

RYERSON UNIVERSITY

SENATE MEETING AGENDA

Tuesday, June 4, 2013

SENATE MEETING AGENDA

Tuesday, June 4, 2013

THE COMMONS - POD 250

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

1. Call to Order/Establishment of Quorum
2. Approval of Agenda
Motion: *That Senate approve the June 4, 2013 agenda*
3. Announcements
- Pages 1-3 4. Minutes of Previous Meeting
Motion: *That Senate approve the minutes of the May 7, 2013 meeting*
5. Matters Arising from the Minutes
6. Correspondence
7. Reports:
 - Pages 4-7 7.1 Report of the President
 - 7.1.1 President's Update
 - 7.2 Report of the Secretary
 - 7.2.1 Nominations - Search Committees
 - 7.3 Committee Reports
 - Pages 8-13 7.3.1 Report of the Senate Priorities Committee:
 - Page 8 7.3.1.1 New Senate Appointed Committee on Policy 60-
Student Code of Academic Conduct

Motion: *That Senate hereby acknowledges that there is a need for it to fully review Policy 60 - the Student Code of Academic Conduct. The review must involve extensive consultation with the Ryerson community, and the review committee (to be named by Senate at the October meeting) must include faculty, students, and administrative personnel involved in applying the current or previous policy.*

Pages 9-13

7.3.1.2 Amendment of Policy 60 – *Student Code of Academic Conduct*

Motion: *That Policy 60 be amended so that Disciplinary Notices appear on the student’s academic record only, and do not appear on the official transcript as set out in Appendix A (attached).*

Pages 14-52

7.3.1.3 Academic Plan Update (for information)

Pages 53-55

7.3.2 Report #W2013-5 of the AGPC:

Pages 54-55

7.3.2.1 Report #W2013-3 of the Nominating Committee (including addendum): Senate Standing Committees (2013-2014)

Motion: *That Senate approve the nominees for various Standing Committees as presented in this report.*

Pages 56-132
Pages 57-78

7.3.3 Report #W2013-5 of the Academic Standards Committee:
7.3.3.1 Optional Specialization in Zone Education

Motion: *That Senate approve the Optional Specialization in Zone Education*

Pages 79-132

7.3.3.2 Pilot Project – Professionally Related Electives Tables in Professional Communication and Biomedical Science

Motion: *That Senate approve a pilot project whereby the professionally related electives tables in two new programs in 2013/14 (Professional Communication and Biomedical Science) are based on the prospective new open electives list in the proposed curriculum model (updated table of open electives included)*

8. Old Business

8.1 Motion moved by J. Shields (RFA Member)
Senate Agenda of May 7, 2013, Item 7.3.3.2: New Professional Master’s Diplomas

WHEREAS: Senate approved a motion, at the October 2, 2012 Senate meeting saying:

Motion: *That Senate approve in principle the Proposal for a Framework for Professional Master’s Diplomas as presented in the YSGS report dated September 18, 2012.*

and

WHEREAS: Senate has not considered and approved any other policy governing the approval of Professional Master's Diplomas; and

WHEREAS: Senate has now approved five (5) proposals for Professional Master's Diplomas;

THEREFORE BE IT RESOLVED THAT *Senate request the Academic Governance and Policy Committee (AGPC) to formulate a draft policy, based on the September 18, 2012 YSGS document Proposal for a Framework for Professional Master's Diplomas for consideration by Senate; and*

BE IT FURTHER RESOLVED THAT *Senate approval of further proposals for Professional Master's Diplomas be delayed until such time as Senate has put a policy in place.*

9. New Business as Circulated
10. Members' Business
11. Consent Agenda
12. Adjournment

**SENATE
MINUTES OF MEETING**

TUESDAY, May 7, 2013

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

1. Call to Order/Establishment of Quorum
2. Approval of Agenda
Motion: *That Senate approve the May 7, 2013 agenda*
L. Lavallée moved; G. Hauck seconded
Motion Approved.
3. Announcements
4. Minutes of Previous Meeting
Motion: *That Senate approve the minutes of the April 2, 2013 meeting*
G. Ferworn moved; D. Checkland 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 – Announcement of June, 4, 2013 meeting
 - 7.3 Committee Reports
 - 7.3.1 Report #W2013-4 of the AGPC –
 - 7.3.1.1 Report of the Senate Learning and Teaching Committee (*for information*) – Presented by C. Evans
 - 7.3.1.2 Amendment of Procedures accompanying Policy 126: *Periodic Program Review of Graduate and Undergraduate Programs* (for information) – Presented by C. Evans
 - 7.3.2 Curriculum Implementation Committee's Green Paper –
- Presented by C. Evans
 - 7.3.3 Yeates School of Graduate Studies Submissions:
 - 7.3.3.1 Program Changes: MBA Specialization in Mining Management (*for information*)
 - 7.3.3.2 New Programs: Professional Master's Diplomas:
 - 7.3.3.2.1 Aerospace Design Management
 - 7.3.3.2.2 Dietetics
 - 7.3.3.2.3 Enterprise Information Security, Privacy and Data Protection
 - 7.3.3.2.4 Geomatics Engineering
 - 7.3.3.2.5 International Disaster Studies
Motion: *That Senate approve the Proposed Professional Master's Diplomas as approved by YSGS Council at its April 18, 2013 meeting.*

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J. Shields suggested that Senate pass a policy based on the Framework, which Senate approved in September, 2012. Meeting agreed for motion to be submitted for the June 4, 2013 agenda.

A. Ferworn moved; M. Lefebvre seconded

Motion Approved.

7.3.4 Report #W2013-4 of the Academic Standards Committee

7.3.4.1 Certificate in Aboriginal Knowledges and Experiences

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

C. Evans moved; G. Hauck seconded

Motion Approved.

7.3.4.2 Review of the Certificate in Food Security

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

C. Evans moved; L. Lavallée seconded

Motion Approved.

7.3.4.3 Certificate in Entrepreneurship and Multiculturalism

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

C. Evans moved; D. Mason seconded.

Motion Approved.

8. Old Business - None

9. New Business as Circulated

10. Members' Business

11. Consent Agenda

12. Adjournment

Ryerson University
President's Update to Senate
June 4, 2013



Everyone Makes a Mark

Thank you – As 2012-13 draws to a close, sincere thanks are extended to all members of Senate for advancing academic distinction, support for student success, and progress in building the reputation of Ryerson for leadership in programs, research and entrepreneurial innovation.

Welcome – As announced by the Provost, Dr. Steven Murphy will be joining the university as Dean of the Ted Rogers School of Management effective August 1, 2013. Dr. Murphy brings to Ryerson an esteemed record as an award-winning teacher and program developer, extensive research and publications as well as consulting in both public and private sectors in areas related to organizational behavior, and experienced leadership in academic administration. We look forward to working together.

Business Hall of Fame – Peter Gilgan, Founder and CEO of Mattamy Homes and Ryerson benefactor, was among the 2013 business leaders inducted into the Canadian Business Hall of Fame on May 1st, recognizing lifetime accomplishment, outstanding professional achievement, and contributions to the Canadian economy and society. The Business Hall of Fame is the highest honour of its kind in Canada.

Design on Dundas – On Friday, May 10th Ryerson hosted 335 students from 17 Ontario high schools on campus for the 2nd Annual celebration of design engineering. Events included teams building popsicle-stick bridges judged on design and performance when tested with weights, racing radio-controlled (R/C) planes around the ice rink at the Mattamy Athletic Centre, and rocket launching in the Quad judged on accuracy in hitting a specific target. Capstone projects by Ryerson engineering students were also on display as part of the Innovation Showcase.

Science Rendezvous – On Saturday, May 11th Yonge-Dundas Square was the Ryerson location for the annual event “where people and science meet” all across Canada. Features included *Daily Planet* co-host Dan Riskin emceeing a series of shows, including a fire show, a liquid nitrogen show and Ryerson Theatre School’s Dance of Science; an interactive Physics Circus allowing visitors to experience levitating superconductors, vacuums, and electrical phenomena; robot battles in a variety of competitions; and so much more representing Ryerson brilliantly. This energy and success is especially notable in the first year of our new Faculty, and thanks and congratulations are extended to Aras Reisiardekani, President of the Ryerson Science Society, and the students, faculty and staff who showed that Science at Ryerson is the place to be.

Ryerson Image Centre – The announcement that the RIC is now the permanent home for the CONTACT Scotiabank Photography Award show prompted *Toronto Star* columnist Murray Whyte to write “the country’s one-and-only museum devoted to photography pairing up with a homegrown photo festival that has swelled to become the world’s biggest – welcome home.” The RIC is participating in the annual festival taking place across Toronto during May with several concurrent exhibitions including *Lead and Light: The Evolution of Lumiere Press* in the student gallery, researched, curated, designed, and mounted by ten students in the Master’s program in Photographic Preservation and Collections Management.

Out From Under: Disability, History and Things to Remember – The award-winning exhibit curated by Ryerson's School of Disability Studies has journeyed to the Abilities Centre in Whitby and will be on display from May 11th to June 22nd. The exhibit was developed by students, faculty, alumni and community activists as part of a course designed to shed light on historical struggles of disabled people. Since its successful opening at the Abilities Arts Toronto festival in October 2007, the exhibit has been showcased across the country including the Royal Ontario Museum in Toronto in 2008 and the 2010 Winter Paralympic Games in British Columbia. Its permanent home will be in the Winnipeg-based Human Rights Museum of Canada in 2014.

PTSD federal support – On May 6th The Hon. Steven Blaney, Minister of Veterans Affairs and Minister for La Francophonie, was on campus coincident with the beginning of Mental Health Week in Canada to announce support for initiatives helping veterans with post-traumatic stress disorder (PTSD) and their families. The Minister launched a new PTSD Coach Canada mobile app, which is designed to help veterans, Canadian Armed Forces personnel, and civilians with PTSD manage their symptoms. On behalf of the Canadian Institutes of Health Research (CIHR), Minister Blaney also announced \$375,755 for a two-year study led by Dr. Candice Monson, Department of Psychology, involving 140 clinicians in examining the effectiveness of cognitive processing therapy to treat adults with post-traumatic stress disorder.

Doors Open Toronto – On May 25th and 26th the Mattamy Athletic Centre will be featured in the annual city-wide event showcasing venues of architectural, historic and cultural significance. This year's theme is *Creators, Makers and Innovators* and features many older buildings that have been redesigned, reinvented and repurposed into modern 21st century spaces.

Empire Club Event – On May 8th Ryerson hosted 500 guests of the Empire Club at the Mattamy Athletic Centre for a presentation on the impact of innovation and entrepreneurial leadership. In my speech I reiterated the message I am sharing as often as I can, that Toronto can be a winner in the global race for digital innovation if government and the private sector get behind young entrepreneurs and become startup friendly. In a departure from the usual format of Empire Club events, I turned the microphone over to four young entrepreneurs whose businesses are earning international acclaim: Hossein Rahnama, named by MIT as a Top 35 Under 35 innovator and founder of Flybits, which has emerged as a global leader in context-aware and intelligent mobility solutions changing the face of mobile computing; Jonathan Ingham, founder of Phosphorus Media, which has earned international clients such as L'Oreal, Yahoo and Sony with its high-impact display technology; and Michal Prywata and Thiago Caires, who created Bionik Laboratories as undergraduates and have developed robotic legs as replacements for wheelchairs. All three young companies have been part of the DMZ.

Digital Media Zone 3rd Anniversary – Since opening its doors in April 2010, the DMZ has incubated 84 companies, launched 134 projects and created more than 750 new jobs. Highlights of DMZ's three-year history are at <http://mydmz.ryerson.ca:81/pma/micro/ce2/index.php> and unique opportunities continue to be developed. Beginning in June 2013 the DMZ will host the first international fellows from China, following fellowship students from India and Israel who have already incubated companies alongside DMZ entrepreneurs. Educational opportunities include the digital specialization program, the first of its kind in Canada, for students, graduates, and professionals seeking to combine their area of study with specialized learning in digital innovation, startup strategy and industry problem solving. Starting in Fall 2013, the Ryerson Master's program in digital media will equip students with the skills and experience they need to lead the way in Canada's growing digital-media industry.

Ryerson Budget 2013-14 – At its meeting of April 29th, the Board of Governors gave its approval to a balanced budget that promotes the university’s strategic priorities and covers inflationary and salary costs. The Board approved a recommendation that overall average tuition fees increase by three per cent in 2013-14. It is expected that about \$30 million will be available for student financial need through scholarships, bursaries and the work study program. The budget is in the context of a one per cent base operating grant reduction from the government for 2013-14 and a provincial policy decision to cap overall tuition fee increases at three per cent. The budget benefited from extensive consultation with the university community.

Congratulations –

- Ravi Ravindran, Department of Mechanical and Industrial Engineering, has been named a Fellow of the Canadian Institute of Mining, Metallurgy and Petroleum (CIM) recognizing distinguished and outstanding contributions to CIM-related industries.
- The Ryerson Faculty Association named Nancy Walton, Nursing, as Ryersonian of the Year for her significant contributions to the university as Senate vice-chair, Research Ethics Board chair, and Ryerson United Way campaign co-chair; and David Checkland, Philosophy, was named the recipient of the Distinguished Service Award for his longstanding commitment to representing faculty members in the interest of academic excellence.
- The TRSM Enactus Ryerson team was named 2013 National Champion by Enactus Canada at the May 6th-8th competition in Toronto – for community development projects in Kenya empowering urban mothers, disadvantaged youth and local farmers to become more self-sustaining and financially independent. The National Championship team from Ryerson brings home the Tim Hortons Cup and will represent Canada at the Enactus World Cup in Mexico from September 29th to October 1st, 2013, where student teams from 38 countries will compete for the ultimate title of Enactus World Cup Champion. The Ryerson team had previously advanced to the nationals by winning the regional championship in March.
- Ryerson won the Best Video Award at the 2013 National Association of Campus Card Users (NACCU) Annual Conference held in Florida in April for *Meet Phil*, a series prepared by the OneCard office introducing the card, its applications, and how to use it.
- Winners of the 2013 National Newspaper Award in the Investigations category were *Toronto Star* reporters Jesse McLean (Journalism '09) and David Bruser for their story on 'why police knowingly lie.' This is the second year in a row for Jesse McLean, named the recipient of the Edward Goff Penny Memorial Award as Canada’s best young journalist in 2012.
- Kennedy Jawoko (Journalism '07) has been awarded an international Knight Journalism Fellowship to Stanford University. The program annually names 20 outstanding individuals from around the world and fosters journalistic innovation, entrepreneurship and leadership.
- At the 59th Annual Ontario Newspaper Association Awards on April 27th, Ryerson was represented strongly among the finalists, and the following award winners: Vidya Kauri, 4th yr Journalism, Student Journalist of the Year; Laura Stricker (Journ '08), *Sudbury Star*, Larry N. Smith Award for Novice Reporting; Cathy Dobson (Journ '85), *Sarnia Observer*, Municipal Affairs Reporting; Rosie-Ann Grover (Journ '05), *Hamilton Spectator*, Education Reporting (team award); Molly Hayes (Journ '12), *Hamilton Spectator*, General News Feature. The awards are open to 32 daily newspapers across the province.

- Student teams from the School of Graphic Communications Management have achieved two international wins: the 2013 Technical Association of the Graphic Arts Special Recognition Award in the Student Publication Design Quality category, and being chosen 2013 Overall College Champion in the Phoenix Challenge competition for flexographic printing; as well as winning a 2013 Ontario Print & Imaging Association Award in the Book 4+ Colour category.
- Justin Broadbent (Image Arts '04) won a 2013 Juno Award for Recording Package of the Year as the Art Director, Designer and Photographer for *Synthetica* by Metric, which also won the Juno Award for Alternative Album of the Year.
- Stephen Dunn (Image Arts '13) won the Student Visionary Award at the Tribeca Film Festival (TFF) and Best Student Short Film at the Cleveland International Film Festival for his multiple award-winning short "Life Doesn't Frighten Me." AT TFF, the category featured 60 short films from over 30 countries.
- Mohsin Khan (Mechanical & Industrial Engineering '13) was awarded the Ontario Medal for Young Volunteers by Lieutenant Governor David Onley for his initiative as co-founder of Lead2Peace, providing mentoring and leadership opportunities to Regent Park youth.
- Dr. Asad Madni (Doctor of Science *honoris causa* '09) was awarded an honorary doctorate by California State University, Northridge for his engineering and scientific leadership in the aerospace and transportation industries, and dedicated mentorship of students and scholars.
- Julie Payette (Doctor of Engineering *honoris causa* '11), renowned Canadian astronaut and engineer, has been named Chief Operating Officer of the Montréal Science Centre (MSC), a role promoting the innovation and technology that have become part of everyday culture.

from the President's Calendar

April 23-24, 2013: As a member of the Association of Universities and Colleges of Canada (AUCC) Working Group on Campus-Community Collaboration, I attended a conference in Calgary and moderated a group discussion entitled "Being a Good Neighbour."

May 2, 2013: At the invitation of the Ministry of Tourism and Culture, I made a presentation on Ryerson strategies for advancement and success in developing our university mission.

May 9, 2013: As a guest on John Tory's *Live Drive* show on Newstalk 1010 I talked about our responsibility to provide opportunities for youth in our national innovation agenda.

May 16, 2013: In conversation with Steve Paikin on TVO's *The Agenda* we also talked about youth leadership in national innovation, and the elements needed for progress.

May 15, 2013: Thomas Mulcair, Leader of the NDP Party of Canada, was on campus for a visit and a tour of the Digital Media Zone.

May 16, 2013: At the "Modern Metropolis" conference organized by CityAge, I served as Chair of the "New Approaches to the Urban Century" panel.

**Report #W2013-2 of the Senate Priorities Committee Report
June 4, 2013**

1. New Senate Appointed Committee on Policy 60: *Student Code of Academic Misconduct*

Motion: *That Senate hereby acknowledges that there is a need for it to fully review Policy 60 - the Student Code of Academic Conduct. The review must involve extensive consultation with the Ryerson community, and the review committee (to be named by Senate at the October meeting) must include faculty, students, and administrative personnel involved in applying the current or previous policy.*

2. Amendment of Policy 60: *Student Code of Academic Misconduct*

Motion: *That Policy 60 be amended so that Disciplinary Notices appear on the student's academic record only, and do not appear on the official transcript as set out in Appendix A (attached).*

3. Academic Plan Update (for information)

Respectfully submitted,

Sheldon Levy
Chair, for the Committee:

D. Checkland, R. Diverlus, M. Dionne, M. Lachemi, Md. Sirajul Islam, K. Jones,
M. Lefebvre, M. Lovewell, D. Mason, A. Pejovic-Milic, P. Stenton, N. Walton

Motion to Senate
June 4, 2013

PREAMBLE

At the May 14, 2013 meeting of the Policy 60 Review Committee, it was agreed that an extensive and fulsome consultation be undertaken by the Academic Integrity Office during the 2013-2014 academic year with stakeholders prior to the presentation of any substantive amendments to Policy 60: *Student Code of Academic Misconduct* in the spring of 2014.

Notwithstanding the above, the Committee came to consensus that in the interim, effective September 2013, the following adjustment should be made to PART B of Policy 60: PENALTIES AND CONSEQUENCES FOR ACADEMIC MISCONDUCT, along with appropriate adjustments to record-keeping and process, to provide expanded discretion to respond to all of the relevant and specific circumstances of each individual case where there is a finding of academic misconduct:

On recommendation from the Policy 60 Review Committee, BE IT RESOLVED:

That Disciplinary Notices appear on the student's academic record only, and do not appear on the official transcript as set out in Appendix A.

APPENDIX A

B. PENALTIES AND CONSEQUENCES FOR ACADEMIC MISCONDUCT

B.1. Definitions (Further information is found in section B4.)

- a. **Disciplinary Notice (DN)** – Students who have been found to have committed academic misconduct will automatically have a Disciplinary Notice (DN) placed on their academic record ~~and official transcript.~~ A DN is not a penalty that is decided upon, it is a consequence of any finding of misconduct. The assignment of a DN may not be appealed.
- b. **Disciplinary Suspension (DS)**¹ - Undergraduate or Continuing Education students who receive a second DN will normally be placed on Disciplinary Suspension (DS) for a period of from one term to two years. (See Procedures for exceptions.) This penalty may also be recommended by an instructor or Chair/Director. The designation DS shall be placed on the academic record and official transcript.
 - i. No courses may be taken at Ryerson, including at The G. Raymond Chang School of Continuing Education, during the period of Disciplinary Suspension.
 - ii. For Continuing Education students, suspension will result in the student being prohibited from enrolling in any courses at Ryerson during the period specified by the Academic Integrity Council or Senate Appeals Committee.
- c. **Disciplinary Withdrawal (DW)** - An instructor or Chair/Director may recommend that a student be assigned a Disciplinary Withdrawal (DW). Students who are assigned a DW for academic misconduct shall be withdrawn from the University for a period of at least two years. No courses may be taken at Ryerson, including at The G. Raymond Chang School of Continuing Education. A student who is assigned a DW may not apply to the same program/certificate but may apply to any other program/certificate after serving the specified period of withdrawal and after meeting specific conditions established by the Senate Appeals Committee.
- d. **Expulsion** - Students who are expelled from the University shall not be allowed to register or enrol in any course or program of the University. Expulsion shall be permanently noted on a student's academic record and official transcript. All decisions to expel a student are ultimately made by the Senate Appeals Committee.

B2. Assignment of Penalties: Although students may commit similar infractions, the circumstances surrounding these infractions may vary. The penalty imposed shall take into account the specific circumstances. Once it has been determined that academic misconduct has occurred, a formal charge must be filed and one or more of the following penalties must be imposed or recommended by the instructor or Chair/Director: (See Procedures for the format of the notification.) In addition to a penalty, students may be assigned the educational component of the Academic Integrity Tutorial (See Procedures section IE.)

a. Within a course:

- i. The minimum penalty for academic misconduct on any assignment or other form of evaluation is a mark of zero for the work. As a consequence of any determination of misconduct, a DN will be placed on the student's academic record and official transcript (see above);
- ii. A grade of "F" in a course may be assigned by the instructor;
- iii. Disciplinary Suspension (DS)

¹ Disciplinary Suspension (DS) cannot be assigned to graduate students.

- a. may only be recommended by the instructor or Chair/Director; and
- b. may only be assigned by the Academic Integrity Council or Senate Appeals Committee; and
- c. cannot be assigned to graduate students
- iv. Disciplinary Withdrawn (DW)
 - a. may only be recommended by the instructor, Chair/Director, or Academic Integrity Council; and
 - b. may only be assigned by Senate Appeals Committee.
- v. Expulsion
 - a. may only be recommended by the instructor, Chair/Director, or Academic Integrity Council; and
 - b. may only be assigned by Senate Appeals Committee.
- vi. Rescinding of a degree, diploma or certificate
 - a. may only be recommended by the instructor, Chair/Director, or Academic Integrity Council; and
 - b. may only be assigned by Senate Appeals Committee
- vii. Requirement to replace damaged or destroyed materials
 - a. may be recommended by the instructor or Chair/Director: and
 - b. may be assigned by Academic Integrity Council;
- viii. Removal from a co-op program option, placement, internship or practicum, either permanently or temporarily may be assigned.
- ix. A requirement to participate in the mandatory component of the Academic Integrity Tutorial in conjunction with another penalty² may be assigned.

a. **Outside of a course:** All of the above penalties except a “0” on a piece of work and an “F” in a course may be assigned. The minimum penalty is the assignment of the mandatory component of the Academic Integrity Tutorial, and the DN will be placed on the student’s academic record ~~and official transcript.~~

B3. Conditions – The Academic Integrity Council or the Senate Appeals Committee may impose such conditions as may be warranted (e.g. counselling). The Academic Integrity Officer will monitor the implementation of such conditions.

B4. Consequences

a. Academic Record

i. Disciplinary Notice (DN)

- a. The DN notation shall remain until a student graduates, or for eight (8) years for full-time undergraduate students, for four (4) years for graduate students, and for fourteen (14) years for part-time undergraduate program students, whichever comes first. Students who subsequently graduate from another post-secondary institution may petition the Registrar’s Office to have the notation removed.
- b. Students who receive a DN in the first half of their program or certificate, and who have no subsequent misconducts, may petition the Chair/Director

³ If after reviewing the matter, a decision-maker determines that a charge of Academic Misconduct is not warranted, the educational component of the Academic Integrity Tutorial may be assigned to educate the student in order to prevent similar circumstances from arising in the future.

in the last year of their program to have the DN removed from their record. Part-time undergraduate program students may petition for the removal of the DN one calendar year after completing the first half of their program. The removal of the DN is at the discretion of the Chair/Director and this decision may not be appealed. If the student commits subsequent academic misconduct, the DN will be reinstated.

- c. Students not enrolled in degrees or certificates who are taking courses, or a series of courses, for professional or personal purposes, may request, in writing to the Chair/Director or Chang School Program Director (as appropriate), that a DN be removed from their record after one calendar year from the end of the semester in which it was assigned. The DN will not be removed if a student applies to a Ryerson program within that year.

ii. Disciplinary Suspension (DS)

- a. There shall be an automatic hearing of the Academic Integrity Council, if there is a recommendation of a DS by an instructor or Chair/Director, or if there is an assignment of a DS based upon a second charge of misconduct.
- b. The length of the suspension is determined by the Academic Integrity Council or the Senate Appeals Committee and may be recommended by the instructor or Chair/Director.
- c. The notation shall remain until students graduate, or for eight (8) years for full-time undergraduate students and fourteen (14) years for part-time undergraduate students, whichever comes first. Students who subsequently graduate from another post-secondary institution may petition the Registrar's Office to have the notation removed. Continuing Education students and part-time degree students may petition the Registrar to remove the DS two years after the period of suspension has been served.
- d. Course work taken elsewhere during the period of Disciplinary Suspension will not be credited towards GPA calculations, Academic Standing or graduation requirements within the student's program.
- e. If the DS is assigned during the semester, students will be permitted to complete the courses in which they are enrolled, and the suspension will become effective at the end of the semester.
- f. A student who is assigned a DS is automatically reinstated into his or her program or may apply to any other program or certificate after serving the specified period of suspension and after meeting any specified conditions established by the Academic Integrity Council or Senate Appeals Committee.

iii. Disciplinary Withdrawal (DW)

- a. There shall be an automatic hearing of the Academic Integrity Council if there is a recommendation of DW by an Instructor or Chair/Director, an assignment of DW for a graduate student for a second DN, or if there is an assignment of a DW based on a third misconduct.
- b. The length of the Disciplinary Withdrawal may be recommended by the Chair/Director or by the Academic Integrity Council and it is ultimately determined by the Senate Appeals Committee.
- c. No courses may be taken at Ryerson, including at The G. Raymond Chang School of Continuing Education, during the period of Disciplinary Withdrawal. Course work taken elsewhere during this period will not be credited towards GPA calculations, Academic Standing or graduation requirements within any Ryerson program.
- d. For Continuing Education students, Disciplinary Withdrawal will result in

the student being prohibited from enrolling in any courses at Ryerson during the specified period, and from enrolling in certificate programs or courses as recommended by the Academic Integrity Council.

- e. DW is permanently noted on a student's record.

iv. Expulsion

- a. There will be an automatic hearing of the Senate Appeals Committee when an undergraduate or Continuing Education student has had a third academic misconduct or a previous DS or DW and/or Expulsion has been recommended by Academic Integrity Council.
- b. Expulsions are effective immediately upon the Senate Appeals Committee decision.
- c. Expulsions are permanently noted on a student's record.

b. Other Consequences

- i. If students receive funding such as, but not limited to, stipends, scholarships, bursaries or OSAP managed by Ryerson, the Ryerson Student Financial Assistance office, the Associate Registrar, and the Assistant Registrar for Graduate Studies where appropriate, will be notified when academic misconduct has been determined.
- ii. Previously assigned grades for the course in question may be amended.
- iii. Students' graduation may be delayed.
- iv. Previously awarded certificates, diplomas or degrees may be revoked by the Senate Appeals Committee.
- v. The University may be required to inform outside parties whose interests may have been adversely affected by the academic misconduct.
- vi. In the case of forged official documents, the Association of Registrars of Universities and Colleges of Canada (ARUCC) will be notified by the Registrar's Office.
- vii. In some instances, criminal charges may be sought.
- viii. Where warranted, students may also be charged with Non-Academic Misconduct.

**Shaping Our Future: Academic Plan for 2008-2013
Report to Senate
June 2013**

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I. EXECUTIVE SUMMARY

Shaping Our Future, Ryerson University's five-year academic plan, was approved by Senate in June 2008.¹ The plan outlines five areas of strategic academic importance to the university; each faculty and academic unit pursues these goals through individual academic plans. On an annual basis, each unit submits a progress report to the Office of the Provost and Vice President Academic.

This report captures the achievements and challenges of the academic plan in its fifth and final year of implementation from 2012 to 2013. Progress within each of Ryerson's faculties and units is detailed in Section II, while Section III comprises the VPRI annual report to Senate.

1. High-quality, socially relevant programs

The rapid pace of curriculum development continues, as high-quality, socially relevant programs are prepared and launched in a range of professionally related fields that respond to emerging market demands and to exciting new potential careers.

Innovative programs

Several new undergraduate programs are at various stages of development and implementation. On stream for fall 2013 are degrees in Philosophy (Arts); Professional Communication and Creative Industries (FCAD); and Financial Mathematics and Biomedical Science (Science). To be launched in 2014 is an innovative concurrent BA in Early Childhood Studies/ BEd program with York University (FCS), and a program in Sport Media (FCAD). A major in Real Estate Management is being launched in 2013 by the Ted Rogers School of Business Management and Creative Industries has added a New Music Industry Module to its degree. Near or at the LOI stage are Gaming (FCAD and FOS) and a program from the Department of Languages, Literatures and Cultures (Arts).

In graduate programming, a new MDM in Digital Media is being rolled out in 2013. Graduate degree programs under development include an MFA in Dramatic Writing, a joint MFA with Sheridan College in Animation (FCAD) and Facilities and Infrastructure Management, Biomedical Engineering and Energy and Innovation (FEAS). All of these proposed programs are at or close to the LOI stage.

In 2012 The Chang School, in conjunction with YSGS, developed a Senate-approved framework process for the development, approval and administration of Professional Masters Diplomas, with five diplomas being approved by Senate in 2013. In conjunction with Arts, The Chang School launched a certificate in Social Sciences & Humanities Foundations in 2012. The Foundation Program for International Students is accepting applicants for fall 2013. Path-breaking certificates in several areas, including Entrepreneurship and Multiculturalism and Aboriginal Knowledges and Experiences, were also approved in 2013.

The School of Child and Youth Care (FCS) and the School of Image Arts (FCAD) completed extensive program reviews which were approved by Senate in 2013.

Program accreditation

¹ www.ryerson.ca/senate/academicplan.pdf

Accreditation remains a key way in which Ryerson maintains and bolsters its educational reputation, while helping guarantee that graduates from accredited programs possess the knowledge and skills to meet rigorous professional standards. In 2012/13, the following programs received or renewed their accreditation status: the undergraduate programs in aerospace engineering, biomedical engineering, chemical engineering, civil engineering, computing engineering, electrical engineering, industrial engineering, mechanical engineering (Canadian Engineering Accreditation Board). The undergraduate and graduate programs in architectural science are currently undergoing review (Canadian Architectural Certification Board)

New options and minors

In 2012 an innovative new Digital Specialization option was made available to students across the university. Work is also underway on an optional specialization in engineering innovation and entrepreneurship (FCAD and the TRSM) for undergraduate students. Nine new minors were approved to commence in 2013 – Film (Cinema) Studies, Photographic Studies, Curatorial Studies, Visual Studies, Tourism, French, Spanish, Health Services Management and Ethics.

A proposed new curriculum framework

Finding comprehensive ways to enhance choice for undergraduate students also remains a priority. In 2012, the Senate-mandated Curriculum Renewal Committee outlined recommendations to revise Ryerson's tripartite curriculum. In 2012/13 the follow-up Curriculum Implementation Committee produced a green paper for community-wide discussion that detailed an implementation strategy for this proposed new framework, starting with a proposed pilot project in 2013/14. The recommended framework seeks to expand student choice in two key ways: first by transforming the current professionally related electives into an open elective list from which students could pursue personal or professional interests in a wide range of areas; second by turning liberal studies courses into breadth electives which, over time, would be drawn from departments and schools across the university.

2. Student engagement, success and retention

Enhancing student engagement

Significant strides in enhancing the student experience were made during 2012/13. The Image Arts building, housing the Ryerson Gallery and Research Centre, opened in 2012 and ground was broken on construction of the eight-story Student Learning Centre (SLC). Renovations to the Library building will occur during summer 2013 to provide a bridge between the SLC and the Library when the SLC opens in 2014. The Mattamy Athletic Centre, with its state of the art facilities in the completely transformed Maple Leaf Gardens building, opened its doors in 2012, and has since led to significant increases in student participation.

Student Affairs has also active in improving the student experience with the rollout of a new online system to assist students with event planning and management, the relaunch of an important Ryerson tradition called The Blue and Gold Ball, and the creation of a new social media platform known as Ryerson Passport. The Registrar's Office has improved convenience and access for students through building part-time degree programs into the SAS advising report, implementing call-recording technology in Client Services, and devising new tools for online transcript requests, the distribution of OSAP documentation and the delivery of admission decisions.

Partnerships

In addition to supporting the Ryerson University Foundation Program that will provide ESL instruction to international applicants (a program involving Arts and The Chang School), Undergraduate Admissions and Recruitment has created Ontario's first fully cross-trained Aboriginal Admissions/Liaison Officer in collaboration with Ryerson Aboriginal Student Services and Student Affairs is helping pilot the creation of learning outcomes for student employment opportunities and has established a new mental health committee to devise a comprehensive strategy for the university.

The zone concept

The zone concept is one that is having an increasing impact on the student experience at Ryerson. The DMZ continues to earn the university a significant reputation in its dynamic support to young entrepreneurs seeking to turn their digital innovations into viable businesses. By April 2013, when the DMZ celebrated its third anniversary, it had fostered over 700 jobs, and was incubating 50 startups and 20 alumni companies; 110 projects were initiated, and DMZ participants had won a total of 7 awards, both national and international.

In the meantime, the zone concept is being exported to various parts of the university. Student Affairs is finding a variety of ways to collaborate with the DMZ in innovative ways. The Engineering Student Design Zone opened in 2013 to help students engage in multidisciplinary collaboration and the sharing of ideas and tools, and the Innovation Centre for Urban Energy (i-CUE) was launched as Canada's first business incubator and accelerator devoted to urban energy to help student-driven energy companies turn their ideas into commercial products, services and/or technologies. The Digital Specialization option, launched in 2012, offers another means whereby students can gain the benefit of hands-on education and support in entrepreneurial start-ups.

Access and diversity

Ryerson maintains its commitment to enhancing access through several initiatives, new and ongoing. The Chang School's Spanning the Gaps continues to provide educational opportunities and access to traditionally underrepresented groups. More generally the Arts, Academic, Advantage or "Triple A" program (Arts) was launched in 2013 to provide high school students with a rich learning experience that is meant to encourage them to seek out postsecondary education opportunities.

Diversity issues, too, remain front and centre for the university. In FCS, Child and Youth Care, Nutrition and Social Work introduced courses in diversity and Aboriginal studies; the Midwifery Education program has incorporated Indigenous content into all its courses. In 2013 the Aboriginal Education Council (AEC), which supports post-secondary education for First Nations, Métis and Inuit communities, helped spearhead, in conjunction with the School of Social Work, the launching of the innovative Aboriginal Knowledges certificate.

3. SRC Activity

Scholarly research and creative activity (SRC) at Ryerson is distinguished by its significant real-world impact—on policy, on practice and on economic, social and cultural development. Since 2005/06, grant funding has more than doubled and growth in journal publications was the highest among primarily undergraduate institutions in 2010/11. In spite of significant budget cuts and an increasingly competitive landscape, Ryerson has maintained and even increased our research portfolio – indeed we reported the highest rate of research funding growth in the province. As the reputation of the university continues to grow, Ryerson is a clear partner of choice for other universities as well as a diverse range of industry and

community partners in Canada and abroad. Our scholarly, research and creative (SRC) activity continues to reflect our growing strength and the continued excellence of our researchers. A report to Senate from the vice-president, research and innovation on SRC accomplishments is included in Section III.

4. Learning and Teaching

Learning and teaching excellence is an academic priority that is pursued at the university and faculty level. Remarkable faculty were recognized at the annual Faculty Teaching Awards for their dedication and passion to teaching.

To ensure that content reflects current pedagogy and research, as well as faculty feedback, the Learning and Teaching Office (LTO) undertakes a continual assessment of its workshops, programs and professional development opportunities it offers faculty, including part-time, and teaching and graduate assistants. Workshops on teaching dossiers, assessment methods, effective course management, and technology in the classroom continue to be popular and well attended, and the LTO added enhanced website content and resources on timely topics such as online learning, universal design and graduate student supervision.

The LTO's teachnet, bulletins, monthly digest and newsletters are highly popular materials, and they are growing their social media presence. Once again, the Faculty Teaching Conference hosted in May, was hugely successful with over 500 participants registering. The LTO continued to rollout the classroom innovation grant program, Learning and Teaching Enhancement Fund, and the Teaching About Diversity Fund. As online learning gains further traction with professors as well as with the university as a whole, the LTO is actively participating with various committees.

5. Reputation

Ryerson continues to build its academic reputation among prospective students, media, industry, government, within the GTA, across Canada and the world. It is beyond the scope of this report to capture all initiatives which contribute to reputation enhancement; what follows only scratches the surface.

Leading researchers and experts

World-class experts continued to associate their names and bring their expertise to Ryerson. Faculties enhanced their teaching and research capacity through strategic hires including the inaugural John C. Eaton Chair in Social Innovation and Entrepreneurship at the Faculty of Community Services, and since the last report, 12 leading Canadians were appointed distinguished visitors:

- Drew Hayden Taylor (2013), writer-in-residence
- Mario Pozzuoli (2013), entrepreneur-in-residence
- Navdeep Bains (2013), distinguished visiting professor
- Joe MacInnis (2013), distinguished visiting professor
- Paul Woods (2012), Rogers Distinguished Visiting Professor in Journalism
- Marni S. Dicker (2012), distinguished visiting scholar
- Wayne Clark (2012), distinguished designer in residence
- Grant Buchanan (2012), distinguished visiting scholar
- Frank Walwyn (2012), distinguished visiting scholar
- David Ticoll (2012), distinguished visiting scholar

- Paul Woods (2012), distinguished visiting scholar
- Fred Wah (2012), writer-in-Residence

These appointments provide Ryerson with the unique opportunity to connect students, faculty and staff with highly regarded, industry leaders.

Partnerships and collaborations

Every faculty and academic unit is broadening its base of strategic partnerships. The Faculty of Arts fostered a number of partnerships including with the Ontario Public Service; Ryerson was one of three Ontario universities to receive an OPS Fellowship. International partnerships and collaborations took centre stage at FCAD with numerous international partners visiting the faculty and a significant number of students and faculty experiencing life and learning at partner universities, especially in Europe, India and China. FCS' relationships with a number of leading health institutions including the Hospital for Sick Children and the Centre for Addiction and Mental Health remain strong; FEAS renewed agreements with two international universities in 2013 and finalized a MOU with St. Michael's Hospital for collaboration in the area of biomedical engineering; TRSM continued its relationship with the NHL Alumni Association and its Break Away Program; and The Chang School added six new partnerships 2012, bringing its total to 39.

6. Future directions

In 2013, two initiatives were undertaken to explore key areas that are bound to have a significant effect on education in the decades to come. Two provostial committees were created to explore the current and future practice of online and e-learning at the university. These committees are mandated to investigate Ryerson's current online learning practices, trends emerging in the online learning education space, how potential new strategies and approaches can be mounted, and issues such as technical support, instructional design and faculty training. Also, a Senate-appointed task force was established to study interdisciplinary programs and in particular to suggest ways to encourage their establishment and effective operation within the disciplinary-based governance structure of the university.

Academic administrative changes

2012/13 was a year of transition for the Office of the Provost and Vice President Academic. Alan Shepard who served in this position for five years was named president of Concordia University. John Isbister, vice-provost, faculty affairs, assumed the role on an interim basis and in February 2013, Mohamed Lachemi, dean, FEAS, was appointed Ryerson's next provost and vice president academic (effective May 1, 2013).

Ken Jones, dean, TRSM announced his retirement from Ryerson after a distinguished 40-year career, and Gervan Fearon, dean, The Chang School, was named provost of Brandon University.

The following academic administrative appointments also started in 2012/13:

- Madeleine Lefebvre reappointed as chief librarian
- Imogen Coe appointed as FOS dean
- Denise O'Neill Green appointed assistant vice-president/vice-provost, equity, diversity and inclusion (a joint appointment with the vice-president, finance and administration)

II. FACULTY AND UNIT REPORTS (SUBMITTED TO THE PROVOST)

A. Faculty of Arts

The Faculty of Arts has experienced tremendous growth in scholarship, creative activity and teaching. The Arts Faculty has blazed a path for program, faculty and student growth that is unmatched at any other Canadian university. In our growth, we have adopted a creative touch to program building, ensuring that the humanities and social sciences are configured in new and innovative ways. Our student practicum, placements and internships provide opportunities in industry, all levels of government, in hospitals and community agencies and in NGOs at home and abroad. Having launched over 80% of our programs in just the past 8 years, the Faculty of Arts is especially attuned to the demands of a constantly evolving world.

1. Academic programs and experiential learning opportunities

Two new BA degree programs in Environment and Urban Sustainability, and History were mounted; and the BA in Philosophy will begin in fall 2013. MA and PhD programs continued to flourish with over 450 graduate students enrolled in Arts or Arts-linked programs; the first Psychology PhD student graduated and the program earned national accreditation. A proposal for a new BA program from the Department of Languages, Literatures and Cultures is in the planning stages, and the faculty in collaboration with the Yeates School of Graduate Studies is positioned with new proposals when provincial opportunities reemerge for graduate funding. The faculty launched the first platform certificate in Social Sciences & Humanities Foundations in collaboration with The Chang School and developed the Ryerson University Foundation Program for International Students that is accepting applicants for fall 2013 in collaboration with The Chang School and Undergraduate Admissions. Finally, the faculty developed the Arts, Academic, Advantage or "Triple A" program for high school students to provide them with a rich learning experience as well as potential recruitment opportunities.

Our 12 undergraduate programs continue to link theory with experiential learning through various opportunities - 100% of Arts programs include a formal experiential learning component (an increase from 87.5% of programs in 2011/12). We expect the same results from the new BA programs as the first cohorts progress through their programs. International exchange opportunities expanded with newly signed agreements in Scotland, the Netherlands, France and Turkey. To take up the challenge of expanding the zone model to other disciplines, we have developed an ArtsZone proposal focused on social enterprise and innovation.

2. Faculty recruitment and recognition

Six new tenure track faculty were successfully recruited from highly regarded global institutions. Another 12 international searches are underway including the Chair of Politics and Public Administration. Several of our faculty were distinguished with prestigious awards this year including the Queen Elizabeth II Diamond Jubilee Medal, a Natural Sciences and Engineering Research Council Early Career Researchers Award and a Tier 1 Canada Research Chair renewal. These are in addition to the inaugural Jack Layton Chair, the Sarwan Sahota Distinguished Scholar Award and YSGS Outstanding Contribution to Graduate Education Award.

3. SRC activity

59 faculty researchers have active external grants totaling \$13.3 million. This significant research funding was won from various sources including national programs; provincial agencies; US agencies; international research consortiums; and foundations. Thirty new books were published in 2012/13 and 199 articles published with several leading, high-impact journals. We presented over 300 conference papers around the world. On behalf of the President of Ryerson, Arts submitted a bid to host the 2017 Congress of the Federation for the Humanities and Social Sciences. The bid committee will reach a decision on the host university by June 2013. In 2012, we opened the new Institute on Stress and Wellbeing; five new labs for research on borderline personality disorders, childhood cognition, child self-regulation, healthy eating and stress & aging; and the Centre for Digital Humanities

4. Partnerships

A total of \$809,485 in donations and gifts was given to the faculty from generous past, current and new partners in 2012/13. Partnership highlights include:

- The Harry Rosen Research Commons was established to reflect Mr. Rosen's donation to support research on stress and wellbeing;
- An enhanced partnership with the Canadian Centre for Policy Alternatives;
- Contributed gifts toward the Jack Layton Chair; and
- A signed MOU with the Ontario Public Service; Ryerson was one of three universities to receive an OPS Fellow under this program.

B. Faculty of Communication & Design

The Faculty of Communication & Design made significant progress towards meeting the objectives in all four areas identified in the original academic progress report. Extensive revisions of curricula are almost complete; SRC outputs have reached record levels, three new undergraduate programs were approved by Senate and two by Quality Council and exceptional new faculty hired. Emphasis was placed upon efficient and cost-effective operations: logistical processes were refined, a comprehensive strategic technology plan was implemented and a review of space utilization to anticipate the influx of students and faculty associated with three new undergraduate programs scheduled to launch in 2013 and 2014 is being undertaken.

1. Operating sustainability and currency

Research collaborations with local and international partners are flourishing, with numerous international partners visiting FCAD and a significant number of students and faculty experiencing life and learning at partner universities, especially in Europe, India and China. Faculty recruiting has been extremely successful; superior candidates were hired and a sustainable balance between experiential training and academic education achieved. Most schools in FCAD have now completed their curriculum reviews in an attempt to make curricula more current, socially relevant, and appealing to students, and to align them with the university's proposed new curriculum model.

2. Evolution and growth

The undergraduate programs in Professional Communication and Creative Industries will launch in fall 2013, and the new undergraduate program in Sports Media has been approved by Senate and is awaiting Quality Council approval for fall 2014. Plans for the joint MFA with Sheridan College in Animation have undergone significant revisions and are approaching the LOI stage; the same applies to the MFA in Dramatic Writing. Five minors in Film Studies, Photography Studies, Curatorial Studies, Visual Studies and Fashion Studies have been added. An LOI for a new joint BA/BSc. in Gaming is being drafted at the time of writing, and the new Master in Digital Media was developed with the support of several FCAD researchers who will also be teaching in this new graduate degree program. FCAD also played a central role in the introduction of the Digital Specialization option as well as the concomitant course in Digital Skills and Innovation for the Global Economy (EID100), presently housed at FCAD. Two schools successfully completed periodic performance reviews, and four faculty members in the New Media program of the School of Image Arts transferred to the RTA School of Media where they are helping to broaden the appeal of the New Media program and the establishment of the new Transmedia Research Centre.

3. Reputation enhancement

In addition to what is listed in the previous sections, the following initiatives were launched in 2012: "rdigitalife", a video-podcast hosted by a new FCAD faculty member, examines the ethical issues at the intersection of new digital technologies and the human experience; a rebranding of FCAD with a concomitant redesign of our website is underway; the first edition of "Transform", a completely redesigned and re-conceptualized annual report was launched, with the second edition released in early April 2013; both have garnered significant praise for originality, design excellence and outstanding content. A feature in "Asian Correspondent" has brought FCAD to the attention of millions of prospective students in all parts of Asia, and visits to India, Israel, New Zealand, Europe, and China by the dean and several faculty members have deepened relations with universities across the globe. Year-round presentations such as META, Voices, DOC-NOW, Mass Exodus, Maximum Exposure, RUFF, in[sid] Impression, and RTA Upfront, as well as exhibitions, installations and performances continue to demonstrate the range and quality of FCAD programs. Distinguished

Visiting Professors Atom Egoyan, Michael Levine, Linda Schuyler, Lance Weiler, Judith Thompson, and Wayne Clark add international reputational lustre to our faculty, and honorary doctorates for the likes of Rohinton Mistry, Ivan Reitman, and Michael McMillan afford FCAD the honour of association with some of the world's most respected leaders in creative industries.

4. SRC

2012 was a record-breaking year for FCAD: our researchers produced 358 publications and 175 creative outputs, including 19 books, 47 book chapters, 45 journal papers, and 43 films or videos. 198 SRC grants, valued at \$13.9 million were applied for, awarded, or continued in 2011-2012. The School of Graphic Communications Management received an in-kind donation of industry-leading software and infrastructure valued at close to \$7 million dollars. Our students and faculty continue to win numerous awards and grants at international competitions; six Ryerson film students either screened their films or participated in "Pitch This" during TIFF and 30 RTA students participated in the "RTA in LA" project, an intensive boot camp on writing and producing in the US market.

C. Faculty of Community Services

This narrative report summarizes the progress achieved by the Faculty of Community Services in the implementation of the academic plan during the year 2012-13. The six goals of the faculty's academic plan are:

- Infrastructure and capacity building
- Strengthening and integrating undergraduate and graduate programs
- Strengthen SRC
- Institutionalize interdisciplinarity, IPE and IPC in teaching, SRC and practice.
- Community building
- Build and promote diversity in all areas of the faculty's activities

Infrastructure and capacity building

Seven new faculty members were hired, the inaugural John C. Eaton Chair in Social Innovation and Entrepreneurship was successfully recruited, the School of Disability Studies appointed its inaugural Ethel Louis Armstrong post-doctoral fellow, and three schools received part-time or full time temporary administrative staff to meet the growing challenges of field placements and internships. All new faculty members received furnished offices. With respect to infrastructure requests (upgrade of computers, furniture, lab equipment for teaching), we introduced a process in 2009 by which schools submit their total requests on an annual basis. The Dean's Office assesses these requests and allocates appropriate amounts. An estimated total of \$150,000 was allocated in 2012-2013 for this purpose.

Strengthen and integrate undergraduate and graduate programs

Overall, there is great demand for FCS programs, as reflected in the application numbers. There has been an increase in the number of TA/GAs within the faculty and this has offered opportunities for graduate students to 'earn and learn'. Graduate directors at FCS have two meetings per year to discuss all issues related to the graduate programs with particular attention given to the quality of graduate courses. Most schools at the faculty organize curriculum days to review their curriculum on an ongoing basis even though much of the curriculum is determined by accreditation requirements for the majority of our schools. Special attention was paid to the major research paper during the final year - to foster innovation and creativity among the students.

The School of Child and Youth Care successfully completed its program review. All student supports (graduate and undergraduate) described in the previous narrative reports are still continuing. Particularly noteworthy is the Writing Skills Initiative, modified based on the feedback received from the evaluation, which was offered for the third year. The student engagement project "Making a Difference" was once again funded by the Dean's Office. All the schools reported a great deal of student participation in these initiatives. Throughout the life span of this academic plan, the Dean's Office supported student engagement initiatives in all of the schools. The outcomes in terms of student engagement as well as graduate and undergraduate integration have been excellent. The School of ECS announced its part-time program is being made available fully online; as well the innovative concurrent BA in ECS/ BEd program with York University was announced.

Strengthen SRC

As the SRC supports described in previous annual updates continue to be offered to faculty members, more have been active in applying for grants. The Dean's Office recruited an expert proposal writer to provide support to all of the faculty research centres to enhance their capacity for external funding

applications and knowledge translation. The faculty launched an online Knowledge Translation Portal for disseminating research findings and the School of Social Work is home to a new research centre.

Additional funding was made available for student research- both undergraduate and graduate. The Ontario Multicultural Applied Research Network (OMAHRN) launched in the fall of 2011, with funding from the Ministry of Health and Long-Term Care. The goal of OMAHRN is to support high-quality applied population and systems/services health research that addresses complex issues that affect health and health equity using a collaborative networked approach. A very successful second conference on multicultural health was held in March 2013. The funding will be renewed for 2013-14.

Institutionalize IPE and IPC in teaching, SRC and practice

External funding for the IPE project ended in 2010-11. The faculty has continued to build on the achievements of the project. A number of interdisciplinary placements have been developed by a part-time temporary IPE Co-coordinator. The interdisciplinary team and international grants provided impetus for IP research and knowledge dissemination. Innovative initiatives by the School of DST including the AODA certificate enhanced the faculty's reputation for interdisciplinary and inter-professional education.

Community building

Formal partnerships with the Hospital for Sick Children, St. Michael's and CAMH remain strong and active. Schools hold educational workshops and social gatherings for field supervisors/preceptors and some have partnered with professional bodies to enhance the student experience. We actively promote our alumni awards and recommend significant individuals for honorary doctorate consideration. A number of schools have co-sponsored professional conferences to build relationships and to enhance student experience and visibility. The Daphne Cockwell School of Nursing has negotiated additional student placements with their community partners to increase rural, national, international and innovative practice placements.

Build and promote diversity in all activities of the faculty

There is tremendous interest to enhance diversity within the faculty. Integrating diversity in the curriculum is ongoing. Schools such as CYC, Nutrition and Social Work have designed courses in diversity and Aboriginal studies. Internationalization of the curriculum as well as student experience is being pursued by a number of the schools with great success. Indigenous content has been infused into all the courses in the Midwifery Education Program. An exhibit on aboriginal childbearing was mounted in early 2013.

D. Faculty of Engineering and Architectural Science

The Faculty Academic Plan (2009 to 2014) consists of six strategic goals, each associated with several planned activities and/or initiatives that will be implemented over this time span, along with initiatives that may be brought forward during this period. Performance measures to enable tracking of goal progress and achievement were identified and submitted to the UPO in November 2009 in the document: *Performance Measurement Addendum to Faculty Academic Plan 2008-13*. Highlights of this year's progress in meeting the faculty's goals are provided below.

Goal 1: Achieving excellence in the quality of our undergraduate and graduate programs

- a. Following the engineering programs' accreditation visit in January 2012, our faculty's seven existing undergraduate engineering programs received renewed accreditation status by the Canadian Engineering Accreditation Board.
- b. The new undergraduate biomedical engineering program underwent its first ever review, and achieved the maximum accreditation duration for a new program. It is now the first and only accredited program of its kind in English Canada.
- c. The Ryerson program in Architecture, which consists of the undergraduate BArchSc degree and the graduate MArch degree, received initial accreditation status by the Canadian Architectural Certification Board (CACB) in 2010. The CACB visited the program for review again in March 2013, and initial feedback provided during the exit interview was extremely positive. We expect the program to receive the maximum accreditation period (six years).

Goal 2: The development and the implementation of new socially relevant and needed high-quality undergraduate and graduate programs

- a. Our undergraduate biomedical engineering program graduated its first class in June 2012.
- b. Separate faculty committees have been established to develop three new graduate programs: Facilities and Infrastructure Management, Biomedical Engineering, and Energy and Innovation. The LOIs for the latter two programs have been submitted; the third LOI is currently being finalized and will be submitted shortly.
- c. We recently established a faculty committee focusing on engineering innovation and entrepreneurship, which will be responsible for creating an optional specialization in engineering and innovation for undergraduate students. The committee has been working in close collaboration with representatives from TRSM to develop the specialization's curriculum.

Goal 3: Faculty restructuring

- a. Due to the rapid growth and success of our faculty, and in particular, that of our science programs, the former FEAS split into two faculties effective September 1, 2012: the Faculty of Engineering and Architectural Science, and the Faculty of Science.

Goal 4: Establishment of national and international partnerships

- a. In 2012, 25 Ryerson students received dual degrees from Ryerson and our partners (HsKA, Germany and WUT, Poland). We renewed our agreement with these institutions in 2013.
- b. We have finalized a Memorandum of Understanding with St. Michael's Hospital (SMH) for collaboration in the area of biomedical engineering, and to secure space for FEAS researchers in SMH' Li Ka Shing Knowledge Institute. As part of this agreement, in March 2013 we recommended to SMH that eight of our faculty members be appointed as associate scientists.
- c. Planning has commenced on the Institute for Biomedical Engineering, Sciences and Technology (IBEST), to be housed in SMH with expected occupancy in fall 2014.

Goal 5: Enhancing and strengthening SRC activities and outcomes

- a. In the past year, two of our Canada Research Chairs have been renewed, and one new CRC has been awarded. Our faculty members have been active in grant competitions: we have been awarded four grants from Canada Foundation for Innovation, two NSERC Strategic Grants and six NSERC CRD Grants.
- b. We have made two strategic faculty hires in the area of biomedical engineering.

Goal 6: Enhancement of students' and graduates' engagement and satisfaction

- a. In March 2013, the Norman Esch Engineering Innovation and Entrepreneurship Awards were announced to enable new, innovative ideas for products, inventions and technologies that are relevant to the Canadian economy. The awards will provide financial assistance to current undergraduate and graduate students in FEAS, through three different award stages. We plan to distribute \$360,000 in 2013 and a similar amount in 2014. It is expected that 40-50 students will benefit from these awards per year.
- b. In November 2012, we launched the Innovation Centre for Urban Energy (i-CUE), Canada's first business incubator and accelerator devoted solely to urban energy. i-CUE's goal is to help new energy companies turn their ideas into commercial products, services and/or technologies.
- c. Over the past year, FEAS has been working with the University of Ontario Institute of Technology, the University of Waterloo and Western University to obtain funding from Hydro One to support women in engineering activities. Our joint proposal was successful, and on March 8, 2013, Hydro One officially announced the Hydro One Women in Engineering University Partnership program. Ryerson and the partner universities will receive \$1.4 million over the next four years to help address the shortage of female engineers in Ontario.
- d. The Engineering Student Design Zone officially opened on March 21, 2013. This 3,000-square-foot space promotes a culture of collaboration and idea sharing. Currently, 10 teams are occupying the space, and enjoying the benefits of multidisciplinary collaboration and idea and tool sharing. Our faculty plans to expand this concept to include the over 30 student design teams, chapter organizations and student groups within FEAS.
- e. Over the summer, we transformed the former faculty and staff lounge in ENG 273 into a study space exclusively for engineering and architecture students. Now named Hard Hat Quarters, the space officially opened on September 20, 2012.
- f. In August 2012, our faculty created a new position – Manager, Student Relations and Development – to act as a resource to the Ryerson Engineering Student Society (RESS), managing their daily operations and providing guidance and direction to ensure RESS remains committed to its long-term goals and commitments.

E. Faculty of Science

The academic year 2012-2013 represents the first year of stand-alone status for the newly formed Faculty of Science (FOS). The founding departments are Computer Science, Chemistry and Biology, Math, and Physics.

Since the creation of the new faculty on July 1, 2012, priorities include, but are not limited to:

- Consolidation and establishment of a fully functioning faculty-level administrative structure;
- Development of branding, marketing and communication strategies;
- Community-building and strategic planning activities;
- Strengthening and enhancement of the research culture; and
- Development of new programming at all levels.

Consolidation of the faculty administrative, financial and committee structures; clarification of procedures and reporting lines; and communication, branding, enrolment management, and strategic planning initiatives have started and will continue through 2013-2014. FOS is continuing to build a community of scholars at all levels (undergraduate, graduate and faculty) along with a new identity, separate but cognizant of our history.

Research

Strengthening and enhancing the research culture across the faculty is a priority. Enhanced support for research takes many forms including, but not limited to, having appropriate space and infrastructure. A severe deficit in space that is dedicated and appropriate for research and teaching in science has been identified. Net new space for science (both teaching and research) and space that is appropriate for 21st-century science (teaching and research) is one of the highest priorities. To address serious space deficits, negotiations for net new space are moving forward (or have been successfully achieved) on several fronts (e.g. Merchandise Building, St. Michael's Hospital, Hospital for Sick Children). Faculty-level guidelines for strategic space assignments to individuals and/or groups are being developed that more accurately reflect SRC need and activity. These activities will continue into the foreseeable future.

A full inventory of research infrastructure is underway and a more coordinated approach to acquisition, support and maintenance of research equipment is being developed. The Office of the Associate Dean Research and Graduate Studies is providing faculty members with specific and targeted advice relating to research activities and is coordinating with the Office of Research Services to provide a science-focused support for SRC.

Teaching and Learning

FOS continues to build and bring online new programming in response to evolving student interests. Formation of the new faculty has, and will continue to require, careful monitoring of student feedback, student interest and application since there is an evident lack of familiarity among our target student demographic with the new faculty despite the fact that foundational science programs have been offered at Ryerson for some time now.

Marketing, branding, outreach and recruitment activities are being strongly promoted and supported across the faculty, at local and faculty levels. Improved student retention is a key element in improved student satisfaction but this will likely only be achieved with increased numbers of applications allowing for student intake at higher overall cut-offs.

Innovative programming at both the undergraduate and graduate levels is in development, combined with a commitment to acquisition of additional equipment for teaching laboratories along with on-going renewal to ensure our teaching laboratories can meet demand and provide an excellent student experience. The use of new technologies, online, hybrid and other approaches to e-learning and alternative modes of delivery of material in science are being investigated.

F. Ted Rogers School of Management

Goal 1: Improve the quality and quantity of faculty and programs

Six new strategic hires were made for the 2012-13 period in the following areas – entrepreneurship and strategy (1), business law (2), finance (1), health management (1), global management (1). These hires were essential to maintain accreditation with the Association of the Advancement of Collegiate Schools of Business (AACSB). The school also continued to support the upgrading of current faculty enrolled in PhD programs; six faculty members supported by the program received their doctoral degrees.

Two other developments also improved the quality of the faculty and its programs: through a donation from the National Bank of Canada, The Bloomberg Lab opened and has raised the research focus of our faculty, improved our ability to attract highly qualified academics, and reinforced the growing academic reputation of our new School of Accounting and Finance; TRSM also attracted a world-recognized scholar/practitioner in the area of business ethics who has introduced a number of initiatives including a program in business leadership that stresses the importance of ethics and corporate social responsibility within the business domain.

Goal 2: Increase retention/graduation rates

The total enrollment in the challenging courses in quantitative methods increased substantially in 2012. Despite this remarkable increase in class size and number of sections taught, the percentage of students retained exhibited only a small decline (3% between the 2010 to 2012 period). A key metric, the total number of students who successfully completed these challenging courses, increased by well over a thousand on a year-over-year basis. This represents a significant increase in the total number of TRSM students being retained on an annual basis. This trend should continue as the accounting and finance area designs courses to meet the differing needs of accounting and finance majors to those needs of the business students in other less quantitative areas of study.

To address issues related to the basic numeracy of our incoming students, all first year students were required to pass a math literacy test that was developed and administered by a mathematics learning strategist. Those students who required additional support were provided workshops to improve their fundamental competencies in mathematics. Secondly, the curriculum in the large Business 100 course (1,000+ students) has been redesigned, and was supported by a series of smaller weekly seminars/workshops that were managed by our learning strategy area and a team of trained student leaders. This course continues to have a major impact on preparing first year students for their successful transition to university.

To continue to “make a large school small and welcoming,” under the auspice of the Ryerson Commerce Society, there was an increase in the number of student run events and a larger involvement of students in various extra-curricular activities. The number of student clubs and associations attached to the TRSM continues to increase and now totals 35.

Goal 3: High-quality graduate programs

In 2012-13, we made a conscious decision to maintain our admission standards that were set at a minimum GPA of a B, an average GMAT of over 600, and work experience of at least two years. For the 2012-13 academic year:

- Full- and part-time enrollment in the program was 78 full-time and 98 part-time
- Over 100 MBA/MMSc students graduated in the fall convocation
- Average GMAT score for entering students was 612
- 93% of the graduates found work in their field with 6 months of graduation

- Average starting salary for our MBA graduates was \$82,260 (an average increase of \$22,940 over their pre-MBA salaries)
- Our MBA teams continued to excel in competitions, placing in the top three positions in six major national competitions, including 2nd in the National MBA Games

The MBA area is a very competitive space with enrollments in a number of schools in decline. To address our positioning in the marketplace, TRSM has invested in greater marketing and promotion of the program, and is in the process of revamping its MMSc program in order to attract a larger cohort of research oriented or international students.

Goal 4: SRC activity

We now have three centres and 11 research institutions attached to the faculty, and these units collectively are increasing the academic reputation of the TRSM and the university in a number of key areas. For the 2012-13 academic year, TRSM faculty published 96 peer-reviewed journal articles and reported 130 other intellectual contributions valued at \$1.4 million (75% from Tri-Council and \$170,000 less than last year). This translates to approximately 1.7 academic contributions per faculty member.

Goal 5: Reputation building

Some of the major outcomes in this area have included:

- Establishment of the Ted Rogers Career and Employer Partner Centre
- Hosting of the Ted Rogers Leadership Conference
- Continuation of the University of Quebec at Montreal and the TRSHTM research colloquium and student case competition in the area of hospitality and tourism
- The planning of a major conference titled "Toronto Forum on Entrepreneurship and Innovation" in cooperation with the Canadian Urban Institute that will be held in May 2013
- Hosting of over 800 events at TRSM for the academic year
- The success of two distinguished visiting professors - Ralph Lean and Navdeep Bains - in integrating a series of high calibre speakers in both graduate and undergraduate courses

At the graduate level, reputation building is directed toward supporting various case competitions, investing in the career placement and employer partnership centre, and continued support to attract top level students by offering the 18 TRSM Graduate Scholarships.

Our reputation building has been extended to the development of a number of other initiatives. Examples of these include the establishment of an undergraduate real estate program, the continuation of the NHL Alumni Association - the Break Away Program, and the development and funding of an internal director of marketing and the creation of a TRSM position dedicated to external academic outreach and development

Goal 6: Fundraising

Fundraising continues to be a major on-going activity. In 2012, the TRSM advancement group:

- Honoured the Class of 1960 and Ron Besse through room dedications in the School;
- Contributed to the funding of various case competitions and specialized undergraduate events such as JDC, SIFE Competition, and the Ted Rogers Management Conference;
- Cultivated relationships with major financial organizations and consulting firms;
- Cultivated key strategic partners for the Careers and Employer Partnership Centre;
- Brought heightened profile to the Ted Rogers Leadership Centre through cultivation of new donors; and
- Opening of National Bank Bloomberg Finance Lab.

The total gifts, pledges, and government matching funds raised for the Ted Rogers School of Management in 2012 totaled \$2,424,363.

G. The G. Raymond Chang School of Continuing Education

The Chang School's academic plan 2009–2013, approved in May 2009, identified six goals to support the university's priorities articulated in the academic plan. In particular, the university-wide plan encapsulates the contribution that The Chang School makes to the university in strategy number six:

“Ryerson will continue to pursue initiatives that offer life-long learning through continuing education programming as well as a broad range of programs to meet the access obligations of a democratic society.”

In 2012, The Chang School made progress on a number of the measures in the academic plan. The highlights for each goal are as follows:

Goal 1: Prepare adult learners for the 21st century

The Chang School expanded the number of certificates available to adult learners by establishing twelve new certificates and three certificates were reviewed and renewed. The development of new certificates and new Graduate Diplomas reflects The Chang School's primary mechanism for establishing new academic curriculum and professional courses to meet the needs of adult learners within the context of the collaborative model. Enrollment data analysis shows that the growth of enrollment in new courses is faster than in pre-existing courses.

Together with the Yeates School of Graduate Studies, we developed a Senate-approved framework process for the development, approval and administration of Professional Masters Diplomas - a distinctively new credential.

Our annual student survey revealed the following: (a) over 92% of students would recommend Ryerson CE to family or friends; (b) 93% of respondents would enroll in more Ryerson CE courses; and (c) nearly 95% of all students agreed with the statement “academic standards have been high”. In terms of the value proposition, over 81% of students across both surveys (classroom and distance education) feel they have received value for the money invested in CE courses. The level of agreement was even higher for the statement “my employer believes I have received value for the money spent on CE courses” at 89% for distance education and 84% for classroom-based students, both figures higher than in the prior surveying cycles.

Goal 2: Maximize access

The number of students served by Programs for 50+ increased and enrollment rates for Spanning the Gaps programs continued to grow by 26 per cent to around 125 students. Gateway for International Professionals programs has continued to increase access to Canadian training and employment for immigrants and new Canadians. There has been increased growth in the organizations that support Gateway programs.

Goal 3: Manage undergraduate demands for Chang School courses

The growth in full-time enrollments continued in 2012, but at a slower pace than all previous years of the academic plan. Full-time students continue to enroll in Chang School courses, reflecting a multi-year trend as full-time students manage their time demands (e.g., course scheduling and travel time) and financial needs (e.g., part-time jobs and transportation costs) by combining day and evening classes.

The Chang School has made efforts to manage course enrollment and undergraduate demands through tied sections with faculties, such as TRSM and FCS. Over the life of the academic plan the increased effectiveness of class size and section management has resulted in cost containment and revenue enhancement so net contribution to the university has cumulatively grown by nine percent.

Goal 4: Foster continued innovation

Six new partnerships were added in 2012, bringing the total to 39. We continued to introduce courses in non-traditional formats with the number of distance education courses rising to 326 (from 279 in 2011) and intensive programs, such as boot camps, increasing to 78 (from 76 in 2011). We will continue to launch more courses and certificates in an online format. Project funding grants received by The Chang School continued to be strong in 2012, despite the fact that overall government funding has declined. We also hosted our first ever Economic Forum, entitled "Partnering for Prosperity: A Discussion on Economic Enhancement."

Goal 5: Foster organizational excellence

Improved enrollment management in 2012 resulted in a consolidation of prior year gains in overall section size as The Chang School continued to manage enrollments to ensure overall efficiency while balancing the need to provide student access and foster increased enrollment opportunities. The number of enrollments per staff member has decreased due to small increases in full-time and part-time staff as The Chang School works to complete a number of new initiatives designed to set the stage for future growth. These efforts facilitated the effective management of administrative costs while enhancing the revenue-earning capacity of The Chang School. The human resource planning process first started in 2010 continued to facilitate an improved alignment between the activities of program directors and increased administrative capacity.

Goal 6: Continue generating revenue

2012 was a reinvestment year for The Chang School as investments were undertaken to realign our structure to facilitate future growth. These investments included creation of the Business Development and Strategic Planning group as well as incremental investments in Marketing to align ourselves to the competition and expand to new national markets. In 2012 we also experienced the effects of lower governmental funding for bridging programs potentially due to evolving government budget constraints and increasing competition and interest from other universities for scarce provincial funding, including for bridging programs for internationally educated professionals.

H. Yeates School of Graduate Studies

Demand remains strong for Ryerson graduate programs: in 2012/13 there were five applications for every available space. The new, multidisciplinary Master's in Digital Media is set to launch for fall 2013, and the framework for Ryerson's newest credential, the Professional Master's Diploma, was approved by Senate. The new credential is a product of an effective and creative collaborative model involving the originating departments, the Yeates School of Graduate Studies, and administratively supported by The G. Raymond Chang School of Continuing Education.

Towards steady state

As anticipated, the rate of growth in enrolment is moving towards a steady state, notwithstanding any future program development. The growth that occurred this past year is a consequence of additional spaces from the provincial government in 2012/2013 and the continued implementation of existing PhD programs.

Program Implementation – steady state, 2012/2013 (Nov 1 counts, domestic only):

- PhD Policy Studies: 32 FT
- PhD Psychology: 65 FT
- PhD Environmental Applied Science and Management: 21 FT
- PhD Computer Science: 12 FT
- PhD Biomedical Physics: 11 FT
- PhD Molecular Science: 9 FT

External scholarships and funding for graduate students

As a measure of success, graduate students in academic year 2012/2013 brought to the university \$3.52 million in external scholarships. While this is a small decrease over 2011/2012, it is a result of a larger number of OGS awards available from the provincial government available to all students in 2011/2012.

Demand for Ryerson graduate programs

Demand remains strong for our programs. For the 2009/10 enrolment cycle, YSGS calculated a ratio of five applications for every available space. For the 2010/11 enrolment cycle, the ratio increased to 5.5 applications for every available space. For the 2011/12 cycle, the ratio continued to increase to 5.6 applications for every available space. For the 2012/2013 cycle, the ratio continued strong at 5 applications for every available space, though there was some lost ground in comparison to previous years.

I. Ryerson University Library and Archives

The Library's operational credo is one of continuous improvement through consultation, collaboration, evaluation, planning and technical innovation. Our student and faculty feedback channels reinforce what we already know, namely that we are critically short of good study space. But we also know that as we move forward with the Student Learning Centre (SLC), that issue will be addressed.

Our digital collections strategy continues to serve us well, and while we have shifted our emphasis away from hard copy monographs we maintain our approval plans for essential materials, and continue to maintain our borrowing agreement with the University of Toronto Libraries.

The pleasing growth of our instructional program is due in part to the Faculty Teaching Chairs initiative, which is enabling us to promote and integrate our services more into the academic activities of the university.

Goal 1: Build our space

Advances in building the SLC focused on work with the SLC Steering Committee to meet the project's budget through a value engineering process. Detailed submissions were made to the project architects regarding furnishings for the SLC. Planning commenced for renovations in the Library building during the summer of 2013 to facilitate connecting the SLC to the Library in 2014. Plans were developed to pilot the new greeter/information triage iDesk service and the new Reference/Research Help appointments service model to be used in the SLC.

Reworking our existing space included several initiatives including: a 16-seat GIS training lab, a student consultation area consisting of two computer-equipped workstations and 12 new student study spaces on floors 5 and 7. Weeding continues at a focused pace to reclaim floor space from unneeded and electronically replaced print collections.

Goal 2: Build our collections and access

Additions to the collections included both new print volumes and electronic journals. We piloted patron-driven acquisitions to further ensure user appropriate collections. We continue to expand our institutional repository with Ryerson faculty research and graduate theses.

Access was enhanced with various initiatives: electronic delivery of interlibrary loan documents directly to users; enhanced geospatial data sharing; addition of closed captions to many videos used in online courses; and numerous accessibility (AODA compliant) improvements. We also launched the innovative RULA Book Finder app to aid students in retrieving books from the shelves.

Goal 3: Build our support of teaching, learning and SRC

Library Learning Services piloted a major initiative that included an iDesk Service model to greet and triage users with questions and to provide reference referral to research appointments with librarians, while the library instruction program increased its student reach by 28%. A wide range of new collaborations with academic and administrative departments was initiated this year – One-Stop-Course-Readings, for example. The Library Technology Department is supporting the Centre for Digital Humanities on their Children's Literature Archive project to support both digital humanities research and pedagogical needs.

Goal 4: Build our technology infrastructure

Many new technical enhancements were added this year to improve the user experience. The Library website was migrated to a new content management system. The Library mobile site has been enhanced and new services such as Book Finder were integrated in the mobile site.

We continue to plan for new platforms to increase efficiency, such as the Relais document delivery system (in collaboration with other OCUL libraries).

Goal 5: Build our reputation

Staff training and development for technical expertise and service excellence was enhanced with the adoption of Lynda.com as our training tool. The development of SRC capacity among librarians moved forward with such initiatives as data research training.

An increased emphasis on evaluation and assessment led to the establishment of an E&A Librarian position and committee, and the purchase of a sophisticated satisfaction survey/statistical capture and analysis tool.

As the capital campaign for the SLC ramps up, a much closer relationship with University Advancement was forged with the establishment of a Director of Library Development position. The Library played a prominent role in the acquisition and exhibition of the Jack Layton collection.

This year we leveraged the Annual Fund to purchase extensive databases beyond the reach of our base budget. The response from faculty in those disciplines has been very positive.

J. Office of the Vice-Provost, Students

The Office of the Vice Provost, Students (OVPS) represents over 300 staff working in a large number of diverse units that provide front facing services to students, applicants and other community members and that provide support for the delivery of academic programs and university operations. The OVPS is organized in 4 large groupings – Undergraduate Admissions & Recruitment, the Registrar's Office, Student Affairs and Athletics & Recreation.

The growth in volume of activity in 2012 in many areas of the OVPS has been significant – some examples:

- 11.7% increase for all choice applications to Ryerson undergraduate programs
- Over 3600 course substitutions/directives/waivers were posted to student records manually.
- 19% increase in transfer credit applications since 2009
- 32.7 % increase in the number of OSAP recipients since 2010
- The Centre for Student Development and Counselling received a 200% increase in requests for crisis services compared with the previous year.
- Number of students registered with the Access Centre has increased 41% since 2009/2010

Provided below are some highlights of activities related to three of the OVPS goals developed in response to the Academic Plan.

Goal 1: Enhance opportunities for student engagement and the sense of community on the Ryerson University campus

- In September 2012 the **Mattamy Athletic Centre** officially opened and all students became automatic members of both athletic/recreation facilities – this resulted in a 94% increase in intramural participation, a 350% increase in fitness class participants and a 157% increase in open recreation hours available for student use.
- **Student Event Management** – SEM is an online system designed to assist students and student groups with event planning and management. Providing resources, information and checklists related to topics such as risk management, food safety, security, accessibility & positive community relations, SEM helps students plan successful events with minimized liability to individuals or the university.
- **Blue & Gold Ball** – An innovative group of student leaders successfully recreated this Ryerson tradition this year, relying heavily on the event production experience of the Student Life Programs staff. Equipment procurement, contract negotiation, budget facilitation and line/crowd management were some of the important skills Ryerson staff were able to teach these student leaders in their work on this hugely successful event.
- **Ryerson Passport** – Passport is an innovative, new social media platform that is rapidly helping Student Affairs realize its goal of creating an engaged, digital community at Ryerson. Creating new ways for students to connect with student groups and on-campus events & activities, Passport is also poised to help students create their own Record of Involvement – a central record of all extra-curricular and co-curricular student involvement.
- **Use of social media** by UAR to engage applicants in the Ryerson community (inaugural acceptance video on You Tube viewed over 10,400 times, over 6,000 acceptance related tweets)

Goal 2: Improve communication, advising and “student centered” service to student across the campus

- The Staff in Curriculum Management have begun to build the PT degree programs into the SAS **Advising Report** which will result in this advising tool being made available to PT program student as well.
- In the summer of 2012 Ryerson students and Alumni were able to use a new tool to **request transcripts on-line** which improved convenience and reduced processing time.
- As of September 2012 students at post-secondary institutions in Ontario no longer need to line-up on campus to pick up **OSAP documents** in person – they are now distributed through direct deposit – this required a significant amount of system development at Ryerson .
- UAR has perfected the electronic **delivery of admission decisions** ensuring that students receive the information more quickly in a secure environment.
- Client Services in UAR has implemented the use of **call recording technology** to assist them in improving the quality of their services.

Goal 3: Develop effective partnerships within and outside the OVPS portfolio

- **Ryerson University Foundation Program (RUFPP)** - in collaboration with the Faculty of Arts and the Chang School, UAR has launched Ryerson’s first full-time ESL program for international applicants to Ryerson – first enrolled class expected fall 2013.
- **Aboriginal Admissions Initiative** – in collaboration with RASS and as part of a three year funded ministry pilot, UAR created Ontario’s only fully cross-trained Aboriginal Admissions/Liaison Officer position to expand outreach and access to Ryerson. The pilot now tracks and supports over 400 self-identified aboriginal applicants annually, and in fall 2012 matriculated a record 61 Aboriginal students.
- **Grading Scale and Clear standing changes** – the Registrar’s Office worked closely with the Vice Provost, Academic and the Secretary of Senate in developing the proposal for the policy change and developed and implemented a communication plan for students, staff and faculty in partnership with UA.
- **DMZ partnerships** – Staff across the Student Affairs portfolio are connecting with the Digital Media Zone in various new collaborations. Some examples include – the development of an app-based solution for our Student Note Taker Program in the Access Centre, Learning Success working with a DMZ start-up to develop an on-line tutoring service, conversations between DMZ team and Student Health and Wellness re: the creation of digital resources for students that raise awareness of mental health issues and resources and create community for students living with mental health challenges, and the Career Centre is working with the DMZ to explore ways to connect students from across campus to employment opportunities in the Zone.
- **Student Employment Learning Outcomes** – In a partnership with the Vice President, Administration & Finance’s portfolio, staff from Career Services and Student Life are working with hiring managers in Financial Services, the Ryerson Bookstore, the DMZ, and CCS to create learning outcomes for student employment opportunities. This pilot, launching in September, will aim to better engage students in on-campus jobs and to help them make direct connections to on-the-job learning as a component of their own career development.
- Student Health and Wellness in partnership with Human Resources, Faculty and Student representatives has established a **Ryerson Mental Health Committee** to create a comprehensive mental health strategy for Ryerson that aims to develop and maintain a campus environment that fosters a broad vision of mental health and well-being. Four sub-committees have been created to scan, analyze, make recommendations, and contribute to initiatives regarding Awareness,

Education, and Training; Curriculum and Pedagogy; Policies and Procedures; and Services and Programs.

K. Learning and Teaching Office

The Learning and Teaching Office (LTO) fosters a culture of best teaching practice that is grounded in the scholarship of teaching and learning, and provides services and programs that are focused on improving student learning, addressing diversity through appropriate teaching methods, engaging faculty in interdisciplinary experiences, and strengthening the connection between teaching and research.

With this in mind, and with the commitments made in the 2010/11 and 2011/2012 academic plan updates and following a priorities review in 2011, the following goals were developed:

Goal 1: Provide services that are relevant to faculty and timely in their scheduling

Following our three year plan, developed in 2011, the LTO continued to create programming and resources that were timely and relevant to faculty. Topics such as online learning, universal design for learning, and teaching and supervising graduate students were added as website resources. Resources for faculty were increased and workshops were developed to meet faculty needs around course management, assessment, group work, engagement methods and teaching with technology, including Google Drive. A new workshop series was designed to meet the needs of part-time faculty. The teaching dossier workshops were remodeled to ensure dossiers were better aligned with their tenure binder.

Goal 2: Provide opportunities for discussion about teaching at Ryerson

A number of new initiatives have been developed to assist with the discussion around teaching. The vice-provost, academic met with faculty to learn of their teaching related concerns around on-line learning in an informal luncheon. In addition, the LTO continued to administer a Twitter account and an LTO blog for teaching related discussions. Teaching related materials such as the best practices newsletter and the monthly digest newsletter are available to faculty on Teachnet, rfanet and through other listservs (e.g. Chang). Further, the vice-provost, academic led a discussion around experiential learning at the Senate Learning and Teaching Committee. The LTO organized and hosted a well-attended (482 attendees) faculty conference in May of 2012 on engaging students.

Goal 3a: Provide skills for effective course management

A workshop on effective course management and a case study around course management were offered. Course management issues were also discussed at New Faculty Orientation in the fall and winter. The workshops were updated to introduce methods that have sound pedagogy supported by scholarly research. A workshop on group-work and managing group conflict was also developed and run. In addition, a workshop on the ways in which students learn was offered through the LTO by members of the Psychology Department. The LTO developed an electronic newsletter on techniques for effective classroom management, and continues to increase resources for faculty to encourage good classroom management practice.

Goal 3b: Assist faculty to create evaluations/assessment of their students that are relevant to their course goals

Resources created to support this goal include: an assessment video called 'Advice from the Teaching Chairs' around multiple choice test creation; six handouts that cover topics from marking lab reports to creating effective assessments, to effective peer assessment; workshops at New Faculty Orientation on assessment delivered as well as a topic covered in many other LTO workshops

Goal 3c: Assist faculty to infuse appropriate technology into their teaching and to use technology in a way that enhances teaching

The Digital Media Project co-sponsored workshop series on the appropriate use of technology in the classroom focused on Google tools that are available at the university. Further, we developed a website

to assist faculty thinking of teaching in online formats and posted ten electronic handouts that explain to faculty how to use different technologies in their classrooms. The LTO is also participating in the committee to examine pedagogical issues around learning management systems (LMS).

Goal 3d: Assist faculty to see the connection between the scholarship of teaching and teaching practice

The Monthly Digest electronic publication series continued with the purpose to review current teaching journals and highlight some of the most interesting current themes for faculty. Typically between 300 and 500 faculty read each edition of this publication. The Magna Online Seminars, which emphasize pedagogy within scholarly research, are now available to all Ryerson community members. The LTO, with the generous support of the provost, continued to sponsor the Learning and Teaching Enhancement Fund, which is a grant that offers an opportunity for faculty to create innovation for their classrooms.

Goal 3e: Assist faculty to teach to Ryerson's diverse population and model best practice at the LTO

Again this year, with the generous support of the provost, the Teaching about Diversity Fund held a successful call for proposals. These grants are intended to assist faculty to infuse non-traditional topics into their curriculum. The LTO is also assisting faculty in modeling best practice through its on-going Open Door Program. This program allows faculty members to visit classrooms of our faculty teaching award winners. This year, the LTO chaired the universal design for learning committee. This committee made recommendations to the provost around teaching accessibility. The committee continues to meet and will oversee activities to educate faculty around accessibility in the classroom. To date, a website about universal design has been created, universal design was discussed at New Faculty Orientation and the universal design committee will present methods to increase accessibility in teaching at the faculty conference in May.

Goal 3f: Assist faculty to understand teaching data (e.g. Faculty Course Surveys) and relate these data back to teaching practice

The LTO continued its teaching assessment program and created resources for self-evaluation of teaching. The teaching assessment program is meant to assist faculty who would like direct feedback and a pedagogically sound assessment of their teaching. The LTO director continued to meet faculty who were seeking assistance in understanding and improving their FCS scores. Further, the LTO shared their documentation for the teaching assessment program with faculties and departments upon request. These documents outline the assessment elements and competencies that are suggested by best practice, in a way that faculty who are assessing their pre-tenure colleagues could easily use and apply to their assessment reports.

Goal 3g: Assist faculty to understand the difference between teaching and learning

This year, 15 faculty completed the University Teaching Development Program. Comprising a one term course, a three-day instructional skills workshop and the creation of a teaching dossier, the program helps faculty understand how students learn and effective practices in teaching that contribute to this learning. In addition, the LTO sponsored two Instructional Skills Workshops which assist faculty to review their own teaching styles in order to have a larger effect on student learning.

Goal 3h: Assist faculty to understand the ways in which people learn and relate that to the forms of delivery

A general goal of all LTO programs, delivery methods were modeled at New Faculty Orientation, in workshops, through resources and publications, through the Open Door Program, Teaching Assessment

Program, Instructional Skills Workshops, general workshops and at the University Teaching Development Program.

Other Highlights

Continuation of the English Language Support Service: The LTO offered faculty, who requested assistance in English, pronunciation assistance with our EAL specialist. The focus was on pronunciation for classroom teaching. This service was voluntary and confidential. This year the LTO has added help in writing for faculty who wish it. While the target is to assist faculty with writing required in teaching, the LTO will offer this service to any faculty member who desires some assistance in basic writing skills.

The continued development of the TA/GA certificate program: This program offers development in teaching related skills and a certificate of completion to graduate students and teaching assistants. The program involves a three level certificate. All three levels of the certificate program were implemented. The LTO now is able to place the completion of the TA/GA seminar series on student transcripts.

The May Faculty Conference: Approximately five hundred faculty attended the May 2012 Faculty Conference and the interest in that conference created a larger number of abstract submissions to the 2013 conference from across all faculties.

Teaching Chairs Program: The teaching chairs program is being re-designed with advice from Deans and based on experience. The LTO plans to conduct more training with the teaching chairs over the coming year so that they may be even more effective in their faculties.

Chang School Initiatives: The LTO has increased workshops and orientations for Chang School instructors at the request of the Dean of the Chang School.

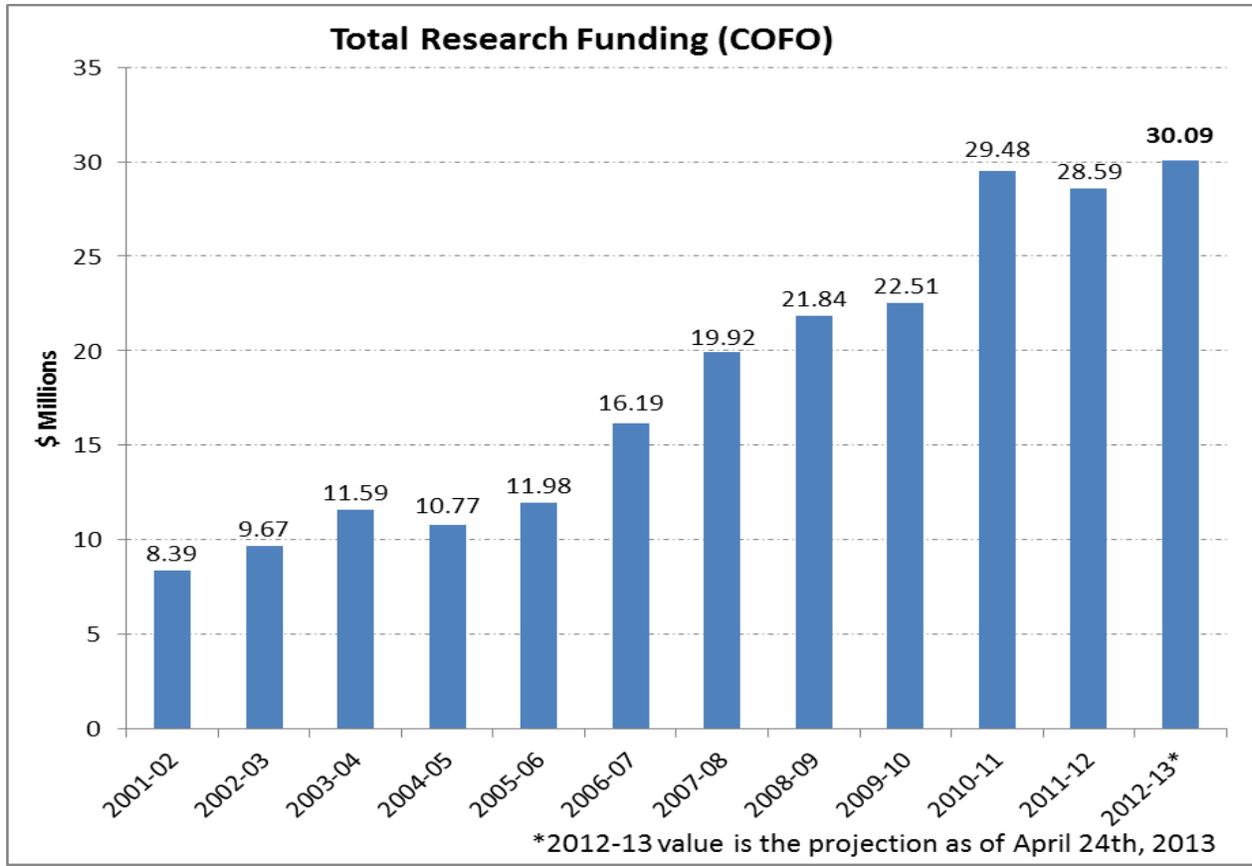
Online Education: The LTO is participating in the operations committee and LMS committees for online initiatives. The Office has recently developed websites for faculty around online education and plans to create a module to assist faculty in using best practice in facilitating an online course. The LTO has provided several presentations around online learning to committees and departments upon request.

III. THE VPRI ANNUAL REPORT TO SENATE

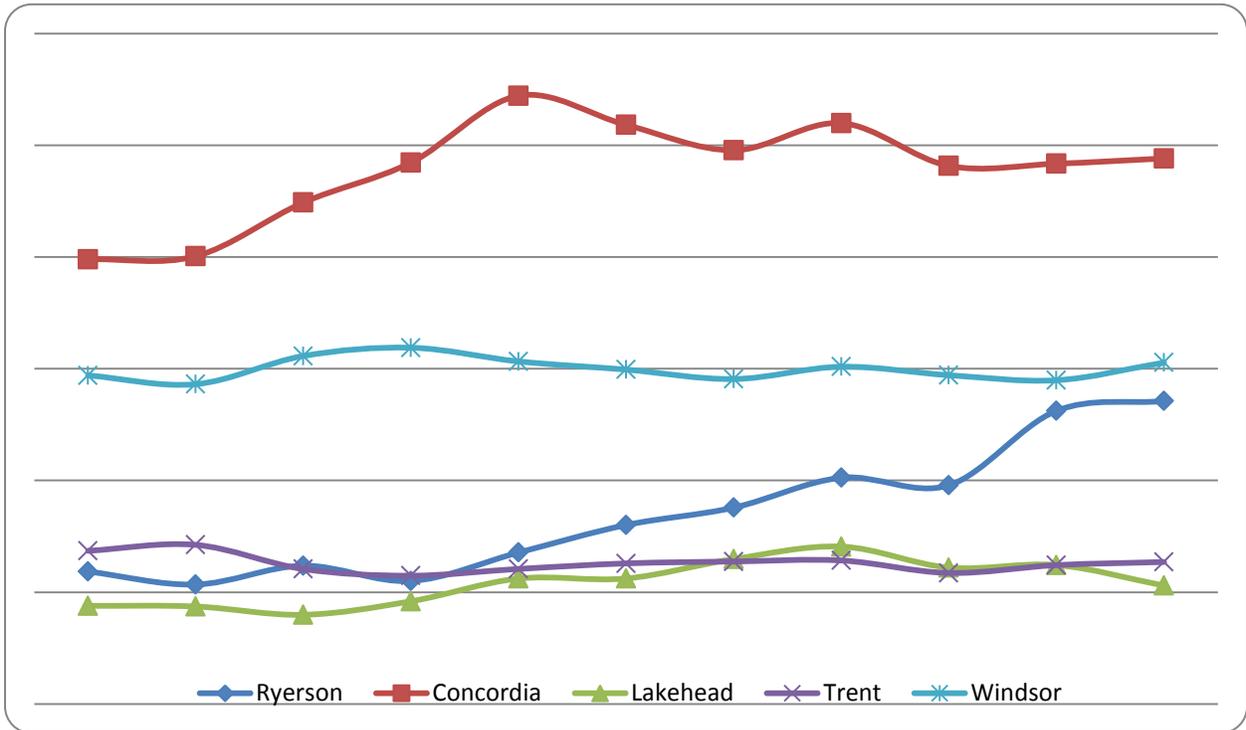
Executive Summary

Highlights for this year:

- Total research funding for 2012/13 has exceeded \$30 million for the first time ever – an increase of \$1.5 million over 2011/12. Tri-council funding is also up from 2011/12.
- Ryerson is a leader in grants with industry and community partners. For example, we have continued to increase our funding in MITACs and Connect Canada grants as well as developing partnerships in many disciplines.
- We continue play a leading role in providing opportunities for students. Not only does almost half of our research funding end up in the hands of students but we have been successful in developing new programs to support internships and student entrepreneurship.
- We have strengthened our focus on key research themes including digital media, energy, sustainability and the environment, health and well-being, civil society, design, creative expression and cultural industries, innovation and entrepreneurship including social innovation as well as Teaching and Learning.
- Ryerson's international profile continues to grow and we have sharpened our focus on targeted countries deepening engagement in strategic areas of importance to the University.
- Increased marketing and communication activities included a new website, newsletters, along with high profile internal and external events, continue to enhance Ryerson's reputation and promote our research expertise across strategic themes. Additionally our focus on knowledge mobilization has helped researchers build profile for their work.
- The addition of staff, infrastructure tools and grant development services are improving services and supporting success for researchers across the university. The launch of the researchers' portal, a collaboration with Finance, Human Resources and CCS has helped researchers manage their projects more effectively.
- We have also developed new systems for tracking and accountability to help promote an evidence based strategy and to improve our understanding of who does what to build partnerships.



MARKET SHARE: RYERSON COMPARED TO SELECTED OTHER UNIVERSITIES

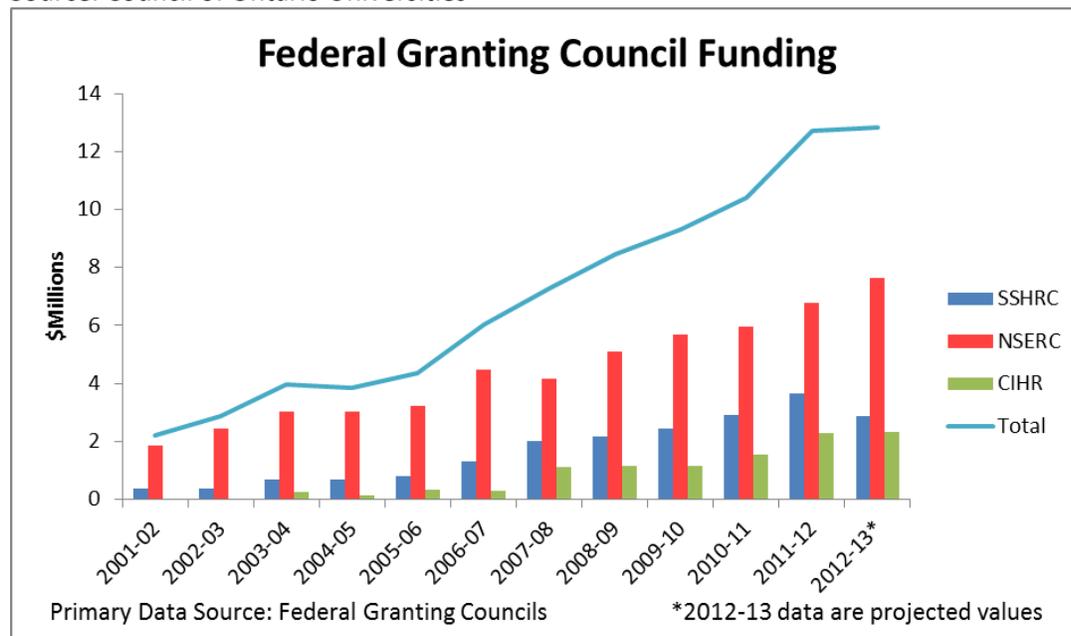


Tri-Council research funding

Tri-council grants - from the Natural Science and Engineering Research Council (NSERC), Social Sciences and Humanities Research Council (SSHRC) and Canadian Institutes for Health Research (CIHR) - are the gold standard in research excellence. In 2012-13, Ryerson increased our Tri-council funds, showing a year-over-year increase in revenue. Ryerson received \$12.8 million in 2012/13, Tri-council funding, a new record for the University and increase in our market share. This is a particularly noteworthy achievement as the competition for Tri-council research funding has intensified. Funding from the Natural Science and Engineering Research Council (NSERC) also hit a new high, coming in at \$7.5 million. In addition, we had great success with Social Sciences and Humanities Research Council. In the competition for SSHRC Insight grants, Ryerson beat the national success rate, achieving 24% versus the national rate of 20% and larger than the national average. These successes were driven by several initiatives taken by the OVPRI:

- Outreach efforts to encourage people to apply for funding. (Applications to the SSHRC Insight Development grant increased 40%, for example.)
- Increased emphasis on one-on-one collaboration between grant officers and applicants.
- The addition of grant facilitators and editors to the OVPRI, improving application quality and easing the researchers’ burden of applying for large, complicated grant opportunities (see Infrastructure Support, below)

Source: Council of Ontario Universities



Source: Council of Ontario Universities. *2012-13 Figures are based on preliminary data.

Partnerships

Ryerson is a leader in grants with industry and community partners. We are establishing a joint centre for Biomedical Engineering, Science and Technology with St. Michael's Hospital, and will be co-locating a number of our researchers from the faculties of Science and Engineering in the St. Michael's La Ka Shing Knowledge Institute. Ryerson remains the leader amongst Ontario universities, on the basis of the number of eligible researchers per university, in the number of NSERC Engage Grants awarded. As well, Ryerson continues to increase its funding in MITACs and Connect Canada grants which fund graduate students and along with their faculty supervisor to work with industry in all areas including non-traditional areas such as journalism, psychology and architecture.

We have signed and renewed several master agreements with partners including Pratt and Whitney, GlaxoSmithKline and Hershey, that will enable our faculty members to quickly establish research projects. We are also partnering with Bombardier on projects relating to interior aircraft design research ranging from comfortable seating to minimizing noise and vibration within the aircraft. Ryerson was asked to be the lead partner by Bombardier on this initiative due to the university's ability to carry out multi-disciplinary industry driven research work.

We also received \$2 million was received from Fed Dev to support the creation of the new Centre for Cloud and Context Aware Computing and several other large proposals are under development. Our new structure and capacity enabled us to anticipate and develop the complex proposals needed for these large opportunities working closely with Advancement and the faculties.

We have renewed the Industrial Research Chair with Rockwell Engineering and are actively seeking new partners for IRC Chairs.

By building better systems for tracking and stewarding partnerships, we have been able to contribute to faculty efforts to connect with community and industry partners in a variety of ways. We have arranged targeted meetings with specific industry and community partners to connect them with faculty members initiating and developing a range of new partnerships.

Research and the student experience

Students are crucial to supporting Ryerson's research productivity and excellence. Almost half of research funds end up in the hands of students, providing them with outstanding experiential learning opportunities in SRC activity.

Ryerson is considered a leader in integrating teaching and research, and the OVPRI continued to support the efforts to build student research capacity, experiential learning internships and opportunities to start up their own ventures, whether for profit or social.

The OVPRI is proactively strengthening our relationship with Mitacs and Connect Canada and we are actively pursuing and promoting external funding opportunities for graduate student research. In addition to providing on campus space for representatives to hold office hours, we are co-sponsoring training programs and promoting Mitacs and Connect Canada funding programs through workshops and printed materials. For example, the OVPRI was successful in securing funding \$976,500 from FedDev's Scientists and Engineers in Business (SEB) initiative to advance the commercialization of student research. We also received funding from Ministry of Economic Development and Innovation (MEDI) to deliver their Summer Company program, which provides seed funding for student start-ups.

Through the FedDev-funded iSTEM program, we have facilitated the placement of over 50 recent graduates in company internships. In collaboration with Faculty of Engineering, and Architectural Science (FEAS), and University Advancement, OVPRI helped secure Ryerson's largest award in 2012/13, an \$8 million contribution from the Esch Foundation to promote student driven innovation and entrepreneurships. The OVPRI also worked to secure funds to support a range of student led social innovation projects with community partners and nonprofit organizations.

Reputation

Our reputation as a comprehensive innovation university is key to driving opportunities for collaboration and partnership and attaining funding that will help increase our research and innovation productivity. We have continued to build strong relationships with institutions and granting councils, government and potential partners, while also enhancing our communications and media outreach. Ryerson's research and innovation reputation continues to grow and we continue to be a partner of choice for industry, government and other universities in Canada and internationally. Several reputation enhancing and building activities have helped us get there.

We have prioritized research communications, working closely with University Advancement to raise awareness of the world-class SRC, innovation and commercialization activity underway at Ryerson. We hosted several high-profile events including the visit of a vice president from SSHRC in February and vice president from CIHR in late April. In both cases we have ensured opportunities for faculty members to engage with these important visitors where they can share their expertise and scholarly, research and creative activities. Our NSERC "speed-dating" events have helped to match interested SME and large scale industry members with Ryerson's research expertise in both math and aerospace related research.

Our communications has also been strengthened. Our website was transformed from a primarily internal site to an external facing site, providing visitors with useful information catering to their interests. We have also developed a bi-monthly newsletter focused on showcasing the outstanding research and innovation, and collaborative partnerships across faculty, disciplines and themes. We are also supporting research marketing and communication initiatives across the university in cooperation with University Advancement, including executive missions abroad, fundraising, faculty partnerships, as well as continuing to build the reputation of Ryerson's research and researchers. Our researcher profiles, themed presentations and research handouts are helping to promote Ryerson's research and our multidisciplinary approach to solving problems. At any moment we are able to access the information of researchers in any given topic where we have expertise. We are continuing to collaborate with partners such as AUCC, Council of Ontario (COU), CFI, SSHRC and Fed Dev to profile Ryerson's research. Other communication efforts have included a series of SRC activity reports on the impact of research in specific SRC activity clusters, and media relations efforts (press releases, interviews, op-ed or letters to the editor, etc.), and public and research-focused events. Expanding new formats and social media efforts and outreach are also priorities.

A focus this year was knowledge mobilization as well as providing faculty the opportunity to share their SRC activity with their colleagues. Our knowledge mobilization lunch and learns focused on helping researchers promote their work more effectively. We garnered positive feedback on our Working with the Media and Using Social Media sessions. With more and more granting agencies requiring a knowledge mobilization component in applications for funding, knowledge mobilization will continue to be a priority for us in 2013-14, with more sessions planned for the fall. Through our SRC Awards luncheon and our first "CRC Luncheon" the Ryerson community had the opportunity learn about the research of their peers. This was also a great opportunity for building relationships and fostering

potential collaborative research and even funding opportunities. And our student's success in this domain is also testament to Ryerson's unique strengths. Of 25 SSHRC Storytelling awards, four went to Ryerson student telling the stories of Ryerson researchers.

Stronger Focus and Coherence Around Research Themes

We have continued to strengthen the focus around research themes with targeted funding initiatives as well as research communications in collaboration with the provost's office and the faculties

OVPRI has undertaken several initiatives connected to health care, including the St. Michael's Hospital Biomedical Engineering and Science Institute and an initiative with the Hospital for Sick Children to explore opportunities for collaboration. We are also continuing to collaborate with CUE with regard to the energy sustainability and environment theme. We have coordinated the development of a proposal for an initiative focused on water, supporting faculty across the university and building partnerships externally and internationally. The recently awarded Centre for Cloud and Context-Aware Computing will provide another focal point for research in digital media.

A range of proposals including SSHRC Partnership Grants, MITACs, the Zones of Innovation Pilot Project with Simon Fraser and the Downsview Aerospace Hub with FEAS and the Provost, are helping to build our reputation and leadership in areas such as Innovation, economic and social innovation, and entrepreneurialism, digital media, green technology. The OVPRI has also worked to facilitate partnerships, for example with the Centre for Policy Alternatives, which align with the University's strategic research themes. A priority for 2013-14 is our centres, institutes, and zones. There is still much work to be done to strengthen infrastructure, and to facilitate a move toward self-sufficiency, and increased accountability.

More Focused and Deeper Internationalization

A framework for the internationalization of Ryerson, which is aligned with government (federal and provincial) and university priorities, has been established. This includes country programs, which are at varying stages of development, and the VPRI working collaboratively with the provost, deans, chairs and directors, has targeted high quality institutions in each country. These include Tsinghua University in China, IIT- Bombay in India and the Federal University of Rio de Janeiro in Brazil. Significant efforts have been made to deepen these partnerships to facilitate, research collaborations, faculty and student exchanges and joint projects.

A faculty 'ambassadors program', which leverages planned international activities such as participation at conferences and meetings, has in a cost effective way served to increase Ryerson's profile in targeted countries in strategic areas, and to engage faculty in areas of importance to the university, and which reflect their research and academic interests.

Collaboration with Canadian universities and industry partners in the development and submission of international research projects has increased. This was important as we seek to broaden sources of funding for faculty and student engagement internationally.

Significant progress has been made in establishing good working relationships with the Canadian and Ontario government representatives in each of the targeted countries. This has increased Ryerson's profile in these markets and has facilitated introductions to new potential public and private sector partners.

Infrastructure and Support for Faculty Members

The OVPRI is committed to fostering increased research productivity and performance by providing faculty with the support and tools they need to manage and grow their research activities. The creation of the Researcher's Portal, a collaborative effort led by OVPRI with help from CCS, Finance and HR, addressed the need for more transparency in financial reports. With this new intuitive and easy to use system, Ryerson researchers are able to track their grant budgets and expenses easily, allowing them to focus on their work. Three new grant editors and two new grant facilitators are now able to provide value added services and support to researchers in the development of applications. This includes the establishment of timelines and milestones, assistance in writing to meet requirements, editing and formatting, grammatical support for researchers for whom English is a second language. In addition, we have added two grant facilitators to help researchers establish timelines and milestones. As the funding agencies are standardizing to the common CV format, we are helping researchers with this lengthy and tedious task through the efforts of our CV assistants who will input CVs and flag missing information required. To date, nearly 250 researchers have taken advantage of this program. These supports have given researchers more time to focus on research by reducing time devoted to administrative activities.

Improved Tracking and Accountability Systems

Given scarce resources we identified improved information systems as a key priority to allow us to track performance, identify opportunities, intervene early and project manage follow up. In order to promote evidence-based strategy development and accountability, a new Director of Research Planning, Finance and Evaluation has been appointed and significant progress has been made in providing timely analysis of research activity for OVPRI, deans, and planning. New tools have enabled us to better target researchers with CVs that can support funding; find individuals with good SRC generation, but low funding; and match research interests to the goals of the funding agencies.

We are also making significant improvements in process and technology, with regard to tracking and following up with contacts, leads and opportunities. For example, a tracking system has been put in place to project SRC revenue in order to compare current positions with future targets, and we have also established a project tracking mechanism to help in better planning of major funding programs, resulting in improved quality of grant applications.

With adequate infrastructure in place we have also been able to implement consultative meetings with each faculty.

Summary

This year continued to advance SRC at Ryerson and we expect 2013/14 to continue the trajectory. We look forward to helping to develop the new academic plan with a stronger focus on the role of SRC in Ryerson, Canada's comprehensive innovation university.

Report #W2013-5 of the
Academic Governance and Policy Committee - June 4, 2013

1. Report #W2013-2 of the Nominating Committee:
 - 1.1 Senate Standing Committees – 2013-2014

Motion: *That Senate approve the nominees for various Standing Committees as presented in this report.*

Respectfully submitted,

Mohamed Lachemi, 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

Report of the Nominating Committee - W2013-#3
Academic Governance and Policy Committee
June 4, 2013

The following are nominated to serve on Standing Committees of Senate. Faculty terms are two years and student terms are one year. Names with an asterisk (*) denote new members. (except the Senate Research and Creative Activity Committee, the Research Ethics Board and the Senate Learning and Teaching Committee, which will be finalized in October, the committee's nominations for other Standing Committees and a Senate vacancy will be included in an addendum to this report sent out before the Senate meeting)

Motion #1: That Senate approve the nominees for various Standing Committees as presented in this report.

ACADEMIC GOVERNANCE AND POLICY COMMITTEE (AGPC) 16 MEMBERS - 2013-2014				
	NAME	POSITION	TERM EXPIRES	TERM #
EX-OFFICIO				
Provost and Vice President Academic (Chair)	Mohamed Lachemi			
Vice Provost, Academic (Vice Chair)	Chris Evans			
Vice Provost, Students	Heather Lane Vetere			
Registrar	Charmaine Hack			
Secretary of Senate (non-voting)	Mark Lovewell (Interim)			
SENATORS				
	Gerd Hauck	Dean, Communication & Design	2015	2
	Eric Kam	Faculty, Arts	2015	1*
	Vanessa Magness	Faculty, Business	2014	2
	Sholem Dolgoy	Faculty, Comm. & Design	2015	1*
	Lynn Lavallée	Faculty, Community Services	2014	2
	Andrew McWilliams	Faculty, Science	2015	1*
(replacement for A. Fung to complete 2 nd year of 1 st term)	Kamraan Raahemifar	Faculty, FEAS	2014	1
	Anne-Marie Brinsmead	Chang School Program Director	2015	2
	Charles Falzon	Chair/Director	2015	1*
	Golam Morshed	Graduate Student Senator	2014	1*
	Urooj Siddiqui	Undergraduate Student Senator	2014	1*
	Rochelle Lawrence	Undergraduate Student Senator	2014	1*

SENATE PRIORITIES COMMITTEE (SPC)				
12 MEMBERS - 2013-2014				
	NAME	POSITION	TERM EXPIRES	TERM #
EX-OFFICIO				
President (Chair)	Sheldon Levy			
Vice Chair, Senate (Vice Chair)	Nancy Walton			
Provost and Vice President Academic	Mohamed Lachemi			
Vice Provost, University Planning	Paul Stenton			
Secretary of Senate (non-voting)	Mark Lovewell (Interim)			
ELECTED SENATORS				
	Usha George	Dean	2015	1*
	Madeleine Lefebvre	Dean, Vice Provost, or Chief Librarian	2015	3
	David Checkland	Faculty Senator	2015	3
	Dave Mason	Faculty Senator	2015	2
	Neil Thomlinson	Faculty Senator	2015	1*
	Ana Pejovic-Milic	Faculty Senator	2014	1
	Pardis Noorzad	Graduate Student Senator	2014	1*
	Rejean Howlett	Undergraduate Student Senator	2014	1*

Respectfully submitted,

Mark Lovewell, for the Nominating Committee

Tom W. Barnett, Debbie Chant, Gerd Hauck, Arif Khalil, Eric Kam (recused) Vanessa Magness, Ali Miri, Kaamran Raahemifar (recused), Jay Sudhir

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2013–5; June 2013

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

- an Optional Specialization in Zone Education

A. OPTIONAL SPECIALIZATION IN ZONE EDUCATION

1. OVERVIEW

This proposal presents a model for an Optional Specialization in Zone Education. The Optional Specialization in Zone Education is meant to be a framework that will make it possible for all sectors of the Ryerson academic community to offer experiential learning opportunities in one or more Ryerson University Entrepreneurship Zones.¹

Ryerson University's Entrepreneurship Zones are built upon a unique model designed to respond to the needs of the market and of society. Student-led innovation is at the heart of the zone approach. Students bring energy and entrepreneurship that, combined with research strengths across the university, lead to real solutions for industry and service-sector/community-sector challenges as well as commercialized products. Critically, students themselves generate the new ideas and develop them to the product, business, process or service stage. Students are supported in innovation, entrepreneurship, and the creation of business plans to develop innovative ideas and companies that are judged to have commercial or social value.

Zone Education is student driven and motivated. It is multi-disciplinary and collaborative, facilitating the cross-pollination of ideas from students across a variety of academic backgrounds. Students are provided with active mentorship, coaching and support from Ryerson faculty and sector professionals, and evaluation to enable success. Zone participants gain real world experience, make strategic decisions and have access to broader community networks of entrepreneurs, investors and funders, potential customers/clients and leaders to advance the company – be it a private or social enterprise, technology, product or service they develop.

The Optional Specialization in Zone Education creates a link between Ryerson's successful models of student-driven innovation, as demonstrated by Ryerson's Digital Media Zone, and our curriculum. But it goes well beyond digital media. The Optional Specialization provides a framework within which students from all six Faculties can enjoy experiential learning opportunities in one or more of Ryerson University's Entrepreneurship Zones – devoted to health, energy, design, fashion, digital media, social innovation and beyond.

The Optional Specialization in Zone Education is a six-credit curriculum consisting of a single "umbrella course". Within the structure of the course there is scope for preparation, development and application activities for student teams working on innovative ideas with an entrepreneurial approach. The umbrella course also allows participation of all Faculties and cross-fertilization and partnerships amongst them.

¹ Currently the Digital Media Zone. Ryerson anticipates creating additional entrepreneurship zones in fields such as fashion, aerospace, design, health and social entrepreneurship.

Successful completion of the umbrella course leads to the awarding of the Optional Specialization in Zone Education. This Optional Specialization is external to degree programming.

2. CONCEPT

Ryerson's Entrepreneurial Zone Education is a year-round, on-campus experiential learning² environment for teams of students to conceive ideas, create, incubate and accelerate start-up companies, test prototypes, and develop solutions to industry and community challenges.

While the term entrepreneurship is often associated with for-profit business activities, the key elements of the entrepreneurial approach can be applied in any area in which innovation is sought, including the not-for-profit sector and government. Key elements include motivation and commitment, abilities and skills, resources, strategy and vision, planning and organization, and the idea in relation to the market/sector. Implied is the ability to identify an opportunity, to generate an idea, to develop a productive outcome from that opportunity, and the skills to plan and build in order to bring the idea to a concrete product, service or process that yields the desired outcome.

The Entrepreneurship Zones will enable Ryerson University to create synergies among student entrepreneurs, including graduate students, and propel Canadian SMEs into the global marketplace.³ Young entrepreneurs who are accepted into an Entrepreneurship Zone will receive an unequalled range of support in the form of equipment, mentoring, and exposure to industry and share a development space with other innovators who are passionate about launching new ideas.

Ryerson's highly successful Digital Media Zone (DMZ) is the prototype for the Optional Specialization in Zone Education. It has quickly demonstrated that it represents an ideal environment to support industry and service-sector collaborations. Since it opened its doors in 2010, student innovation successes have raised the public image of Ryerson as a centre for digital media studies, research, and entrepreneurship.⁴ The proposed Optional Specialization in Zone Education will expand this concept to the areas of fashion, aerospace, design, energy, health, and social entrepreneurship. The Zones will also have synergies with the newly approved Masters in Digital Media degree program, a program with a strong focus on innovation and entrepreneurship.⁵

The Optional Specialization in Zone Education will have students engaged in highly skilled, high-value added activities. In this context "value-added" may refer to for-profit activities, but may also include

² Experiential learning encompasses a wide range of participatory activities both inside and outside of the classroom that should involve student experimentation, reflection, critical and integrative thinking, application of theory, problem-solving and creativity. Key elements include a real-world context and the scope to learn through experimentation and reflection on the experimentation.

³ 98% of Canadian businesses hire fewer than 100 employees, and thus come under the Industry Canada heading of "small business." Small firms account for 37% of jobs created in Canada between 1999-2009, and are responsible for about 21% of Canada's total value of exports. *Key Small Business Statistics (July 2010)*, published by Industry Canada, www.ic.gc.ca, accessed April 7, 2011.

⁴ Since April 2010, there have been 84 start-ups incubated and accelerated, 76 of these were companies. Over 134 projects have been initiated. Thirty three DMZ-incubated start-ups have moved out of the DMZ space and of these 25 are companies. In addition, over 710 jobs have been created through newly formed startups and market-driven research. Currently there are 253 innovators working in 51 start-ups in the DMZ.

⁵ The Masters in Digital Media was approved by Ryerson's Board of Governors and the Quality Council in the spring of 2013. It will accept its first student cohort in September 2013.

added social/community value⁶ in the form of improved services and processes. The Zones will generate companies and services and expand Ryerson's culture of innovation. The alignment of industry expertise and entrepreneurship with a progressive, urban university will enhance Ryerson's profile and reputation. Finally, and central to this proposal, Ryerson University is committed to incorporating the Zone experience as part of student curriculum and that up to 10% of Ryerson undergraduates will have a Zone experience during their tenure at the university.

3. ENTREPRENEURIAL ZONE EDUCATION AT RYERSON

Ryerson's Faculty of Arts, Faculty of Communication and Design (FCAD), Faculty of Science (FOS), Faculty of Engineering and Architectural Science, Faculty of Community Services (FCS) and the Ted Rogers School of Management (TRSM), have extensive expertise in the areas of digital media, fashion, aerospace, energy, design, health, and social entrepreneurship. Therefore, additional Entrepreneurship Zones beyond Digital Media will be supported by a leading school of business, practice-based centres of art and design research, a vibrant health and related services group, and two Faculties with strong, existing links to engineering and science-based industries and with a reputation for applied development. Together, the Faculties offer a unique breadth of coverage and depth of expertise. The Entrepreneurial Zones will contribute to existing and new synergies within and across the Faculties. Cross-fertilization and a multidisciplinary approach are at the heart of Zone Education and the Optional Specialization in Zone Education, described in more detail below, is a venue where this cross-fertilization may be fostered and partnerships built.

Finally it is important to note that, as in the case of the DMZ, the research/scholarly strengths of Ryerson's six Faculties will serve to inform Zone experiences for students although the activities in the Zones will not be conventional research projects.

4. STUDENT PROFILE

Expectations for students who enroll in the Optional Specialization in Zone Education include the following traits: multi-disciplinary, team-focused and collaborative, industry/sector-facing, highly-qualified, able to prototype and innovate, passionate, confident, disciplined, and able to leverage real-world experience.

5. THE ZEDXXX COURSE DESCRIPTION⁷

The following course description⁸ is being proposed:

This fully experiential course provides students with the skills to work together as members of high-performance teams, to successfully develop innovative products, processes or services, to launch these products/services in the market/client group or to spin-off the technology into independent start-ups. The course is built around a major team-based project that may last up to 4 semesters. Students may pursue their own entrepreneurial ideas that have the potential to become a product, process or service,

⁶ Although not as clearly defined as "profit" there is some global consensus on "the common good". For example, the United Nations Millennium Goals.

⁷ The code ZEDxxx will be used for full-time zone participants, those who are not enrolled in full-time Ryerson programming. An alternate code, ZEDxxy, will be used to register part-time zone participants, those who have full-time Ryerson program registration. The course descriptions, admission requirements and evaluation components for both versions will be identical.

⁸ Course Outline: The course must be amenable to team efforts in a wide variety of fields or (multi/inter-)disciplines. As such, the detailed course content will be variable depending on the interests of a given team. Analogy to a graduate research thesis project is appropriate – project milestones are defined and evaluated regularly (see section 2.1), but a week-by-week course outline of the type seen with a conventional undergraduate course is not feasible or meaningful.

an industry/community organization-requested and focused project or a specifically assigned project relevant to an external "client" or opportunity. This session is graded on a Pass/Fail basis.

TOTAL CREDITS = 6

6. CURRICULUM

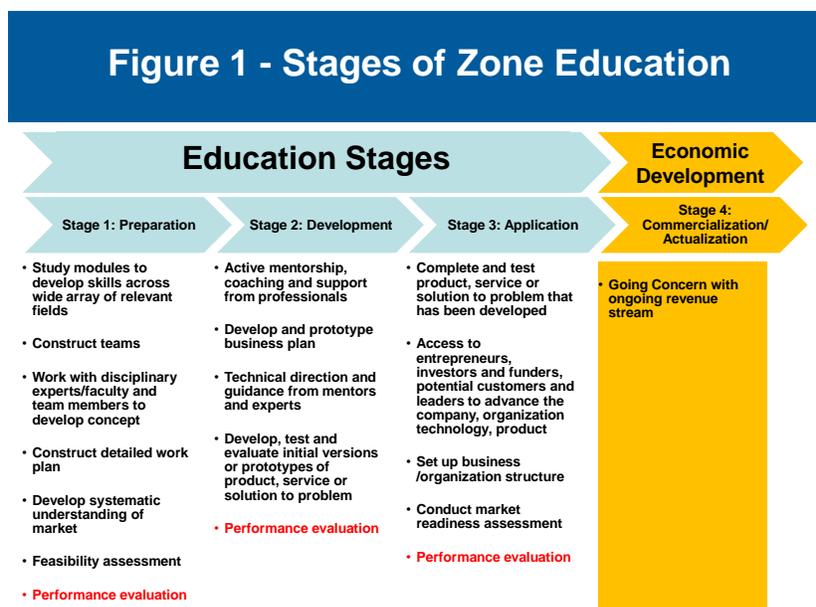
The curriculum structure being proposed is a single "umbrella course", the Entrepreneurial Zone Course ZEDxxx, for full-time zone participants (an alternate course code ZEDxxy will be used for part-time zone participants; however, the descriptions of both courses and the details of admission and evaluation will be identical). The design ensures that the course has the range to permit zone-based experiential learning in virtually any field. In essence, ZEDxxx is meant to serve as a framework to allow students from any Ryerson Faculty to participate in Zone Education. It creates an environment where Ryerson's academic units can design and implement Zone Education that reflects the nuances of their fields of endeavour while permitting the cross-fertilization of ideas and skills from a wide range of disciplines that is part of the ethos of Zone Education.

Regardless of the detailed field of interest of prospective students, the umbrella course will be an intensive learning experience. This fully experiential specialization will be an immersive project experience moderated by expert mentors made up of Ryerson faculty and sector professionals.

ZEDxxx will be an optional addition to a student's undergraduate education and will appear as an additional credential on a student's transcript. Students who complete ZEDxxx successfully will be awarded an Optional Specialization in Zone Education. Students may be registered in other Ryerson programs or they may be only registered in ZEDxxx. The Optional Specialization in Zone Education is similar to other optional specializations already active at Ryerson: the Optional Specialization in Management Science and the Optional Specialization in Digital Entrepreneurship and Innovation.

ZEDxxx is fully experiential and has three stages as outlined in Figure 1.⁹

⁹ These stages mirror the well-known three-stage phase-gate model of business development identified in the research literature on entrepreneurship: concept development, technology and market development, business development and startup (e.g., see Rafik Loutfy and Lotfi Belkhir, "Managing Innovation at XEROX", *Research Technology Management*, Vol. 44, No. 4, pp. 15-24, Jul/Aug 2001).



Participants may enter into the Optional Specialization in Zone Education at any stage of the continuum moving to commercialization/actualization (Figure 1). All students wishing to pursue ZEDxxx will be evaluated in terms of prior experience/prior learning which will ensure a reasonably level playing field for students.

Many, if not all, students will have the option to use one or more of their degree credit courses as the preparation stage of ZEDxxx. Students may establish their preparedness by successful completion of a Ryerson course which has an entrepreneurial focus (Table 1). Non-Ryerson students who wish to take the Optional Specialization will be required to undergo a prior learning assessment process. In addition, ZEDxxx will include an intensive Boot camp at the start of a students' tenure.

Table 1 Credit courses that provide preparation for ZEDxxx

BSM-100 The New Business: From Idea to Reality
BSM-200 The Growing Business: Breaking Even
ENT-500 New Venture Startup
ENT-526 Entrepreneurial Behaviour and Strategy
ENT-601 Identifying Opportunities
ENT-725 Management of Innovation
EMS-201 Entrepreneurship & Innovation Management (Engineering)
INT-907 Team Work for Community Services
GEO-873 Geographic Entrepreneurship and Consulting
GEO-772 Individual Research Paper *
ITM-90A/B Graduation Project
ENT830 Entrepreneurial Organizational Appraisal II
ACS-800 Senior Group Project
ACS-950 Directed Research Course
INT-912 Community Development: International Field Experience
INT-917 Urban Community Development
INT-920 Community

BDC-913 Media Entrepreneurship
WKT-99A/B Industrial Internship Program
FSN-402 Internship
BDC-820 Internship
BDC-821 Special Project
Retail Management Internship (non- credit graduation requirement)
ITM Internship
SWP-51A/B Field Practicum
SWP-638 Social Work Research: Part II
SWP-915 Independent Study I/SWP-916 Independent Study II
SWP-937 Community Engagement Capstone
SWP-938 Innovative Organizing in Precarious Times
SWP-939 Art and Social Transformation
SWP-50A/B Advanced Social Work Practice Seminar
SWP-51A/B Field Practicum

It is intended that students will have met the criteria to complete the Optional Specialization in Zone Education in no less than two and no more than four semesters¹⁰ of experiential learning. Similar to a graduate research thesis, a student must meet set evaluation criteria to successfully complete the Optional Specialization, but the time required for an individual student to do so will be variable. A student remains registered “In Progress” for the duration of the time required to successfully complete the course.

ZEDxxx will be immersive and intensive in much the same way a graduate thesis course requires a high level of time and intellectual commitment. In graduate programs, the thesis course is often assigned multiple credits. In the Optional Specialization in Digital Entrepreneurship and Innovation, the experiential learning component (EID500) has been assigned five credits (plus a 6th for the lecture course EID100). Based on these precedents, there is justification in assigning six credits to ZEDxxx.

7. EVALUATION AND ASSESSMENT

Given that the zone education model is experiential and provides students with a sense of “real world” working experience a student’s progress in ZEDxxx is difficult to evaluate in a conventional academic format. Rather, the evaluation should be reminiscent of the type of evaluation an entrepreneur might expect as he/she develops an idea into a concrete product or process.

A performance evaluation approach is being proposed as a structure to establish student progress through the development and application stages of ZEDxxx. The process of performance evaluation is two-tiered, with evaluations being carried out by a panel of experts (the “management team”¹¹ evaluation) as well as by a group of peers (the “peer-to-peer” evaluation). It should be noted that this two-tiered system is currently used successfully to track the progress of participant teams in the DMZ and to make decisions regarding their suitability to continue as DMZ participants. Formal performance evaluation will occur at least once per semester of registration. The evaluations will be captured on a

¹⁰ These could be consecutive semesters or spread over several summer sessions depending on a student’s own needs.

¹¹ The terminology comes from the world of business but it should be recognized that not-for-profits and community organizations also have boards and/or management/advisory teams.

reporting form similar to that developed to track progress in a graduate thesis used by the Yeates School of Graduate Studies.

Upon admission to ZEDxxx teams are given feedback by the management team on their business plan¹², its credibility and viability, as well as their market/client group and if/how they have differentiated themselves. They are also given feedback on their proposed goals and milestones. At the outset of ZEDxxx, participant teams are required to develop formal goals and aims for their projects, including a timeline and list of milestones. These expectations may include the financial status of the project, sales targets being met, and design elements being finalized and incorporated into an overall design. The expectations become the basis for subsequent evaluation.

Management Team Evaluation – A team of expert mentors (the “management team”) provides one level of evaluation. The management team will typically be composed of a combination of Ryerson faculty and industry/sector experts. The student teams will provide a periodic verbal and written report¹³ to the management team indicating their perception of progress and indicating those milestones they have met and those not met. The report is evaluated by the management team on a go forward/not go forward (pass/fail) basis. Failure to meet expectations/milestones in a given time period results in alternative solutions being suggested by the management team in consultation with the student team. This provides the student teams with feedback for an iterative development process. It also mimics the real world in the sense that students have the opportunity to experience “failed experiments” and to learn from them. If a student team repeatedly fails to meet its goals/milestones, it can be asked to withdraw from the program (i.e., be assigned a failing grade). Typically student teams are given a fixed time period to demonstrate acceptable progress as judged by the management team. Teams may request an extension but this is granted at the discretion of the management team.

Peer-to-Peer (p2p) Evaluation – The p2p evaluation is most effective in the application stage once students have some experience of idea development. It is similar in intent and structure to the management team evaluation. However, in this case the student team is evaluated by other zone participants (peers). There is a periodic report delivered to the other students in the program. The presenting team is held accountable to their own stated goals and milestones by the peer group. The p2p meetings are facilitated by the management team. The p2p evaluation can contribute to the loss of participant status. The p2p process plays two roles – (i) to provide evaluation of teams and (ii) to provide students with the experience of critiquing/analyzing the progress of an entrepreneurial initiative.

Final Pitch– At the culmination of ZEDxxx, each team is required to pitch their product/service/process idea to a panel of faculty and industry experts. The panel will evaluate the pitch on elements such as delivery of specific milestones, customer interaction and final product as defined by understanding of client needs, creative execution of client opportunity, technical execution of client needs and the demonstration of professional interpersonal client driven relationships. In addition, a written report will be required that will also be evaluated by the expert panel. This ultimate evaluation element could be viewed as playing an analogous role to the oral examination in a conventional graduate-level degree.

The membership of the management team and expert panel will be crucial to the rigour of the program and to student success. It is proposed that the members are a combination of Ryerson faculty members

¹² It is important to point out that a business plan is useful even for non-profit initiatives. The goal may not be to turn a profit, but viability must be established to have beneficial societal impacts.

¹³ Reports could also be delivered as an e-Portfolio using the DMZ-developed software Who plus You (<http://www.whoplusyou.com/>).

and external experts from the relevant sector (digital media firms, design firms, community organizations, NGOs etc.). It is also proposed that the Deans of the academic Faculties, or suitable designate (e.g. Associate Dean) will vet proposed members for the management team and expert panel.

Significant consideration was given to whether ZEDxxx should be graded on a Pass/Fail basis or whether a numerical/letter grade would be preferable. The Pass/Fail designation is not unique to this type of experiential session; many skills-based programs employ a similar marking system. This is primarily because the end product is the student's passport or entry point for potential employers/clients to determine their suitability from a content, production management and technical perspective. In essence, the students are not working towards a mark; they are developing a broad portfolio of skills that culminate in a final demonstrable product. That product is their calling card for future employment or entrepreneurial opportunities. Hence, the Pass/Fail is ideally suited to an experience meant to reflect a very real-world scenario.

8. EXAMPLE OF THE OPTIONAL SPECIALIZATION IN ZONE EDUCATION

This section presents an example of how the ZEDxxx umbrella course model might be deployed for an experiential learning opportunity related to engineering and leading to an Optional Specialization in Zone Education: Engineering Entrepreneurship and Innovation.

Stage 1 Preparation: Three content units/modules delivered in conventional lecture format: Principles of Engineering Economics, Entrepreneurship and Innovation Management, and Startup of Technology Ventures. Also Engineering Innovation and Entrepreneurship Practicum I: Umbrella course content covering conceptual development of a technology venture such as needs and market identification, technology screening, intellectual property, regulatory issues, competitive advantage, risk assessment, presentations and reports of ideas developed.

Stage 2 Development: Umbrella course content covering Engineering Innovation and Entrepreneurship Practicum II. Teams work on technology and market development of a technology venture including technology development, market development, and presentations and reports.

Stage 3 Application: Engineering Innovation and Entrepreneurship Practicum III - umbrella course content where teams work on business development and startup of a technology venture including financial needs, capital investment, venture capitals, resource and operational aspects, customer value, marketing, market dynamics, presentations and reports.

9. LEARNING OUTCOMES OF THE ENTREPRENEURIAL ZONES

Entrepreneurial zone education represents a new model of learning that emphasizes the process of developing entrepreneurial innovation that may not be fully captured within a degree credential. A key aspect of zone education is that it is student driven and motivated – it trusts students to learn. It is team based, multi-disciplinary and collaborative. While it does not follow as set a curriculum as a conventional course, students are provided with active mentorship, coaching, support from faculty, business experts and other professionals (e.g., lawyers) and evaluation to enable success. The closest degree program parallel would be a team-based thesis program.

Zone education will provide students with a tool box of core skills supporting specific learning outcomes. Upon successful completion of the Optional Specialization in Zone Education it is expected that students will:

1. Have an ability to apply entrepreneurial thinking in the context of sectors of importance to the Canadian economy guided and supported by the expertise within Ryerson University
2. Be effective members of high-performance interdisciplinary teams
3. Be able to collaborate effectively
4. Practice design thinking and effective communication
5. Understand how to contribute to the SMEs that drive Canada's economic growth¹⁴
6. Have the ability to generate and support start-up companies, innovative services, products and processes in the fields such as fashion, aerospace, design, digital media, energy, health, and social entrepreneurship
7. Be in a position to become highly qualified personnel, team leaders, and managers in fields that demand diverse skills and experiences
8. Be able to foster collaborative and interdisciplinary projects among students from all of Ryerson's Faculties

Relationship to ULDES – The Optional Specializations at Ryerson fall outside of the full policy requirements for new program development. As such, mapping of curriculum to university degree level expectations (UDLES) is not a requirement for this sort of small-scale curriculum package. However, it should be pointed out that the learning outcomes listed above do connect to the UDLES. For example, learning outcome #1 overlaps with the DLE of Autonomy and Professional Capacity; learning outcome # 4 overlaps with the Communication Skills DLE; learning outcome #2 supports the DLE Applications of Knowledge (e.g., the p2p evaluation component ensures that all students have the opportunity to “review, present and critically evaluate qualitative and quantitative information”).

10. ADMISSION REQUIREMENTS

Admission to ZEDxxx is open to all qualified applicants - both current Ryerson students as well as others who would enroll as special students. Admission to ZEDxxx will be restricted to students who have completed the first year or higher of their undergraduate degree program with CLEAR academic standing or who have equivalent experience. Education and/or experience in the areas of engineering, business, multimedia, computer science, science, health, or design will be particularly useful.

Applicants must demonstrate that they have the necessary background to pursue intensive work in a production-oriented Entrepreneurial Zone, and portfolio¹⁵ evaluation will be a critical component of the admissions process. Applicants will also be expected to present a proposal outlining their ideas for their zone experience. The “management team” (admissions committee) will screen applicants for the viability of applicant teams, business plans/models, (milestones, market/client base awareness, scalability, marketing plans etc.) and prototypes. Applicants must submit official transcripts from all post-secondary institutions. Other non-academic criteria may be required such as letters of reference. Program-specific background information such as a CV and a covering letter are also required.

As noted above, applicants will seek admission to the Optional Specialization in Zone Education with a proposal already developed. Part of this proposal will ideally be identification of team members or at least the skill sets needed for the team required to do this specific work. It is highly recommended that Ryerson's Entrepreneurial Zones create a small advisory unit to assist prospective applicants with developing their teams. Conceivably products such as Soap Box, WhoPlusYou or similar applications could be used to help applicants with this task.

¹⁴ The Ryerson Entrepreneurial Zones will supply talent both to existing SMEs in Ontario and beyond and to larger companies and organizations within targeted sectors.

¹⁵ The portfolio is defined broadly for the purposes of this proposal. It might be a designed object, an app, a business plan etc.

11. SOCIETAL NEED

Innovation in the digital economy is rapidly changing our society. Globally, the Information and Communication Technologies industry grew 3 - 4% in 2010 and the trend continued in 2011 and beyond. Exceptional growth is projected for such areas as cloud computing, green Information and Communication Technologies (ICTs), and “smart” applications. Trends in ICT and broadband uptake are clearly stimulating the development of digital content. OECD statistics show that most areas of digital content are growing at “double-digit rates.”¹⁶

Digital media, most broadly defined as the digital production of multimedia content and tools, has a large compass. Digital media is also a growth industry. The Canadian entertainment software industry alone is growing annually at a rate of 29% and is ranked third in the world. Video game development, while employing 14,000 Canadians in highly-skilled jobs, also drives Canadian innovation in science, research, and technology.¹⁷ Digital media sectors offer Canadians new and well-paid jobs in programming, game design, mobile applications, special effects, 3-D animation, sound design, computer graphics, and many other fields, including health, science, education and environmental studies.

The digital economy is here to stay. Indeed it is vital to Canada’s future. In 2010, the Canadian government launched a national consultation to develop a digital economy strategy. Digital media—a key driver of innovation—has a prominent role in Canada, where economic growth is largely advanced by small and medium enterprises (SMEs),¹⁸ where over 11% of Canadians recently indicated a desire to start their own business, and where active ventures have doubled between 2009 to 2010.¹⁹

Aerospace Engineering – Globally, the military and civil aerospace industries represent approximately \$US382 billion.²⁰ Canada has a strong presence in the civil aerospace industry, with Bombardier being the 5th largest firm globally in the field (at 6.1% of global manufacturing revenues). In 2009, Canadian firms generated about \$22CAD billion in revenues – 28.9% of these revenues (\$CAD6.4 billion) were associated with firms based in Ontario. In the same year, it employed just under 79,000 individuals. Employment opportunities in the sector tend to be for highly trained staff – engineers, scientists, production staff, technicians/technologists.

One pressure facing the Canadian aerospace sector is competition from the emerging economies such as Brazil, Russia, India and China (BRIC) as well as Mexico. Canadian firms were actually positive in how they might respond to this challenge, with smaller firms seeing greater opportunities than the larger firms.²¹ The industry believes that it is essential to maintain an evolving skilled work force with a strong technical knowledge base to respond to this challenge. A further issue of concern to the Canadian sector

¹⁶ OECD *Information Technology Outlook (Highlights) 2010*, <http://www.oecd.org/dataoecd/60/21/46444955.pdf>

¹⁷ “Game On, Canada! Playing to win in the digital economy,” prepared by the Entertainment Software Association of Canada (ESAC), April 2010.

¹⁸ “The success of SMEs affects the well-being of the Canadian economy and society as engines of job creation, economic growth and innovation. SMEs account for 45% of GDP, much of the economy’s growth, 60% of all jobs in the economy, and 75% of net employment growth.” Public Works and Government Services Canada website: www.tpsgc-pwgsc.gc.ca/app-acq/pme-sme/importance-eng.html, accessed February 20, 2011.

¹⁹ *Canadian Entrepreneurship Status 2010*, prepared by the Fondation de l’entrepreneurship for the Business Development Bank of Canada, http://www.bdc.ca/Resources%20Manager/misc/CES_2010_EN%20Final.pdf, accessed February 20, 2011.

²⁰ *The Strategic and Economic Impact of the Aerospace Industry*. Deloitte, October 2010. http://www.aiac.ca/uploadedFiles/AIAC_ExecSummary%20-%20Final%20_2_.pdf. Accessed on October 26, 2012.

²¹ *The Strategic and Economic Impact of the Aerospace Industry*. Deloitte, October 2010. http://www.aiac.ca/uploadedFiles/AIAC_ExecSummary%20-%20Final%20_2_.pdf. Accessed October 26, 2012.

is access to a cost efficient supply chain. In order to face these challenges, the Canadian aerospace sector has recognized that there must be a migration to higher value added activities.²² This need speaks to a drive to innovate and an entrepreneurial approach. Given Ryerson's strengths in aerospace engineering, experiential learning, and in partnership building, the University is well positioned to create Zone education opportunities that support the aerospace sector.

Design – "A growing, dynamic cultural sector is central to the success of Canada's creative, knowledge-based economy. It also serves as a magnet for skilled and creative people who, in turn, further contribute to its strength. However, the labour market of the cultural sector has grown increasingly complex, changing quickly and demanding new skills."²³

The field that is referred to as "Design" is a sector of the Creative Industries. The Creative Industries belong to one of the fastest-growing economic sectors in Canada and worldwide. According to Statistics Canada, between 2001 and 2006 employment growth in this sector grew at a significantly faster rate (12%) than the economy as a whole (9%).²⁴ The growth of this sector has created a need for professionals who can combine management, leadership and entrepreneurial skills with an appreciation for the historical, theoretical, creative and production aspects of the disciplines that constitute these industries.

Since 2000 a number of studies have addressed the critical changes that will increasingly impact the Creative Industry sector. While these reports stress the importance of lifelong training for cultural workers, they also underscore the kind of competency "tool-box" that the cultural worker of the 21st century needs and that is currently in short supply. The study, Face of the Future, provides a clear impression of what those competencies must look like. It projects that "workers in the cultural sector are required to be flexible, adaptable, and possess a multiplicity of marketable skills and competencies, including softer skills like team management and interpersonal skills."²⁵ The creator, performer and cultural manager of the new millennium are increasingly in need of multi-disciplinary competencies not directly related to the artistic or creative discipline. To compete in the new economy, they must have general and strategic management skills, an ability to understand and negotiate contracts, a capacity to develop and work with international partners, knowledge of export marketing and import/export regulations, and a firm grasp of financial management, taxation, copyright and communications.²⁶ These competencies are directly supported by the Ryerson model of Zone education with its focus on entrepreneurship, team building, business skills and so on.

Energy – UN Habitat²⁷ recently released a report that states "Cities are voracious resource consumers, and as cities grow, their consumption also follows suit, absorbing more resources and increasing the ecological footprint. Cities need an uninterrupted supply of energy to fuel their activities, and this is currently being met predominantly by fossil fuels. However, fossil fuels are finite; their availability is under question, with harmful effects on the environment. The way forward is likely to be an alternative development model that is not carbon intensive, one that is economically and socially inclusive, and

²² *Adapting to the New Aerospace Reality*. Ontario Business Report <http://www.mri.gov.on.ca/obr/2012/05/adapting-to-the-new-aerospace-reality/>. Accessed October 26, 2012.

²³ *Labour Market Information for Canada's Cultural Sector*. The Conference Board of Canada, 2010, p. 2.

²⁴ *Labour Market Information for Canada's Cultural Sector*. The Conference Board of Canada, 2010, p. 4.

²⁵ Mercadex International, Inc., p. 10.

²⁶ Mercadex International, Inc. pp. 7-16.

²⁷ *Sustainable Urban Energy – An Asian Sourcebook*, UN Habitat For a Better Urban Future, United Nations Human Settlements Programme (UN HABITAT), 2012

focuses on the well-being of the population. A systematic understanding of today's energy consumption and production systems will provide us with some insights on how to achieve this."

This statement is echoed by the focus on sustainable urban energy initiatives adopted by Ryerson's FEAS. As articulated by FEAS²⁸ "The continued growth of large urban centres is challenging Canadian [, and indeed, global,] society in unprecedented ways. As the population surges, so does our demand for electricity, transportation, housing and all other elements that power our economy and create a high quality of life. On top of these pressures come other imperatives for the 21st century — protecting our natural environment and human health by fighting climate change, and conserving and managing our energy resources. It's all about building sustainable cities for the long term." This sector is of vital interest to the economy and to society more generally – both domestic and international. With its deep expertise in energy related research, partnered with the Centre of Urban Energy, FEAS is well positioned to contribute to Zone Education related to this area.

Health – The importance of health and, by extension, the health care system to Canadian society hardly needs to be emphasized. Health care is the single largest expenditure in all provincial budgets amounting to approximately \$200 billion nationally in 2011.²⁹

Therapeutic breakthroughs and races for "the cure" tend to get high profile in the mass media, and there is certainly scope for innovation and entrepreneurship in these realms. However, health care is a system, and like all systems there are myriad processes and procedures which are sometimes efficient and sometimes not. The structure and processes of the health system itself is a wide field upon which innovation and entrepreneurship can play. Issues such as improving wait times, facilitating more accurate and secure health records, streamlining ambulatory care and triage, for example, are all structural issues that are by their nature multi-disciplinary. It is in areas such as these in particular, that Ryerson's Faculty of Community Services can partner with other Faculties (e.g., Arts on policy, Engineering on processes) to create innovative solutions. It is on these synergies that the idea of Zone education in health at Ryerson rests.

Social Innovation – Social innovation, and the social entrepreneurship³⁰ that support it, is a global phenomenon driven in part by globalization and in part by technological and scientific innovation. It is also driven by an increased awareness of the complexity and intractability of global problems such as environmental change, global health, increasing poverty and socio-economic disparity. These problems, in turn, have highlighted the need for new and innovative approaches to address these social concerns – innovative approaches that require input from a range of disciplines, as well as from the private, public, not-for-profit and academic sectors.³¹ The concept of a "social economy" was formally recognized by the Government of Canada in 2004. The valuation of this sector remains unclear, although as early as 2004 the Government of Canada was providing funding to support it at a rate of \$CAD132 million.³²

²⁸ *Knowledge Made Tangible*, Annual Report of the Faculty of Engineering and Architectural Science, Ryerson University, 2012.

²⁹ National Health Expenditure Trends 1975 to 2011, Canadian Institute for Health Information, November 3, 2011.

³⁰ Social entrepreneurship describes the mobilization of traditional aspects of entrepreneurship (innovation, ambition, risk-taking, creativity) within and/or for the social economy.

³¹ *Social Innovation in Canada: An Update*. Canadian Policy Research Networks, Goldenberg et al. 2009. http://www.sshrc-crsh.gc.ca/about-au_sujet/publications/social_innovation_report_E.pdf. Accessed October 26, 2012.

³² *Social Innovation in Canada: An Update*. Canadian Policy Research Networks, Goldenberg et al. 2009. http://www.sshrc-crsh.gc.ca/about-au_sujet/publications/social_innovation_report_E.pdf. Accessed October 26, 2012.

According to Goldenberg, social innovation embraces “New forms of collaboration, both within and across sectors, and new ways of working ... reflecting new media and new technologies, greater knowledge about the innovation process itself, and new understanding about complex systems, about how people organize, and how ideas move. These new ways of working involve different types of partnerships (public/private, profit/non-profit, and public/profit/non-profit); the adoption of cross-sectoral strategies; and the development of new networks and means of networking.” This strongly suggests the scope for a collaborative, cross-disciplinary, team-focussed approach to social innovation and social entrepreneurship where individuals bring their various expertise to the table to create solutions beyond the capability of any one discipline or knowledge sector. This approach is exactly aligned with Ryerson’s ambitions for Zone education.

Fashion – The apparel industry in Canada, and in fact all developed nations, continues to undergo significant changes. It is now focused on domestic product development as opposed to domestic production and has shifted from a manufacturing-centred to a service-centred environment; this demands that business models adapt to the new realities. Small firms are driving growth in the industry with a specific product category; studies show that markets for this type of niche clothing are expanding, with some clothing companies achieving success by targeting "slivers of a market". Successful companies need to be responsive, diverse and cutting-edge. Many more people are employed in the downstream end of the industry, namely, marketing, promotion and distribution.

Changing trade rules and market conditions also create a challenge. According to the Canadian Apparel Federation³³, successful companies are focusing on the development of higher value added products and more efficient, low cost and flexible manufacturing processes; building capacity in product development, sourcing, marketing, and supply chain management; researching niche production and marketing opportunities; and accessing new export markets and expanding existing ones.

In the future, the industry is likely to consist of a smaller number of companies, including both medium to large companies and small, highly focused design enterprises. The common feature among successful firms, however, will be their ability to adjust their business strategies in response to trade liberalization and the changing business environment. Companies that develop a marketing focus, invest in appropriate technologies, adopt efficient production methods, implement human resources development strategies, and focus on product design and customer service should be well placed to prosper in the increasingly competitive business environment. Ryerson’s strength in fashion design, manufacturing, communication and marketing supports a potentially dynamic involvement in Zone Education.

12. ALIGNMENT WITH RYERSON UNIVERSITY’S ACADEMIC PLAN

In Ryerson’s current Academic Plan (2008 - 2013) the creation and transmission of new knowledge are recognized as essential to university life. Digital media, health and well-being, cultural prosperity and technological innovation are among seven areas identified in the Academic Plan as having “special opportunities” for growth and for a vital exchange of ideas. The Academic Plan identifies the need to support students in new ways of learning, to give faculty the resources they need, and to adapt to possibilities of a virtual environment. “Arguably the technological revolution of our day will do more to reshape the nature, the rhythms, and the daily habits of students and faculty than any other changes in a very long time.”³⁴ Furthermore, the Academic Plan makes it clear that “Ryerson prides itself on creating a wide variety of experiential learning opportunities, and will continue to give high priority to

³³ Canadian Apparel Federation, General Information http://www.apparel.ca/general_info.html

³⁴ *The Academic Plan: Shaping our Future 2008-2013*

these across all of its programs". It also expresses a commitment to be "innovative in identifying experiential learning opportunities". This idea is echoed in the Report on Experiential Learning presented to Ryerson University Senate at its May 7, 2013 meeting.³⁵ The Zone education model is closely aligned with Ryerson's academic priorities.

13. CAREER PATHWAYS

The Optional Specialization in Zone Education can potentially provide a route to productive careers in a broad range of sectors. Students may aspire to take up technical roles in the gaming industry, in communication related areas, the not-for-profit sector, education, entertainment, health care, community organizations, fields related to the STEM disciplines, the energy sector as well as others. The training in entrepreneurial approaches and teamwork provided by the Optional Specialization in Zone Education may encourage some students to make a serious commitment to develop and launch their own ideas. Their potential career paths may be as employees of firms/organizations or as independent entrepreneurs. In addition, the combination of the Optional Specialization with an undergraduate degree may strengthen a student's application for admission to graduate studies in related disciplines.

14. PROJECTED ENROLMENT

Once steady-state is achieved, the Entrepreneurial Zones will have enrollment of approximately 800 students across all Zone activities. These students will be from across the entire campus and represent all Faculties. Selective intake will ensure that effective teams can be assembled so that students' goals will be met and to promote close collaborative, team-based learning. Ryerson's ultimate goal is that approximately 10% of its undergraduate student body would have experiences in zone education.

15. ACADEMIC GOVERNANCE, COURSE MANAGEMENT AND MENTORSHIP

Academic Governance - The Optional Specialization in Zone Education will have its academic home in the Office of a single Dean of Record with overall responsibility for this Optional Specialization. The Dean of Record, or designate, will have responsibility for teaching assignments as negotiated with individual faculty and their Chairs/Directors and Deans. It is anticipated that much of the instructional weight will be carried by Ryerson faculty and sector experts engaged as CUPE instructors. Intellectual property considerations will be based on current practices and University agreements.

It is anticipated that the Dean of Record will consult with his/her fellow Deans on aspects of the Optional Specialization in Zone Education and that the various Faculty Deans, in consultation with their Chairs/Directors, will also provide academic guidance and administrative support for initiatives from their Faculties that are facilitated under the auspices of the umbrella course.

Upon implementation, an Optional Specialization Committee will be struck and it is anticipated that a Director of Zone Education will be appointed. In addition to the Director of Zone Education, probable members for the Optional Specialization Committee will include one Associate Dean from each of the six Faculties, the Chair (or designate) of the Department of Entrepreneurship and Strategy, an Optional Specialization Program Coordinator and the Director of the Digital Media Zone (or designate), supported by an Optional Specialization program assistant. The Optional Specialization Committee will have responsibility for academic and admission decisions.

Course Management - For course management issues the Optional Specialization Committee will strike a balance between the need for arrangements unique to this program and efforts to be consistent with

³⁵ Report of the Senate Learning and Teaching Committee, Ryerson University Senate, May 7, 2013.

Ryerson's policies³⁶ and practices. The Optional Specialization in Zone Education program is committed to the high academic quality and obligation to academic integrity which typify Ryerson academic programs in general. The Dean of Record, or designate, will have responsibility for elements of course management such as appeals. The Dean of Record will identify an individual or department to accept first level grade and standing appeals.

Mentorship – A key feature for success of the Optional Specialization in Zone Education will be the sustainable engagement of external sector experts as mentors. Working closely with the Optional Specialization Program Coordinator, the Director of Zone Education will be responsible for nurturing and maintaining appropriate external relationships to provide sustainability of mentorship and will pay special attention to such challenges as ensuring that there is a sufficient range of expertise to address the diverse areas of activity within the Entrepreneurial Zones (energy, health, fashion, digital media, design, social entrepreneurship etc.), ensuring that there is a consistent level of commitment from the external experts, and ensuring that the external experts have the right characteristics to function as effective mentors in an educational context.

16. FOLLOW-UP REVIEW

The ASC recommends that a follow-up review be submitted to the Dean of Record and the Provost and Vice President Academic following the first three years of the Optional Specialization in Zone Education and every six years thereafter.

RECOMMENDATION

Having satisfied itself of the merit of this proposal, ASC recommends: That Senate approve the proposed Optional Specialization in Zone Education.

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
 Jennifer Poole, Faculty of Community Services, Social Work
 Nick Bellissimo, Faculty of Community Services, Nutrition

³⁶ Senate Policy 145 in particular.

Medhat Shehata, Faculty of Engineering and Architectural Science, Civil Engineering
Noel George, Faculty of Science, Chemistry and Biology
Trina Grover, Library
Des Glynn, Chang School of Continuing Education
Esztella Vezer, Faculty of Arts, Psychology
Melissa Palermo, Faculty of Communication & Design, Image Arts – New Media

RYERSON
UNIVERSITY

OFFICE OF THE DEAN
FACULTY OF ARTS

May 28, 2013

Chris Evans
Vice-Provost, Academic
Chair, Academic Standards Committee, Senate
Ryerson University

RE: Endorsement of the Optional Specialization in Zone Education proposal

Dear Chris:

I am writing to express my full support of the **Optional Specialization in Zone Education**. The proposal clearly builds upon Ryerson's mission to deliver career relevant education, and lays the foundation for strengthening our reputation for providing students with experiential learning opportunities; opportunities that are even more critical today as the world of work transforms at an accelerating rate.

The academic framework to create the necessary link between Ryerson's successful "zone" model of student-driven innovation with the university's curriculum is clearly and thoughtfully articulated. The framework creates the formal opportunity for students from all of Ryerson's six Faculties to actively engage in a zone experience that will give them real world experience in what it means to be an entrepreneur while providing the necessary supports and ensuring performance evaluation.

The Faculty of Arts looks forward to contributing to the development of future multidisciplinary zones at Ryerson and to collaborating with our colleagues in other parts of the university to implement this truly distinct model.

Sincerely,



Jean-Paul Boudreau
Dean, Faculty of Arts



May 27, 2013

Chris Evans
Vice-Provost, Academic
Chair, Academic Standards Committee, Senate
Ryerson University

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The Faculty of Communication & Design looks forward to contributing to the development of future multidisciplinary zones at Ryerson and to collaborating with our colleagues in other parts of the university to implement this truly distinct model.

Sincerely,

A handwritten signature in blue ink, appearing to read "Gerd Hauck".

Gerd Hauck, PhD
Dean
Faculty of Communication & Design



OFFICE OF THE DEAN, FACULTY OF COMMUNITY SERVICES

*School of Child and Youth Care • School of Disability Studies • School of Early Childhood Studies
Midwifery Education Programme • Daphne Cockwell School of Nursing • School of Nutrition
School of Occupational and Public Health • School of Social Work • School of Urban and Regional Planning*

May 28, 2013

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The Faculty of Community Services looks forward to contributing to the development of future multidisciplinary zones at Ryerson and to collaborating with our colleagues in other parts of the university to implement this truly distinct model.

Sincerely,

A handwritten signature in black ink that reads "Usha George".

Usha George, Ph.D.
Professor and Dean



OFFICE OF THE DEAN
FACULTY OF ENGINEERING AND ARCHITECTURAL SCIENCE

May 27, 2013

Chris Evans
Vice-Provost, Academic
Chair, Academic Standards Committee, Senate
Ryerson University

RE: Endorsement of the Optional Specialization in Zone Education proposal

Dear Chris:

I am writing to express my full support of the **Optional Specialization in Zone Education**. The proposal clearly builds upon Ryerson's mission to deliver career relevant education, and lays the foundation for strengthening our reputation for providing students with experiential learning opportunities; opportunities that are even more critical today as the world of work transforms at an accelerating rate.

The academic framework to create the necessary link between Ryerson's successful "zone" model of student-driven innovation with the university's curriculum is clearly and thoughtfully articulated. The framework creates the formal opportunity for students from all of Ryerson's six Faculties to actively engage in a zone experience that will give them real world experience in what it means to be an entrepreneur while providing the necessary supports and ensuring performance evaluation.

The Faculty of Engineering and Architectural Science looks forward to contributing to the development of future multidisciplinary zones at Ryerson and to collaborating with our colleagues in other parts of the university to implement this truly distinct model.

Sincerely,

A handwritten signature in black ink that reads "Sri Krishnan" with a stylized flourish above it. The signature is written over the printed name.

Dr. Sri Krishnan, P.Eng.
Interim Dean
Faculty of Engineering and Architectural Science

RYERSON
UNIVERSITY

OFFICE OF THE DEAN
FACULTY OF SCIENCE

May 28, 2013

Chris Evans
Vice-Provost, Academic
Chair, Academic Standards Committee, Senate
Ryerson University

RE: Endorsement of the Optional Specialization in Zone Education proposal

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Sincerely,



Imogen R. Coe, PhD
Dean

May 27, 2013

Chris Evans
Vice-Provost, Academic
Chair, Academic Standards Committee, Senate
Ryerson University

RE: Endorsement of the Optional Specialization in Zone Education proposal

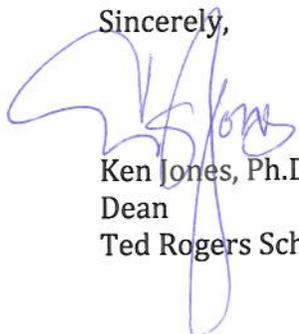
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The Ted Rogers School of Management looks forward to contributing to the development of future multidisciplinary zones at Ryerson and to collaborating with our colleagues in other parts of the university to implement this truly distinct model.

Sincerely,



Ken Jones, Ph.D
Dean
Ted Rogers School of Management

THE CHANG SCHOOL

RYERSON UNIVERSITY
CONTINUING EDUCATION

May 27, 2013

Chris Evans
Vice-Provost, Academic
Chair, Academic Standards Committee, Senate
Ryerson University

RE: Endorsement of the Optional Specialization in Zone Education proposal

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I am writing to express my full support of the **Optional Specialization in Zone Education**. The proposal clearly builds upon Ryerson's mission to deliver career relevant education, and lays the foundation for strengthening our reputation for providing students with experiential learning opportunities; opportunities that are even more critical today as the world of work transforms at an accelerating rate.

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The G. Raymond Chang School of Continuing Education looks forward to contributing to the development of future multidisciplinary zones at Ryerson and to collaborating with our colleagues in other parts of the university to implement this truly distinct model.

Sincerely,

Gervan Fearon
Dean

**LIST OF PROGRAMS THAT
SUBMITTED COURSES FOR
OPEN ELECTIVES –
INCLUDES COURSES IN MINORS,
ENROLLMENT DATA, AND
PREREQUISITES**

*denotes courses offered as Liberal Studies

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Faculty 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		1214	824 (50)	1307 (105)	1133(83)

prerequisites = 2

(107)

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)	
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 632	X	X	(ENG 108 and ACS 103) or ENG 208			52 (19)		52 (19)
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)

Faculty of Arts – French							
COURSE CODE	OPEN ELECTIVE	MINOR	PREREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
				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)

Faculty of Arts – Geographic Analysis

COURSES OFFERED	OPEN ELECTIVES	PREREQUISITES	ANTIREQUISITES	TOTAL ENROLLMENT (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)
EUS 650	X						
EUS 750	X						

EUS 760	X						
EUS 850	X						
EUS 860	X						
EUS 870	X						
TOTAL	29	Total Courses w/o Prerequisites = 28		464 (172)	298 (48)	485 (152)	422 (65)

Faculty of Arts - History

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 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						
HIS 594	X	X		HST 504 and HST 702 and HST 802				HIS 594
HIS 610		X	HIS 510					
HIS 615	X	X					30 (1)	

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 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)

Faculty of Arts - International Economics and Finance

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
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 and 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 and ECN 204		36 (9)	66 (39)	66 (43)	
ECN 504	X	X	ECN 104 and ECN 204		69 (31)	22 (17)		30 (22)
ECN 506	X	X	ECN 104 and 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 and 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)

Faculty of Arts - Music

COURSES OFFERED	OPEN ELECTIVES	PREREQUISITES	ANTIREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
				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 - Philosophy							
COURSES OFFERED	OPEN ELECTIVES	PREREQUISITES	ANTIREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
				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 – 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,	183 (182)		181 (181)	

POL 102	X	X		PPA 120 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)
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					

PSY 807		X	or PSY 102 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			55 (5)		

SOC 470	X	X	111 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)	108 (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 – Fashion Design & Fashion Communication						
COURSE CODE	OPEN ELECTIVES	PREREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
			F 2011	W 2012	F 2012	W 2013
FSN101 (Lab : 1 Hr)	X		180 (7)		163 (4)	
FSN 123	X		172 (1)		171 (9)	
FSN 132	X		165 (1)		151 (0)	
FSN 203	X	IRH 10 or IRH 202 or FSN 232	85 (0)	45 (0)		61 (1)
FSN 302	X	FSN 232 or CMN 201 or CMN 279 or IRH 202 or THP 115 or THP 202	69 (4)	66 (0)	158 (5)	51 (4)
FSN 400	X	MKT 100 or MKT 310		125 (8)		144 (19)
FSN 503	X	FSN 223 or IRH 10 or IRH 202	51 (0)			55 (0)
FSN 504	X	FSN 223 or IRH 10 or IRH 202		70 (1)		67 (1)
FSN 509	X	FSN 232 or IRH 202 or FSN 302				
FSN 510	X	FSN 223 or IRH 10 or IRH 202	69 (0)			
FSN 555	X	FSN 223 or IRH 10 or IRH 202				
Total	11	Total Courses w/o Prerequisites = 3	791 (13)	306 (9)	643 (18)	378 (25)

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 – Interior Design						
COURSE CODE	OPEN ELECTIVES	PREREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
			F 2011	W 2012	F 2012	W 2013
IDF 400	X				44 (1)	51 (0)
*IRL 100	X		113 (90)	81 (64)	49 (36)	70 (42)
*IRL 200 (same as IDF 400)	X				28 (16)	23 (14)
*IRL 500	X		38 (21)	63 (45)	37 (33)	28 (22)
Total	4	# of courses w/o Prerequisites = 4	151 (112)	144 (109)	158 (76)	172 (78)

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	X	JRN 120 or NNS 101,	BDC 915 and BDC 918 and PHL 800		130 (130)	114 (112)	
JRN400 (Lab: 1.0 hrs)	X	X	JRN 120 or NNS 101		86 (0)		78 (4)	
JRN401 (Lab: 2.0 hrs)	X	X	JRN 120 or NNS 101	JLS 600		75 (4)		78 (4)
JRN402	X	X	JRN 120 or NNS 101	BDC 903		46 (2)		
JRN403	X	X	JRN 120 or NNS 101					39 (4)
JRN404 (Lab: 1.0 hrs)	X	X	JRN 120 or NNS 101	ENG 700	119 (1)		112 (7)	
JRN 405	X	X	JRN 120 or NNS 101					
JRN406	X	X	JRN 121 or NNS 101					30 (0)
JRN 412	X	X	JRN 120 or NNS 101		60 (60)		52 (51)	
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					
JRN 502	X	X	JRN 303 or JRN 304 or JRN 305 or JRN 306 or JRN 314	NNS 502		9 (9)		16 (16)

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)		
JRN506	X	X	JRN 303 or JRN 304 or JRN 305 or JRN 306 or JRN 314 or NNS 101			23 (0)		26 (1)
JRN 507	X	X	JRN 303 or JRN 304 or JRN 305 or JRN 306 or JRN 314	NNS 507				13 (13)
JRN508	X	X	JRN 120 or NNS 101	ENG 530		12 (0)		
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
JRN 510	X	X	JRN 303 or JRN 304 or JRN 305 or JRN 306 or JRN 314	NNS 510				
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	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				
NNS 502	X		JRN 120 or NNS 101	JRN 502				
NNS 507	X		JRN 120 or NNS 101	JRN 507				
NNS 510	X		JRN 120 or NNS 101	JRN 510				
NNS 525	X		Departmental consent required					
TOTAL	26	23	# Of courses w/o		465 (71)	592 (153)	570	504 (57)

prereq. = 0

(192)

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 – Radio and Television

COURSES OFFERED	OPEN ELECTIVES	PREREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
			F 2011	W 2012	F 2012	W 2013
RTA 101	X					
BDC 102	X		157 (1)		168 (0)	
BDC 192	X		166 (0)			
BDC 191	X		164 (0)		181 (0)	
BDC 210	X			162 (1)		183 (0)
BDC 211	X			165 (0)		183 (0)
RTA 220	X					
RTA 221	X					
RTA 222	X					
RTA 223	X					
RTA 310	X					
RTA 315	X					
RTA 316	X					
RTA 320	X					
RTA 323	X					
BDC 901	X			34 (0)		44 (0)
BDC 903	X			17 (0)		36 (0)
RTA 905	X					
BDC 908	X				56 (0)	
BDC 910	X			38 (0)	30 (0)	
RTA 912	X					

BDC 915	X			32 (0)		39 (1)
RTA 916	X					
BDC 917	X			28 (0)	46 (0)	
BDC 918	X		48 (0)		48 (0)	
RTA 919	X					
RTA 920	X					
BDC 921	X			18 (0)		32 (0)
BDC922	X					
RTA 926	X					
BDC 927	X				41 (0)	37 (0)
RTA 929	X					
BDC 931	X					
RTA 936	X					
RTA 938	X					
RTA 939	X					
RTA 940	X					
RTA 942	X					
BDC 945	X		25 (0)			
RTA 946	X					
RTA 947	X					
RTA 965	X					
RTA 990	X					
TOTAL	44		560 (1)	494 (1)	568 (0)	554 (0)

Faculty of Communications & Design – Theatre and Performance

COURSE CODE	OPEN ELECTIVES	PREREQUISITES	LAB REQUIREMENT
THF 316	X	(THA 100 and THA 101) or (THD 100 and THD 101) or (THP 101 and THP 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)

Faculty of Community Services – Occupational Health & Safety

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 – Social Work							
COURSE CODE	OPEN ELECTIVE	PREREQUISITES	ANTIREREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
				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					47 (0)

		335, SWP 341, SWP 402 and SWP 435					
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)

Faculty of Engineering & Architectural Science – Mechanical and Industrial Engineering				
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		
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	0			

Faculty of Science - Biology ¹					
COURSE CODE	OPEN ELECTIVE	MINOR	PREREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)	
				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		

¹ Data for Faculty of Science are from a time when FEAS and FOS where single faculty Potential Open Electives

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)

Faculty of Science – Biomedical Science			
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	
TOTAL	0		

“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.

Faculty of Science – Chemistry

COURSE CODE	OPEN ELECTIVES	MINOR	PREREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)	
				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	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	X	CHY 223		

CHY 434 (Lab: 3 hrs)	X	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	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	X	CHY 242 and CHY 449		23 (0)
CHY 502	X				
CHY 599	X				
CHY 600	X	X	CHY 142 and CHY 242		
CHY 706	X	X	CHY 142 and CHY 242 and CPS 313 and CPS 315		
TOTAL	25	22	Total # of Courses available w/o prerequisites = 1	150 (2)	146 (1)

¹ Data for Faculty of Science are from a time when FEAS and FOS where single faculty

Faculty of Science – Computer Science

COURSE CODE	OPEN ELECTIVES	PREREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)	
			F 2011	W 2012
CPS 109 (Lab: 2 hrs)	X		169 (0)	21 (1)
CPS 118 (Lab: 2 hrs)	X		269 (0)	
CPS 125 (Lab: 2 hrs)	X			826 (2)
CPS 209 (Lab: 2 hrs)	X	CPS 109		138 (0)
CPS 213 (Lab: 1 hr)	X		112 (0)	
CPS 305 (Lab: 1 hr)	X	CPS 209 and CPS 393	103 (0)	
CPS 311	X	CPS 209 and CPS 393	109 (0)	99 (0)
CPS 313 (Lab: 1 hr)	X	CPS 118	18 (0)	
CPS 314 (Lab: 1 hr)	X	CPS 313		
CPS 315 (Lab: 1 hr)	X	CPS 118		
CPS 393 (Lab: 1 hr)	X			127 (3)
CPS 406 (Lab: 1 hr)	X	CPS 311		95 (0)
CPS 411 (Lab: 1 hr)	X	CPS 118		15 (0)

CPS 501	X	(CPS 118 or CPS 125 or CPS 109) and BLG 143	7 (0)	
CPS 506	X	CPS 209 and CPS 311		76 (0)
CPS 510 (Lab: 1 hr)	X	CPS 305	76 (0)	
CPS 511	X		41 (0)	
CPS 513 (Lab: 1 hr)	X			
CPS 514	X			
CPS 530 (Lab: 1 hr)	X	CPS 209	62 (0)	
CPS 590 (Lab: 1 hr)	X	CPS 393		83 (0)
CPS 606	X	CPS 310		
CPS 607 (Lab: 1 hr)	X	CPS 310	10 (0)	
CPS 610 (Lab: 1 hr)	X	CPS 510		16 (0)
CPS 613 (Lab: 1 hr)	X	CPS 209	20 (3)	
CPS 615 (Lab: 1 hr)	X	MTH 210 and CPS 305		93 (0)
CPS 616 (Lab: 1 hr)	X	CPS 305 and MTH 210) or CPS 411		85 (0)
CPS 621 (Lab: 1 hr)	X	CPS 109 and CPS 393		39 (0)
CPS 630 (Lab: 1 hr)	X	CPS 530		41 (0)
CPS 633 (Lab: 1 hr)	X	CPS 209 and CPS 590	86 (0)	
CPS 706 (Lab: 1 hr)	X	CPS 590	77 (0)	
CPS 707	X	CPS 406 and MTH 310		
CPS 710	X	CPS 615		
CPS 713 (Lab: 1 hr)	X	CPS 209		
CPS 714 (Lab: 1 hr)	X	CPS 406		
CPS 716	X	CPS 590 and CPS 706		
CPS 721 (Lab: 1 hr)	X	(CPS 305 and MTH 210 and MTH 304)	65 (0)	
CPS 730 (Lab: 1 hr)	X	CPS 393 or CPS 590	36 (0)	
CPS 731 (Lab: 1 hr)	X	CPS 406	16 (0)	
CPS 750	X	CPS 706		26 (0)
CPS 752	X	CPS 310		
CPS 801 (Lab: 1 hr)	X	CPS 305 and CPS 590		27 (0)
CPS 811	X	CPS 706		
CPS 813 (Lab: 2 hr)	X	CPS 607		

Faculty of Science – Medical Physics

CPS 815	X	CPS 411		
CPS 831 (Lab: 1 hr)	X	CPS 731		
CPS 832	X	CPS 310 and CPS 590		11 (0)
CPS 842 (Lab: 1 hr)	X	CPS 311 and CPS 305	15 (0)	
CPS 843	X	CPS 209 and MTH 108 and MTH 310		29 (0)
CPS 844 (Lab: 1 hr)	X	CPS 311 and MTH 304		
CPS 845 (Lab: 1 hr)	X	CPS 406		
CPS 883 (Lab: 2 hr)	X	<i>Departmental consent required</i>		
CPS 888 (Lab: 1 hr)	X	<i>Departmental consent required</i>		
TOTAL	54	Total # of Courses available w/o prerequisites = 1	1291 (3)	1847 (6)

COURSE CODE	OPEN ELECTIVES	MINOR	PREREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)	
				F 2011	W 2012
PCS106 (Lab : 0.5 hrs)	X				
PCS107	X	X		118 (0)	
PCS 102	X		<i>Antirequisites: PCS 120 & PCS 130</i>		
PCS110 (Lab: 1 hr)	X	X		109 (1)	
PCS120 (Lab: 1 hr)	X	X	Antirequisites: PCS 125 and PCS 211	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)
*PCS 181	X				
*PCS 182	X				
PCS211 (Lab: 1 hr)	X	X	Antirequisites: PCS 120 & PCS 130	833 (0)	206 (0)
PCS 213	X		PCS 125		
PCS224 (Lab: 1 hr)	X	X	PCS 110 or PCS 125 or PCS 130	186 (0)	
PCS227	X	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	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)
PCS 229	X		PCS 130 and MTH 131		
PCS230 (Lab: 1.5 hrs)	X	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	X	(MTH 231 and PCS 130) or (PCS 125 and PCS 211 and MTH 141 and MTH 240)	38 (0)	
PCS335	X	X	(PCS 130 and MTH 380) or (PCS 125 and PCS 211 and MTH 410)		28 (0)
PCS 350	X		MTH 510 or (MTH 501 and MTH 430)		
PCS352 (Lab: 1.5 hrs)	X	X	PCS 300 and (CHY 223 or MTH 380 or MTH 410)	17 (0)	
PCS 354	X		PCS 229 and BLG 311		
PCS358 (Lab: 1 hr)		X	(PCS 120 and MTH 330) or [PCS 211 and (MTH 312 or MTH 425)]		
PCS400	X	X	(PCS 300 or CHY 344) and (MTH 312 or MTH 330 or MTH 425)		37 (0)
PCS 405	X		PCS 229 and PCS 352 and MTH 430		
PCS 406	X		PCS 229 and PCS 352		

PCS 407	X		PCS 229 and PCS 352		
*PCS510	X	X	PCS 110 or PCS 130 or (PCS 125 and PCS 211)		
*PCS 581	X		PCS 181 or PCS 510		
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	31	18	Total # of Courses available w/o prerequisites = 5	1643 (8)	1367 (6)

¹ Data for Faculty of Science are from a time when FEAS and FOS where single faculty

Faculty of TRSM – Business Technology Management

COURSE CODE	OPEN ELECTIVES	PREREQUISITES	ANTIREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
				F 2011	W 2012	F 2012	W 2013
ITM 100 (Lab:2 hr)	X		ITM 277	197 (0)	156 (0)	367 (0)	
ITM 102 (Lab:1 hr)	X		ITM 101 and ITM 277	1395 (32)	144 (9)	1499 (26)	204 (26)
ITM 200 (Lab:2 hr)	X				222 (0)		45 (1)
ITM 207 (Lab:1 hr)	X						305 (0)
ITM 277	X		ITM 100, ITM 102	46 (46)	34 (34)		25 (25)
TOTAL	5	Total # of Courses w/o Prerequisites = 5		1638 (78)	556 (43)	1866 (26)	579 (52)

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 - Finance

COURSE CODE	OPEN ELECTIVE	MINOR	PREREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
				F 2011	W 2012	F 2012	W 2013
FIN 300	X	X	ACC 100 or ACC 110	1116 (7)	320 (11)	1158 (9)	336 (10)
FIN 401	X	X	FIN 300	234 (12)	714 (23)	212 (6)	856 (19)
FIN 501	X	X	FIN 401	170 (33)	251 (12)	167 (32)	242 (9)
FIN 502	X	X	FIN 300	69(0)	255 (3)	51 (2)	220 (5)
FIN 510	X	X	FIN 401	210 (2)		209 (0)	
FIN 512	X	X	FIN 300	66 (0)		78 (0)	
FIN 521	X	X	FIN 501 and FIN 502	102 (0)		78 (2)	
FIN 562	X	X					
FIN 601	X	X	FIN 501	72 (2)	79 (22)	88 (15)	72 (22)
FIN 610	X	X	FIN 401	145 (0)		85 (0)	
FIN 611	X	X	FIN 501		97 (4)		97 (6)
FIN 612	X	X	Corequisite: FIN 502, Prerequisite: FIN 300				
FIN 621	X	X	FIN 401		386 (2)		343 (3)
FIN 631	X	X	FIN 300	132 (0)		186 (0)	
FIN 701	X	X	FIN 401	194 (3)	128 (0)	157 (3)	119 (0)
FIN 707	X	X	FIN 501		134 (0)	143 (0)	139 (0)
FIN 710	X	X	FIN 501				
FIN 711		X	FIN 501	90 (2)	96 (1)	79 (1)	113 (3)
FIN 731	X	X	FIN 501 and FIN 631		56 (0)		29 (0)
FIN 800	X	X	FIN 300	168 (1)	211 (4)	109 (0)	195 (0)
FIN 801		X	FIN 601	38 (2)	50 (1)		34 (1)
FIN810	X	X	ACC 414 and FIN 401 and FIN 710				
FIN 812	X	X	ACC 522, FIN 501, FIN 512 and FIN 612		12 (0)		15 (0)
Total	21	23	Total # of Courses w/o Prerequisites =	2860 (64)	2725 (171)	2675 (193)	2420 (175)

Faculty of TRSM – Global Management						
COURSE CODE	OPEN ELECTIVES	PREREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
			F 2011	W 2012	F 2012	W 2013
GMS 200	X		640 (48)	1248 (235)	721 (49)	1302 (260)
TOTAL	1	Total # of Courses w/o Prerequisites = 1	640 (48)	1248 (235)	721 (49)	1302 (260)

Faculty of TRSM – Health Information Management						
COURSE CODE	OPEN ELECTIVES	PREREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
			F 2011	W 2012	F 2012	W 2013
HIM 300	X	HSM 301 or HSM 315				
HIM 301	X	HSM 301				
TOTAL	2	Total # of Courses w/o Prerequisites = 2				

Faculty of TRSM – Health Service Management						
COURSE CODE	OPEN ELECTIVES	PREREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
			F 2011	W 2012	F 2012	W 2013
HSM 301	X					
HSM 305	X	HSM 301 or HSM 315				
HSM 306	X	HSM 305 and (HSM 301 or HSM 315)				
HSM 307	X					
HSM 308	X	HSM 301 and HSM 307				
HSM 309	X	HSM 301 and HSM 307				
HSM 310	X					
HSM 326	X	HSM 301 or HSM 315				
HSM 417	X	HSM 326 and HIM 301				
TOTAL	9	Total # of Courses w/o Prerequisites = 3				

*VERY LOW ENROLLMENT DATA FOR HEALTH SERVICE MANAGEMENT AND HEALTH INFORMATION MANAGEMENT

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 – Human Resources

COURSE CODE	OPEN ELECTIVES	PREREQUISITES	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
			F 2011	W 2012	F 2012	W 2013
MHR 405 (Lab : 2 hrs)	X		638 (86)	184 (120)	314 (78)	521 (118)
MHR 522	X		122 (270)	125 (22)	116 (28)	158 (19)
MHR 523	X		193 (56)	1090 (56)	329 (116)	1204 (74)
MHR 721	X			137 (14)	62 (10)	94 (15)
TOTAL	4	Total # of Courses w/o Prerequisites = 4	953 (412)	1536 (212)	821 (232)	1977 (226)

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 = 3	1742 (210)	1567 (250)	1551 (207)	1787 (189)

Faculty of TRSM - Marketing

COURSE CODE	OPEN ELECTIVE	MINOR	PREREQUISITES	ANTIREQUISITE	TOTAL ENROLLMENT (total includes # of non-faculty students in brackets)			
					F 2011	W 2012	F 2012	W 2013
MKT 100	X	X			546 (289)	1485 (180)	414 (277)	1462 (242)
MKT 300		X	MKT 100		478 (113)	108 (16)	464 (107)	125 (12)
MKT 310	X		BSM 200	MKT 100				
MKT 400		X	MKT 300	MKT 502, RMG 302	58 (3)	261 (27)	81 (26)	302 (32)
MKT 500			MKT 300		251 (31)		219 (32)	111 (15)
MKT 504	X	X			224 (69)	175 (83)	188 (54)	236 (92)
MKT 510	X		MKT 300		301 (32)		291 (32)	177 (29)
MKT 600		X	MKT 400 or RMG 302		69 (0)	264 (29)	86 (4)	164 (11)
MKT 700		X	MKT 300 & MKT 500		164 (9)	57 (2)	87 (1)	79 (2)
MKT 702			MKT 300 and MKT 600					
MKT 723	X	X	MKT 100 or HTM 302		60 (15)	122 (20)	64 (11)	72 (15)
MKT 731		X	MKT 100 or HTM 302					
MKT 802			MKT 702					
MKT 828	X	X	MKT 100 or HTM 302	MKT 827	72 (3)		83 (1)	72 (3)
MKT 829	X	X	MKT 100 or HTM 302	MKT 827				
MKT 850		X	MKT 100 or HTM 302					
Total	7		Total # of Courses w/o Prerequisites = 2		2223 (563)	2472 (357)	1977 (545)	2800 (453)

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)