nine of the ten selected 3rd year Marketing students could access between 90 to 100 percent of these minors courses.

Figure 6a. Access to Courses on the Minors List
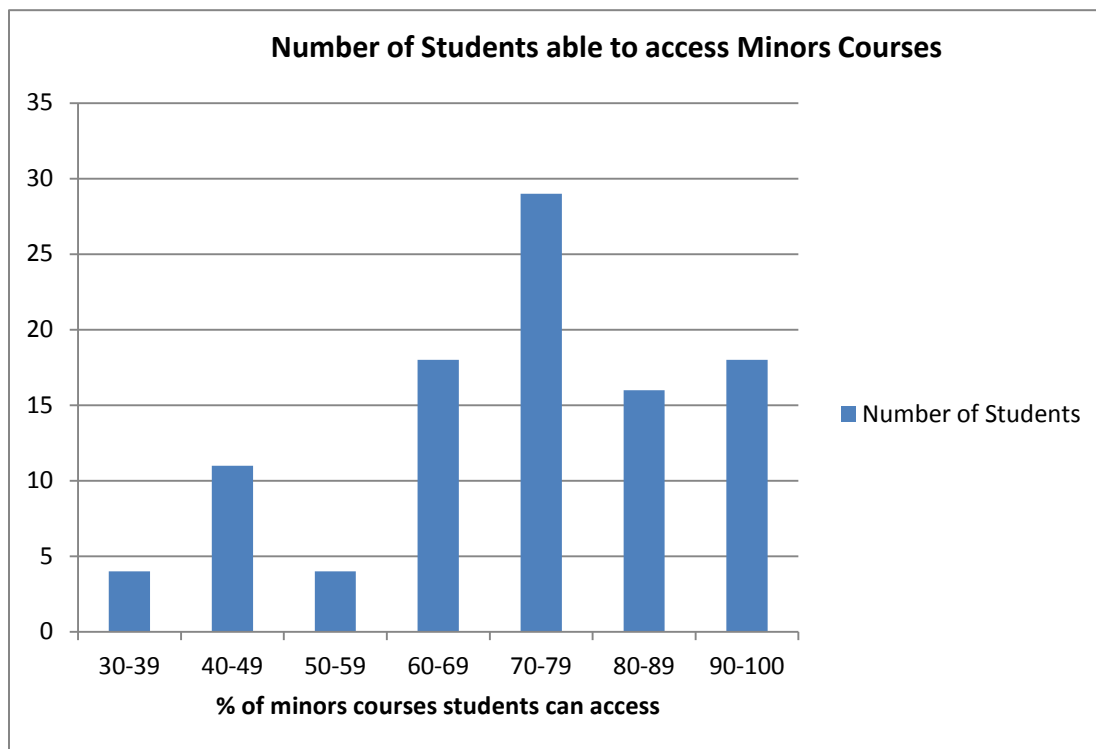
Figure 6b. Number of Program Students in Each Percentage Range (total 100)

30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
(1) 3Nursing (3) 3SocialWork	(5) 1BEMechEng (2) 3SocialWork (4) 3Nursing	(1) 2Design (1) 2BSContSci (2) 3UrbRegPlan	(7) 3FilmStudy (2) 2BAGeoAnlys (4) 2Design (3) 3UrbRegPlan (2) 2Journalism	(5) 4BusTechMgt (4) 2Design (10) 2RadioTV (3) 2BAGeoAnlys (5) 2Journalism (2) 3FilmStudy	(3) 2BSContSci (1) 3Marketing (3) 3RetailMgt (1) 3FilmStudy (3) 2BACrimJust (3) 2Journalisn (1) 2Design (1) 2BAPolGov	(9) 3Marketing (1) 2BSContSci (4) 2BAPolGov (2) 2BACrimJust (2) 3RetailMgt
4	**11**	**4**	**18**	**29**	**16**	**18**

ii. Interim Results and Needed Refinements

Figure 5b shows that 67 of the 100 selected students could access 60 to 100 percent of the liberal studies courses in their program's band, while Figure 6b shows that 81 of these same students could access 60 to 100 percent of courses offered in minors. The percentage range representing the mode in the case of liberal studies courses was 90 to 100 percent and the median was 70 to 79 percent. For minors courses, the comparable mode and median were both 70 to 79 percent.

The analysis above has three major implications.

➢ First, not only did the vast majority of students have a range of electives, both liberal studies and courses in minors, to choose from. As shown in Figures 5 and 6, most students were able to fit a majority of these courses into their schedules.

➢ Second, it should come as no surprise that programs with more highly constrained curricula (e.g., Nursing, Social Work) are clustered in the columns to the left of the tables in Figures 5 and 6. Given curriculum constraints, these programs' students were less able to accommodate both liberal studies and minors courses in their schedules than students in programs such as those in Arts and TRSM that have more open curricular structures. Less expected is the fact that the variation in scheduling availability was much greater in the case of liberal studies than for courses in minors.

➢ Third, as shown in the two charts in Figures 5 and 6, the mode of the various percentage ranges for the availability of liberal studies courses was significantly higher than for courses in minors. But because of the significant variation in the scheduling availability of liberal studies, the median percentage range was the same for liberal studies than for courses in minors.

In assessing these implications, it is important to keep in mind that the test-case scenario we have been examining has important limitations. The sample it is based on is wide-ranging in its reach across different Faculties, but arbitrary in its selection of particular programs. Also, for the purposes of the exercise, evening courses and distance sections were excluded. If these courses were incorporated, the extent of access would increase markedly. Finally, and most importantly, capacity and available spaces were not considered in the test-case calculations – only possible placement in students' schedules.

How can this analysis be further refined? What is required is a closer analysis of supply and demand for open electives overall – not least, courses in minors and the proposed flagship electives. How do we gain a better sense of the picture of demand and supply that influences so significantly issues related to access and scheduling?

C. Student Access

i. *Current Evidence on Access and the Impact of SCIF*

The issues associated with ensuring student access to courses appearing on the open elective list are some of the most difficult for the CIC to deal with, both from conceptual and investigatory perspectives. Some of these issues will be mitigated by the fact that a student's ability to take a particular open elective will no longer be so closely constrained by the student's own programs (except when exclusions apply). If a student finds their preferred open elective is full, they have literally hundreds of others to choose from. Similarly, if there are timetabling challenges, a student may have a conflict with their preferred open elective but find that there are many other interesting and valuable ones to choose from. In other words, once the system is in place, there will be some internal self-regulation of enrolment behaviour.

Nonetheless, access issues could present a major challenge. There is a perception in parts of the University that insufficient spaces are available in some courses for students external to the Faculties offering those courses. To test the validity of this perception, we have carried out an analysis of enrolment data to gauge the capacity for courses self-identified as open electives as well as those in minors. By definition, these courses should be open to most, if not all, students on campus. This means they should already be accessed in ways very much as we expect open electives to be accessed by students in the new model. Figure 7 shows a Faculty-by-Faculty summary for the programs who responded to the CIC's survey (full details in Appendix 4). Highlighted here are the actual enrolments for the two most recent academic years and the number of enrolments from outside of the Faculty hosting the courses.

Figure 7. Out of Faculty Enrolment Estimates.

Faculty	Courses (OE + Minor)	Total Enrolment[a)]	Enrolment from Outside the Faculty	% Enrolment from Outside the Faculty
Arts	394	65,199	40,703	62.1
FCAD	117	12,089	3,798	31.4
FCS	98	10,813	1,004	9.2
FEAS	11	0	0	0
FoS	71	5,263	40	0.7
TRSM	144	54,661	5,929	10.8
Grand Total	835	148,025	51,474	34.7

a) For reporting programs only. Data cumulative for F2011, W2012, F2012, W2013. Does not include liberal studies.

The data in Figure 7 show the greatest *extra*-Faculty enrolment is associated with the courses offered by the Faculty of Arts. This comes as no surprise. What this chart does not convey is the capacity of other Faculties to provide more spaces to external students. It must also be noted that the patterns seen here are likely to be influenced at least in part by scheduling constraints (i.e., students take some courses because they fit their schedules, not because the students really want these courses). If the scene portrayed here does not change, there remains a probability that there will be insufficient opportunities in some courses on the open elective list to accommodate students, especially in the case of courses that will be serving double duty as core within

a program and an elective to others. The University has already begun to address issues of student access through the Student Choice Incentive Fund (SCIF) administered by the University Planning Office (UPO). Since 2011-12 three cycles of SCIF proposals have been submitted. Data on these proposals as well as the first year of approvals, broken down by Faculty, are summarized in Figure 8 below.

Figure 8. SCIF Proposals by Year

Faculty	2011-12 Proposals (Approvals)	2012-13 Proposals	2013-14 Proposals	Cumulative Proposals
Arts	23 (2)	32	52	97
FEAS	0	0	0	0
Science	6 (3)	0	11	17
TRSM	0	2	6	8
FCAD	6 (4)	2	15	23
FCS	4 (1)	2	0	6
TOTAL	**39 (10)**	**38**	**84**	**151**

Since 2011, just over 150 courses have been proposed for SCIF-based funding allocation. Based on the one year for which full data exists (2011-12), these proposals have an approval rate of 25%. If this holds over subsequent years, we can anticipate approximately 10 courses from the 2012-13 requests and 20 from 2013-14 for a total of approximately 40 courses. The trend that seems to be evolving is that a considerable number of departments and schools in Arts, and to a lesser extent in FCAD, have been proposing SCIF courses, and the Faculty of Science has also begun to do so, but uptake in the other three Faculties has been limited. To be designated for SCIF funding, courses must be electives and must satisfy the greater of the following two conditions: (a) 20% of their registrations must be for non-Faculty students, and (b) 20 registered students must from outside the Faculty.

If the growth in proposals seen especially in 2013-14 continues, and if this growth is more equally shared among all Faculties, SCIF's incentive structure could gradually have a significant effect on student access. But given the size of the shifts required to ensure sufficient access – shifts partially, though not completely, captured by the shifts in enrollment implicit in the mandated breadth estimates found in Figure 1 – the CIC believes it is very unlikely that SCIF, as currently specified, will be enough. Indeed, we believe that unless other strategies for dealing with access issues are implemented, almost certainly significant discrepancies will arise, especially due to the extent to which mandated breadth will redistribute elective course enrollments among various Faculties.

At this point we are not ready to make specific proposals that address these issues. Instead, we are interested in gaining ideas and direction from the consultation process that will follow the release of this green paper. The CIC looks forward to a robust discussion of these and other possible strategies during the community consultation process.

D. Implementation

i. Pilot Phase

As these general issues are discussed, the CIC is moving forward, as an integral part of its mandate, with a concrete implementation plan.

In line with the CRC white paper, we are suggesting the roll-out of the new curriculum model take place in a staggered fashion. Some programs would adopt the model before others, and the new framework would then be sequentially introduced year by year in existing programs' calendar curricula. The formal start of the implementation process would be in September 2014, with the implementation timetable for those programs with a 2013 start being worked out on a case by case basis. According to the CRC white paper's timetable, in September 2015 all common-platform Arts programs will adopt the new framework in their first-year curricula and then successively adopt it in their later-year curricula year by year.[6] In September 2016, all TRSM programs will adopt the new framework in their first-year curricula, following year by year in the same fashion. In September 2017, all other programs would follow, again utilizing the year by year adoption for later years of their curricula.

That leaves the details of a pilot phase for the coming year. Several new programs are scheduled to launch in Fall 2013. These include Accounting and Finance, Biomedical Sciences, Creative Industries, Financial Mathematics, Professional Communications and Real Estate Management. Of these, only Biomedical Sciences and Professional Communications have open electives in year 1 (i.e., starting in Fall 2013). Several of these programs have liberal studies electives in their first year as well.

To facilitate the creation of this open electives table, the CIC is proposing that all courses in currently existing minors that do not have pre-requisites as well as all the courses identified by programs in the self-identification exercise mentioned in Section 2 be designated as the initial pool of open electives. The series of events needed to confirm this pool is summarized in Figure 9.

Figure 9. Critical Path for Roll Out of New Open Electives List – Pilot Phase

Task	Responsibility	Deadline
Compile list of minor courses without pre-requisites (List 1)	Vice Provost Academic Office	Start of April 2013
Modification of the self-reported list to remove liberals(List 2)	Vice Provost Academic Office	Start of April 2013
Combine Lists 1 and 2	Vice Provost Academic Office	Start of April 2013
Expand list Departments/Schools reporting lists of open electives	Vice Provost Academic Office	On-going
Distribute list to offering departments and to pilot programs to vet the lists and to indicate exclusions/restrictions/pre-requisites	Departments/Schools offering the courses on the combined lists and the departments/schools offering the programs which have open electives	End of April 2013
Categorization of courses on the list as per categories in Proposal 1	Offering programs	End of April 2013
Review and approval of combined list, including categories, by Academic Standards	Academic Standards	Early May 2013
Approval of list by Senate	Senate	June Senate
Implementation of list by RO	Registrar's Office	June – July 2013
Roll out	Programs	September 2013

Full details on this pilot phase will be included in the CIC's white paper.

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[6] Creative Industries will also transition to the new framework in 2015 as it has open electives indicated in its Y3 curriculum.

4. Conclusion

The CIC asks the community to consider the proposals made here and to provide their views to the CIC for consideration. Comments can be emailed to curriculum@ryerson.ca or presented in person at upcoming town halls.

Respectfully submitted by Chris Evans and Mark Lovewell, Chair and Vice Chair of the CIC

April 26, 2013

Appendix 1: Curriculum Implementation Committee Membership

Last Name	First Name	Title	Faculty
Evans	Chris	Vice Provost Academic	N/A
Lovewell	Mark	Interim Secretary of Senate	N/A
Lane-Vetere	Heather	Vice Provost Students/Interim Registrar	N/A
Knapik	Sarena	Curriculum Advising (Non-Voting)	Registrar's Office
Penny	Katherine	Director, Curriculum Quality Assurance (Non-Voting)	TRSM
Schryer	Catherine	Chair, Professional Communication	FCAD
Wylie	Stephen	Chair, Chemistry and Biology	FOS
Friedman	Jacob	Chair, Mechanical/Industrial Engineering	FEAS
Evans	Elizabeth	Associate Dean	TRSM
Moshe	Marcia	Associate Dean	ARTS
Waddell	Janice	Associate Dean	FCS
Glynn	Des	Senior Program Director	Chang School
Palermo	Melissa	Student	FCAD
Diverlus	Rodney	Student	FCAD

Appendix 2: CRC White Paper Recommendations

Recommendation 1. An omnibus curriculum policy. Replacement of the large number of separate Senate policies with a single policy, with consistent definitions of the following terms: major (a program consisting of 25 to 30 core courses in a defined area), a combined major (a program of 25 to 30 core courses in more than one area), a concentration (a group of 6 to 12 courses within a program), and a minor (a grouping of 6 courses, mainly outside one's major).

Recommendation 2: Course Categories. The use of revised terminology for the Senate framework's proposed course categories: core courses, C (currently professional courses); breadth electives, BE (currently liberal studies); and open electives, OE (currently professionally related courses).

Recommendation 3a: Breadth Electives as Open Electives. The allowance of the use of breadth electives as open electives, with the caveat that 6 courses from the breadth elective category (4 for students in engineering) are required to serve as breadth electives.

Recommendation 3b: Core Electives as Open Electives. The requirement that students choose at least two of their open electives from outside their core electives.

Recommendation 4: Writing Intensive Courses. The adoption of the concept of writing-intensive (W) courses, with programs having the same number of writing intensive courses in the new curriculum as the number of liberal studies courses they have in the current curriculum.

Recommendation 5: The Breadth Elective and Writing Committee. The creation of a new committee reporting to the Academic Standards Committee (ASC) to replace the Liberal Studies Committee. This new committee will approve courses for designation as breadth electives and/or writing-intensive.

Recommendation 6: Open Elective Restrictions and Exclusions. The consistent monitoring of both restrictions and exclusions by programs of open electives, with the exact mechanism by which restrictions and exclusions are monitored and/or approved being developed by the CIC.

Recommendation 7: Long-Term Goals of the Breadth Elective Category. The expression by the University of its intent to make the breadth elective category a field for *mandated breadth* over time—while recognizing that this will not be possible at the outset of the implementation process.

Recommendation 8: Policy vs Procedures. The description of the procedures flowing from the elements of Policy 2 in a procedures document that is separate from the policy document.

Recommendation 9: Retaining the Course Intentions System. A concerted effort by the CIC to look at practical ways to improve the course intentions system as it currently operates.

Recommendation 10: Improving Course Offerings and Ensuring Access. The consideration by the CIC of strategies to improve course offerings and the number of seats available in open electives through the SCIF Fund; the possible use targeted access procedures, such as the possible establishment of University-wide targets for an annual increase in the number of seats reserved for students taking courses as open electives, with a certain pool of available dollars provided to those schools and departments that manage to exceed the target;

and/or possible mandated caps that set out the proportions of seats for program and non-program students will be needed.

Recommendation 11: Presentation of Electives. The use of new subject-based categories (understood at the beginning of the implementation process to be for guidance purposes rather than a prescriptive tool) to structure the range of elective selections into a more manageable format for students. The groupings of both breadth and open electives could, for example, be divided into the following categories: social science and humanities, science and technology, and applied topics such as business and design.

Recommendation 12: Academic Advising Report of the University Committee on Student Success. Endorsement of the recommendations from the Advising Report: (1) establishment of a central coordinating function related to academic advising at Ryerson, (2) development of early warning systems that flag students who may be in academic difficulty, (3) development of a list of outcomes for advising at Ryerson, (4) development of a common interpretation, implementation and communication of policies and procedures, (5) initiatives to make RAMSS more user-friendly and build additional tools to assist students.

Recommendation 13: Special Implementation Task Force. The appointment of a special implementation task force to oversee planning the implementation process, including the development of accompanying policies and procedures.

Recommendation 14: Establishing Breadth Elective and Writing Course Criteria. The tasking of the Breadth Elective and Writing Committee (BEWC) with the establishment of criteria and procedures for approving breadth electives and writing intensive courses.

Recommendation 15: Timing of the New Framework Rollout. A phased-in rollout of the new curriculum framework, with some programs adopting the model before others, and the new framework then being sequentially introduced year by year in existing programs' calendar curricula.

Recommendation 16: Moratorium on Minor Curriculum Changes. A moratorium on minor curriculum changes during the phase-in of the new framework.

Recommendation 17: Scheduling of Breadth Electives. Maintenance of bands for breadth electives for now, but with the expectation that an assessment of the value of this banding takes place over time.

Recommendation 18: The Status of Accredited Programs. Statement of expectation that accredited programs will work towards finding creative ways to enhance curriculum flexibility and student choice within the scope of their accreditation standards.

Recommendation 19: Defining the Lists of Open Electives. The use of following terms: restriction (a course restricted to students in a specific program), and exclusion (a course that program schools or departments will not allow their own students to take as an open elective); and the following steps being used to develop lists of open electives: (1) compile list of all courses at Ryerson, (2a) identify restrictions centrally, (2b) have offering departments identify additional restrictions, (3a) update list by removing restricted courses, (3b) have each program review non-restricted courses and identify which courses would be excluded as an open elective option for their program students.

Appendix 3. Results of Self-Reporting of Open Electives.

This data is available from the Office of the Vice Provost Academic.

Appendix 4. Results of Enrolment Analysis – Self-Reporting Programs Only.

These data are cumulative values for F 2011, W 2012, F 2012, W2013. Courses do not include Liberal Studies

Departments	Total # of courses that are OE and / or Minor	Total Enrollment	Total # of Enrollment Outside the Faculty	% of Enrollment Outside the Faculty
Faculty of Arts				
Criminal Justice	20	4478	345	7.7
English	41	6313	4025	63.75
Environment &Urban Sustainability	0	0	0	0
French	30	1335	1001	75.0
Spanish	15	384	324	84.1
History	55	650	74	11
Geographical Analysis	29	1669	437	37.0
International Economic and Finance	34	11369	9237	81.24
Music	19	2578	2079	80.6
Philosophy	29	5658	3635	64.2
Psychology	52	16540	10450	63.1
Sociology	45	11494	7438	64.7
Politics & Governance	*25*	*2731*	*1658*	*60.7*
Total	394	65,199	40,703	62.1
Faculty of Communication & Design				
Fashion Communication & Design	*13*	*2597*	*88*	*3.3*
Creative Industries	23	0	0	0

Graphic Communication Management	12	2704	0	0
Interior Design	0	0	0	0
Image Arts	29	731	24	3.2
Journalism	25	2131	473	22.1
Professional Communication	15	3926	3213	81.8
RTA School of Media	0	0	0	0
Total	117	12,089	3798	31.4
Faculty of Community Services				
Child & Youth Care	16	3196	588	18.3
Disability Studies	13	564	6	1.0
Early Childhood Studies	6	961	22	2.2
Midwifery	0	0	0	0
Nursing	0	0	0	0
Nutrition &Food	19	699	13	1.7
Occupational Health & Safety	19	4891	374	7.6
Social Work	25	502	1	0
Urban &Regional Planning	0	0	0	0
Total	98	10,813	1004	9.2
Faculty of Engineering & Architectural Science				
Architectural Science	11	0	0	0
Aerospace Engineering	0	0	0	0
Biomedical Engineering	0	0	0	0
Chemical Engineering	0	0	0	0
Civil Engineering	0	0	0	0
Computer Engineering	0	0	0	0

Electrical Engineering	0	0	0	0
Total	**11**	**0**	**0**	**0**
Faculty of Science *(data only for F2011 – W 2012)*				
Biology	29	1957	23	1
Chemistry	23	296	3	1
Computer Science	0	0	0	0
Financial Mathematics	0	0	0	0
Mathematics and its Applications	0	0	0	0
Medical Physics	19	3010	14	0
Total	71	5263	40	0.7
Faculty of Ted Rogers School of Management				
Accounting	14	10,658	726	6.8
Finance	23	10,680	603	5.6
Global Management	11	2736	33	1.2
Health Services Management	8	-	-	-
Human Resources	13	6989	926	13.2
Marketing	14	9541	1918	20.1
Entrepreneurship & Strategy	12	3432	632	18.4
Hospitality & Tourism	10	1,342	50	3.7
Law	20	6647	856	12.8
Retail Management	19	2636	185	7.0
Total	144	54,661	5,929	10.8
GRAND TOTAL	835	148,025	51,474	34.7

Appendix 3. Results of Self-Reporting of Open Electives.

This data is included in a separate file called CIC_Green_Paper_Appendix_3.docx.

Appendix 4. Results of Enrolment Analysis

These data are cumulative values for F 2011, W 2012, F 2012, W2013. Courses do not include Liberal Studies. Programs in italics did not report to survey.

Departments	Total # of courses that are OE and / or Minor	Total Enrollment	Total # of Enrollment Outside the Faculty	% of Enrollment Outside the Faculty
Faculty of Arts				
Criminal Justice	20	4478	345	7.7
English	41	6313	4025	63.75
Environment &Urban Sustainability	0	0	0	0
French	30	1335	1001	75.0
Spanish	15	384	324	84.1
History	55	650	74	11
Geographical Analysis	29	1669	437	37.0
International Economic and Finance	34	11369	9237	81.24
Music	19	2578	2079	80.6
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Psychology	52	16540	10450	63.1
Sociology	45	11494	7438	64.7
Politics & Governance	25	2731	1658	60.7
Total	394	65,199	40,703	62.1
Faculty of Communication & Design				
Fashion Communication & Design	*13*	*2597*	*88*	*3.3*
Creative Industries	23	0	0	0
Graphic Communication Management	12	2704	0	0

Interior Design	0	0	0	0
Image Arts	29	731	24	3.2
Journalism	25	2131	473	22.1
Professional Communication	15	3926	3213	81.8
RTA School of Media	0	0	0	0
Total	117	12,089	3798	31.4
Faculty of Community Services				
Child & Youth Care	16	3196	588	18.3
Disability Studies	13	564	6	1.0
Early Childhood Studies	6	961	22	2.2
Midwifery	0	0	0	0
Nursing	0	0	0	0
Nutrition &Food	19	699	13	1.7
Occupational Health & Safety	19	4891	374	7.6
Social Work	25	502	1	0
Urban &Regional Planning	0	0	0	0
Total	98	10,813	1004	9.2
Faculty of Engineering & Architectural Science				
Architectural Science	11	?	?	?
Aerospace Engineering	0	0	0	0
Biomedical Engineering	0	0	0	0
Chemical Engineering	0	0	0	0
Civil Engineering	0	0	0	0
Computer Engineering	0	0	0	0
Electrical Engineering	0	0	0	0
Mechanical and Industrial Engineering	0	0	0	0
Total	**11**	**0**	**0**	**0**
Faculty of Science *(data only for F2011 – W 2012)*				
Biology	29	1957	23	1

Biomedical Science	0	0	0	0
Chemistry	23	296	3	1
Computer Science	0	0	0	0
Financial Mathematics	0	0	0	0
Mathematics and its Applications	0	0	0	0
Medical Physics	19	3010	14	0
Total	71	5263	40	0.7
Faculty of Ted Rogers School of Management				
Accounting	14	10,658	726	6.8
Business Technology Management	6	?	?	?
Finance	23	10,680	603	5.6
Global Management	11	2736	33	1.2
Health Services Management	8	-	-	-
Human Resources	13	6989	926	13.2
Marketing	14	9541	1918	20.1
Entrepreneurship & Strategy	12	3432	632	18.4
Hospitality & Tourism	10	1,342	50	3.7
Law	20	6647	856	12.8
Retail Management	19	2636	185	7.0
Total	144	54,661	5,929	10.8
GRAND TOTAL	835	148,025	51,474	34.7

PROGRAMS THAT RESPONDED TO OE – PREREQUISITES AND ENROLLMENT DATA

Faulty of Arts – Criminal Justice

COURSES OFFERED	OPEN ELECTIVE	MINOR	PREREQUISITES	ANTIREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
					F 2011	W 2012	F 2012	W 2013
*CRM 100	X	X			358 (50)	94 (27)	429 (67)	119 (47)
CRM 102	X	X		CRM 101		229 (9)		278 (18)
CRM 200	X	X	CRM 100	LAW 400	231 (46)		207 (33)	
CRM 205	X		CRM 100 and CRM 102					
CRM 202	X	X	CRM 100			187 (10)		196 (17)
CRM 206	X		CRM 100 and CRM 102					
CRM 300	X	X	CRM 100 and CRM 102			88 (0)	79 (0)	
CRM 304		X	CRM 100 and CRM 102		76 (3)		97 (0)	
CRM 306		X	CRM 100 and CRM 102		81 (0)		95 (1)	
CRM 308		X	CRM 100 and CRM 102		85 (1)		79 (0)	
CRM 302	X		CRM 100 and CRM 102					
CRM 310	X		(ACS 301 or SSH 301) and (ACS 401 or CRM 204)			25 (0)		21 (0)
CRM 312	X		CRM 100 and CRM 102		47 (0)		67 (0)	
CRM 322	X		CRM 100 and CRM 102		66 (0)			156 (0)
CRM 314		X	CRM 100 and CRM 102			82 (1)		80 (0)
CRM 316		X	CRM 100 and CRM 102		32 (1)			61 (0)
CRM 318	X		CRM 100 and CRM 102		54 (0)		78 (0)	
CRM 400		X	CRM 100 and CRM 200) or POG 100 or POL 27B	POG 440, PPA 124	98 (7)		91 (4)	
CRM 402		X	CRM 100 and CRM 102	JUS400		119 (3)		222 (1)
CRM 404		X	CRM 100 and CRM 102		86 (0)		85 (0)	
Total	12	13	Total courses w/o prerequisites = 2		1214 (107)	824 (50)	1307 (105)	1133(83)

Faculty of Arts - English

COURSES OFFERED	OPEN ELECTIVE	MINOR	PREREQUISITES	ANTIREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
					F 2011	W 2012	F 2012	W 2013
*ENG 104		X			97 (68)	30 (24)	94 (68)	30 (24)
ENG 108	X	X			568 (331)	78 (26)	611 (369)	92 (36)
ENG 200	X	X						
ENG 203		X						
*ENG 204		X						
ENG 208	X	X	ENG 108		39 (12)	440 (300)	39 (6)	447 (311)
ENG 222	X	X			348 (226)	182 (98)	348(226)	147 (91)
ENG 224	X	X				295 (232)	205 (136)	295 (232)
ENG 413	X	X	(ENG 108 and ACS 103) or ENG 208		18 (5)		18 (5)	
ENG 416	X	X	(ENG 108 and ACS 103) or ENG 208				54 (25)	
ENG 421	X	X	(ENG 108 and ACS 103) or ENG 208					
ENG 422	X	X	(ENG 108 and ACS 103) or ENG 208					80 (9)
ENG 520	X	X	(ENG 108 and ACS 103) or ENG 208		96 (75)	31 (16)	70 (55)	31 (16)
ENG 530	X	X	(ENG 108 and ACS 103) or ENG 208				48 (31)	
ENG 531	X	X	(ENG 108 and ACS 103) or ENG 208					61 (4)
ENG 532	X	X	(ENG 108 and ACS 103) or ENG 208					
ENG 540	X	X	(ENG 108 and ACS 103) or ENG 208					76 (27)
ENG 550	X	X	(ENG 108 and ACS 103) or ENG 208					
ENG 560	X	X	(ENG 108 and ACS 103) or ENG 208			61 (33)	73 (41)	61 (33)
ENG 570	X	X	(ENG 108 and ACS 103) or ENG 208	ENG 511	52 (41)		52 (41)	
ENG 580	X	X	(ENG 108 and ACS 103) or ENG 208	ENG 510	50 (39)		50 (39)	
ENG 590	X	X	(ENG 108 and ACS 103) or ENG 208					
ENG 620		X				21 (13)		
ENG 621	X	X		ENG 602	34 (17)		34 (17)	46 (16)
ENG 624	X	X	(ENG 108 and ACS 103 or ENG 208		56 (32)	50 (34)	56 (32)	50 (34)
ENG 626	X	X	(ENG 108 and ACS 103) or ENG 208		48 (25)		48 (25)	
ENG 632	X	X	(ENG 108 and ACS 103) or ENG 208			52 (19)		52 (19)

COURSES OFFERED	OPEN ELECTIVE	MINOR	PREREQUISITES	ANTIREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
					F 2011	W 2012	F 2012	W 2013
ENG 630		X						
ENG 633	X	X			87 (7)		87 (7)	
ENG 701	X	X	(ENG 108 and ACS 103) or ENG 208		40 (23)		44 (28)	
ENG 703	X	X	(ENG 108 and ACS 103) or ENG 208	ENG 112			92 (78)	
ENG 705	X	X	(ENG 108 and ACS 103) or ENG 208					57 (45)
ENG 706	X	X	(ENG 108 and ACS 103) or ENG 208		27 (20)			50 (34)
ENG 720	X	X	(ENG 108 and ACS 103) or ENG 208					
ENG 730	X	X	(ENG 108 and ACS 103) or ENG 208					
ENG 888	X	X	(ENG 108 and ACS 103) or ENG 208			119 (115)		120 (115)
ENG 921	X	X	(ENG 108 and ACS 103) or ENG 208		61 (55)		88 (81)	
ENG 930	X	X	(ENG 108 and ACS 103) or ENG 208					
ENG 940	X		(ENG 108 and ACS 103) or ENG 208					
ENG 941	X	X	(ENG 108 and ACS 103) or ENG 208	ENG 610				76 (33)
ENG 942	X	X	(ENG 108 and ACS 103) or ENG 208					
TOTAL	36	40	Total courses w/o prerequisites = 11		1592 (1024)	1296 (927)	1852 (1114)	1573 (960)

				TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
COURSE CODE	OPEN ELECTIVE	MINOR	PREREQUISITES	F 2011	W 2012	F 2012	W 2013
*FRE 301		X	Not available to Bachelor of Engineering students	152 (112)	110 (83)	118 (96)	105 (82)
*FRE 401		X	Not available to Bachelor of Engineering students	44 (35)	92 (72)	51 (36)	50 (40)
FRE 402	X	X			18 (13)		26 (22)
*FRE 501		X		77 (60)	46 (36)	51 (36)	40 (28)
FRE502	X	X	FRE 515 or placement test			7 (7)	
FRE 505		X	FRE 601 or Placement Test			11 (4)	
FRE 507		X	FRE 510 or FRE 610	11 (7)		10 (8)	
FRE 508		X					
FRE 509		X					
FRE 510		X	FRE 601 or Placement Test	21 (13)		18 (12)	
FRE 515	X	X	FRE 501 or Placement Test	13 (12)			
*FRE 601		X			53 (42)	17 (13)	30 (20)
FRE602	X	X	FRE 515 or Placement Test				2 (2)
FRE 605		X	FRE 601 or Placement Test				10 (5)
*FRE 607		X	FRE 507 or FRE 610		10 (8)		8 (6)
FRE 608		X		8 (6)			
FRE 609		X					
*FRE 610		X	FRE 510 or Placement Test		12 (5)		7 (5)
*FRE 701	X	X	FRE 601 or FRE 515 or Placement Test	32 (25)		13 (11)	
FRE 703		X					
FRE 704		X	FRE 601 or Placement Test				
FRE 706		X			12 (8)		
*FRE 707		X	FRE 501 or Placement Test		15 (11)		21 (17)
FRE 709		X					
*FRE801	X	X	FRE 515 or FRE 601 or Placement test				
FRE 803		X					
FRE 804		X	FRE 601 or Placement Test				
FRE 900		X	Departmental consent required			4 (0)	
FRE 901		X					
FRE 903		X			9 (3)		
TOTAL	6	30		359 (270)	377 (281)	300 (223)	299 (227)

Faculty of Arts – Spanish

COURSE CODE	OPEN ELECTIVE	MINOR	PREREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
				F 2011	W 2012	F 2012	W 2013
*SPN 301		X	Not available to Bachelor of Engineering students	43 (37)	46 (35)	43 (33)	43 (34)
*SPN 401		X	Not available to Bachelor of Engineering students		20 (20)	33 (28)	17 (13)
SPN402	X	X					8 (7)
SPN515	X	X					
*SPN 501		X		20 (18)		11 (9)	17 (12)
SPN 515		X	SPN 501	7 (7)			
SPN702	X	X	SPN 601 or SPN 501 or SPN 515 or Placement Test				
*SPN 704		X		23 (21)		15 (12)	
SPN 708		X					
SPN 710		X	SPN 601 or Placement Test				
*SPN 601		X					4 (4)
SPN802	X	X	SPN 601 or SPN 510 or SPN 515 or Placement Test				
*SPN 803		X				8 (8)	
*SPN 804		X	SPN 601 or SPN 510 or SPN 515 or Placement Test		20 (20)		6 (6)
SPN 810		X	SPN 610 or Placement Test				
TOTAL	**4**	**15**		**93 (83)**	**86 (75)**	**110 (90)**	**95 (76)**

				TOTAL ENROLLMENT			
COURSES OFFERED	OPEN ELECTIVES	PREREQUISITES	ANTIREQUISITES	(Total includes # of non-faculty students in brackets)			
				F 2011	W 2012	F 2012	W 2013
GEO131	X			162 (7)			
GEO151 (Tut: 1 Hr)	X			18 (0)	126 (7)	169 (6)	170 (9)
GEO301 (Tut: 1 Hr)	X		GEO 302	43 (43)			
GEO302 (Tut: 1 Hr)	X		GEO 301				45 (45)
GEO419 (Tut: 2 Hr)	X			80 (80)		112 (112)	
GEO520	X						
GEO527	X						
GEO530	X						27 (1)
GEO581 (Tut: 2 Hr)	X						
GEO620	X						
GEO627	X						
GEO681 (Tut: 2 Hr)	X						
GEO691 (Tut: 1 Hr)	X				45 (7)		43 (4)
GEO703 (Tut: 2 Hr)	X		GEO 702				
GEO714 (Tut: 2 Hr)	X			42 (42)			
GEO719 (Tut: 2 Hr)	X					32 (32)	
GEO724 (Tut: 2 Hr)	X	GEO 714			31 (31)		
GEO803	X		GEO 802				
GEO910	X			8 (0)			
EUS102	X			111 (0)		172 (2)	
EUS202	X				96 (3)		137 (6)
EUS450	X						
EUS550	X						
EUS650	X						
EUS750	X						
EUS760	X						
EUS850	X						
EUS860	X						
EUS870	X						
TOTAL	29	Total Courses w/o Prerequisites = 28		464 (172)	298 (48)	485 (152)	422 (65)

Faculty of Arts – Geographical Analysis

					TOTAL ENROLLMENT			
COURSES OFFERED	**OPEN ELECTIVES**	**MINOR**	**PREREQUISITES**	**ANTIREQUISITES**	spanning (total includes # of non-faculty students in brackets)			
					F 2011	**W 2012**	**F 2012**	**W 2013**
HIS 104	X	X					55 (0)	85 (1)
HIS 105	X	X					111 (2)	
HIS 106	X	X					87 (1)	95 (1)
HIS 107	X	X					47 (1)	
HIS 216	X	X		HST 325				
HIS 238	X	X		HIC 190 and HST 307				
HIS 248	X	X		HST 110				
HIS 265	X	X		HST 112 and HST 113				
HIS 275	X	X						
HIS 277	X	X		HST 584				
HIS 279	X	X		HST 111 and HST 211				
HIS 316	X	X		HST 425				
HIS 338	X	X		HIC 190 and HST 407				
HIS 348	X	X		HST 210				
HIS 377	X	X		HST 111				
HIS 379	X	X		HST 211, HST 551				
HIS 390	X	X		HST 426				
HIS 400		X						
HIS 401		X						
HIS 417	X	X		HST 325 and HST 425				
HIS 461	X	X						
HIS 490	X	X		HIS 590 and HST 426 and HST 500 and HST 604				
HIS 500		X						
HIS 501		X						
HIS 505		X						
HIS 510		X						
HIS 541	X	X						
HIS 556	X	X		HST 633				
HIS 590	X	X		HIS 490 and HST 604			28 (14)	33 (18)
HIS 575	X	X						
COURSES OFFERED	**OPEN ELECTIVES**	**MINOR**	**PREREQUISITES**	**ANTIREQUISITES**	**TOTAL ENROLLMENT** (total includes # of non-faculty students in brackets)			
					F 2011	**W 2012**	**F 2012**	**W 2013**
HIS 594	X	X		HST 504 and HST 702 and HST 802				
HIS 610		X	HIS 510					

HIS 615	X	X					30 (1)	
HIS 656	X	X		HST 633				
HIS 662	X	X						
HIS 677	X	X		HST 584				
HIS 678	X	X		HST 731				
HIS 683	X	X		HST 488				
HIS 696	X	X						
HIS 710		X	HIS 510					
HIS 742	X	X						
HIS 755	X	X						43 (33)
HIS 762	X	X						
HIS 769	X	X						
HIS 778	X	X		HST 731				
HIS 783	X	X		HST 488 and HST 789				
HIS 788	X	X						
HIS 790	X	X						
HIS 826	X	X						
HIS 828	X	X						7 (0)
HIS 845	X	X						
HIS 854	X	X		HST 721				
HIS 886	X	X						7 (0)
HIS 898	X	X						16 (1)
TOTAL	**47**	**55**	**Total # of Courses w/o Prerequisites = 53**				**358 (19)**	**292 (55)**

					TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
COURSES OFFERED	OPEN ELECTIVES	MINOR	PREREQUISITES	ANTIREQUISITES	F 2011	W 2012	F 2012	W 2013
Faculty of Arts - International Economics and Finance								
ECN 104	X	X		ECN 110 and FMG 905	1847 (1689)	176 (162)	1858 (1726)	549 (519)
ECN 129	X		ECN 189 or MTH 189 or ECN 89A/B		41 (0)		129 (58)	
ECN189	X							
ECN 204	X	X		ECN 210 and FMG 905	161 (131)	1320 (1225)	188 (151)	1474 (1355)
ECN 220	X				101 (3)		99 (1)	39 (11)
ECN 230	X		ECN 189 or MTH 189 or ECN 89A/B			47 (1)		73 (21)
ECN 301	X	X	ECN 104 & ECN 204		83 (44)	61 (53)	89 (52)	78 (63)
ECN 320	X					85 (3)		
ECN 321	X	X	ECN 104			36 (26)		79 (65)
ECN 329	X		ECN 129	Co-requisite: ECN 230		33 (0)		38 (1)
ECN 501	X	X	ECN 504		27 (7)	27 (7)	60 (26)	
ECN 502	X	X	ECN 104 & ECN 204		36 (9)	66 (39)	66 (43)	
ECN 504	X	X	ECN 104 & ECN 204		69 (31)	22 (17)		30 (22)
ECN 506	X	X	ECN 104 & ECN 204		167 (146)		157 (144)	52 (45)
*ECN 510	X	X	ECN 104	ECN 511	28 (11)		32 (23)	
ECN 600	X	X	ECN 504		20 (15)	39 (14)		81 (44)
ECN 601	X	X						
ECN 605	X	X	ECN 104 & ECN 204	ECN 505			51 (26)	
ECN 606	X	X	ECN 301	ECN 607		54 (23)		50 (20)
ECN 614	X	X	ECN 700			24 (8)		19 (7)
ECN 627	X	X	ECN 329 or QMS 442 or QMS 703		51 (20)		44 (15)	
ECN 640	X		ECN 104 and ECN 204					
ECN 700	X	X	ECN 504			75 (35)		70 (37)
ECN 702	X	X	ECN 627			53 (15)		29 (8)
ECN 703	X	X	ECN 504					
ECN 707	X	X	ECN 504	GMS 601, IBS 601	56 (14)		41 (6)	
ECN 710	X	X	ECN 104 or IND 302	MGT 803				
ECN 715	X	X	ECN 700		16 (10)		19 (10)	
ECN 721	X		ECN 301		12 (0)			
ECN 801		X			75 (75)	469 (469)	64 (64)	403 (403)
ECN 803	X	X	ECN 504					
ECN 808		X	ECN 301 and ECN 504					
ECN 815	X	X	ECN 600		17 (8)		14 (6)	
ECN 821	X		ECN 720 or ECN 620			37 (0)		36 (0)
TOTAL	**32**	**25**	**Total courses w/o prerequisites = 7**		**2744 (2197)**	**2624 (2097)**	**2901 (2322)**	**3100 (2621)**

				TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
COURSES OFFERED	**OPEN ELECTIVES**	**PREREQUISITES**	**ANTIREQUISITES**	**F 2011**	**W 2012**	**F 2012**	**W 2013**
MUS 31a/b	X						
*MUS 101	X		MUS 300			126 (116)	
*MUS 105	X			97 (85)		79 (71)	
*MUS 106	X				112 (101)	99 (85)	
MUS 107	X						
MUS 108	X						
MUS 109	X						
*MUS 110	X			190 (144)		202 (142)	
*MUS 201	X		MUS 300		139 (129)		126 (103)
MUS 211	X			53 (19)		52 (11)	
MUS 300	X	THP 202 or THP 402	MUS 101, MUS 201	55 (55)		55 (55)	
MUS 303	X			17 (3)			22 (2)
MUS 401	X				54 (15)		52 (22)
MUS 403	X						
MUS 406	X						
*MUS 501	X			137 (119)		125 (101)	
*MUS 505	X				224 (197)		328 (294)
MUS 506	X						
*MUS 507	X						46 (44)
TOTAL	**19**	**Total courses w/o Prerequisites = 18**		**737 (591)**	**529 (442)**	**738 (581)**	**574 (465)**

Faculty of Arts - Music

				TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
COURSES OFFERED	**OPEN ELECTIVES**	**PREREQUISITES**	**ANTIREQUISITES**	**F 2011**	**W 2012**	**F 2012**	**W 2013**
*PHL 101	X				132 (56)	70 (22)	57 (6)
*PHL 110	X		PHL 610	94 (67)	72 (61)	125 (93)	125 (86)
*PHL187	X			100 (79)		104 (77)	
*PHL 201	X		PHC 180	130 (34)	198 (114)	150 (60)	134 (60)
*PHL 214	X		SSH 105, PHC 182	156 (152)	110 (102)	140 (139)	135 (134)
PHL 302	X		PHL 509	372 (370)	26 (25)	308 (306)	37 (36)
*PHL 306	X		PHC 181, PHL 181	103 (70)		95 (67)	
PHL 307	X		ITM 407, ITM 734				
*PHL 333	X			184 (88)	137 (66)	221 (45)	142 (62)
PHL 334	X	ACS 105 or SSH 105 or any PHL course.			15 (1)		
*PHL 365	X					120 (95)	
*PHL 366	X			243 (93)		236 (90)	
PHL 400	X			54 (6)		52 (8)	
PHL 401	X			58 (8)		40 (3)	
*PHL 406	X		PHC 181, PHL 181		104 (93)		129 (93)
PHL 420	X	ACS 403 or PHL 400 or PHL 501 or PHL 503 or PHL 505 or PHL 603					
PHL 444	X						
PHL 449	X				58 (6)		50 (20)
PHL 500	X						
*PHL 501	X			42 (25)		44 (29)	
*PHL 503	X			56 (44)		48 (32)	
*PHL 504	X				130 9108)		129 (93)
*PHL 505	X				50 (23)		19 (8)
*PHL 509	X		PHL 302		42 (37)		54 (49)
PHL 525	X						
PHL 530	X		CC 8969				
*PHL 550	X				94 (68)		70 (60)
PHL 551	X						
PHL 552	X						
TOTAL	**29**	**Total Number of Courses w/o Prerequisites = 27**		**1592 (1036)**	**1168 (760)**	**1753 (1066)**	**1145 (773)**

Faculty of Arts - Philosophy

Faculty of Arts – Politics and Governance

COURSES OFFERED	OPEN ELECTIVES	MINOR	PREREQUISITES	ANTIREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
					F 2011	W 2012	F 2012	W 2013
POG 100	X				318 (84)	168 (96)	330 (87)	144 (63)
POG 110	X			POC 180 and POL 102 and PPA 120	95 (31)	237 (90)	113 (25)	212 (64)
POG 210	X		POG 110 or POL 102	POC 180, POL 27A/B, POL 101, POL 220, POL 332, PPA 120	85 (6)		81 (8)	28 (6)
POG 214	X		POG 100	PPA 211, PPA 623	76 (5)		132 (11)	
POG 225	X		POG 100 or POL 27B or (POL 101 and POL 102)	POL 208		111 (18)		
POG 230	X			PPA 333		70 (1)		
POG 235	X		POG 100			60 (7)		104 (1)
POG 240	X		POG100		67 (4)		94 (3)	
POG 310	X	X	POG 210 or POL 27B or POL 101 or POL 122 or POL 123 or POL 332	PPA 121				
POG 313	X		POG 210 or POG 320 or POL 27B or (POL 101 and POL 102) or POL 332 or PPA 120			23 (2)		32 (1)
POG 315	X	X		PPA 125	90 (52)	90 (62)	89 (45)	89 (56)
POG 316	X		POG 214 or POG 314 or PPA 211 or PPA 623	POL 220				33 (1)
POG 317	X		POG 210 or POL 27B or (POL101 and POL 102) or POL 220 or POL 332 or PPA 120 or PPA 211 or PPA 623					
POG 320	X		POG 100 or (POL 101 and POL 102)			83 (15)	73 (18)	
POG 323	X		POG 225 or POL 208 or POL 540					46 (6)
POG 410	X	X	POG 210 or POL 27B or (POL 101 and POL 102) or POL 332 or PPA 120	POL 122, POL 123, POL 222, PPA 122				26 (0)
POG 411	X		POG 214 or POG 314 or PPA 211 or PPA 623			51 (2)		37 (2)
POG 412	X		POG 214 or POG 314 or PPA 211 or PPA 623		27 (0)		29 (2)	
POG 415	X		POG 214 or POG 314 or POL 377 or PPA 211 or PPA 623		31 (1)		18 (0)	

COURSES OFFERED	OPEN ELECTIVES	MINOR	PREREQUISITES	ANTIREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
					F 2011	W 2012	F 2012	W 2013
POG 416	X	X	POG 210 or POL 27B or (POL 101 and POL 102) or POL 332 or PPA 120,	PPA 425 and PPA 650		35 (3)		20 (0)
POG 417	X		POG 210 or (POL 101 and POL 102) or POL 27B or POL 332 or PPA 120					
POG 423	X		POG 225 or POL 208					
POG 424	X		POG 225 or POG 315 or POL 208 or POL 540 or PPA 125		33 (1)		32 (3)	
POG 425	X		POG 225 or POL 208					
POG 426	X		POG 225 or POL 208 or POL 540			57 (3)		56 (7)
POG 430	X		POG 235				26 (0)	
POG 431	X		POG 235		28 (0)		20 (1)	
POG 440	X	X	(POG 110 and POG 210) or POG 240 or POL 27B or (POL 101 and POL 102)	CRM 400 and PPA124	44 (12)		54 (19)	
POG 442	X		POG 240	POL 501		10 (0)		
POG 443	X		POG 225 or POG 240 or POL 540 or PPA 211		35 (4)		32 (1)	
POG 444	X		POG 240					
POG 446	X		POG 240					
POG 490	X		POG 210 and POG 214 and POG 225 and POG 235 and POG 240 and POG 320				30 (0)	8 (0)
POG 499	X		Departmental consent required			1 (0)	1 (0)	28 (0)
POL 101	X	X		POG 210, POL 332, PPA 120	183 (182)		181 (181)	
POL 102	X	X		POG 110, POL 332, PPA 120		171 (171)		174 (172)
*POL 106	X				124 (102)		118 (102)	
POL 123	X	X		POG 410, POL 122, PPA 122	101 (99)		107 (107)	
*POL 128	X				327 (312)	200 (190)	349 (327)	209 (182)
*POL 129	X				97 (84)	60 (44)	84 (78)	66 (54)
*POL 203	X				70 (64)	52 (38)	63 (42)	33 (25)
*POL 208	X			POG 225		108 (97)		126 (107)
POL 220	X			POG 210, POG 316, POL 27B, POL 120, POL 302, POL 332, PPA 120	207 (207)		154 (154)	

COURSES OFFERED	OPEN ELECTIVES	MINOR	PREREQUISITES	ANTIREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
					F 2011	W 2012	F 2012	W 2013
POL 377	X							
*POL 501	X			POG 442	136 (118)	66 (57)	62 (46)	34 (28)
*POL 507	X				277 (260)	76 (74)	200 (185)	98 (89)
*POL 510	X			SWP 910	46 (24)	78 (65)	71 (55)	39 (33)
*POL 511	X							40 (37)
*POL 540	X				87 (78)	98 (86)	132 (110)	
*POL 588	X				47 (34)		29 (24)	16 (9)
*POL 601	X				46 (40)	48 (39)	44 (37)	33 (28)
*POL 607	X					137 (113)		119 (102)
*POL 688	X				58 (42)		41 (27)	7 (4)
*POL 720	X				23 (20)	22 (18)		
PPA 50 A/B	X		Departmental consent required	PPA 31A/B, PPA 51A/B	6 (0)	6 (0)	8 (0)	8 (0)
PPA 51 A/B	X		PPA 414 or PPA 603	PPA 30A/B, PPA 50A/B	16 (0)	16 (0)	13 (0)	13 (0)
PPA 101	X	X			76 (42)	25 (8)	78 (31)	31 (21)
PPA 102	X	X	PPA 101 or PPA 322			30 (9)		28 (4)
PPA 120	X	X		POG110, POG 210, POL 27A/B, POL 101, POL 102, POL 220, POL 332	35 (19)	18 (9)	21 (13)	22 (12)
PPA 121	X	X		POG 310		20 (0)		26 (7)
PPA 122	X	X		POL 123, POG 410	86 (52)		101 (74)	
PPA 124	X	X		CRM 400 and POG 440	13 (1)		30 (16)	
PPA 125	X	X		POG 315		26 (9)		32 (11)
PPA 211	X	X	PPA 102 or PPA 422	POG 214, POG 314	14 (0)	14 (0)	26 (0)	11 (1)
PPA 235	X					14 (0)		26 (0)
PPA 301	X	X		PPA702		30 (16)	32 (20)	20 (15)
PPA 303	X	X	PPA 102 or PPA 422		42 (0)			24 (0)
PPA 319	X	X				73 (49)		59 (42)
PPA 333	X			ACS 401, POG 230	31 (1)		15 (1)	
PPA 335	X	X		PPA 102 or PPA 422		36 (2)		11 (0)
PPA 401	X	X	PPA 102 or PPA 422 or POG 210	PPA 701			45 (1)	
PPA 402	X	X	PPA 102 or PPA 422			21 (0)		15 (0)
PPA 403	X	X	PPA 102 or PPA 422 or POG 100			36 (13)	19 (0)	
PPA 404	X		PPA 102 or PPA 422	PPA 704	45 (0)		31 (0)	
PPA 414	X		POG 214 or POG 314 or PPA 211 or PPA 623	PPA 700			26 (0)	
PPA 425	X	X	PPA 102 or PPA 422 or (POG 110 and POG 210) or POL 332 or PPA 120	POG 416	34 (0)			17 (0)
PPA 490	X		PPA 211 and (PPA 235 or PPA 303 or PPA 319)					

PPA 501	X		PPA 211 and PPA 404					
PPA 700	X		POG 440 or PPA 124	PPA 414, PPA 603				
PPA 701	X		PPA 124 or POG 440	PPA 401, PPA 601				
PPA 702	X		PPA 124 or POG 440	PPA 301, PPA 629				
PPA 703	X		PA 124 or POG440	ACS 201				
PPA 704	X		PPA 700	PPA 404, PPA 604				
PPA 705	X		PPA 124 or POG 440					
TOTAL	**84**	**25**	**Total Number of Courses w/o Prerequisites = 35**		**3156 (1981)**	**2477 (1406)**	**3234 (1854)**	**2464 (1305)**

Faculty of Arts - Psychology								
COURSES OFFERED	**OPEN ELECTIVES**	**MINOR**	**PREREQUISITES**	**ANTIREQUISITES**	**TOTAL ENROLLMENT** (total includes # of non-faculty students in brackets)			
					F 2011	**W 2012**	**F 2012**	**W 2013**
PSY 102	X	X		PSY 11, PSY 105	1285 (960)	210 (116)	1332 (924)	
*PSY 105	X	X		PSY 102	222 (216)	181 (176)	217 (206)	187 (178)
PSY 108		X		PSY 308				
PSY 124	X	X	PSY 102 or PSY 105 or PSY 11	PSY 504, PSY 24	164 (75)	154 (29)	139 (40)	124 (86)
PSY 202	X	X	PSY 102 or PSY 105			629 (371)		673 (400)
PSY 209		X				57 (57)		45 (45)
PSY 214	X	X	PSY 11 or PSY 105 or PSY 102	PSY 607	162 (63)			
*PSY 215	X	X	PSY 11 or PSY 105 or PSY 102			186 (119)		152 (74)
PSY 217		X		PSY 518		116 (113)		102 (99)
PSY 300	X	X	PSY 11 or PSY 105 or PSY 102		77 (2)			122 (1)
PSY 302	X	X	PSY 11 or PSY 102 or PSY 105		110 (19)	655 (618)	112 (14)	
PSY 304		X	PSY 11 or PSY 102 or PSY 105	PSY 535				
PSY 308		X		PSY 108	140 (134)		84 (75)	47 (43)
PSY 324	X	X	PSY 11 or PSY 105 or PSY 102		181 (74)		224 (50)	
PSY 325	X	X	PSY 11 or PSY 105 or PSY 102	PSY 606	327 (187)	185 (129)	252 (180)	
PSY 335	X	X	PSY 325			96 (28)		
PSY 402	X	X	PSY 105 or PSY 11 or PSY 102	PSY 22B	531 (461)		561 (488)	
PSY 412	X	X	PSY 324					
PSY 434	X	X	PSY 324			99 (27)		82 (9)
PSY 504		X	PSY 11 or PSY 105 or PSY 102	PSY 124, PSY 24				
*PSY 505	X	X	PSY 11 or PSY 105 or PSY 102			132 (116)		124 (104)
PSY 514	X	X	PSY 102 and PSY 202	PSY 713, PSY 714				
PSY 518	X	X	PSY 102 or PSY 105	PSY 217				
PSY 535	X	X	PSY 102 and PSY 202	PSY 304		46 (3)		74 (2)
PSY 544	X	X	PSY 202 and (PSY 11 or PSY 105 or PSY 102)					
PSY 602	X	X	PSY 302 and (PSY 11 or PSY 102 or PSY 105)	PSY 32B, PSY 32		119 (84)		118 (80)

COURSES OFFERED	OPEN ELECTIVES	MINOR	PREREQUISITES	ANTIREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
					F 2011	W 2012	F 2012	W 2013
PSY 605	X	X	PSY 11 or PSY 102 or PSY 105		76 (20)		109 (70)	
PSY 606		X	PSY 11 or PSY 105 or PSY 102	PSY 325				
PSY 607		X	PSY 11 or PSY 105 or PSY 102	PSY 214				
PSY 612		X					1 (0)	3 (0)
PSY 614	X	X	PSY 105 or PSY 11 or PSY 102					
PSY 615		X						
PSY 620		X	PSY 105 or PSY 102					
*PSY 621	X	X	PSY 11 or PSY 105 or PSY 102		178 (149)		174 (136)	
PSY 622	X	X	PSY 300 and PSY 325					
PSY 654	X	X	PSY 202 and (PSY 11 or PSY 105 or PSY 102)			121 (6)	81 (5)	155 (14)
PSY 701	X	X	PSY 654					
*PSY 706	X	X	PSY 11 or PSY 105 or PSY 102			124 (117)		114 (102)
*PSY 707		X	PSY 11 or PSY 105 or PSY 102	PSY 805				
PSY 712	X	X		PSY 654				49 (0)
PSY 713		X	PSY 11 or PSY 105 or PSY 102	PSY 714, PSY 514,				
PSY 721	X	X	PSY 102 and PSY 202			7 (0)		
PSY 731		X	PSY 102 and PSY 202			109 (4)	28 (1)	89 (0)
PSY 802	X	X	PSY 11 or PSY 105 or PSY 102				136 (83)	130 (78)
PSY 805	X							
PSY 806	X	X	PSY 11 or PSY 105 or PSY 102					
PSY 807		X	PSY 11 or PSY 105 or PSY 102	PSY 940				
PSY 808	X	X	PSY 11 or PSY 105 or PSY 102		122 (79)		111 (31)	
PSY 814	X	X		PSY 813				
PSY 941	X		PSY 105 or PSY 102					
Total	**35**	**50**	**Total Courses w/o Prerequisite = 10**		**3861 (2593)**	**4011 (2577)**	**4322 (2616)**	**4346 (2664)**

Faculty of Arts - Sociology								
COURSES OFFERED	**OPEN ELECTIVES**	**MINOR**	**PREREQUISITES**	**ANTIREQUISITES**	**TOTAL ENROLLMENT** (total includes # of non-faculty students in brackets)			
					F 2011	**W 2012**	**F 2012**	**W 2013**
CRB 600	X							
CRB 605	X							
CRB 614	X							
SOC 25 A/B		X	SOC 11A/B or SOC 104 or SOC 105					
SOC 31 A/B		X	SOC 11A/B or SOC 104					
*SOC 103		X		SOC 11B, SOC 104, SOC 105, SOC 111	379 (346)	116 (113)	377 (360)	183 (168)
SOC 104	X	X		SOC 11B, SOC 103, SOC 105, SOC 111	148 (110)	647 (621)	144 (123)	695 (661)
SOC 105		X		SOC 11B, SOC 103, SOC 104, SOC 111	254 (2)	112 (9)	272 (11)	125 (11)
SOC 107		X				271 (8)		341 (14)
SOC 111		X		SOC 11A/B, SOC103, SOC 104, SOC 105, SOC 107	179 (179)		182 (182)	
SOC 300	X	X	SOC 103 or SOC 104 or SOC 105 or SOC 111		58 (19)		89 (18)	102 (42)
SOC 302		X	SOC 11B or SOC 103 or SOC 104 or SOC 105 or SOC 111					
SOC 319		X	SOC 103 or SOC 104 or SOC 105 or SOC 111					
SOC 402		X	SOC 11B or SOC 103 or SOC 104 or SOC 105 or SOC 111			55 (5)		
SOC 470	X	X	SOC 11B or SOC 103 or SOC 104 or SOC 105 or SOC 111		176 (5)			
SOC 420		X	SOC 105 and SOC 107	SOC 203			76 (0)	
SOC 470		X	SOC 11B or SOC 103 or SOC 104 or SOC 105 or SOC 111		176 (5)		131 (11)	
SOC 472		X	SOC 103 or SOC 104 or SOC 105 or SOC 107					52 (3)
SOC 474		X	SOC 103 or SOC 104 or SOC 105 or					86 (56)

COURSES OFFERED	OPEN ELECTIVES	MINOR	PREREQUISITES	ANTIREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
					F 2011	W 2012	F 2012	W 2013
SOC 479		X	SOC 103 or SOC 104 or SOC 105 or SOC 107		53 (0)			
SOC 500		X	SOC 103 or SOC 104 or SOC 105 or SOC 111					
SOC 501		X		SOC 180, SYC 180		157 (131)		
SOC 502		X	SOC 11B or SOC 103 or SOC 104 or SOC 105 or SOC 107 or SOC 111					
SOC 504		X	SOC 11B or SOC 103 or SOC 104 or SOC 105 or SOC 107 or SOC 111			111 (27)		86 (56)
*SOC 505		X			146 (129)		162 (141)	
*SOC 507		X		SOC 300, POG 313	95 (86)	143 (132)	176 (152)	144 (130)
SOC 525	X	X		DST 525		222 (43)	205 (114)	108 (60)
*SOC 603		X			153 (134)	90 (77)	10 8 (94)	111 (81)
SOC 605		X			143 (100)		146 (109)	
SOC 606		X	SOC 11B or SOC 103 or SOC 104 or SOC 105 or SOC 111	SOC 21B		145 (99)		126 (95)
SOC 608	X	X	SOC 11B or SOC 103 or SOC 104 or SOC 105 or SOC 111	SOC 28 A/B	55 (32)			59 (10)
SOC 609		X	SOC 11B or SOC 103 or SOC 104 or SOC 105 or SOC 111	SOC 28B		75 (44)	71 (39)	
SOC 611		X				34 (0)		
*SOC 633		X			93 (81)	103 (77)	138 (104)	111 (84)
SOC 700		X	SOC 103 or SOC 104 or SOC 105 or SOC 111					
SOC 703		X						
SOC 706		X	SOC 103 or SOC 104 or SOC 105 or SOC 107					
SOC 707		X						
SOC 708		X	SOC 104 or SOC 105 or SOC 107					51 (1)
SOC 800		X						
SOC 802		X						
*SOC 808		X			145 (131)	146 (134)	222 (200)	
*SOC 885		X				129 (117)		228 (201)
*SOC 902		X			152 (125)		192 (162)	

SOC 903		X	SOC 103 or SOC 104 or SOC 105 or SOC 107			34 (1)		30 (1)
Total	**8**	**42**	**Total Courses w/o Prerequisites = 23**		**2646 (1699)**	**2843 (1798)**	**3160 (2124)**	**2845 (1817)**

Faculty of Communications & Design – Creative Industries		
COURSE CODE	**OPEN ELECTIVES**	**PREREQUISITES**
CRI 400	X	Departmental consent required
CRI 410	X	
CRI 420	X	
CRI 430	X	
CRI 500	X	
CRI 510	X	
CRI 520	X	
CRI 530	X	
CRI 540	X	
CRI 550	X	
CRI 610	X	
CRI 620	X	
CRI 630	X	
CRI 640	X	
CRI 650	X	CRI 420
CRI 660	X	
CRI 700	X	CRI 600 and BSM 600
CRI 720	X	
CRI 730	X	CRI 400
CRI 750	X	
CRI 820	X	Departmental consent required
CRI 830	X	
CRI 840	X	Departmental consent required
Total	23	# of courses w/o prerequisites = 17

Faculty of Communications & Design – Graphic Communication Management

COURSE CODE	OPEN ELECTIVES	PREREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
			F 2011	W 2012	F 2012	W 2013
GRA 102 (Lab: 1.5 hrs)	X		145 (0)		166 (0)	
GRA 103 (Lab: 1.5 hrs)	X		142 (0)		168 (0)	
GRA 104 (Lab: 1.5 hrs)	X		144 (0)		166 (0)	
GRA 202 (Lab: 1.5 hrs)	X	GRA 102		134 (0)		155 (0)
GRA 203 (Lab: 1.5 hrs)	X	GRA 103		129 (0)		153 (0)
GRA 204 (Lab: 1.5 hrs)	X	GRA 104		132 (0)		145 (0)
GRA 320 (Lab: 2.0 hrs)	X		114 (0)		124 (0)	
GRA 322 (Lab: 1.5 hrs)	X	GRA 202	116 (0)		127 (0)	
GRA 420 (Lab: 2.0 hrs)	X	GRA 320		102 (0)		112 (0)
GRA 422 (Lab: 1.5 hrs)	X	GRA 322		108 (0)		121 (0)
GRA 510*	X					
GRA 652*	X					
Total	**12**	**# of courses w/o prerequisites = 6**	**662 (0)**	**605 (0)**	**751 (0)**	**686 (0)**

* Courses so indicated are new courses developed for the Creative Industries program and would be excellent OE choices. First delivery of these courses anticipated in 2014-15.

Faculty of Communications & Design – Image Arts						
COURSE CODE	**OPEN ELECTIVES**	**PREREQUISITES**	**TOTAL ENROLLMENT** (total includes # of non-faculty students in brackets)			
			F 2011	**W 2012**	**F 2012**	**W 2013**
NPF 504	X					
NPF 604	X					
NPF 505	X					
NPF 605	X	NPF 505				
NPF 506	X					
NPF 606	X					
NPF 507	X					
NPF 607	X					
NPF 548	X			32 (2)	39 (0)	
NPF 549	X					
NPF 550	X			27 (0)		10 (0)
NPF 551	X		32 (0)		46 (0)	
NPF 552	X					
NPF 553	X				46 (0)	
NPF 554	X	NPF 553		9 (0)		
NPF 555	X					55 (0)
NPF 557	X					21 (4)
NPF 558	X					
NPF 559	X		13 (0)			
NPF 560	X			17 (4)		
NPF 561	X					
NPF 562	X		40 (0)			
NPF 563	X			56 (2)		42 (4)
NPF 564	X				55 (6)	
NPF 565	X		29 (0)			
NPF 566	X					56 (1)
NPF 567	X				41 (0)	
NPF 568	X					
NPF 569	X		65 (1)			
Total	**29**	**# of courses w/o Prerequisites = 27**	**179 (1)**	**141 (8)**	**227 (6)**	**184 (9)**

Faculty of Communications & Design – Journalism								
COURSES OFFERED	**OPEN ELECTIVES**	**MINOR** *(NEWS STUDIES)*	**PREREQUISITES**	**ANTIREQUISITES**	**TOTAL ENROLLMENT** (total includes # of non-faculty students in brackets)			
					F 2011	**W 2012**	**F 2012**	**W 2013**
JRN120 *(Lab: 4.0 hrs)*		X	JRN 199		153 (0)		153 (0)	
JRN121 *(Lab: 6.9 hrs)*		X	JRN 120			153 (0)		150 (0)
JRN123		X	JRN 120 or NNS 101,	BDC 915 and BDC 918 and PHL 800		130 (130)	114 (112)	
NNS/JRN400 *(Lab: 1.0 hrs)*	X	X	JRN 120 or NNS 101		86 (0)		78 (4)	
NNS/JRN401 *(Lab: 2.0 hrs)*	X	X	JRN 120 or NNS 101	JLS 600		75 (4)		78 (4)
NNS/JRN402	X	X	JRN 120 or NNS 101	BDC 903		46 (2)		
NNS/JRN403	X	X	JRN 120 or NNS 101					39 (4)
NNS/JRN404 (Lab: 1.0 hrs)	X	X	JRN 120 or NNS 101	ENG 700	119 (1)		112 (7)	
NNS/JRN 405	X	X	JRN 120 or NNS 101					
NNS/JRN406	X	X	JRN 121 or NNS 101					30 (0)
NNS/JRN 412	X	x	JRN 120 or NNS 101		60 (60)		52 (51)	
NNS/JRN 504 *(Lab: 1.0 hrs)*	X	X	JRN 303 or JRN 304 or JRN 305 or JRN 306 or JRN 314 or NNS 101					
NNS/JRN 502		X	JRN 303 or JRN 304 or JRN 305 or JRN 306 or JRN 314	NNS 502		9 (9)		16 (16)
NNS/JRN505 *(Lab: 1.0 hrs)*	X	X	JRN 303 or JRN 304 or JRN 305 or JRN 306 or JRN 314 or NNS 101			17 (0)		
NNS/JRN506	X	X	JRN 303 or JRN 304 or JRN 305 or JRN 306 or JRN 314 or NNS 101			23 (0)		26 (1)
NNS/JRN 507		X	JRN 303 or JRN 304 or JRN 305 or JRN 306 or JRN 314	NNS 507				13 (13)
NNS/JRN508	X	X	JRN 120 or NNS 101	ENG 530		12 (0)		
NNS/JRN509 *(Lab: 1.0 hr)*	X	X	JRN 303 or JRN 304 or JRN 305 or JRN 306 or JRN 314 or NNS 101			20 (0)		

COURSES OFFERED	OPEN ELECTIVES	MINOR *(NEWS STUDIES)*	PREREQUISITES	ANTIREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
					F 2011	W 2012	F 2012	W 2013
NNS/JRN 510		X	JRN 303 or JRN 304 or JRN 305 or JRN 306 or JRN 314	NNS 510				
NNS/JRN512	X	X	JRN 303 or JRN 304 or JRN 305 or JRN 306 or JRN 314 or NNS 101					29 (2)
NNS525	X		Departmental consent required					
JRN500		X	JRN 303 or JRN 304 or JRN 305 or JRN 306 or JRN 314 or NNS 101			30 (0)		40 (1)
NNS101 *(Lab: 1.0 hr)*	X		JRN 120		47 (10)	56 (2)	52 (16)	57 (6)
NNS102 *(Lab: 1.0 hr)*	X	X	JRN 120 or NNS 101	JRN 112, JRN 125		21 (6)	9 (1)	26 (10)
NNS103 *(Lab: 1.0 hr)*	X	X	JRN 120 or NNS 101	JRN 100, JRN 201				
TOTAL	**18**	**23**	**# of courses w/o prereq. = 0**		**465 (71)**	**592 (153)**	**570 (192)**	**504 (57)**

**Faculty of Communications & Design – Professional Communication**						
COURSES OFFERED	**OPEN ELECTIVES**	**MINOR**	**PREREQUISITES**	**ANTIREQUISITES**	**TOTAL ENROLLMENT** (total includes # of non-faculty students in brackets)		
					F 2011	**W 2012**	**F 2012**	**W 2013**
CMN 279	X	X			519 (513)	454 (327)	509 (504)	624 (484)
CMN 288 (Lab: 10. Hr)		X				37 (23)		77 (52)
CMN 305	X	X	CMN 114 or CMN 124 or CMN 201 or CMN 207 or CMN 279 or CMN 373 or THM 200	BDC 917	47 (35)		53 (37)	
CMN 306	X	X	CMN 114 or CMN 124 or CMN 201 or CMN 207 or CMN 279 or CMN 373 or THM 200			46 (23)		44 (24)
CMN 314	X	X			122 (88)	112 (80)	156 (118)	111 (86)
CMN 313		X				21 (20)		28 (21)
CMN 315 (Lab: 10. Hr)	X	X				56 (42)		57 (51)
CMN 316	X	X					42 (17)	
CMN 317	X	X					32 (31)	
CMN 413 (Lab: 10. Hr)	X	X	Any one CMN course		45 (41)			30 (27)
CMN 414	X	X	Any one CMN course			27 (23)	58 (45)	
CMN 443	X	X	Any one CMN course		49 (45)		56 (52)	
CMN 447	X	X	LAW 122					53 (53)
CMN 448	X	X		CMN 601	85 (63)		56 (37)	51 (40)
CMN 450 (Lab: 10. Hr)		X			28 (15)	31 (21)	59 (24)	29 (18)
TOTAL	**12**	**15**	**# of courses w/o prerequisites = 9**		**922 (823)**	**832 (607)**	**1021 (885)**	**1151 (898)**

Faculty of Communications & Design – Theatre and Performance			
COURSE CODE	**OPEN ELECTIVES**	**PREREQUISITES**	**LAB REQUIREMENT**
THF316	X	(THA 100 and THA 101) or (THD 100 and THD 101) or (THP 101 andTHP 102)	1.0 hr
THF 317†	X	THA 101 or THD 101 or THP 102	4.0 hr
THF 405	X		
THF 500	X	FPN 200	
New courses being designed as Open Electives World Dance 1 World Dance 2 Hip Hop 1 Hip Hop 2 Social Dance: From Latin to Swing Fundamentals of Acting (lecture/lab) Voice & Public Speaking History & Construction of Corsets Sex & Fetish Onstage Event Design & Production Design for Theatrical Space Theatre Production for Non-majors Theatre for Non-majors Performing Arts Onstage			
TOTAL	**18**	**# Of courses w/o prerequisites. = 1**	

† This course has a weight of 2.00

Faculty of Community Services – Early Childhood Studies

COURSE CODE	OPEN ELECTIVES	PREREQUISITES	ANTIREREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
				F 2011	W 2012	F 2012	W 2013
CLD 231	X			196 (11)		164 (0)	
CLD 332	X			209 (0)		226 (9)	
CLD 435	X				31 (0)		32 (2)
CLD 448	X		CLD 447	39 (0)		39 (0)	
CLD 450	X						25 (0)
CLD 500	X						
TOTAL	**6**	**# Of courses w/o prerequisites. = 6**		**444 (11)**	**31 (0)**	**429 (9)**	**57 (2)**

Faculty of Community Services – Nutrition & Food

COURSE CODE	OPEN ELECTIVES	PREREQUISITES	CO-REQUISITE	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
				F 2011	W 2012	F 2012	W 2013
PLN 103	X			95 (3)		93 (6)	
PLN 203	X	PLN 103			87 (1)		91 (3)
FNF 100	X			84 (0)		86 (1)	
FNP 250	X			78 (0)		77 (0)	
FNA 100	X						
FNA 201	X	FNA 100 and PLN 303 and FNP 300	FNN 400				
FNA 202	X	FNA 100					
FNA 300	X						
FNA 301	X	FNA 201					
FNF 400	X						
FNY 400	X	FNY 403					
FNY 403	X						8 (0)
FNY 404	X	FNY 403					
FNY 405	X	FNY 403					
FNY 406	X	FNY 403					
FNY 407	X	FNY 403					
FNY 408	X	FNY 403					
FNY 409	X						
PLN 303	X	PLN 203					
TOTAL	**19**	**# of courses w/o prerequisites = 8**		**116 (1)**	**87 (1)**	**256 (7)**	**79 (0)**

COURSE CODE	OPEN ELECTIVES	MINOR	PREREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
				F 2011	W 2012	F 2012	W 2013
ENH121	X			211 (10)		223 (13)	
ENH220	X			150 (2)		171 (1)	
ENH617	X			177 (12)	122 (4)	190 (4)	131 (11)
ENH122	X				203 (2)		
ENH429	X		ENH 122		80 (0)		87 (0)
ENH440	X		ENH 122	109 (1)		97 (0)	
ENH712	X			112 (0)		92 (0)	
ENH522	X		ENH 122		123 (0)		100 (0)
ENH816	X		ENH 712		58 (0)		77 (0)
ENH825	X				168 (0)		144 (0)
OHS208	X	X	MHR 711		279 (99)		299 (124)
OHS319	X		ENH 220 and PCS 106	77 (17)		80 (19)	
OHS322	X		CHY 104 and CHY 152	124 (0)		138 (0)	
OHS422	X						
OHS 477		X			37 (5)		38 (1)
OHS508	X	X		171 (7)		197 (13)	
OHS608	X	X			89 (0)		75 (2)
OHS 718		X		49 (14)		13 (0)	
OHS 421		X	CHY 104 and CHY 152		39 (1)		53 (0)
TOTAL	**16**	**6**	**# of courses w/o prerequisites = 15**	**1180 (63)**	**1447 (112)**	**1201 (50)**	**1261 (149)**

Faculty of Community Services – Occupational Health & Safety

				TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
COURSE CODE	**OPEN ELECTIVE**	**PREREQUISITES**	**ANTIREREQUISITES**	**F 2011**	**W 2012**	**F 2012**	**W 2013**
SWP900	X	SWP 302, SWP 331, SWP 335, SWP 341, SWP 402 and SWP 435)					
SWP901	X	SWP 302, SWP 331, SWP 335, SWP 341, SWP 402 and SWP 435					
SWP902	X	SWP 302, SWP 331, SWP 335, SWP 341, SWP 402 and SWP 435					
SWP903	X	SWP 302, SWP 331, SWP 335, SWP 341, SWP 402 and SWP 435			48 (0)		
SWP906	X	SWP 302, SWP 331, SWP 335, SWP 341, SWP 402 and SWP 435					
SWP907	X	SWP 302, SWP 331, SWP 335, SWP 341, SWP 402 and SWP 435)					
SWP910	X	SWP 302, SWP 331, SWP 335, SWP 341, SWP 402 and SWP 435	POL 510	29 (0)		37 (0)	
SWP917	X	SWP 302, SWP 331, SWP 335, SWP 341, SWP 402 and SWP 435					47 (0)
SWP919	X	SWP 302, SWP 331, SWP 335, SWP 341, SWP 402 and SWP 435		42 (1)		48 (0)	
SWP920	X	SWP 302, SWP 331, SWP 335, SWP 341, SWP 402 and SWP 435					
SWP921	X	SWP 302 and SWP 331 and SWP 335 and SWP 341 and SWP 402 and SWP 435	DST 501, INT 902	45 (0)		48 (0)	
SWP923	X	SWP 302, SWP 331, SWP 335, SWP 341, SWP 402 and SWP 435			45 (0)		
SWP924	X	SWP 302, SWP 331, SWP 335, SWP 341, SWP 402 and SWP 435	INT905, INT914				
SWP925	X	SWP 302, SWP 331, SWP 335, SWP 341, SWP 402 and SWP 435	INT 910				
SWP927	X	SWP 302, SWP 331, SWP 335, SWP 341, SWP 402 and SWP 435			43 (0)		32 (0)

SWP929	X	SWP 302, SWP 331, SWP 335, SWP 341, SWP 402 and SWP 435					
SWP930	X	SWP 302, SWP 331, SWP 335, SWP 341, SWP 402 and SWP 435					
SWP932	X	SWP 302, SWP 331, SWP 335, SWP 341, SWP 402 and SWP 435					
SWP933	X	SWP 331, SWP 335 SWP 341, SWP 435 and (SWP 402 or SWP 22A/B					
SWP934	X						
SWP935	X						
SWP936	X						
SWP937	X	Departmental consent required					
SWP938	X					38 (0)	
SWP939	X	SWP 331 and SWP 335 and SWP 341 and SWP 435 and (SWP 402 or SWP 22A/B					
TOTAL	**25**	**# of courses w/o Prerequisites = 4**		**116 (1)**	**136 (0)**	**171 (0)**	**79 (0)**

Faculty of Engineering & Architectural Science – Architectural Science

COURSE CODE	OPEN ELECTIVES	PREREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
			F 2011	W 2012	F 2012	W 2013
ASC102	X		113 (2)		114 (0)	
ASC103	X		109 (2)		113 (0)	
ASC733	X					25 (0)
ASC750	X					
ASC751	X			35 (0)		
ASC752	X					
ASC753	X					
ASC850	X			36 (0)		31 (0)
ASC851	X					
ASC852	X					
ASC855	X		35 (0)		29 (0)	
TOTAL	11	Total # of courses w/o prerequisites = 11	257 (4)	71 (0)	256(0)	56(0)

FEAS – MECHANICAL AND INDUSTRIAL ENGINEERING

Name of Program: Mechanical and Industrial Engineering

Name of Faculty: Faculty of Engineering and Architectural Science

YES (if the course is suitable as an open elective)
NO (If the course is not suitable as an open elective)
POSSIBLE (if the course may be suitable as an open elective with some changes)

COURSE CODE	YES	NO	POSSIBLE	PROFESSIONALLY RELATED
IND 300		X		
IND 303		X		
IND 400		X		
IND 405		X		
IND 508		X		
IND 600		X		
IND 604		X		
IND 605		X		
IND 706		X		
IND 708		X		
IND 70A/B		X		
IND 710		X		
IND 712		X		
IND 716		X		
IND 816		X		
IND 817		X		
IND 832		X		
IND 833			X	
MEC 222		X		
MEC 309		X		
MEC 311		X		
MEC 322		X		
MEC 323		X		
MEC 325		X		
MEC 411		X		
MEC 430		X		
MEC 431		X		
MEC 514		X		
MEC 516		X		
MEC 531		X		
MEC 613		X		
MEC 616		X		
MEC 617		X		
MEC 626		X		
MEC 701		X		
MEC 709		X		
MEC 713 / IND 713		X		
MEC 721		X		
MEC 722		X		
MEC 723		X		
COURSE CODE	YES	NO	POSSIBLE	PROFESSIONALLY RELATED
MEC 733		X		

MEC 734		X	
MEC 740		X	
MEC 751		X	
MEC 809		X	
MEC 809/ IND 715		X	
MEC 810		X	
MEC 811		X	
MEC 813 / IND 810		X	
MEC 816		X	
MEC 817		X	
MEC 819/ IND 809		X	
MEC 825		X	
MEC 830		X	
MEC 832		X	
MEC 850			X
MTL 200		X	
MTL 300		X	
MTL 700		X	

				TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)	

Faculty of Science - Biology

COURSE CODE	OPEN ELECTIVE	MINOR	PREREQUISITES	F 2011	W 2012
BCH 261 *(Lab: 3 hrs)*	X		BLG 143 and BLG 144 and CHY 142		
BCH 361 *(Lab: 3 hrs)*	X		CHY 261 or BCH 261		
BLG 143 *(Lab: 1.5 hrs)*	X	X		447 (8)	
BLG 144 (Lab: 1.5 hrs)	X	X	BLG 143		258 (8)
BLG 151 (Lab: 3 hrs)	X	X	BLG 143 and BLG 144	151 (0)	
BLG 230 (Lab: 1.5 hrs)	X	X	BLG 143 and BLG 144	89 (0)	
BLG 251 (Lab: 3 hrs)	X	X	BLG 151		143 (1)
BLG 307		X	BLG 151 and (CHY 261 or BCH 261) and BLG 400	73 (0)	
BLG 311 (Lab: 1.5 hrs)	X	X	BLG 143 and BLG 144	165 (0)	
BLG 312 (Lab: 1.5 hrs)	X	X	BLG 143 and BLG 144 and BLG 316		
BLG 315 (Lab: 1.5 hrs)	X	X	BLG 143 and BLG 144 and BLG 400		
BLG 316 (Lab: 1.5 hrs)	X	X	BLG 143 and BLG 144		
BLG 351	X	X	BLG 151	25 (0)	
BLG 400	X	X	BLG 143 and BLG 144	113 (2)	
BLG 401 (Lab: 1.5 hrs)		X	BLG 143 and BLG 144 and BLG 567	25 (0)	
BLG 402 (Lab: 1.5 hrs)		X	BLG 143 and BLG 144 and BLG 567 and (MTH 130 or MTH 131)		
BLG 408	X		BLG 143 and BLG 144 and (CHY 261 or BCH 261)		
BLG 411	X		BLG 311		
BLG 567		X	BLG 143 and BLG 144 and BLG 151 and CHY 113 and CHY 142		18 (1)
BLG 578			BLG 143 and BLG 144 and BLG 311 and (CHY 361 or BCH 361)		
BLG 600	X	X	BLG 143 and BLG 144 and BLG 311;		175 (1)
BLG 678		X	BLG 888 and (CHY 362 or BCH 362)		175 (1)
BLG 700	X	X	BLG 143 and BLG 144	154 (2)	
BLG 707	X		BLG 143 and BLG 144 and BLG 316		
BLG 785		X	BLG 307 and BLG 311 and BLG 400 and BLG 411 and (CHY 261 or BCH 261)		
BLG 788		X	BLG 307 and BLG 400	18 (0)	

BLG 800		X	BLG 311 and BLG 400 and (CHY 261 or BCH 261)		
BLG 856		X	BLG 311 and BLG 411 and (CHY 261 or BCH 261)		17 (1)
BLG 888 (Lab: 3 hrs)		X	BLG 307	87 (0)	
TOTAL	**18**	**23**	**Total Courses w/o prerequisites = 1**	**1346 (12)**	**611 (11)**

OPEN ELECTIVES TEMPLATE – BIOMEDICAL SCIENCE

Name of Program**: Biomedical Science**

Name of Faculty: **Science**

YES (if the course is suitable as an open elective)

NO (If the course is not suitable as an open elective)

POSSIBLE (if the course may be suitable as an open elective with some changes)

COURSE CODE	YES	NO	POSSIBLE
BMS 280 (-/-)		X	
BMS 451 (7/5)		X	
BMS 500 (8/5)		X	
BMS 605 (8/5)		X	
BMS 607 (7/5)		X	
BMS 650 (8/6)		X	
BMS 750 (7/5)		X	
BMS 760 (9/7)		X	
BMS 770 (4/4)			X
BMS 850 (7/5)		X	
BMS 857 (7/5)		X	
BMS 858 (7/5)		X	
BMS 860 (9/6)		X	
BMS 865 (6/5)		X	
BMS 870 (6/5)		X	

"No" courses are either i) intended just for BMS (BMS 280), or ii) too many prereqs to access within X framework for non-science student.

First number is number of courses that must have been taken to meet prerequisites, second number is number of previous semesters required to do so under optimal conditions.

				TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)	
COURSE CODE	**OPEN ELECTIVES**	**MINOR**	**PREREQUISITES**	**F 2011**	**W 2012**
CHY 103	X	X			
CHY 113 *(Lab: 3 hrs)*	X	X	CHY 103		
CHY 142 (Lab: 3 hrs)	X	X	CHY 103 and CHY 113		
CHY 213 (Lab: 3 hrs)	X	X	CHY 113		
CHY 223 (Lab: 3 hrs)	X	X	CHY 213	45 (0)	36 (1)
CHY 242	X	X	CHY 142		
CHY 330 (Lab: 3 hrs)	X	X	CHY 223	22 (0)	
CHY 331 (Lab: 3 hrs)	X		CHY 223		
CHY 339 (Lab: 3 hrs)		X	CHY 242 and CHY 330		
CHY 344 (Lab: 3 hrs)	X	X	CHY 113	29 (0)	
CHY 381	X	X	CHY 103, CHY 113 and MTH 231	54 (2)	
CHY 382 (Lab: 3 hrs)	X	X	CHY 103, CHY 113 and MTH 231		
CHY 423	X	X	BLG 144 and CHY 113 and CHY 142		60 (0)
CHY 431 *(Lab: 2 hrs)*		X	CHY 223		
CHY 434 (Lab: 3 hrs)		X	CHY 330		
CHY 435	X	X	CHY 223 and CHY 330		
CHY 436	X	X	(BCH 261 or CHY 261) and CHY 142		12 (0)
CHY 437	X	X	CHY 242		12 (0)
CHY 445		X	CHY 242 and CHY 344 and CHY 381		15 (0)
CHY 449 (Lab: 3 hrs)	X	X	CHY 344		15 (0)
CHY 501		X	CHY 242 and CHY 449		23 (0)
CHY 600		X	CHY 142 and CHY 242		
CHY 706		X	CHY 142 and CHY 242 and CPS 313 and CPS 315		
TOTAL	**16**	**22**	**Total # of Courses available w/o prerequisites = 1**	**150 (2)**	**146 (1)**

Faculty of Science – Chemistry

	Faculty of Science – Medical Physics				

COURSE CODE	OPEN ELECTIVES	MINOR	PREREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)	
				F 2011	**W 2012**
PCS106	X				
PCS107		X		118 (0)	
PCS110 *(Lab: 1 hr)*		X		109 (1)	
PCS120 *(Lab: 1 hr)*	X	X	Antirequisites: PCS 120 & PCS 130	342 (7)	
PCS125 *(Lab: 1 hr)*	X	X	Antirequisites: PCS 120 & PCS 130		727 (2)
PCS130 *(Lab: 1 hr)*	X	X	PCS 120 Antirequisites: PCS 125 & PCS 211 and PCS 102		256 (4)
PCS211 *(Lab: 1 hr)*	X	X	Antirequisites: PCS 120 &PCS 130	833 (0)	206 (0)
PCS224 *(Lab: 1 hr)*		X	PCS 110 or PCS 125 or PCS 130	186 (0)	
PCS227		X	(PCS 130 and MTH 131) or (PCS 125 and PCS 211 and MTH 140 and MTH 141)		49 (0)
PCS228 *(Lab: 1.5 hrs)*		X	(PCS 130 and MTH 330) or (PCS 125 and PCS 211 and MTH 312) or (PCS 125 and PCS 211 and MTH 425)		28 (0)
PCS230 *(Lab: 1.5 hrs)*		X	(PCS 130 and MTH 231) or (PCS 125 and PCS 211 and MTH 141 and MTH 240)		36 (0)
PCS300 *(Lab: 1 hr)*		X	(MTH 231 and PCS 130) or (PCS 125 and PCS 211 and MTH 141 and MTH 240)	38 (0)	
PCS335		X	(PCS 130 and MTH 380) or (PCS 125 and PCS 211 and MTH 410)		28 (0)
PCS352 *(Lab: 1.5 hrs)*		X	PCS 300 and (CHY 223 or MTH 380 or MTH 410)	17 (0)	
PCS358 (Lab: 1 hr)		X	(PCS 120 and MTH 330) or [PCS 211 and (MTH 312 or MTH 425)]		
PCS400		X	(PCS 300 or CHY 344) and (MTH 312 or MTH 330 or MTH 425)		37 (0)
PCS510		X	PCS 110 or PCS 130 or (PCS 125 and PCS 211)		
PCS700		X	PCS 400 and (MTH 309 or MTH 312 or MTH 425 or MTH 430)		
PCS724 *(Lab: 1 hr)*		X	PCS 300 and (MTH 312 or MTH 330 or MTH 425)		
TOTAL	**5**	**18**	**Total # of Courses available w/o prerequisites = 3**	**1643 (8)**	**1367 (6)**

Faculty of TRSM – Entrepreneurship and Innovation

COURSE CODE	OPEN ELECTIVES	MINOR	PREREQUISITES	ANTIREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
					F 2011	W 2012	F 2012	W 2013
ENT500	X	X		BDC 913, ENT 726	173 (87)	80 (69)	188 (92)	96 (86)
ENT501	X	X				163 (16)		83 (1)
ENT505	X		BSM 200					
ENT526	X				387 (52)	282 (54)	312 (55)	225 (39)
ENT601	X	X			89 (13)	175 (23)	84 (14)	90 (7)
ENT 527		X			62 (1)	73 (1)	63 (1)	76 (1)
ENT 725		X	ENT 601		89 (1)	122 (4)	95 (8)	98 (1)
ENT 726		X		BDC 913, ENT 500	75 (0)	63 (1)	69 (1)	79 (2)
ENT 727		X	ENT 526		7 (0)	34 (2)		
BSM100	X							
BSM200	X		BSM 100					
BSM600	X		BSM 200					
Total	**8**	**7**	**Total # of Courses w/o Prerequisites = 8**		**888 (154)**	**992 (170)**	**811 (171)**	**747 (137)**

Faculty of TRSM – Hospitality and Tourism

COURSE CODE	OPEN ELECTIVES	PREREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
			F 2011	W 2012	F 2012	W 2013
HTI 746	X	ITM 102				
HTL 503	X		44 (0)		49 (0)	
HTT 202	X		221 (20)		210 (9)	
HTT 303	X		120 (0)		173 (0)	
HTT 501	X		51 (0)		53 (0)	
HTT 509	X		29 (7)		30 (13)	
HTT 510	X	HTT 303		18 (0)		22 (1)
HTT 605	X		46 (0)		52 (0)	
HTT 607	X			72 (0)		67 (0)
HTT 622	X			35 (0)		50 (0)
TOTAL	**10**	**Total # of Courses w/o Prerequisites = 8**	**511 (27)**	**125 (0)**	**567 (22)**	**139 (1)**

Faculty of TRSM - LAW

COURSE CODE	OPEN ELECTIVE	MINOR	PREREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
				F 2011	W 2012	F 2012	W 2013
LAW 122	X	X		981 (164)	680 (145)	923 (152)	772 (109)
LAW 321	X	X	LAW 122	56 (2)			90 (3)
LAW 525	X	X	LAW 122	121 (21)	163 (37)	127 (18)	94 (14)
LAW 529	X	X	LAW 122	123 (11)	200 (50)	143 (17)	209 (36)
LAW 533	X		LAW 603	42 (0)	33 (0)		90 (0)
LAW 534	X		LAW 122	33 (0)	78 (2)		124 (0)
LAW 535	X		LAW 122	67 (0)			
LAW 601	X		LAW 122			83 (0)	
LAW 602	X		LAW 534 or CRM 200				23 (0)
LAW 603	X	X	LAW 122	125 (5)	212 (8)	162 (12)	263 (12)
LAW 604	X		LAW 603				
LAW 605	X		LAW 603				
LAW 606	X		LAW 529				
LAW 703	X		LAW 603				
LAW 723	X	X	LAW 122	77 (5)	82 (8)		122 (15)
LAW 724	X	X	LAW 122	117 (2)	119 (0)	113 (8)	
LAW 725	X		LAW 533				
CZLW100	X						
CZLW110	X						
CZLW120	X						
Total	**20**	**7**	**Total # of Courses w/o Prerequisites = 1**	**1742 (210)**	**1567 (250)**	**1551 (207)**	**1787 (189)**

Faculty of TRSM – Retail Management

COURSE OFFERED	OPEN ELECTIVE	MINOR	PREREQUISITES	ANTIREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
					F 2011	W 2012	F 2012	W 2013
RMG100	X		RMG 200		172 (41)		158 (42)	
RMG200	X	X				308 (42)		298 (34)
RMG302	X	X	RMG 200	MKT 400 and MKT 502		119 (0)		88 (0)
RMG303	X	X	RMG 200	HTH 102		105 (1)		105 (1)
RMG400	X	X	RMG 200		110 (4)		109 (4)	
RMG434	X	X	RMG 200		105 (0)		90 (3)	
RMG452	X	X	RMG 200			96 (1)		81 (0)
RMG902	X	X	RMG 200		49 (0)		49 (0)	
RMG905	X	X	RMG 200	GEO 421	55 (1)		49 (0)	
RMG906	X	X	ECN 204 and RMG 200			37 (0)		23 (0)
RMG907	X	X	RMG 200			44 (1)		38 (0)
RMG909	X	X	RMG 400			48 (7)		46 (0)
RMG910	X	X	ITM 350 or RMG 200		32 (0)		49 (1)	
RMG911	X	X	RMG 200					
RMG913	X	X	RMG 200					49 (0)
RMG914	X	X	RMG 200		46 (0)		44 (0)	
RMG916	X		RMG 200 and MKT 100					
RMG919	X		RMG 200					
RMG920	X	X	RMG 200		24 (0)		10 (2)	
TOTAL	**19**	**16**	**Total # of Courses w/o Prerequisites = 1**		**593 (46)**	**757 (52)**	**558 (52)**	**728 (35)**

YEATES SCHOOL OF GRADUATE STUDIES

REPORT TO SENATE, MAY 7, 2013

1.   Program Changes: MBA Specialization in Mining Management (for information)

2.   New Programs: Professional Master's Diplomas (for approval)

   Motion:

   "That Senate approve the Proposed Professional Master's Diplomas as approved by YSGS Council at its April 18, 2013 meeting."

Submitted by:

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Jennifer Mactavish, Dean

Chair, Yeates School of Graduate Studies Council

1. MBA SPECIALIZATION IN MINING MANAGEMENT:

   The Yeates School of Graduate Studies submits the proposal for a proposal for a MBA Specialization in Mining Management for information.

SUMMARY OF CHANGES

TRSM proposes to establish a new specialization in Mining Management within the existing Global MBA. The specialization involves both in-class knowledge-based learning as well as outside classroom experiential learning. Although part of an existing MBA degree program where the majority of the courses are based on the management foundation courses of that program, the specialization is prepared to respond to the industry's demand for business management skills with a mining sector focus. On that basis, the specialization curriculum has a strong focus on the application of the prior learning from these foundation courses to specific mining sector needs.

The specialization faculty team will be comprised of existing full-time TRSM faculty members supported by qualified adjunct instructors (the level of qualifications to be consistent with Association of Accredited Colleges and Schools of Business "AACSB" accreditation standards) to administer and teach the specialization courses. Our full-time and adjunct instructors will have a strong combination of graduate level academic knowledge in a related field, as well as rich private and public sector experience.

2.   PROFESSIONAL MASTER'S DIPLOMAS.

<u>Motion</u>

That Senate approve the *Proposed Professional Master's Diplomas* as approved by YSGS Council at its April 18, 2013 meeting.

Proposal for Professional Master's Diploma in Aerospace Design Management

Submitted by:
Dr. Mohamed Lachemi, Dean, Faculty of Engineering and Architectural Science
Dr. Paul Walsh

EXECUTIVE SUMMARY

Introduction

The Professional Master's Diploma in Aerospace Design Management is intended to provide knowledge of aircraft certification as demanded by Transport Canada and the American FAA (Federal Aviation Administration). Both of these organizations working in conjunction are responsible for the certification of every aircraft legally entitled to fly in North America. Aircraft manufacturers and their suppliers must possess a detailed knowledge of processes and regulations pertaining to certification and how these requirements will impact the design of an aircraft.

The proposed certificate is intended to meet the needs of engineering professionals with several years' work experience in aircraft manufacturing environment or aerospace component manufacturing facility. Engineers working in the aerospace industry will find such a professional master's diploma program immediately useful in that repeated referral to lengthy certification documentation may no longer be required or may be less labour intensive. Courses that provide this type of background are being offered by industry leaders such Bombardier Aerospace to their employees. However, they are finding that it is not cost effective to do so and are exploring the possibility of discontinuing doing so. The proposed diploma program in Aerospace Design Management would offer this training to any individual with an engineering background. In addition, diploma graduands will find that their new knowledge and perspective can facilitate communication between senior management and the engineers that implement manufacturing practices.

Societal Need

The societal need for this diploma arises in part from these identified needs for aircraft manufacturers and their suppliers to conform to strict government guidelines on manufacturing, design, and materials of commercial aircraft in order to ensure passenger safety. Failure to observe the certification guidelines set down by Transport Canada and the FAA can result in de-certification and grounding of an aircraft.

Curriculum Structure

The program consists of four mandatory courses and a design project. Once the program is up and running with all course fully developed, the first two courses can be taken concurrently in the Fall semester while the third and fourth can be taken in the winter along with the project.

Ideal participants will have an undergraduate engineering degree (in aerospace engineering, mechanical engineering or electrical engineering). Good communications skills are also highly desirable.

Fall Semester
Aircraft Design for Certification
Airworthiness
Winter Semester
Manufacturing for Airworthiness and Certification
Engineering Management (AER 818) OR Advanced Aerospace Manufacturing (AE 8141)
Project

It is anticipated that first three courses will be developed from existing industry program requirements for professionals in an aerospace manufacturing environment. These courses will be developed in alignment with Ryerson academic rigor and industry currency.

Curriculum Rationale

The need for this diploma arises from the need for aircraft manufacturers and their suppliers to conform to strict guidelines on manufacturing, design, and materials of commercial aircraft. Failure to observe the certification guidelines set down by Transport Canada and the FAA can result in de-certification and grounding of an aircraft. In February of 2013 the new Boeing 787 was grounded due to operational performance of its lithium-ion batteries, which where fundamental to the aircraft design. The subsequent losses experienced by airlines flying this new aircraft could be significant. The risk and safety-related costs to the public, of any grounding, is always of great concern. In truth, the curricula of this diploma are traditionally not taught in an applied manner in most undergraduate aerospace programs. Most especially, the competencies, knowledge and skills required in design, manufacturing and testing to have aircraft certified for flight are not central to undergraduate or graduate degree programs.

Graduates from the Professional Master's Diploma in Aerospace Design Management will be equipped to deal with the demands of certification. The program will provide knowledge of certification practices from audits by regulatory agencies to documentation requirements and to investigation procedures when issues arise. Graduates will be given additional knowledge on design and certification in addition to their own field of expertise, which will make them more valuable and flexible professionals. Since the commercial aircraft manufacturing sector is the most heavily regulated and scrutinized, any professional with advanced knowledge of design for certification will be an asset.

Admissions Policy

Participants must hold:

- A 4-year university undergraduate Bachelor's degree (or equivalent from an international institution of higher education).
- The admission grade point average (GPA) will be set at 3.0.

Proposal for Professional Master's Diploma in Dietetics

Submitted by:
Dr. Usha George, Dean, Faculty of Community Services
Dr. Judy Paisley, Director, Graduate Program, School of Nutrition
Dr. Cecilia Rocha, Director, School of Nutrition

EXECUTIVE SUMMARY

Background

As regulated health professionals, dietitians are highly trained experts in nutrition and food who provide services to support Canadians' health. To become a dietitian in Ontario, one must complete an accredited undergraduate degree, a post-graduation internship/practicum, and pass a registration exam administered by the College of Dietitians of Ontario. A recent survey reported that 50% of existing dietitians intend to retire within the next eight years. The number of Canadians over age 65 years increased by 57% in the past 20 years; Statistics Canada predicts that this trend will increase as baby boomers age. More dietitians will be required to meet the nutritional care and food service management needs of our aging population.

Across Canada, an ongoing shortage of post-graduation internship positions poses a barrier to those who wish to become dietitians. In 2011, Dietitians of Canada estimated that there were 2.5 qualified applicants for every available internship position. As of 2013, there were fewer positions available and the number of applicants vying for those positions increased. In our 2012 Periodic Program Review Student Satisfaction survey our BASc students' greatest concern was the lack of post-graduation internship positions. The PMD Dietetics will help address this concern. Our immediate goal is to help satisfy the demand for post-graduation internships that enables graduates of accredited undergraduate programs, such as our own BASc, to become dietitians. The PMD Dietetics is targeted to graduates of Dietitians of Canada accredited undergraduate nutrition programs who wish to complete the post-graduation practical training required to qualify to write the registration examination and become dietitians.

Goals

We propose to create a type 3 stand-alone Professional Master's Diploma (PMD) in Dietetics based in the School of Nutrition. Our School's excellent reputation as a leader in the undergraduate education of future dietitians is based, in part, on our ability to merge theory and practice through experiential learning. This program will draw on faculty members in the School of Nutrition who have the academic backgrounds and expertise to provide the leadership and guidance needed for program success, five of whom are registered dietitians.

The PMD in Dietetics will:

1. Provide graduates with high-quality education and practical experiences to prepare them for success in entry-level dietetic practice.
2. Enable graduates to qualify to write the Canadian Dietetic Registration Exam.

3. Implement the Integrated Competencies for Dietetic Practice and Education (ICDEP) through course- and internship –based experiences and support students in achieving entry-level competency as defined by the ICDEP.

4. Engage students, external partners, and the School of Nutrition in ongoing evaluation and quality improvement activities.

5. Engage the University and external partners in collaborations that provide a student-centred model of dietetic practical education.

Curriculum

The PMD Dietetics will engage students in experiential learning in classroom and practice settings that will enable them to demonstrate their competence with respect to the Integrated Competencies for Dietetic Education and Practice (ICDEP). Successful completion of our PMD will qualify students to write the registration exam and become dietitians. As such, the curriculum will be developed to ensure that students have multiple opportunities in diverse settings to demonstrate their competence in each of the areas designated by the ICDEP: professional practice, communication and collaboration, nutrition care, management and administration, and health promotion. The detailed ICDEP framework identifies practice competencies for the entry-level dietitian, performance indicators, and enabling learning outcomes. Competence will be achieved in a progressive manner as students engage in observation, simulation, guided activities, and supervised practice.

The four course PMD Dietetics program will use the alternate two 6-week/term structure for semester one with the Professional Practice course (NC8300) starting in September followed by the Internship Unit 1 course in mid-October. Semesters two and three will use the traditional 12-week semester structure for Internship Units 2 and 3 respectively. Each internship unit course will use a pass/fail grading structure. Students must pass each unit to progress to the next.

Evaluation

In 2013, a standardized process for competence assessment with respect to the ICDEP will be adopted by all accredited internship programs in Ontario. This protocol includes formative and summative assessments of learners' achievements, definitions of levels of competence, standardized competency documentation, training, and assessment tools.

Resources

The PMD Dietetics will operate in synergy with the accredited practicum option of the MHSc program in Nutrition Communication, in that the internship rotations in both programs will be created by drawing on existing and new partnerships with external agencies. The vital internship coordination function will be provided by a soon-to-be filled OPSEU staff position.

Partnerships

This PMD is a means through which Ryerson's School of Nutrition can provide leadership that may help address the crisis in dietetic training in Ontario. We believe that we can construct a PMD that will serve as a model of collaboration between Ryerson and community-based

partners. In part, the severe shortage of practicum positions in Canada reflects the tremendous financial pressure that hospitals and public health units have experienced in recent years. In 2013, dietetic internship programs in Kingston and Whitehorse were closed due to budget constraints. The preceptorship capacity that supported these internship experiences still exists but the administrative support needed to operate these programs is no longer funded. We believe that the PMD Dietetics can offer a partial solution to this problem, in that it may provide a platform through which future dietitians can benefit from being university students (e.g., WSIB coverage, OSAP eligibility, professional liability insurance, health insurance, access to academic resources, etc.) while being engaged in practicum rotations with external partners who have invested years to construct outstanding practical training opportunities. With the time consuming administrative functions (e.g., recruitment, admissions, internship coordination, competency-attainment documentation, etc.) provided by the University, the burden carried by external practicum preceptors may be reduced. Our PMD Dietetics may be a vehicle for collaboration with external agencies that recognizes and preserves their unique identities and strengths. Ideally, the PMD Dietetics will offer students the best of both worlds.

This proposal represents the fundamentals of a PMD in Dietetics which we hope to implement through existing and future partnerships with external agencies. Each such partnership will be defined by a unique Memorandum of Understanding, but the pedagogical basis will be the same, as defined by the Integrated Competencies for Dietetic Education and Practice.

Admissions

Requirements for admission to the PMD Dietetics include: a four-year Bachelor of Applied Science (BASc) or Bachelor of Science (BSc) degree in Nutrition and Food from a Dietitians of Canada accredited undergraduate program with a minimum B average (3.0/4.33) in the last two years of study (20 courses) and minimum of B (or equivalent) final grade in the following courses (or equivalents): intermediate or senior level research methods, public health policy, interpersonal/professional communications, senior nutritional management of disease, and physiology.

We anticipate that we can accommodate 10 to 15 students in the initial offering of the PMD Dietetics. Identification of additional external partners with whom to collaborate in offering the PMD Dietetics will enable us to increase enrolment targets.

The Professional Masters Diploma in Dietetics presents a unique opportunity for Ryerson's School of Nutrition to provide leadership in the evolution of practical dietetic training in Canada by drawing on our expertise in experiential learning through innovative partnerships with external agencies. We anticipate that this diploma will be highly sought after and we are committed to ensuring that it is an outstanding experiential learning experience for students.

Proposal for Professional Master's Diploma in Enterprise Information Security, Privacy and Data Protection

Submitted by:
Dr. Imogen Coe, Dean, Faculty of Science
Dr. Alex Ferworn
Mr. Jerrard Gaertner, CPA, CA•CISA/IT, CISSP, CGEIT, CIPP/IT, CIA, CFI, I.S.P., ITCP

EXECUTIVE SUMMARY

Introduction

The Professional Master's Diploma in Enterprise Information Security, Privacy and Data Protection is intended to provide participants with the knowledge and skill required to function competently as enterprise information security, privacy and data protection officers, administrators, technicians, analysts. Those wishing to seek external certification in security or privacy should be well advanced along these respective paths, as well. In addition to providing diverse, meaningful and lucrative career options to participants, the diploma program addresses recognized and pressing needs within the public and private sector, for individuals qualified in these areas to assume a variety of operational, administrative and managerial roles. Representative job titles might include security administrator, privacy officer, data librarian, security auditor, CISO (Chief Information Security Officer), privacy impact assessor and manager of technical risk.

Societal Need

If the maximum social benefit is to be obtained from enterprise information technology and its entire concomitant features, then users must have a credibly-based, yet unshakeable belief in the integrity, authenticity, accuracy and completeness of processed information. The rise of computer-based industrial espionage, exponentially increasing malware, and targeted computer attacks for purposes of extortion or cyber warfare make this unlikely. As a consequence, the past two decades have seen a tremendous growth in the fields of information security and data privacy/protection. Literally tens of thousands of individuals have been "certified" globally by organizations mandated by statute or otherwise recognized and credible, in the technical and administrative skills required to identify, evaluate, protect, remediate and investigate security and privacy. However, only a small subset of these professionals has also been trained in the management, integration and organization/delivery of these services within the enterprise.

Enter the enterprise information security management specialist – well trained, mature, multi-disciplinary in approach and versed not only in technicalities, but in business processes, legal matters, law enforcement and even psychology. Add privacy skills and data protection expertise and this well rounded professional becomes a critical component not only in addressing the problems of security and privacy, but in re-establishing the broadly based trust which ultimately fuels so much of the internet and e- commerce.

Curriculum Structure

The program consists of four (4) mandatory courses, the first of which is an intensive technical foundations course, titled *Technical Foundation for Managers – Security, Privacy, Operations and Controls*. The second course, *Security and Privacy management Fundamentals*, addresses the organization, delivery and management of enterprise security and privacy functions; course three, *Advanced Topics – Law, Compliance, Audit & Certification, Computer Crime*, presents legal, compliance, regulatory and criminal investigation topics; course four, Best Practices – *Managing for Maximum Benefit and Effectiveness*, is a compendium of best practices and advanced topics, with the possibility of a semester-long real-world project. Because of the anticipated workload and progressive nature of the courses, participants will normally take only one course per semester. However, courses #2 and #3 may be taken concurrently should participants so desire.

Curriculum Rationale

The need for this diploma arises from society's increasing reliance on information technology and resultant vulnerability to its disruption, the exponential growth of electronically stored and processed information/data, the metastasis of simple hacking into cyber extortion, organized cybercrime and cyber warfare, the increasingly complex legal and regulatory regimes surrounding privacy and data protection, and the realisation by corporations that the costs of failing to adequately enforce security and protect data can be catastrophic. Areas which had previously been technically complex but not core to business functions are now recognized as being integral to the enterprises' strategy and operations – and there is an acute shortage of those capable of filling intermediary and interdisciplinary roles related to information security, privacy and data protection.
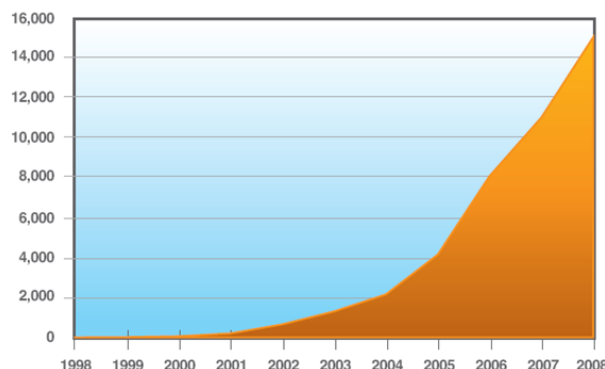
Figure 1 Cumulative Count of Web Application Vulnerabilities, 1998 – 2008[1]

The failure to understand the estimates of the numbers of enterprise information attacks or how to cope with any of the issues that may arise concerning enterprise information systems and

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[1] IBM Internet Security Systems X-Force® 2008 Trend & Risk Report accessed 26 Oct 2011 at http://www-935.ibm.com/services/us/iss/xforce/trendreports/xforce-2008-annual-report.pdf

security can cost companies and governments millions of dollars and make them vulnerable to litigation.

Graduates from the Professional Master's Diploma in Enterprise Information Security, Privacy and Data Protection will be in a strong position to effectively operate with, administer, oversee, manage, evaluate and staff these functions. In addition, they will be well positioned to ensure that the functions are properly aligned and integrated within the greater corporate governance structure and that synergies are realized, where possible. With a broad, encompassing understanding of the underlying technologies, technical risks and limitations, as well as the legal, social and compliance environments, graduates will find that their new knowledge and perspective can facilitate communication between senior management and IT staff, provide new opportunities for leadership and championship within their organizations and enable them to articulate budgetary, training and staff needs in security, privacy and data protection in a professional and highly articulate fashion.

Admissions Policy

Participants must hold:

- A 4-year university undergraduate Bachelor's degree (or equivalent from an international institution of higher education).

- The admission grade point average (GPA) will be set at 3.0.

Ideal participants will have an undergraduate or college/business school degree, a minimum of 3 years of work experience and a good familiarity with information technology. Maturity and good communications skills are also highly desirable.

Proposal for Professional Master's Diploma in Geomatics Engineering

Submitted by:
Dr. Mohamed Lachemi, Dean, Faculty of Engineering and Architectural Science
Dr. Ahmed El-Rabbany

EXECUTIVE SUMMARY

Introduction

The objective of the program is to offer quality geomatics education leading to a Professional Master's Diploma (PMD) in geomatics engineering. The PMD in geomatics engineering is intended to provide core geomatics such as geodesy, geospatial information science, photogrammetry and digital mapping, remote sensing, satellite positioning, and estimation and data modeling.

According to the definition of Geomatics Canada, geomatics is the science and technology of gathering, analyzing, interpreting, distributing and using geospatial information. Geomatics engineering encompasses a broad range of disciplines that can be brought together to create a detailed but understandable picture of the physical world and our place in it. Geomatics engineering integrates general engineering principles with geomatics science and technology to design, develop, test and implement hardware and software tools as well as databases necessary to create and manage spatial data infrastructure at global, national and local levels.

The Geomatics Engineering professional master's diploma program at Ryerson, built on the basis of existing geomatics engineering curricula within the Civil Engineering Program, is designed to meet the rapidly growing needs of the next-generation geomatics professionals with a sound education. A major advantage of the geomatics engineering master's diploma is that the university can promote as postgraduate professional education, which helps in recruiting graduates from any relevant four-year degree undergraduate program. Applicants to the master's diploma may come from any relevant academic discipline and previous experience in the field is not required.

The overall intention of the proposed professional master's diploma program is to provide high-quality geomatics engineering education that enables the graduands to apply to professional societies such as the Association of Ontario Land Surveyors (AOLS) and the Association of Canada Lands Surveyors (ACLS) for licensure. More specifically, the professional master's diploma program's mission is to provide innovative curriculum design components that address some of the gaps present in the geomatics profession. The long-term vision is to stimulate the master's diploma program as a leader in central Canada for educating geomatics engineers and as a leader in Canada for unique, more relevant applied education in geomatics.

Societal Need

Geomatics engineering has generated essential tools for everyday life as we see the general public routinely using products such as Mapquest, Google Earth and various vehicle navigation systems. As a rapidly evolving technology sector, geomatics engineering is one of the fastest-growing technology sectors since the 1990s and Canada is at its forefront. Canada's geomatics

engineering community is a recognized world leader in providing the software, hardware and value-added services that can help clients address problems and opportunities in a wide spectrum of application areas such as: transportation, land management, development planning, infrastructure management, natural resource monitoring, sustainable development, and mapping. Furthermore, the geomatics engineering industry and "business" is highly competitive in Canada and abroad. In 2004 in Canada, there were about 23,199 geomatics employees across the country and about 79% of these employees are under the North American Industry Classification System (NAICS) classification of 'Surveying and Mapping' NAICS 54136 and 'Geophysical Surveying and Mapping' NAICS 54137. The Geomatics sector generated industry revenue of $2.8 billion in 2004 in Canada, with total Geomatics exports of $442 million.

Curriculum Structure

The program consists of six mandatory courses. Once the program is up and running with all courses fully developed, the first three courses can be taken concurrently in the Fall semester while the remaining three courses can be taken in the Winter semester. The structure of the program is presented in the table below.

Fall Semester
1) Data Modelling and Estimation, 2) Geodesy and Satellite Positioning, 3) Geospatial Information Systems
Winter Semester
4) Photogrammetry and Digital Mapping, 5) Remote Sensing and Image Analysis, 6) Geomatics Network Design and Analysis

All six required proposed courses to be delivered in this master's diploma program will be evaluated at the graduate level. Implementation of the program is anticipated for Fall 2014 delivery.

Curriculum Rationale

With the high demand for geomatics graduates and the extremely healthy geomatics job market, a number of university graduates from other disciplines change their careers to the geomatics field. To do so, they may enrol in a geomatics program at a community college for two years and obtain a degree as a geomatics technician. Alternatively, they take courses at universities offering the geomatics program (either full or optional) as special students, which can take several years to complete. The ultimate goal of those graduates is to obtain a professional license from, for example, the Association of Ontario Land Surveyors (AOLS) and the Association of Canada Lands Surveyors (ACLS). Similarly, internationally-educated geomatics engineers and professionals follow the same paths to a large extent. Ryerson University has

been receiving special students in geomatics for many years, although York University has also been attracting those students in recent years. The proposed PMD program offers an opportunity to those students to complete most of the academic license requirements in only 8 months, and perhaps the full academic requirements in only one year. As such, it is expected that the program will attract a large number of applicants and will generate revenue to the Department of Civil Engineering and Ryerson University.

Admissions Policy

Participants must hold:

- A 4-year university undergraduate Bachelor's degree (or equivalent from an international institution of higher education).
- The admission grade point average (GPA) will be set at 3.0.

Ideal participants will have an undergraduate degree in any relevant academic field. Good communications skills are also highly desirable.

Proposal for Professional Master's Diploma in International Disaster Studies[2]

Submitted by:
Dr. Imogen Coe, Dean, Faculty of Science
Dr. Alex Ferworn

EXECUTIVE SUMMARY

Introduction

A hazard is any biological, chemical, mechanical, environmental or physical agent or actor that is reasonably likely to cause harm or damage to humans, other organisms, or the environment in the absence of its control. Hazards are either naturally occurring (e.g., earthquakes, floods) or human-made (e.g., liquified petroleum gas fires, fertilizer factory explosions). Risk, essentially, is the probability that a hazard will result in an unfavorable outcome called an "event" or "incidence".

When events overwhelm the resources of a society to respond, when vulnerability and hazards interact to replace risk with certainty, we are faced with disaster. Disasters require extra-societal intervention--if intervention is even possible—and they are anything but routine. Disasters cause substantial physical damage or destruction, loss of life, or drastic changes to an environment in a relatively short period of time and threaten the very fabric of a society[3]. While there is considerable debate about the relative frequency of disaster events, their cost is always high and rising.

Disasters in Japan (2011)[4], Pakistan (2012)[5], Canada (2012)[6], and the United States (2012)[7] are stark reminders that events can occur which test our ability to cooperate, understand, and respond in ways that make sense and benefit societies in general.

The need for a sound understanding of all aspects of disasters in our world grows as our population and the risk from vulnerability to hazards increase and their costs continue an unrestrained growth. Consequently, the need for effective disaster education also grows. The proposed program is intended to contribute to the education of those who would protect our society from calamity by studying disaster itself.

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[2] In the rest of this document, the subject diploma will be referred to as simply "the diploma".

[3] The January 2010 Haitian Earthquake disaster is estimated to have killed 200,000 people in a very small geographical area. This is like every resident of Barrie, Ontario (population 190400 in 2009) suddenly dying

[4] 2011 Tōhoku earthquake and tsunami, see
http://en.wikipedia.org/wiki/2011_T%C5%8Dhoku_earthquake_and_tsunami

[5] 2012 Siachen Glacier avalanche, see http://en.wikipedia.org/wiki/2012_Siachen_Glacier_avalanche

[6] 2012 Elliot Lake mall collapse, see http://www.cbc.ca/news/canada/story/2012/06/27/elliot-lake-mall-search-found.html

[7] 2012 Hurricane Sandy, see http://www.torontosun.com/2012/11/03/us-disaster-relief-in-a-race-against-cold-snap

The focus of the proposed diploma program is to deliver pertinent, timely and effective education in the areas of international disaster studies including a volunteer placement where theory may be used in practice. Obtaining this diploma may be accomplished in a flexible manner, taking into account the diverse interests of participants who need alternative forms of program delivery, including both on-line and in-class options. When the curriculum is finalized, the program will provide professionals with mid- and high-level responder and management responsibilities the opportunity to complete graduate course assignments that closely address their needs and interests.

Curriculum Structure

This diploma requires the completion of four (4) graduate courses and one (1) (inter)national volunteer placement. The volunteer placement semester will be available to students who have completed all other graduate course requirements for the diploma. A risk assessment must be completed six months prior to a proposed placement. The suggested sequence of the courses is provided in the table below.

Semester	Course
1	• Understanding Disasters • Research Methods for Disaster Studies
2	• Vulnerability and Risk in the International Context • Science and Technology for Risk Reduction
3	• (Inter)national Placement

The courses are all new graduate courses. The Academic Home for these courses and the (Inter)national Volunteer Placement will be the Department of Computer Science (CS) in the Faculty of Science (FoS). The affinity programs will be the Masters and Doctoral programs in Computer Science.

Admissions Policy
Participants must hold:

- A 4-year university undergraduate Bachelor's degree (or equivalent from an international institution of higher education).
- The admission grade point average (GPA) will be set at 3.0.

Societal Need

Given the increasing number, complexity, areas of impact and novelty of disasters around the world, caused by natural, accidental, deliberate, unintended and chaotic means, it is rather surprising that more timely and effective education in disaster studies is not available in Canada. This proposed diploma program addresses this need directly.

The creation of this diploma program is a response to the glaring need for graduate education in this field. With growing peril comes the need for professionals that are aware of vulnerability to hazards that have a risk of causing a disaster and can work to minimize the risk and mitigate the effects of a disaster.

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2013–4; May 2013

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

- Chang School Certificate in Aboriginal Knowledges and Experiences

- Chang School Review of the Certificate in Food Security

- Chang School Certificate in Entrepreneurship and Multiculturalism

A. CHANG SCHOOL CERTIFICATE IN ABORIGINAL KNOWLEDGES AND EXPERIENCES

1. INTRODUCTION The School of Social Work, Faculty of Community Services, in collaboration with The G. Raymond Chang School of Continuing Education proposes to offer a Certificate in Aboriginal Knowledges and Experiences. The Certificate is a multi-disciplinary exploration, analysis and reflection upon Aboriginal experiences in Canada.[1] This exploration, based in western and Aboriginal epistemologies, aims to develop an understanding of these experiences and relationships from many dimensions: historical, political, social, arts and health. Students will begin or expand their knowledge and understanding of Aboriginal worldviews, develop beginning professional skills in working with Aboriginal peoples and communities and in some cases work towards entry into further post-secondary education through:

- an interdisciplinary approach;
- the knowledge and experience of Aboriginal instructors; and
- innovative Aboriginal approaches to learning and scholarship

The audience for this Certificate includes individuals, both Aboriginal and non-Aboriginal, who seek knowledge about Aboriginal experiences, literature, community relations, health and well-being in Canada. The Certificate will appeal to working professionals from a broad range of community workplaces and professional disciplines that are engaged with Aboriginal communities. The Certificate will appeal to professionals working in the public or private sector in a range of areas including: social work, health sciences, education, policy, law, geography, community leadership, among others.

The curriculum will be developed and taught by Aboriginal scholars, reflecting the Aboriginal lived experience, recognizing there will be extenuating circumstances where this may not be possible. The instructors for the Certificate in Aboriginal Knowledges and Experiences will include representatives of the Aboriginal community both within Ryerson and externally.

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[1] Throughout the proposal the terms "Indigenous" and "Aboriginal" are used interchangeably. Both "Indigenous" and "Aboriginal" includes members of First Nations, status and non-status Indians, Métis and Inuit peoples of Canada.

The Certificate in Aboriginal Knowledges and Experiences in Canada has been a dream of many within the Aboriginal community at Ryerson for many years. The Certificate will assist in furthering the goals of Ryerson, the Aboriginal Education Council and the Office of Aboriginal Initiatives to increase the participation of Aboriginal learners in a variety of disciplines in ways that honour Aboriginal values, knowledges and pedagogy.

2. ADMISSION REQUIREMENTS: A goal of the Certificate in Aboriginal Knowledges and Experiences is to allow any individual regardless of their academic or professional background to access the Certificate. Prospective learners will have direct entry into the Certificate in Aboriginal Knowledges and Experiences if they have the minimum of an OSSD with six Grade 12 (including English) U or M credits with a minimum Grade Point Average of 70%; or mature student status. Any individual requiring extra skills to be successful in the Certificate or who does not have a high school diploma or equivalent can apply through the Transitions to Certificate Program or through Ryerson Aboriginal Student Services (RASS). The Transitions to Certificate Program and RASS Summer Access Program provides learners with academic supports to be successful in the Certificate. All individuals who have successfully completed the Transitions program will gain admission into the Certificate in Aboriginal Knowledges and Experiences.

3. OVERARCHING CERTIFICATE GOALS These are to:

- Provide non-Aboriginal learners with the knowledge and skills necessary to effectively engage with Aboriginal communities by broadening the understanding of Aboriginal worldviews, the story of colonialism and its effects on Aboriginal peoples including the impact on gender roles and sexuality, with particular focus on women and Two-Spirited Peoples.
- Provide a broad orientation to Aboriginal experiences in Canada and how Aboriginal peoples have been impacted by laws, policies and practices in the health, social services, human resources and other sectors.
- Provide students with the opportunity to learn Aboriginal lived experiences through curriculum developed and taught by Aboriginal scholars. Teaching will be done from an Aboriginal perspective that fosters learning in a welcoming environment for Aboriginal and non-Aboriginal learners, understanding that there may need to be flexibility in extenuating circumstances.
- Provide a unique and innovative Aboriginal pedagogical model.
- Create a successful transition for Aboriginal learners to post-secondary institutions by creating a welcoming environment that recognizes the value of individual and shared experiences, Aboriginal knowledges and reciprocal learning.
- Assist in the process of Aboriginal individuals empowering themselves to lead and make change in communities.
- Develop a new relationship of truth and reconciliation between Aboriginal and non-Aboriginal people in the community at large that is based on knowledge and respect.
- Further establish Ryerson as a learning environment with embedded and meaningful Aboriginal curriculum available to all learners.
- Position Ryerson to build on its commitment to make a meaningful contribution to the Aboriginal community.

4. CURRICULUM STRUCTURE The Certificate in Aboriginal Knowledges and Experiences consists of 6 courses of 39 hours each of university degree and certificate credit status. The Certificate will have courses on Aboriginal experiences in a variety of areas. There will be two required interdisciplinary courses that will ideally be taken before elective courses. The required courses are: CINT XXX

Introduction to Aboriginal Worldviews and CINT YYY *Canada's Story from an Aboriginal Perspective*. The courses offer students an introduction to Aboriginal worldviews and experiences in Canada. All other courses in the Certificate will complement the learning from the two required courses. Within Aboriginal worldviews, there is an understanding that teachings are offered to people on the same topic several times over in many different ways. This is because each time a particular teaching is passed on, a person picks up more of it than they did the time before and remembers more each time. In keeping with this belief about teaching and learning, the topics of Aboriginal worldviews and stories will be reinforced in the electives in order to develop deeper understanding for learners. Each instructor will deliver this content in their unique way with a diversity of course materials through the particular lens of the discipline or area they are teaching in. The proposed elective courses are not all of the courses offered at Ryerson that relate to Indigenous peoples but are a collection of courses that have been grouped together to allow students to get an introduction to Aboriginal worldviews in a variety of disciplines. A course that has the essential components of a traditional capstone course has been developed as the elective CZZZ *Aboriginal Knowledges in Practice*.

Required Courses

CINT XXX INTRODUCTION TO ABORIGINAL WORLDVIEWS (NEW)
This course is designed to provide students with an introduction to Aboriginal worldviews in Canada with reference to Aboriginal worldviews globally. Students will be introduced to Aboriginal perspectives, including values and spirituality, which were used to build societies thousands of years ago. It will include an exploration of what constitutes "valid" knowledge, how knowledge shapes identity and how it influences the lives of Aboriginal peoples today. The role of worldviews as the basis of social justice and transformative change for today and the future will be taken up with the message that Aboriginal/ Indigenous knowledges can be of value to all people of the world.

CINT YYY CANADA'S STORY FROM AN ABORIGINAL PERSPECTIVE (NEW)
This course will explore the background of Aboriginal peoples from the time of creation, through the processes of colonization, its present impacts and resistance to such impacts. It will address the arms of colonization such as the Indian Act, residential school system, child welfare and education. Aboriginal peoples' survival, resistance and healing will also be a major component to this course.

Elective Courses
The Certificate's elective offerings draw from the interdisciplinary strengths of Ryerson's Faculty of Community Services, Faculty of Arts and Faculty of Communication and Design. The elective course offerings provide students with opportunities to focus on specific areas of concentration, although some courses will be interdisciplinary even though they focus on a specific population with Aboriginal communities. Alternatively, the principle behind the broad range of electives in multiple areas is that Aboriginal worldviews and experiences can be learned through many disciplines at the University where Aboriginal curriculum and approaches to learning are embedded into the courses. A number of the elective courses provide an overview of the unique situation of Aboriginal communities in Canada relevant to a particular discipline, such as social work, early childhood education, child and youth care, nutrition, and governance. As Ryerson University expands the availability of curriculum embedded with Aboriginal perspectives, the range of electives will grow. The common component of the elective courses is that each will:
- Involve Aboriginal teaching methods including a circle approach to classroom set up and learning through valuing other people's experiences;
- Have curriculum developed by and taught by Aboriginal instructors and community members;

- Yield outcomes consistent with the learning outcomes of this Certificate; and
- Be reviewed by the Aboriginal Education Council.

CCLD 450 INDIGENOUS EARLY LEARNING
Students explore issues confronting Indigenous children and their families in Canada. Indigenous perspectives on the origins of these issues and the current environment are examined in the context of Indigenous self-determination. Course work focuses on issues from a national, provincial, and local perspective with discussions about world view, history, families, policy, and jurisdictional issues.

CCYC 905 CHILD AND YOUTH CARE FROM AN INDIGENOUS PERSPECTIVE
This course addresses the history of abuse and oppression that continues to impact on the wellbeing of Aboriginal children, youth and families. Students will be presented with approaches to working with Aboriginal young people that are culturally sensitive and draw on Aboriginal ways of being. From this course, it is hoped that students will be able to enrich their practice by gaining an understanding of partnership models for care, intervention and service delivery.

CENG 203 THE LITERATURE OF NATIVE AMERICAN PEOPLES
How has colonialism impacted Aboriginal cultures, and how have Aboriginal peoples used texts to pose challenges to colonialism and to preserve and retell traditional stories? Using contemporary literature by Aboriginal and First Nations writers from Canada, the United States, Australia and New Zealand, students will address these and other important socio-political questions, examine wider literary and theoretical issues, and consider questions regarding cultural identity. Texts will include fiction, poetry, drama, non-fictional writing, film and music.

CENG 511 THE ART OF WRITING LIFE
This course examines a variety of life-writing genres including the diary, letter, autobiography, memoir, and biography. By sampling a range of texts (both print and electronic) throughout history, students will explore diverse ways in which writers express their private and public stories about life and self. Students will gain an understanding of life-writing theory which can be used to rethink the relationships between gender and genre; fact and fiction; and art and artlessness.

CFNY400 SELECTED TOPICS IN FOOD SECURITY: INDIGENOUS PEOPLES FOOD SYSTEMS
This course introduces students to Indigenous Peoples' food systems and nutrition issues. Using food security as a framework for discussion, food availability, accessibility, adequacy, and acceptability will be discussed in the context of historical and current Indigenous food systems. Through lectures and class discussions, topics covered include: colonization and reconciliation; Indigenous peoples and indigeneity; oral history; the social determinants of health; emerging health trends; food policy, community nutrition, and Indigenous food sovereignty.

CINT 910 FIRST NATIONS ISSUES
This course is a one-week intensive elective interdisciplinary course, and requires the student to keep at pace with course expectations. The course will provide students with an introduction to issues confronting Aboriginal Peoples in Canada through an examination of public policy. Central to this course is an examination of Aboriginal Peoples' experience with colonialism, oppression, and the struggle for self-determination. The impact of Canadian public policy on Aboriginal Peoples will be examined in-depth, with a focus on residential schools, child welfare, urban issues, intergenerational trauma, Aboriginal worldview, healing, and developing partnerships/alliances with Aboriginal communities. Students will be expected to critically examine issues confronting Aboriginal Peoples from their discipline/profession perspective.

CMWF 108 ABORIGINAL CHILDBEARING
This course explores Aboriginal history, experiences and expressions of power as they relate to Aboriginal women and childbearing. An anti-colonial lens will be used to explore Aboriginal understandings of community, relationships, ways of learning and moving in the world. Aboriginal models of teaching and learning will be used to explore these topics, with an emphasis on self-reflection, critical thinking and decolonizing understandings of

history, experiences and ways of seeing the world. Students will examine the realities that Aboriginal peoples face in their current lives and the colonial root causes, as well as the current systems and institutions that contribute to the socio-economic and health disparities that exist for Aboriginal families and communities. The course will also discuss intergenerational repercussions of colonialism and attempts at assimilation.   Of particular note, is an exploration of the tools Aboriginal families have developed to rebel and resist, how Aboriginal women negotiate their power, or lack thereof, and how those things are connected to resiliency.   Lastly, the course will challenge non-Aboriginal peoples to consider their role as allies.

CNPF xxx ABORIGINAL VISUAL/MEDIA CULTURE IN CANADA: REPRESENTATION AND MIS-REPRESENTATION (NEW)
The image of "the Native" has historically been used in western popular culture and media as a device of social and political control designed to marginalize, romanticize and assimilate indigenous cultures. This course will examine the historical misrepresentation of Aboriginal people and culture, as well how Aboriginal artists and cultural producers have subverted, critiqued, challenged and changed the perception of Aboriginal people through the media of film and photography.

CPPA 124 INDIGENOUS POLITICS AND GOVERNANCE
This is an introductory course which will examine the social, political, and historical context of Indigenous peoples and politics in Canada. It will examine the evolution of Indigenous political mobilization, key challenges, flash points, and current issues. Laws and policies impacting Indigenous peoples and communities will also be examined in light of their impact on current political structures within Indigenous peoples and communities.

CSWP 925 STRONG HELPERS' TEACHINGS
This course builds upon the content and learning from Aboriginal Approaches to Social Work. It will provide students with an understanding of an anti-colonial theoretical framework when working with Indigenous peoples and communities. Students will examine how social policies and research inform practice with Indigenous peoples, with an emphasis on self-determination/sovereignty and Indigenous research methodologies. They will gain a deeper understanding of the strengths of Indigenous worldviews in helping others and address how they can integrate these into their practice.

CSWP 933 INDIGENOUS HEALTH & WELL-BEING
Indigenous health and wellness will be explored through the decolonizing theoretical framework of the Anishinaabe Medicine Wheel - a balance of physical, mental, emotional, and spiritual well-being. The health status of Indigenous peoples of Turtle Island (North America), and more specifically Aboriginal peoples of Canada will be discussed through a social and political determinants of health lens. The course will also focus on promising health promotion practices and programs.

CZZZ ABORIGINAL KNOWLEDGES IN PRACTICE (NEW)
This course provides an opportunity for students to integrate and apply the knowledge and skills they have acquired through previous Certificate courses. The course is individually tailored to students' learning objectives and provides opportunities for students to engage in focused, scholarly research and project work from an Aboriginal Knowledges and Experiences perspective. There will be ongoing consultation between the student and course instructor.

5. DELIVERY MODE The proposed certificate will be delivered on campus with the option of extending course delivery to community sites as required. After the certificate has been launched and evaluated, the decision to offer courses via distance education will be reviewed. Electives may be delivered over time on campus, and in distance or hybrid formats.
The following delivery modes will be explored:

- 12 weeks - once per week for 3 hours during the evening
- Intensive format - 5 days

- Modified Intensive format – includes weekends and possibly evenings.

The courses will include teaching methods such as lecture, discussion, peer teaching, oral presentations, experiential activities, audio visual materials, guest speakers and agency visits. The evaluation mode for students will reflect current practices of the various participating schools and departments and will depend on the curriculum selected and includes written assignments, written exams, oral exams, reflective journals, presentations, participation among others.

6. LIBRARY RESOURCES Students enrolled in the Certificate in Aboriginal Knowledges and Experiences will have access to the print and electronic materials available through the Ryerson University Library. Academic Departments contributing courses have expanded their offerings of monographs, journals, recordings and electronic resources in recent years, with a particular emphasis on the subject areas of the course offerings to be included in the Certificate in Aboriginal Knowledges and Experiences.

7. SOCIETAL NEED The creation of the Certificate comes from a response from the Aboriginal community at Ryerson which has focused on the need for changes in the curriculum, physical spaces and pedagogy of university programming. Effective post-secondary education for Aboriginal Peoples needs to be driven by Aboriginal needs, values and vision and be based on respectful relationships. There is a need for culturally relevant programming that is developed by Aboriginal peoples and offered to both Aboriginal and non-Aboriginal students that recognizes intergenerational trauma and linkages to colonization, including poverty.

One important need which will be addressed by the Certificate is a place to create and expand awareness of Aboriginal experiences in Canada that welcomes all learners. The Certificate in Aboriginal Knowledges and Experiences will provide non-Aboriginal learners with the opportunity to hear about Aboriginal experiences and worldviews. This is a crucial step in increasing the awareness of common experiences for Aboriginal Peoples and what those experiences have meant to different individuals. For individuals who regularly interact with Aboriginal Peoples through their professional work, this understanding is crucial.

The Certificate has two functions in regards to employment. First, the Certificate acts as a career builder by inviting a range of individuals without post-secondary education into University. The Certificate can support individuals in applying for a variety of degree programs after completing the Certificate and gaining confidence in ones' self and in the University, that it provides curriculum appropriate for Aboriginal learners. The Certificate will also function as a career changer or enhancer. In terms of career opportunities, it is anticipated that this Certificate Program will appeal to public and private sector professionals in various fields where knowledge of Aboriginal experiences would be of benefit including: ECE, health sciences, community services, the business sector, and education.

RECOMMENDATION
Having satisfied itself of the merit of this proposal, ASC recommends:
That Senate approve the Certificate in Aboriginal Knowledges and Experiences

B. REVIEW OF THE CHANG CERTIFICATE IN FOOD SECURITY

1. INTRODUCTION The G. Raymond Chang School of Continuing Education presents a Review of the Certificate in Food Security. The academic home for the program is the School of Nutrition and within the School, the Centre for Studies in Food Security which provides support and advice to the program and was the driving force in the initial development of the Certificate. Through the centre's research, international conferences and consultations on food security, its members realized that there was a pressing need for education and thoughtful reflection on issues of food security. As a result, the certificate program was developed in 2002 through the collective efforts of the Centre for Studies in Food Security, the School of Nutrition, the Chang School, and Ryerson International.

The reasons for a certificate in food security have not changed since the initial certificate was proposed. If anything, the need is even greater today, especially in Canada. In May 2012, the UN Special Rapporteur for Food Security and the Right to Food, Olivier de Schutter, visited Canada on a 10-day mission to assess Canada's performance on meeting its commitments to the food security of its citizens. His recently published report and subsequent delivery of its findings to the UN Committee for Human Rights in Geneva on March 4, 2013 provides a depressing picture of significant poverty and food insecurity across Canada and in particular among indigenous communities.[2] In addition, Food Banks Canada (2012) stated that:

"…*The need for Canada's charitable food assistance programs grew in 2012, and they are now assisting more people than ever. In March of this year, 882,188 people received food from a food bank in Canada. This is an increase of 2.4% over 2011, and is 31% higher than in 2008, before the recession began*."[3]

Given this state of food insecurity described by de Schutter and Food Banks Canada, the relevancy of having a certificate in food security seems obvious and underlines the need to ensure the country's capacity to address food insecurity is available across all sectors at community level right up to national level. However, the relevancy of the certificate goes beyond the domestic sphere to encompass food security globally. Currently, over 850 million people are chronically undernourished worldwide.[4] This is why the certificate was originally envisaged as an international program that would explore how to address food security challenges not just in Canada but also internationally, particularly in the less economically-developed nations of the global south.

The certificate is aimed at students who are post-baccalaureate and/or have been working for several years in the civil society and public sectors and already have a strong academic and/or professional set of skills and practical experience. The program also very effectively serves those working in the private sector, particularly farmers, urban agriculturalists, members of food service industry etc. The program attracts people from these fields because many in the private sector are very concerned about food issues and want to strengthen their knowledge of food security. This is in order to begin transforming their businesses and livelihoods and so contribute to improving their personal food security and that of

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[2] United Nations Human Rights Council (2012). *Report of the Special Rapporteur on the right to food,*
[2]*Olivier De Schutter: Addendum – Mission to Canada*. Human Rights Council 23rd Session, 24 Dec 2012. A/HRC/22/50/Add.1
[3] Food Banks Canada. (2012). *HungerCount2012*. Toronto, ON: Food Banks Canada
[4] FAO, WFP and IFAD. (2012). *The State of Food Insecurity in the World 2012. Economic growth is necessary but not sufficient to accelerate reduction of hunger and malnutrition*. Rome, FAO.

their community. They are part of a growing food movement in the private sector that want to be more socially and environmentally responsible as regards food security in their business operations.

Many students in the program also use it as a "stepping stone" to a graduate degree in a field relevant to food security (e.g. Master's in Public Health, Masters in International Development, Masters in Environmental Sustainability, etc.). Often, some of the courses in the food security certificate are used as credit transfers for the course component of a master's degree.

The certificate is not the only program online globally, although it is unique in North America, and so effort will be focused on more clearly defining its goals and carving out a definitive niche to ensure its future success. There is already a cadre of graduates working on food issues in a diversity of situations which is raising the program's profile as several graduates are in well-known organizations such as the World Food Program and at a local level, Local Food Plus in Toronto, Fresh City Farms and The Stop Community Food Centre etc. The program is at a tipping point where the presence of a few more graduates working in the community will hopefully firmly establish the program's reputation and value.

2. OVERARCHING PROGRAM GOALS AND LEARNING OUTCOMES Based on research of existing programs and types of organizations undertaking food security work, the certificate has been designed to provide learning opportunities that are mainly relevant to the civil society sector and public sector agencies. The program's goal is not to train food security experts but to provide program certificate participants that have diverse personal and professional aspirations in the civil society and public sectors with a suite of skills and knowledge concerning food security to add to their current skill set. This is to enable food security thinking to permeate through the decision-making in a wide range of fields. In addition, decision makers need to understand that to effectively address food security requires integration of policies and activities across sectors rather than thinking in silos. Although, the focus of the program is primarily on civil society and public sectors, it also has relevance to the private sector, in particular those involved in food production and other aspects of managing food systems with a goal of creating healthier more sustainable and resilient food systems. Students are provided with the skills to explore analytical frameworks that will enable them to facilitate connections across sectors and so develop integrated policies on food security and identify the actions to fulfill them.

In order to meet these overarching goals, the program has specific learning outcomes with regard to skill building and knowledge acquisition. Certificate graduates are able to:

- Clearly articulate food security, and its relationship to the food system, food policy, health promotion concepts and social justice;
- Assess and monitor the food security of individuals, households, communities and nations and identify the factors contributing to a particular state of food security;
- Identify promising practices for promoting food security within Canada and internationally;
- Create planning processes for food security program development that are collaborative, inclusive, and holistic in their approach;
- Design effective integrated programs, services and/or policies to promote food security;
- Evaluate the effectiveness of food security programs and policies;
- Identify and plan actions to improve and strengthen local food systems, particularly in urban areas and so contribute to their sustainability.

3. CURRICULUM STRUCTURE

**Certificate In Food Security
Curriculum Structure**

CFNY 403 Food Security: Food Security Concepts and Principles	CFNY 404 Food Security: Food Policy and Programs for Food Security	CFNY 405 Food Security: Applied Research Methods and Evaluation
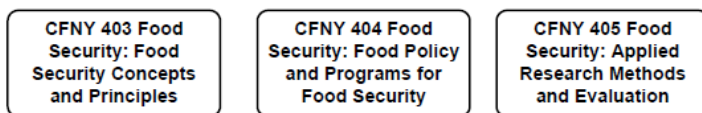
**Elective Courses
Select 3 of the following:**
*(Students may select **only one** of **CFND 401** or **CSOC 808**)*

CFND 401 Foods: Social and Cultural Dimensions of Foods
CFNF 100 Family Studies: Families and Health
CFNN 111 Nutrition: Nutrition for Nursing Practice
CFNP 400 Professional Practice: Reflective Practice
CFNR 400 Research Methods: Independent Study
CFNY 400 Food Security: Selected Topics in Food Security
CFNY 406 Food Security: Economics of Food Security
CFNY 407 Food Security: Community Development and
          Food Security
CFNY 408 Urban Food Security
CFNY 409 Food Security: Gender and Food Security
CINT 912 Interdisciplinary Studies: Community Development;
          International Field Experience
CSOC 808 Sociology: Food and Foodways
CVFN 233 Food Security: How Safe is our Food?
CVFN 410 Food Security: Understanding Urban Agriculture
CVFN 411 Food Security: Dimensions of Urban Agriculture
CVFN 412 Food Security: Urban Agriculture Types
CVFN 413 Food Security: Urban Agriculture Policy-Making

Certificate graduation requires completion of three core courses and three electives. For distance students, there is a choice of 10 electives and for Ryerson students in degree programs, there are nine in-class electives as well. Given that food security is expressed differently in different political, socio-economic, cultural and geographical contexts, the elective format of the online CFNY courses is designed to allow students to tailor the certificate to their reality. Such choice allows students to tailor the certificate to their needs.

The Centre for Studies in Food Security's design of the curriculum is based on the concept that there are five major components to food security:

     1   Availability: sufficient supplies of food for all people at all times

2   Accessibility: physical and economic access to food at all times
3   Acceptability: food should be culturally and nutritionally acceptable
4   Appropriateness: food is derived from a food system that is sustainable
5   Agency: identification of the policies & actions that will achieve food security

Required courses are delivered online:

- *Principles and Concepts in Food Security* (Foundation course CFNY403)
- *Food Security Policy and Programs* (CFNY404)
- *Applied Research Methods and Evaluation* (CFNY405)

Many elective courses are also delivered online, including:

- *Selected topics in food security* (CFNY400)

- *Economics of Food Security* (CFNY406)

- *Community Development and Food Security* (CFNY407)

- *Urban Food Security* (CFNY408)

- *Gender and Food Security* (CFNY409) – also in-class sessions in summers 2013 and 2014

- *How safe is our food?* (CVFN233)

- *Understanding Urban Agriculture* (CVFN410)

- *Dimensions of Urban Agriculture* (CVFN411)

- *Urban Agriculture Types* (CVFN412)

- *Urban Agriculture Policy-Making* (CVFN413)

Elective courses from degree programs that are delivered in-class include:

- *Foods: Social and Cultural Dimensions of Food* (CFND401)

- *Family Studies: Families and Health* (CFNF100)

- *Nutrition*: *Nutrition for Nursing Practice* (CFNN111)

- *Nutrition*: *Indigenous Food Systems in Canada* (CFNY400) [*]

- *Professional Practice: Reflective Practice* (CFNP400)

- *Research Methods: Independent Study* (CFNR400)

- *Interdisciplinary Studies*: *Community Development: International experience* (CINT912)

- *Sociology*: *Food and Foodways* (CSOC808)

   [*]This is a new course and will be running in the fall of 2013

4. DELIVERY MODE A unique aspect of the program is its delivery online that provides interactions between students on a global scale. Students learn about current real-world situations in food security that would not be available in a classroom in the same way. For example, a number of Canadian students in the program have been based in other countries on international development and food aid programs. This has allowed these students to share their experiences with their counterparts in Canada who have never had the opportunity to undertake such activities.

It is not just students who are on actual development projects that enrich the learning environment. There have been students living in other countries in a different cultural context that have been able to share a very unique perspective on food security. For example, there have been students based in Australia, Austria, England, Dubai, Italy, The Caribbean, Mexico, Japan, New Zealand, and South Korea. This allows for a rich diversity of food security experiences which can be shared among classmates. The other important outcome of this shared learning across the internet is the realization about how food connects everyone globally and actions taken in one place profoundly impact on people's food security a world away.

The program has a vibrant experiential online learning environment with interactive course content. Students also must go out into their community to undertake research and often engage in collaborative group tasks online. Many students are based internationally and so bring their diverse experience to bear on food security issues, which enriches their learning experience. Instructors often run real-time sessions as well to provide a more rewarding learning experience for students. In addition to the rich interaction through sharing of knowledge, skills, and experience between students, the program has also developed an experiential learning environment through collaborative group work, real-time sessions, case studies and role playing in a virtual environment, and practical research studies.

Investment in the design of online courses is very important. It is not sufficient to simply have content provided by a subject matter expert; it requires design of an innovative learning space that uses the content in a way that encourages students to explore the topic rather than sit passively and read about it. The role of the instructor also changes in an online environment and becomes one of a facilitator and guide for the student so that she/he can develop their skills in individual learning.

6. GOVERNANCE The academic home for the certificate is the School of Nutrition. The academic coordinator (AC) sees to the day-to-day running of the program. An external advisory committee has recently been established which consists of members of institutions from outside the university linked directly and indirectly to food security issues. The external advisory committee will provide input on the relevance of the program's goals and course content to the wider community it serves. Instructors in the certificate are all CUPE 2 and must have a master's degree and at least three years' experience in food security or a closely related field.

7. ADMISSION POLICY An undergraduate degree in any field, or approval of the academic coordinator and five years of professional experience in a field relevant to food security work, or approval of the academic coordinator and three years' Baccalaureate study with a clear academic standing (at least a C average or GPA of 2.00) is required. This admission policy is in line with the admission policies for other certificate programs at a post-baccalaureate level.

8. STUDENT REGISTRATIONS AND GRADUATION Continuing education students comprised 78 - 85% of all students in the program from 2006 to 2012. Over 30% were involved in community food initiatives. Forty percent joined the program for career advancement. Since 2002, student registration, graduations

and course revenue have risen dramatically. Registrations in the foundation course (CFNY403) increased from under 60 in 2006-07 to over 140 in 2011-2012. The other core courses rose from under 20 students before 2008 to 33 to 45 since then. Electives have stabilized at 15-20 students. Registrations in urban agriculture jumped following the international Urban Agriculture Summit at Ryerson in 2012. Sixty-six students have graduated since 2002.

When total registrations are broken down into the individual registration figures for courses, the picture is somewhat different. The foundation course (CFNY403) shows a large increase in registrations which translates into a range of students between 10 and over 40 students taking other courses. The core courses, Food Security Policy and Programs (CFNY404) and Applied Research and Evaluation (CFNY405), also show an increase in student numbers in line with the increase in the foundation course, CFNY403. These two courses have regularly had student numbers above 20 since 2008 and in the past two years the numbers have ranged between 33 and 45. Electives do not show a significant rise in registrations but intake has stabilized at around 15-20 students per course. This may be because new courses in urban agriculture were added in 2007-08. Prior to the development of urban agriculture courses, only three to four courses ran per session, now there are five. There are also a number of students that only take the foundation course to fulfil their requirements for their degree programs within Ryerson or at other universities. A certain numbers of students also drop out because they find the online learning environment does not suit them.

There has been a steady increase in the number of students graduating from the certificate (from 5 in 2005/2006 to 15 in 2011/2012). This is the result of an increase in students registering for the Certificate in Food Security (from about 20 in 2007/2008 to over 60 in 2011/2012) rather than just registering for individual courses. The vast majority (close to 80%) of certificate registration are by continuing education students.

Approximately 40% of students in a survey sample said they were explicitly using the program as a means to further their professional options and/or complete degrees. Among the 40% who were entering the program to further their professional goals and complete a degree; there was a strong interest in a graduate program in food security.

9. SOCIETAL NEED The review has highlighted that the program fits societal needs in Canada and internationally. The program's success is dependent on graduates being able to utilize their new knowledge and skills professionally. The program is "ahead of the curve" and the government, non-government and private sectors need to be made aware of the value of engaging people who can bring food security ideas into policy-making. Therefore, the program will be increasing its connections with potential employers. In addition, there will be a need to provide a more professional designation of food security skills as the challenges grow in trying to address food insecurity. Accordingly, there will be exploration of Professional Masters Diploma to complement the current Food Security Certificate to meet societal needs for increasing professional skills in this sector.

In 2012 it was decided to tap into the potential of social media and design a Facebook page.[5] The objective was to make the program known by providing an information service about food issues and acting as a focus for discussion of the major challenges in food security in Canada and globally. Since that time, it has acquired 437 followers with a reach of over 4,000 people each week via these followers.

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[5] Ryerson University's Food Security Program: https://www.facebook.com/RyersonFoodSecCertificate

The numbers attracted to the page are increasing weekly because of the diversity of information available on food security.

The Facebook page is seen as serving societal needs by providing the latest news and information on advocacy, research and policy development in food security. This digital information service adds to the program's ability to serve the wider community of interest in food security outside Ryerson.

10. PARTNERSHIPS WITH LOCAL, NATIONAL AND INTERNATIONAL ORGANIZATIONS In order to facilitate connections, the program has formed, and is in the process of forming, partnerships with local and international community organizations and academic institutions (e.g., *Everdale Farm Institute and the Black Creek Community Farm Project, in Toronto; The Resource Centres on Urban Agriculture and Food Security (RUAF), the Netherlands*). The creation of such partnerships and development of new ones is fundamental to maintaining the relevance of the program and its ability to serve societal need. The program hopes to play a role in facilitating linkages across sectors and countries and so assist in development of appropriate policies on food security at multiple levels from local to international.

One of the past projects the program was linked to is a good example of how sharing knowledge and instructional frameworks across countries can contribute to food security. Under the project "Building Capacity in Food Security in Brazil" (2004-2010), funded by the University Partnership for Cooperation Program (UPCD) of the Canadian International Development Agency (CIDA), the Centre for Studies in Food Security worked with Brazilian colleagues to develop Portuguese versions of four courses from the current Food Security Program. The courses modified from the current program and translated into Portuguese were the foundation course, *Principles and Concepts in Food Security* (CFNY403) and two core courses; *Food Security Policy and Programs* (CFNY404) and *Applied Research Methods and Evaluation* (CFNY405). One elective was also adapted, *Gender and Food Security* (CFNY409). The outcome of the cooperative effort with the Reference Centre for Food and Nutrition Security in Rio de Janeiro was:
189 students completed the foundation course (CFNY403);
99 students completed the Food Security Policy and Programs (CFNY404);
44 students completed the Applied Research Methods and Evaluation in Food Security (CFNY405);
69 students completed the Gender and Food Security (CFNY409); and
27 students completed all four courses.

The courses have also served as the basis for a post-degree graduate program in Food and Nutrition Security at the State University of Ceará. In addition, the foundation course in *Principles and Concepts in Food Security* was offered in-class to 34 Angolan students in Huambo, Angola, in January 2008.

11. COMPARATOR CERTIFICATES AND PROGRAMS Currently, the certificate program is the only online post-baccalaureate program of its kind in Canada with the breadth of subject matter it covers in food security. There are other online programs but they are more narrowly focused on local food systems, whereas the program at Ryerson is more international in scope. However, at McGill and Waterloo Universities, there are strong degree programs in Global Food Systems that may well lead to development of online programs. On a global scale, there are other programs developing or already running, which are potential competitors. For example, the United Nations Food and Agriculture Organization have partnered with the Open University of Catalonia to produce an online international program in food systems. With the growing development of programs to address food security in North America and wider afield, it is crucial that the Chang School carves out a distinctive niche for itself in food security capacity building.

12. DEVELOPMENT PLAN Food security is a fast developing discipline. New knowledge and initiatives in sustainable food systems to strengthen food security are appearing daily and there is an urgent need to ensure courses remain current. Five courses will be redeveloped:

- *Principles & Concepts in Food Security* (CFNY403) foundation course, – major redevelopment in 2013
- *Understanding Urban Agriculture* (CVFN410) – minor redevelopment in 2013
- *Urban Agriculture Types* (CVFN412) – significant redevelopment in 2013 or early 2014
- *Community Development & Food Security* (CFNY407) – significant redevelopment in 2014
- *Gender & Food Security* – significant redevelopment in 2014

When the program was first designed; the "lion's" share of innovation was happening in the "global south" in response to the challenges facing poorer countries as regards hunger and food insecurity. This is no longer true; most of the students live and work in North America. Therefore, in the redevelopment of the program courses, a greater emphasis will be placed on taking into account these new developments and increase the relevance of program content for students. It is not a matter of reorienting the program to the North American context but ensuring that there is due notice taken of the recent innovative work on sustainable food systems at the urban scale that is emerging from research and practice in Canada, the USA and Europe. The aim will be to more carefully balance cases and approaches from the "north" and "south" to better reflect what is happening globally. There is also a need to more clearly define the program's goals in the light of potentially growing competition from other programs in food security.

In addition to continuing the partnerships and initiatives with local and international community organizations and academic institutions, as noted above, other planned initiatives include:

a) Intensive urban agriculture workshop/course: exploring the possibility of running an intensive in-class urban agriculture course for people who want to engage in urban food production on a personal or entrepreneurial level in the spring/summer session of 2014.

b) Linkages with professional associations: making contact with professional associations such as the Canadian Institute of Planners; Canadian Association of Social Workers; Canadian Society of Landscape Architects; and Canadian Nutrition Society, etc. that encourage their members to upgrade with continuing education courses.

c) Links with international development organizations: approaches will be made to the Canadian International Development Agency and other major international development agencies to explore the possibility of providing intensive 5-day workshop courses on food security and community development for their international project staff.

d) Career development for students: the program will be exploring how to market its graduates. This initiative meets the growing needs of the students who want to pursue employment where they can apply their skills and knowledge in food security.

e) Professional Masters Diploma: explore creating a graduate diploma program, which will form part of a laddered accreditation process from certificate hopefully to a professional master's degree.

f) Journal: Ryerson Studies in Food Security: The Centre for Studies in Food Security is starting a new open-access online journal as part of the digital commons development at Ryerson. Certificate program students who have written exceptional research papers for their courses will be able to publish them through this peer-reviewed journal.

RECOMMENDATION
Having satisfied itself of the merit of this proposal, ASC recommends:
That Senate approve the Review of the Certificate in Food Security

C. CHANG SCHOOL CERTIFICATE IN ENTREPRENEURSHIP AND MULTICULTURALISM

1. INTRODUCTION

The new Certificate in Entrepreneurship and Multiculturalism is to be offered jointly by the Ted Rogers School of Business Management (TRSBM) and the G. Raymond Chang School of Continuing Education (TCS) in accordance with their respective 5-year plans and Ryerson University's mission.   The Department of Entrepreneurship and Strategy at the Ted Rogers School of Business Management (TRSBM) will be the academic home for the certificate.

Research shows that the multicultural community, a reflection of Canada's progressive immigration policies, will continue to grow and outpace the historic profile of Canada. This emerging cohort is more educated than previous generations and has a greater desire to start new ventures. The Certificate in Entrepreneurship and Multiculturalism will not only assist this cohort in realizing its objectives faster, it will also provide the advancement of knowledge and learning to those entrepreneurs who wish to provide products and services to multicultural groups.

Currently there is no institution in Canada that provides entrepreneurial professional development with a particular emphasis on the multicultural cohort.   None of the examined programs catered to immigrant entrepreneurs. Not only does this build on the growing immigration cohort and the entrepreneurial prospects of the cohort but also it reinforces the existing strong multicultural student population evident at Ryerson University. This is a key differentiating factor for the certificate, positioning the certificate as unique among all other entrepreneur related certificates at both the college and university levels.   Building on Ryerson University's own multicultural graduate base, the certificate will provide students with an opportunity to learn more about building new businesses in this growing market.

In addition to being the only certificate in Canada that will be positioned as a multicultural option, a new course developed for the certificate, CZEN 300 Multicultural Opportunities, will employ the "Lean Launchpad" concepts that were successfully deployed in the Digital Specialization Program's EID 500

course, Digital Entrepreneurship and Innovation, at Ryerson University. The Lean LaunchPad is a program available at only one other Canadian University, Dalhousie, is taught at Stanford University, University of California Berkley, Columbia University, California Institute of Technology, and adopted by the National Science Foundation. This experiential program allows students to not only study entrepreneurship but to engage in the process as well. The course will be customized to meet Ryerson University's specific academic needs.

In the current economic climate, there is a growing demand from people who need to develop entrepreneurial skills to start their own business, to grow their existing business, or to apply these skills in other management contexts. This certificate will focus on a wide variety of specific skills and issues important to adult learners running small businesses.

A Program Advisory Council (PAC) to the Certificate in Entrepreneurship and Multiculturalism has been established to provide advice on a variety of matters related to the growth and maintenance of the certificate. The Advisory Council includes entrepreneurs who have diverse multicultural backgrounds. The PAC involvement and recommendations are intended to enhance program planning processes by identifying current and future needs of entrepreneurs in Canada, and equally important, by collaborating in a supportive role with the Ryerson Standing Curriculum committee to ensure that curricula are current and relevant.

If approved, the Certificate in Entrepreneurship and Multiculturalism will launch in Fall 2013.

2. TARGET AUDIENCE

The main target audience is the growing immigrant population, both new and existing, which represents the largest emerging entrepreneurial sector. A secondary audience is people thinking of, or who have recently launched a small business and need entrepreneurial and small business skills such as developing business and marketing plans. Another interested group will be business owners wanting to grow or improve a current business, particularly those who see the growing multicultural cohorts as a prime target. Finally, other managers, such as in the non-profit sector, may want to develop skills in the area of entrepreneurship.

The structure of the certificate program is designed to cater to students of diverse backgrounds who represent the many multicultural cohorts that the Chang School supports and who wish to start, or grow, a venture. These students can be as diverse as Health Care and IT Professionals, Graphic Designers, Athletes, Artists, Dancers, Architects, and Engineers.

3. ADMISSION REQUIREMENTS

O.S.S.D. with six Grade 12 U or M credits, or equivalent; or mature student status.

4. OVERARCHING GOALS OF THE CERTIFICATE

- Educate students about how to identify business opportunities upon which a new venture can grow, especially in a multicultural market.
- Provide students with the step-by-step skills required, and practice writing, a new venture business plan within the Canadian context.
- Help students understand and develop the unique entrepreneurial behavior traits and operating characteristics of successful entrepreneurs.
- Develop students' functional skills, with an emphasis on marketing and finance, required to operate a New Venture Startup.
- Provide students with the opportunity to network and learn about each other's cultures.

In the current economic climate, there is a growing demand from people who need to develop entrepreneurial skills to start their own business, to grow their existing business, or to apply these skills in other management contexts. Since the GTA is highly multicultural in population and in actual and potential markets for products and services, a multicultural lens as applied to entrepreneurship will highly relevant to students. Covering a wide range of topics, this certificate will be designed to provide a foundation for every entrepreneur but will especially appeal to those starting and running small businesses in a multicultural environment.

5. CURRICULUM

The proposed certificate requires a total of six courses, made up of four required courses that contain the critical body of knowledge, and two electives that allow students to supplement their knowledge in other important areas. The courses include:

- **Four required**
  CZEN 300   Multicultural Opportunities

  CMKT 310   Marketing Plans

  CENT 526   Entrepreneurial Behaviour and Strategy
  CZEN 500   Multiculturalism and New Venture Startups (capstone)
  Due to prerequisites, the required courses must be taken in the order listed.

- **Two electives**

  CACC 100   Introductory Financial Accounting

  CCMN 279   Introduction to Professional Communication

CCMN 314   Professional Presentations

CGMS 200   Introduction to Global Management

CINP 901   Developing Effective Organizations (Nonprofit and Voluntary Sector Management)

CRMG 200   Introduction to Retail and Services Management

CRMG 902   Franchising

CRMG 910   Multi-channel Retailing

CDCE 310   Workplace Communication in Canada: Formal and Informal Communication in the Workplace

CDCE 320   Workplace Communication in Canada: Advanced Customer Focused Application

CDCE 330   Workplace Communication in Canada: Effective Persuasion and Public Speaking

Required Courses	Prerequisite
CZEN 300 Multicultural Opportunities	None
CMKT 310 Marketing Plans*	CZEN300(Anti-req. CMKT 100)
CENT 526 Entrepreneurial Behaviour and Strategy	None
CZEN 500 Multiculturalism and New Venture Startups	CENT 526 and CMKT 310

*Effective Fall 2013, the prerequisite for CMKT 310 will be BSM 200 or CZEN 300

Each of the required courses in the Certificate help to develop skills that will increase the ability of emerging and existing entrepreneurs to identify an opportunity, act on the idea and build a successful business venture that returns economic, social and personal value to the stakeholders, including the entrepreneur, its suppliers, customers and employees as well as the community in which the firm does business. In addition, the required course, *CZEN 300 Multicultural Opportunities*, is specifically aimed at identifying opportunities in multicultural markets. The capstone course, CZEN 500 Multiculturalism and New Venture Startups, is designed so that a student will be prepared to implement a business plan defined by a multicultural opportunity

The proposed electives listed are all currently offered through the Chang School. The electives offer students a variety of options such as the functional aspects of business in accounting (CACC100) and communication (CCMN279 and CCMN314). The Workplace Communication in Canada courses will provide internationally educated professionals with an understanding of communication within the

Canadian context. International students with a link to a global community can learn more about doing business internationally in Introduction to Global Management (CGMS200). As many new ventures are developed for the retail market, courses such as Introduction to Retail and Service Management (CRMG200), Multichannel Retailing (CRMG910) and Franchising (CRMG902) provide the student with a basis from which to build the business. CCMN279 and CCMN314 allow the students to become better communicators, a fundamental requirement for successful management and for any business venture.

6. PROFESSIONAL DEVELOPMENT AWARD

Professional development awards are recognition that a student has completed two to four courses in a subject area. Given that some entrepreneurs may not need the full certificate, and that others may appreciate recognition along the path to achieving the full certificate, the Chang School will award, upon request from the student, a recognition of professional development when students have completed all four required courses.

7. DELIVERY MODE

Currently courses are available in classroom and online formats meaning students have a choice of delivery format. The possibility of offering intensive and boot camp formats will also be explored. CZEN 300 will be developed for classroom delivery in Fall 2013 and online delivery by Fall 2014. CZEN 500 will be developed for classroom delivery in Fall 2014 and online delivery by Fall 2015. The "Lean Launchpad Experiential Learning Model," the latest strategy for developing entrepreneurial skills, will be introduced in the new courses, CZEN 300 and CZEN 500, and extended to other courses as the program is developed.   Based on feedback from the Program Advisory Council, a new course focused on entrepreneur funding in Canada will be considered for development.

The Ryerson University Library has many textbooks in the area of entrepreneurship and innovation, as well as those in the functional areas in support of new venture start-ups. It also has many print and online publications that can be assigned to specific courses through the library's E-Reserve program.

8. SOCIETAL NEED

Entrepreneurship drives innovation, productivity, job creation and economic growth. A 2010 Industry Canada Report, entitled *The State of Entrepreneurship in Canada*, stated that "They exist in multinational corporations and small, local businesses; among immigrant and fifth generation Canadian families; and in rural and urban communities." [6] The number of people becoming, or thinking of becoming, entrepreneurs has been on the rise in recent years. The report also cited three main reasons for the increased interest: recent economic downturns and the ensuing downsizing in many companies, workers wanting to have autonomy over work hours, working conditions and the type of work, and the fact that entrepreneurs, often celebrated in their communities and in the media, have become influential and are becoming new role models. At the same time, failure rates of new venture startups

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[6] http://www.ic.gc.ca/eic/site/061.nsf/eng/rd02476.html?Open&pv=1 p. 26

are significant (as high as 50% in first 5 years). One recommendation in many reports is that educational opportunities can help prepare entrepreneurs in dealing with these and many other challenges, thereby increasing the likelihood of success.

With increased competition from other universities and colleges in the delivery of entrepreneurship professional development, there is a need for Ryerson University to differentiate itself in this growth area. The multicultural business opportunity, a multi-segmented market that has been largely ignored, provides Ryerson with a first-mover competitive edge in this space.

9. OPPORTUNITIES AND TRENDS

Nearly 250,000 people immigrated to Canada in 2011, of which approximately 64,000 were principal applicants (p.a.) economic immigrants. Some reports suggest that new immigration will account for the major labour market growth in Canada, following a substantial demographic shift with baby boomers retiring by 2031. In 2012, all the growth in the country's labour force came from immigration.

In Canada, immigrants tend to be more entrepreneurial than Canadian-born individuals and view self-employment as a labour market opportunity. More established immigrants, those who have been in Canada for over 10 years, are more likely to be self-employed.   Announced in early September 2012, a new class of entry visas for high-tech and other entrepreneurs is in development to attract high-tech and other entrepreneurs to immigrate to the country to start new companies.

Greater Toronto, the initial target area for this certificate, is both a destination for new immigrants and home to many well established multi-cultural communities.   Individuals who arrived in 2011 as economic immigrants were highly educated – over two thirds held a bachelor, master or doctoral degree[7]. These findings indicate that the higher education professional development options for this group need to complement their existing educational attainment and that economic immigrants entering Canada are very likely to engage in further education.

10. JOB OPPORTUNITIES

Entrepreneurial opportunities are available in every sector of the economy and historically 93% of new jobs come from small companies[8]. In addition to creating jobs for themselves, entrepreneurs provide jobs for many Canadians and immigrants. The 2011 report on "Immigrant Self-Employment and Entrepreneurship in the GTA: Literature, Data, and Program Review"[9] found that almost half of self-employed male immigrants work primarily in the construction, professional, scientific, and technical services and transportation and warehousing. Self-employed female immigrants work primarily in

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[7] Facts and Figures 2011 (October 2012). Principal applicant only (p.a.). http://www.cic.gc.ca/english/pdf/research-stats/facts2011.pdf
[8] http://www.brocku.ca/entship/reports/2009_Education_Report.pdf
[9] http://metcalffoundation.com/wp-content/uploads/2011/12/immigrant-self-employment-and-entrepreneurship.pdf, pg. 5. See also Figure 6: Self-Employment Rates and Industry, Immigrants, Toronto CMA, page 40.

healthcare and social assistance, professional, scientific and technical services, other services and public administration and retail trade. Self-employed immigrants were found to be slightly more likely than self-employed non-immigrants to choose occupations related to management, sales and service, and trade and transportation.[10]

11. COMPARATOR CERTIFICATE PROGRAMS

According to the National Study of Entrepreneurship Education report, the popularity of entrepreneurship education is on the rise in Canada. Within Canadian universities, between 2004 and 2009, entrepreneurship courses grew by 33% and the number of students taking entrepreneurship courses increased by 27%.

International trends in entrepreneurial education show that the educational initiatives in the OECD countries are mainly driven by economic development and job creation, growth-oriented new ventures and creation of "entrepreneurial mindset". Courses in entrepreneurship are focused on teaching the process of entrepreneurship and functional approaches. Emerging new trends towards specialized or trend based entrepreneurship courses and the growth of "entrepreneur psychology" and "entrepreneur personality" courses were also noted.

From comparative programs scan, it appears that many colleges offer similar programs and in partnership with the professional body, Canadian Institute of Entrepreneurship (CIE). In the Canadian market, the selection of related programs on a university level is modest. The main university providers are McGill, Western, Thomson Rivers, Prince Edward Island, Victoria and Mount Royal. Entrepreneurship certificate programs in the Greater Toronto Area are mainly situated within colleges[11].

The differentiating features of this proposed certificate program are CZEN 300 *Multicultural Opportunities* and CZEN 500 *Multiculturalism and New Venture Startups* courses, curriculum not apparent in other entrepreneurship programs in the Canadian continuing education marketplace. None of the examined programs focus on entrepreneurship and multiculturalism. Not only does this build on the growing immigration cohort and the entrepreneurial prospects of the cohort but also it reinforces the existing strong multicultural student population evident at Ryerson University. This is a key differentiating factor for the certificate, positioning the certificate as unique among all other entrepreneur related certificates at both the college and university levels.

12. LEARNING OUTCOMES

Upon completion of each course, students will be able to:

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[10] http://metcalffoundation.com/wp-content/uploads/2011/12/immigrant-self-employment-and-entrepreneurship.pdf, pg. 5. See also Figure 7: Self-Employment Rates & Occupation, Immigrants, Toronto, CMA, pg. 41.
[11] Program offered at University of Toronto is aimed at undergraduates currently enrolled in engineering program and therefore, would not be considered a direct comparative program.

	Course
Explain the complexities facing new venture start-ups within a multicultural context, identify an advisory board that represents the multicultural cohort being targeted, and produce a business plan of an identified multicultural opportunity.	CZEN500 **Multiculturalism and New Venture Startups** New Required Course
Stimulate interest in entrepreneurship and cultivate an entrepreneurial spirit; assess the strategies of prominent entrepreneurs who have demonstrated commitment, passion, risk-taking, strategic thinking and implementation, and strengthen core competencies as they create and grow their successful enterprises.	CENT526 **Entrepreneurial Behaviour** Required
Create, communicate and deliver value to customers; develop plans for identifying and attracting desirable customers for a business; include in the plan the 4 Ps of marketing, segmentation, targeting, positioning, and use basic marketing metrics to evaluate a new product or service.	CMKT310 **Marketing Plans** Required
Use a process of multicultural opportunity identification and incorporate these into their personal and professional lives. Use practical experience gained through the Lean Launchpad to strengthen networks and relationships across cultures.	CZEN 300 **The Multicultural Opportunities** Required (New)
Demonstrate a basic understanding of business accounting including how transactions impact the accounting equation (Assets = Liabilities + Shareholders' Equity). Use accounting for making business decisions and the ability to communicate with professional accountants.	CACC 100 **Introduction to Financial Accounting** Elective
Use contemporary strategies of successful communication in professional contexts; analyze audience, situation, and medium to create messages that respond to practical challenges and build productive relationships; develop sensitivity to language and tone; organize and convey ideas and information, and select the best means to accomplish their intended purposes.	CCMN279 **Introduction to Professional Communication** Elective
Structure content coherently, develop poise and confidence, and employ technology in a sophisticated way to connect with listeners.	CCMN314 **Professional Presentations** Elective
Analyze the concepts and complexities of the contemporary business environment with an emphasis on competitiveness, quality, and the main functional areas of management; recognize the global context within which managerial decisions are made.	CGMS200 **Introduction to Global Management** Elective
Use a variety of approaches to deal effectively with issues facing nonprofit organizations; apply principles and practices of management and administration as they are adapted to board-staff	CINP901

relations, board governance, recruiting and motivating volunteers, human resource management, accountability, organizing for and managing growth and change; analyze an organization's market and organizational strategic planning.	**Developing Effective Organizations** Elective
Use key retail strategies; change focus from a consumer to a business manager; understand key functional areas within a retail business including location and market strategy, store design and layout, merchandise planning, human resources, financial strategy and customer relationships; understand how retailers can adapt to the competitive and continually changing environment by formulating strategies.	CRMG200 **Introduction to Retail and Service Management** Elective
Apply business format franchising - the transfer of a particular business format or way of conducting business; analyze the costs and benefits of franchising from both the franchisee's and franchiser's point of view; identify franchiser/franchisee communication and relationships; determine the feasibility of a franchise opportunity including the legal dimensions of franchising, characteristics of the typical franchisee, and international franchising as a means of expansion.	CRMG902 **Franchising** Elective
This course is designed to help international professionals enhance personal and professional success by using effective means of formal and informal communication in the workplace. By the end of this course, the learners will have developed skills in the areas of active listening, empathy, giving and receiving constructive feedback, and writing effective formal communication documents. Successful learners will start familiarizing themselves with strategies to effectively deal with conflict in the workplace and practice skills in writing formal documents such as emails, meeting minutes, and reports. Through workplace simulated scenarios and case studies, participants will learn to effectively manage common formal and informal conflict situations in the workplace and practice receiving and providing feedback in a safe environment fully supported by professional coaching.	CDCE 310 **Formal and Informal Communication in the Workplace** Elective
This course is designed to help international professionals explore and practise customer focused behaviours common to the Canadian workplace in a safe environment fully supported by professional coaching. Through practical simulations and case studies, participants will practise strategies of dealing with common customer related situations and issues related to client-driven environment, while applying relevant evidence-based practice methods.	CDCE 320 **Advanced Customer Focused Application** Elective
This course is designed to provide international professionals with practical persuasion, negotiation, and presentation skills essential to professional success in the Canadian workplace. Participants will explore cultural influences on business negotiations and develop a solid understanding about the role and value of effective public speaking in the workplace. By the end of the course, the participants will have acquired and practiced skills for designing and delivering persuasive and impactful presentations. In addition to persuasive writing and negotiating skills, successful participants will also learn and demonstrate effective networking and self advocating skills through interactive, workplace-related activities.	CDCE 330 **Effective Persuasion and Public Speaking** Elective

RECOMMENDATION

Having satisfied itself of the merit of this proposal, ASC recommends:
That Senate approve the Certificate in Entrepreneurship and Multiculturalism

Respectfully Submitted,

Chris Evans, Chair for the Committee

ASC Members:

Chris Evans, Vice-Chair and Vice Provost Academic
Charmaine Hack, Registrar
Denise O'Neil Green, Assistant Vice President/Vice Provost, Equity, Diversity and Inclusion
Mark Lovewell, Interim Secretary of Senate
John Turtle, Faculty of Arts, Psychology
Andrew Hunter, Faculty of Arts, Philosophy
Kelly McKay, Ted Rogers School of Management, Hospitality & Tourism
Ian Baitz, Faculty of Communication and Design, Graphic Communications Management
Jean Bruce, Faculty of Communication & Design, Image Arts
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