

SENATE MEETING AGENDA

TUESDAY, JUNE 1, 2021



SENATE MEETING AGENDA

Tuesday, June 1, 2021

Via ZOOM Video Conferencing

5:00 p.m. **Committee of the Whole Discussion:**
Mental Health and Wellbeing

6:00 p.m. **Senate Meeting starts**

1. Call to Order/Establishment of Quorum
2. Land Acknowledgement
"Toronto is in the 'Dish With One Spoon Territory'. The Dish With One Spoon is a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers have been invited into this treaty in the spirit of peace, friendship and respect."
3. Approval of the Agenda
Motion: *That Senate approve the agenda for the June 1, 2021 meeting.*
4. Announcements
5. Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the May 4, 2021 meeting.*
6. Matters Arising from the Minutes
7. Correspondence
8. **Reports**
 - 8.1 **Report of the President**
 - 8.1.1 President's Update

Pages 1-27

Pages 28-35

Pages 36-37

8.2 Communications Report

8.3 Report of the Secretary

Pages 38-41

8.3.1 Standing Committees of Senate: AGPC and SPC membership

8.3.2 RGSU seat on Senate for the 2021-2022 academic year

Pages 42-94

8.4 Committee Reports

8.4.1 Report #W2021-5 of the Academic Standards Committee

(ASC): K. MacKay

Pages 42-50

8.4.1.1. Periodic Program Review for Electrical Engineering – Faculty of Engineering and Architectural Science

Motion: *That Senate approve the Periodic Program Review for Electrical Engineering – Faculty of Engineering and Architectural Science.*

Pages 50-52

8.4.1.2. Co-op work term revision for Chemical Engineering – Faculty of Engineering and Architectural Science

Motion: *That Senate approve the co-op work term revision for Chemical Engineering – Faculty of Engineering and Architectural Science.*

Pages 52-69

8.4.1.3. Periodic Program Review for Business Management – Ted Rogers School of Management

Motion: *That Senate approve the Periodic Program Review for Business Management – Ted Rogers School of Management.*

Pages 69-70

8.4.1.4. Honours degree designation for the Bachelor of Commerce - Business Management (all majors) - Ted Rogers School of Management

Motion: *That Senate approve the Honours degree designation for the Bachelor of Commerce –*

Business Management (all majors) – Ted Rogers School of Management.

Pages 70-71

8.4.1.5. Honours degree designation for the Bachelor of Commerce - Accounting and Finance (both majors) – Ted Rogers School of Management

Motion: *That Senate approve the Honours degree designation for the Bachelor of Commerce – Accounting and Finance (both majors) – Ted Rogers School of Management.*

Pages 71-74

8.4.1.6. Curriculum modifications for Marketing Management – Ted Rogers School of Management

Motion: *That Senate approve the curriculum modifications for Marketing Management – Ted Rogers School of Management.*

Pages 74-77

8.4.1.7. Curriculum modifications for Economics and Management Science – Ted Rogers School of Management

Motion: *That Senate approve the curriculum modifications for Economics and Management Science – Ted Rogers School of Management.*

Pages 77-80

8.4.1.8. Certificate review for Food Security – Chang School

Motion: *That Senate approve the certificate review for Food Security – Chang School.*

Pages 80-84

8.4.1.9. Certificate review for Aboriginal Knowledges and Experiences – Chang School

Motion: *That Senate approve the certificate review for Aboriginal Knowledges and Experiences – Chang School.*

Pages 84-86

8.4.1.10. Certificate modifications to Aboriginal Knowledges and Experiences – Chang School

Motion: *That Senate approve the certificate modifications to Aboriginal Knowledges and Experiences – Chang School.*

Pages 86-88

8.4.1.11. New certificate in Fashion Innovation – Chang School

Motion: *That Senate approve the new certificate in Fashion Innovation – Chang School.*

Pages 89-93

8.4.1.12. New certificate in Indigenous Child and Youth Engagement – Chang School

Motion: *That Senate approve the new certificate in Indigenous Child and Youth Engagement – Chang School.*

Page 93

8.4.1.13. For Information: G. Raymond Chang School of Continuing Education Certificate Revisions

- i. Certificate in Lighting Design: Change in Certificate Requirements; Course Deletions (CDID 510 and CDID 554)
 - ii. Certificate in Health Services Management: Course Deletions (Electives)
 - iii. Certificate in Health Studies: Course Deletion (Elective)
 - iv. Certificate in Publishing: Course Description Change (CDPB 100; CDPB 202)
 - v. Certificate in Social Sciences and Humanities Foundations: Course Deletion (Elective)
 - vi. Certificate in Ethics: Course Deletions (Electives)
 - vii. Certificate in Public Administration and Leadership: Course Additions (Electives)
 - viii. Certificate in Urban Agriculture: Course Addition (Elective)
 - ix. CINT 965: Change to Prerequisite
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Pages 95-157

8.4.2 Report #W2021-5 of the Academic Governance and Policy Committee (AGPC): S. Zolfaghari

8.4.2.1. Interim Provost's Update

Pages 96-130

8.4.2.2. Revised Policy 46: Undergraduate Course Grading, Academic Program Standing and Eligibility to Graduate (C. Hack)

Motion: *That Senate approve the revised Policy 46: Undergraduate Course Grading, Academic Program Standing and Eligibility to Graduate.*

Pages 134-144

8.4.2.3. YSGS Bylaw changes for Psychology PhD/MA (C. Searcy)

Motion: *That Senate approve the YSGS Bylaw changes for Psychology PhD/MA.*

Pages 145-157

8.4.2.4. YSGS Bylaw changes for Physics PhD/MSc (C. Searcy)

Motion: *That Senate approve the YSGS Bylaw changes for Physics PhD/MSc.*

Pages 158-183

8.4.3 Report #W2021-3 of the Yeates School of Graduate Studies Council (YSGS): C. Searcy

Pages 159-174

8.4.3.1. Major Curriculum Modification – Child and Youth Care MA (C. Searcy)

Motion: *That Senate approve the Major Curriculum Modification – Child and Youth Care MA.*

Pages 175-183

8.4.3.2. Major Curriculum Modification – Data Science and Analytics MSc (C. Searcy)

Motion: *That Senate approve the Major Curriculum Modification – Data Science and Analytics MSc.*

10. New Business as Circulated

11. Members' Business

11.1 **Motion:** *Whereas the application of the federal Company's Creditors Arrangement Act (CCAA, 2014) to the recent financial "insolvency" of Laurentian University has resulted in drastic cuts to programs and staff (academic and non-academic) which seem not to have taken into account academic matters central to Laurentian's institutional goals and long-standing commitments;*

And whereas the Company's Creditors Act's statement of purpose, focused as it principally is on "the protection of capital", and protection of shareholder's interests, is inappropriate as the basis for addressing a financial crisis of a university;

And whereas it is unclear whether this Act of Parliament was ever intended to be applied to the university/post-secondary educational sector;

And whereas it is imperative that further uses of this Act in the university/post-secondary sector be prevented; Therefore, be it resolved that the Senate of Ryerson University hereby asks, indeed implores, Ryerson University's senior administration and Board of Governors to take action, in concert with other universities or alone, and consistently with prudential concern for the well-being of Ryerson University, to attempt to persuade Parliament to remove universities from the purview of the Company's Creditors Arrangement Act.

12. Consent Agenda:

12.1 OVPRI Annual Report to Senate

https://www.ryerson.ca/senate/senate-meetings/agenda/2021/OVPRI_annual_report_June1_2021.pdf

12.2 Senate Learning and Teaching Committee Report

https://www.ryerson.ca/senate/senate-meetings/agenda/2021/SLTC_annual_report_June1_2021.pdf

13. Adjournment

SENATE MINUTES OF MEETING

Tuesday, May 4, 2021

Via Zoom Video Conference

MEMBERS PRESENT:			
EX-OFFICIO:	FACULTY:		STUDENTS:
L. Barnoff	R. Adams	T. Schneider	L. Armstrong
D. Brown	T. Burke	D. Scofield	C. Bannis
D. Cramb	D. Checkland	N. Thomlinson	G. Carter
G. Craney	M. Dionne	C. Thompson	M. Hickie
T. Duever	S. Farshadfar	M. Vahabi	F. L. Kakar
C. Falzon	A. Ferworn	I. Young	Y. Mistry
C. Hack	N. George		K. Park
G. Hepburn	E. Ignagni		H. Ramzan
R. Iannacito-Provenzano	L. Jacklin		D. Salman
M. Lachemi	L. Kolasa		J. Sekhon
S. Liss	L. Lavallée		J. Spagnuolo
K. MacKay	A. McWilliams		
J. McMillen	P. Moore		
I. Mishkel	D. Oguamanam		
D. O'Neil Green	R. Ott		
C. Searcy	R. Ravindran		
C. Shepstone	H. Rollwagen		EX-OFFICIO STUDENTS:
P. Sugiman	S. Sabatinos		M. Fast
D. Taras	J. Saber		
D. Young	I. Sakinofsky		
S. Zolfaghari	J. Schmidt		
SENATE ASSOCIATES:			ALUMNI:
J. Dallaire	K. Train		N. Di Cuia
R. Kucheran	N. Ponde de Leon Elphick		S. Rattan
S. McFadden			
REGRETS:	ABSENT:		
A. M. Brinsmead	S. Benvie		
A. Valeo	G. Bramesfeld		
	N. Chen		
	L. Escandon		
	R. Noble		
	S. Maitman-Markowski		
	S. Satish		
	S. Slonim		
	H. Zarrin		

**Committee-of-the-Whole Discussion:
Initial Consultation on Proposed School of Medicine**

The Vice Chair of Senate, L. Lavallée, chaired this section of the meeting.

S. Liss presented the topic.

It is my pleasure to be here today to discuss the approach that we are taking to apply for the proposed school of medicine, to hear your feedback and to answer your questions. In addition to the material distributed in advance of the meeting, we will be making a brief presentation before we transfer to questions and guided discussions from Senators.

I will share a rationale for the proposed Ryerson School of Medicine, an overview of the planning committee, and how we are undertaking this work, including the proposed timelines and information on how to participate in the consultation process that we will be undertaking this Spring.

The province provided Ryerson with a \$1M planning grant to establish a business case for a medical school. Building from Ryerson's SRC Health Strategy, the proposed Ryerson School of Medicine will lend itself to community-based care while offering training for a diverse network of future healthcare professionals for the health challenges of tomorrow. Ryerson is well positioned to build the support transformation in healthcare. We are known for innovation in curriculum and in practice. We attract talent from diverse backgrounds and we focus on culturally-respectful approaches. We have established a commitment to meeting local needs and then embedding this into professional practice and, most importantly, we have a history of looking at problems differently and challenging the status quo.

This is not about creating a traditional medical school. Ryerson can offer a new approach to medical education in Ontario. Our school of medicine will be committed to focusing on community, such as: primary care and the social factors that determine health, provide more culturally-respectful and sensitive care to communities, and using innovation and technology that can address issues sooner and more effectively; providing future doctors with the skills to work with networks of healthcare and the fostering of better patient outcomes, and focusing on supporting seniors as our aging population grows.

Brampton is one of the fastest growing cities in Canada, largely due to immigration. As a result of that growth, it is proportionally underserved in healthcare. We see COVID's high rates of occurrence in that region and the pandemic amplified significant cracks in the healthcare system across the province and with respect to the issues in Brampton. Ryerson and Brampton have worked well together and continue to do so. You will see from many of the President's reports to Senate, Ryerson and Brampton have had partnerships successfully, and we know each other. Brampton presents the opportunity for Ryerson to address a real need in regards to healthcare. The medical school will not only build upon the healthcare system in the City of Brampton but

will also create space for a diverse pool of talent to thrive in commercial healthcare and other like sectors.

What would a medical school do for Ryerson? The benefits go far beyond Brampton and the GTA. It opens up opportunities to play a much wider role in our community, country and the world. It creates learning and career opportunities for our faculty, staff, alumni, future students and graduates. The School of Medicine also has the potential to increase Ryerson's competitiveness and provide greater opportunity for partnerships and relationships within the broader community of healthcare organizations. I know that many of you have questions about what this will mean for existing programs, departments and areas of study. We want to hear from our Ryerson community and use the comments we receive to help shape the planning process which will be shared with all Ryerson community members, as well as a feasibility study, which is a business-case proposal that we will take to the provincial government. We have a bold vision.

Planning for a school of medicine is an ambitious and challenging endeavor that will take years to realize. Planning will be a multi-year process with many opportunities to listen, learn and co-create. The most frequently asked questions that we see in the consultation kick-off is 'when will the school of medicine be opening?', and the answer the President gave was that the plan will take 18-24 months. After the plan is developed, there are multiple steps to getting approvals and accreditation. The first step will be about 12-24 months after the full approval from the province. The creation of a new medical school impacts all aspects of the university and in recognition of that, we have formed the School of Medicine Planning Committee that consists of broad representation from across the institution including all the Faculties as well as the administrative offices, to guide Ryerson's approach to the proposed development in a strategic and coordinated manner.

The Planning Committee is guided by a [Terms of Reference](#), which is attached as part of the Senate agenda background materials, and is part of the Senate's and the Board of Governors' approval processes including [Senate Policy 112](#), which governs the Development of New Graduate and Undergraduate Programs. The Planning Committee will oversee the process for the School of Medicine development, consultation and approval, to ensure that the University is making coordinated decisions for program development, resource allocation and external regulatory compliance. The Planning Committee serves as a committee-of-the-whole with members participating in sub-committees that will operate in parallel. The structure allows to report quickly and strategically to engage partners, develop proposed curriculum and academic program, and create a comprehensive Letter of Intent for the business case. The Planning Committee will work together with partners in Ryerson and Brampton community members to design a school of medicine that's in line with Ryerson's values; it serves societal needs with intentional approach to Equity, Diversity and Inclusion, and a goal to creating access.

As seen in the Terms of Reference, the Planning Committee has four dedicated sub-committees, which will operate in parallel to assist with the approval process including an Academic Program Development Committee, chaired by Marcia Moshe, that will lead the drafting of the Letter of

Intent and be responsible for reports to Ryerson Senate and the associated quality assurance councils and regulatory bodies. The other three sub-committees are a Feasibility Study Committee, Partnership and Community Relations Committee, and an Executive Steering Committee. As we are all in the preliminary planning stage, the Interim Provost has named me as the Dean of Record for this initiative. No decisions have been made regarding whether the School of Medicine will be a stand-alone school like the Chang School, the Yeates School of Graduate Studies, or the Lincoln Alexander School of Law. Those decisions will be made as we work through the planning process and considerations, and we welcome community feedback to help us make those decisions.

The first phase of the initial internal consultations is underway and will run from now until June 18, 2021. During this initial consultation phase, we have designed engagement tools to be inclusive of people wherever they are and make them available for an extended two-month period as we realize how busy everyone is. We launched a webinar on April 23 where the President shared his vision for the proposed School of Medicine and I described the planning process. The recording is available on the website for those who did not have a chance to see it live. There are two ways for community members to participate in the Spring consultation – first is to complete an online questionnaire, which will be available to the Ryerson community until June 18. The second way to participate is to attend a Zoom community engagement session. We will also be hosting weekly one-hour sessions from May 6 to June 14 for the Ryerson community. A total of six community engagement sessions will be held during the course of the Spring, the dates and times of these sessions are listed below. In these one-hour sessions, I will provide an overview of the planning process and vision for the School, using interactive technology. Participants will be invited to share their feedback in real time and there will also be an opportunity for questions and answers. If you are interested in attending one of the weekly community engagement sessions, I encourage you to please sign up through the link provided - [Sign-up at: https://www.ryerson.ca/brampton/school-of-medicine/](https://www.ryerson.ca/brampton/school-of-medicine/)

Engagement Sessions:

Thursday, May 6	-	10:00 to 11:00 am
Monday, May 10	-	10:00 to 11:00 am
Tuesday, May 18	-	2:00 to 3:00 pm
Thursday, May 27	-	2:00 to 3:00 pm
Wednesday, June 2	-	1:00 to 2:00 pm
Thursday, June 10	-	6:00 to 7:00 pm

We will share the feedback and what we have learned from these consultations, which will help form the next round of consultations. The second round of community consultation sessions will take place in the Fall 2021. There will be an opportunity to share what we heard in the Spring, our initial feedback as incorporated in the planning process and to allow for deeper engagement on the substance of the proposal.

We have prepared five questions that we've shared with you in advance to guide the remainder of today's discussion.

Questions to Guide Senate Committee-of-the-Whole Discussion

1. What core values and principles should guide the development of Ryerson's proposed School of Medicine?
2. Equity, diversity, and inclusion are core values for Ryerson University. In what ways could Ryerson be bold and innovative in developing a diverse, equitable, and inclusive School of Medicine?
3. What impact do we want Ryerson School of Medicine graduates to have on their communities and on healthcare? What are the pressing healthcare challenges they need to be ready to address?
4. What kinds of challenges do you anticipate for Ryerson during the School of Medicine proposal development process? How might we navigate these challenges?
5. Given the global COVID-19 pandemic, your knowledge of Ryerson, and your own interest in the School of Medicine, if you had three wishes for a Ryerson School of Medicine, what would they be?

C: It has to do with EDI - the discipline that I'm in, the social determinants of health are really being looked at right now, and especially from an Indigenous perspective rather than speaking to behavioural risk factors or things that people are doing to compromise their own health; it's actually placing the mirror on the practitioner. There are Indigenous physicians across Canada who are really talking about educating future doctors and nurses about putting the mirror on themselves with respect to recognizing how the stereotypes they hold impact the health of the people that they are working with.

C: I wanted to add as a core value, student advocacy and the ability for students to be present in the decision-making committees.

A: S. Liss – We are in the earliest of stages of setting up the process. Of course, the initial work with students ensures that the appropriate academic representation for feedback is in place. In particular areas, students were informed, students in health programs at Ryerson, particularly with regards to their experience with professional practice, what they see as a future in terms of healthcare, and how they see a curriculum for training physicians through the training program and including their view through the respective programs. I know there is a tremendous amount of interest with admission and admission criteria, particularly with respect to diversity, equity and inclusion, which will be very important to those discussions as well. We can certainly look at ways to populate our working groups and activities appropriately and at the same time we believe that students are a very important part of those discussions to capture their perspectives.

Q: With respect to earlier comments regarding communities, and to the core value, you want to make sure you serve the communities that are underserved right now. What communities have we targeted already and how will we find out what they need out of a breaking-the-mold medical school that we are trying to build and is proposed here?

A: There are stages with respect to laying out for an external consultation process with key stakeholders and communities. We are working very closely with Jennifer Grass' team and there has been a commitment with respect to supporting our external stakeholder engagement and working with community groups, particularly represented in communities like Brampton, but at the same time, making sure that we are working with our equity-seeking groups across our university as well, and also in the wider community. It is absolutely an essential part in the key component of the consultation exercise, not just the stakeholders and community-based health units, hospitals, partners and other organizations, but also with representatives of key communities including immigrant communities in underserved areas of the region. That is so important in helping to guide the direction and focus of the curriculum and orientation of training - the way in which we are engaged in those communities throughout the establishment of the school and also systematically throughout the program when it's up and running. There are very unique models and opportunities to learn from around the world, particularly the United States, about community engagement and representative of the diversity that's needed to ensure a successful vibrant medical school not just in the formation of the school. It will be interesting to hear feedback from the community on ways in which we might be able to do this better or differently or hear some examples of community engagement.

Q: Are you going to release publicly who you have engaged with? Will that be on the website?

A: Yes, this will be available on the website as well as updates and reports.

C: I was just thinking about when our group discussed the Law School last year, we were saying that one of the options of the Law School should be to take Ryerson's innovative approach, especially in the judicial arena, and apply it to documents. For example, we all know that during COVID, we all have to work from home and keep socially distanced; it's very important to be able to sign documents electronically. I think it would be interesting if this school emphasizes the use of digital documents and records (diagnostic imaging, etc.). This could enable people to avoid physically going to hospitals or medical centres to drop off or receive documents from medical practitioners. Medical results can be submitted online for doctors and patients to access.

A: Digital technology is very important on a number of fronts and from a learning perspective with respect to aspects of our curriculum, and training program, particularly with respect to students who will be working in community-based health units. Digital technology might be assistive to the training trajectory and will be an important conversation in some of the program development; incorporating some of our digital technology insights and looking at it as part of preparing practitioners for the future around digital. Certainly, this includes sufficient knowledge and background in issues of privacy, cybersecurity, and the technology itself regarding artificial intelligence. We are able to draw expertise across our campus as well as insights from others on this and so these are very important considerations and an opportunity to think about the curriculum and program in a specific way with regard to healthcare delivery in the community.

C/Q: I'm addressing questions 1 and 2 regarding interests. The students in the new medical school, when it eventually happens, making sure that those students are properly represented and they have a voice, that they are part of the same student structures that exist at Ryerson and that they have the same student representation. The new medical school should contain student advocacy and student representation. Similarly, for collegial governance, faculty members in the medical school should be members of the faculty association and should be active in the Senate. How do you ensure that faculty there will be involved in the whole Ryerson faculty association?

A: We appreciate your perspective and the value of composition with respect to the role of students while they are in the program, their contribution and their engagement across the university, and the role of faculty as well will be considered.

Q: Regarding Question #4 – How will this impact faculty, not just the Faculty of Community Services that has a School of Nursing, that, I imagine might go into the School of Medicine, but is that a potential challenge in the future? What does that mean for the Faculty of Community Services? Has that been addressed yet?

A: We are very much in the preliminary stages and no decisions have been made regarding whether the School of Medicine should stand alone, like Chang, Yeates School of Graduate Studies or the Lincoln Alexander School of Law. As we explore the feasibility study and take into consideration accreditation, we will welcome community feedback, including the role of existing Faculties. We will also work with the Senate Priorities Committee (SPC) which has a mandate to explore the implications and sustainability of the creation of new Faculties and departments/schools and/or reconfigurations of our current compliment of schools and Faculties.

C/Q: I'm not sure how the structure is ultimately going to be. Will medical students travel back and forth between Brampton campus and Toronto? Will they do all their training in Brampton and, if that is the case, how do we ensure that those students will still be part of the Ryerson community and not have a disconnect?

A: Not jumping too far ahead, it's likely the entire program will be based in Brampton. Keep in mind that Western University has a medical campus in Windsor; the Academy of Medicine – University of Toronto; McMaster, Waterloo, and many other instances. I think it's an important consideration. I will point out that in terms of commuting back and forth, the linkages between Brampton and downtown Toronto are there and the infrastructure to support that movement. We have a presence in Brampton already – experiential learning and training of our healthcare professionals in nursing and social work, and other areas like the Rogers Cybersecure Catalyst. It's not an isolated area, but your point is well-taken. We understand the pride and connection to communities as well. There will be connections to research and opportunities for medical students to participate in biomedical science, technology, or collaborate with researchers across our university on our main campus. There are many ways to think of the intersections and ways to engage and create that connection. We wouldn't be the only institution with a campus or medical school separate from the main campus.

- Q: Congratulations on being given the task. I just want to know how much leveraging we will be doing on the previous two-year effort to create a Brampton campus. You seem to have hired a lot of people to work on that initiative. Clearly, there must be a lot of paperwork. Are we going to be re-using some of that, and how will that work? The Faculties were engaged in that and we asked a series of questions about faculty involvement. Do you have access to that information or is that something that's in the past and we have to do this all over again?
- A: We will certainly draw on many elements of our connections to Brampton including the planning for the university campus prior to the election, so that experience and information we've built upon to advance the discussions that are currently underway with Brampton – the Rogers Cybersecurity Analyst, professional training of our healthcare, etc.
- C: Just a follow-up with that, there is a lot of infrastructure placed in Brampton. There doesn't appear to be much of a linkage to any of that at the moment to Ryerson. Admittedly, there is a pandemic going on, but one of the flaws that was obvious from the planning for the last time we tried to engage with Brampton is that there wasn't complete buy-in. If I could suggest something, it would be to actually have real engagement with the actual stakeholder in this. You cannot just do this on your own and run off and make a medical school. I'm concerned that it may end up being the same exercise as we ended up with the previous provost, where we didn't accomplish anything and we blamed it on the government but it actually had a lot to do with us. So, I'm encouraging you to do a better job.
- A: I appreciate this and there's a lot to be learned, and we are also very sensitive to some of the experiences of previous efforts including that of York University. To your point about the transparency and openness and engagement with the external stakeholders, whether it's the community or government, the expectation is to do this differently with a higher expectation with respect to the outcomes. From the outset, we have been very open in public and we also have resources that we didn't have in establishing the university campus, the resources to support the community engagement. We will focus on the necessary pieces to support the work of community relations and the work we're doing on campus with respect to the Letter of Intent, external stakeholder engagement and the consultation process, as well as our recruiting in professional services to help with this – so we'll have considerable expertise in this and do it right.
- Q: Regarding Question #4: A challenge could be providing high-quality education beyond the computer. Given the long-term government cuts to funding for education, I'm wondering if there is a plan to get funding given the current funding crisis, and perhaps a joint lobbying approach that the university might be taking.
- A: There are many dimensions to raising funds to establish a new school. This includes University Advancement. We're seeing that playing out in the Lincoln Alexander School of Law and it's an evolution from the start of the first year of operation. There are other aspects of this as well in that it's a multi-departmental area of responsibility including

Ministry of Health. It's a two-phase process with not only the feasibility study and presentation to the province, but it's also the province's commitment across both the necessary resources to establish the increased number of residency placements, and to support an increase cohort of medical student spaces in medical schools. It has to come with all sorts of other financial commitments to make this happen. The expectation is that we are having to put a lot of effort into the multiple number of government departments that are involved and also working with hospitals and partnerships and collaborations with community health units to build the appropriate business case and identify all the resource requirements. This will be all monies that the government will have to have in place to do this. We feel strongly that with many of the challenges in the healthcare system brought on by the pandemic, there is a strong desire not only to bring back healthcare, but also to build back healthcare differently with a sizeable commitment. We saw some of that reflected in the budget including expansion and resources for the OSLER health system in Brampton and Peel Region. There is a lot of work to do and there are multiple stakeholders who have to be in place before we can successfully launch the school. That's a very critical piece as well. Anything that we will be doing within the university, the Vice President Advancement particularly with respect to initiatives to resources for student support, will enhance our ability for a medical school and at the forefront of our medical education, as well as supporting access, inclusion and diversity. Yes, there is always a risk, but clearly the government has made healthcare a significant priority and has made investments to ensure the healthcare system for the future.

C/Q: Regarding Question #2 – The Department of Biology is undergoing a very targeted search for Indigenous faculty members in Science, and it is very difficult to locate the individuals that are both interested and have the appropriate background. It is going to be that way with the School of Medicine as well if we do not have a plan in the creation of the medical school, not just to service students once they're at Ryerson, but to identify and encourage underserved communities to engage in the kind of background they need to get into the programs at university that will take them down the path to the medical school. I wonder if you have any plans as to how we incorporate outreach into the importance of our new way?

A: It is again very early days, we're learning, we're gathering information, we're talking to other organizations and learning from other medical schools, not only in Canada but across North America. What we've also heard is that while there is a significant focus on admission with respect to pathways to medical education and barriers that might exist by virtue of one part of the system and process, it's important that where we might be more focused on is looking systematically and with an ongoing effort with regards to community engagement in the pipeline of talent diversity and, at the same time, looking at it systematically through the medical program in terms of supporting students of diverse background to post-graduate pathways and opportunities as well; particular with respect to individuals who go back to work in the communities they come from. We're also sensitive to our foreign trade professionals and the many barriers and access concerns they have to practice and how they can fulfil our tremendous need at the same

time. I'm talking about very talented, well-trained and very competent individuals. Part of this approach is also to look at a pathway in the medical program foreign trained professionals. We have a very unique way of bringing forward a faculty complement that will allow us to draw diversity and different perspectives than to focus on other medical schools and to be complementary, not competitively positioned with regard to other medical schools necessarily either. There's another way of looking at this and that's the governance structures are shaped and wound around a medical school and I think there are some very interesting ways in which we can look at how our values and principles are represented in our governance structures - not just merely as something on the side of one's desk that they're responsible for making sure that they incorporate and enable, but also to really look at the key leadership rules within a governance structure in the School of Medicine that is oriented to those values, visions and principles, and around diversity, equity and inclusion, and community engagement. There is still a lot to learn and to draw from, but we are taking a very strong global perspective on this as well with respect to the professional service from whom we hope to bring some of that expertise and dynamic changes in how medical school education and how medical schools are organized as well.

- C: Just to emphasize a point that people are moving beyond the social determinants of health and I think that's a way that the Ryerson School of Medicine can be bold and innovative.
- C: Part of the reason for asking this question has to do with recent experience at another university. One would expect at some point, you will need capital resources to build. The worry about capital resources, the experience at Laurentian sort of drove home the worry. Over-ambitious capital spending seems to be part of what triggered their problem. I just wanted to flag it more than ask a question. Capital spending is one of the things that looks like a potential danger to some of the other things in the university if it's not done really well.
- C/Q: I heard earlier that you are thinking of bringing the Daphne Cockwell School of Nursing to the Brampton campus. If that's the case, does it mean physically, and what happens to the new school that was built downtown, and how do you repurpose that?
- A: I didn't mean to imply that this was in the plan. I think that the notion that professional practice and opportunities for that part of the training regarding students could be coming downtown. The other side of this precludes the possibility of a mix of the nursing program – a cohort of nursing students in Brampton. Nothing is off the table necessarily, but no one is proposing that the School of Nursing be moved to Brampton.
- C/Q: I heard mention of a professional service firm, so I wanted to ask what that firm is? What will they be helping with? and whose members these students will be - CESAR, RSU or members of another union?
- A: Proposals through procurement is a process. This is a fairly large undertaking through a multi-phase approach. We are still in the process of receiving the proposals from the

proponents who are seeking to take on this work, and so we hope to have this concluded by the end of May. We're waiting for the deadline to close and we will evaluate and select the firm. There are a number of firms who have experience in healthcare practices and work in that area. We're interested in all students. The intent is to be inclusive. We are aware that there may be Chang School students who are interested in enrolling in this school as well.

- C: We have covered quite a bit of ground today, which included not repeating past mistakes, inclusion of Indigenous faculty, and diversity, equity and inclusion, etc. What I want to say is that proper record-keeping and quality of training are very important. The currency is very important. EDI is very important. You have to make sure that foreign-trained physicians be trained to fit in our system. The quality of training is very critical and that should be very much in the picture.
- C: Regarding the EDI piece, specifically for Indigenous medical students, there has been a movement across all medical schools to have more Indigenous students come in but there hasn't been as many graduates of medical schools who are Indigenous. So much more is needed than simply to have a quota or an access program. I would hope that Ryerson School of Medicine would stand behind the commitment to reconciliation, the commitment to the land acknowledgements that we do on a regular basis and really think critically about how we truly design access for Indigenous entry into this medical school. It means that we have to look at our admissions process; just like we have to look at the pipeline to Indigenous scholars, we have to look at a pipeline for Indigenous students to want to feel welcome here. We can look at what other universities have done. Other universities have had an access program – University of Manitoba has had one for the medical school for the last 30 years, but the number of graduates has not been as great as you think it would be. Something has to happen here that is different and resources/money have to be placed into that.
- A: This is a very important perspective to help us inform how we approach this. To your point, the number of graduates is also about looking at it systematically across all under-represented groups – Indigenous peoples for sure. That includes working in the communities and the opportunities and pathways to success to entry, not only that, but success through the program and following graduation as well and throughout their careers. We will be seeking your guidance and the guidance of others, and importantly, making sure that we have the right voices and lens on this as we are unfolding the program and installing those values.

Senate Meeting

1. Call to Order/Establishment of Quorum
2. Land Acknowledgement
"Toronto is in the 'Dish With One Spoon Territory'. The Dish With One Spoon is a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers have been invited into this treaty in the spirit of peace, friendship and respect."
3. Approval of the Agenda
Motion: *That Senate approve the agenda for the May 4, 2021 meeting.*

A. McWilliams moved; R. Ravindran seconded
Motion Approved.
4. Announcements - None
5. Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the April 6, 2021 meeting.*

G. Hepburn moved; T. Duever seconded
Motion Approved.
6. Matters Arising from the Minutes - None
7. Correspondence – None
8. **Reports**
 - 8.1 **Report of the President**
 - 8.1.1 President's Update

The President Reported:

1. Honorary Doctorate Recipients

I am very pleased to share with you the diverse group of people being honoured with Ryerson Honorary Doctorate degrees at our convocation ceremony in June. Thank you to everyone involved in preparing the honorary doctorate nominations, and the Awards and Ceremonials Committee for its work. It has been a pleasure to connect with the nominees, who have responded with enthusiasm and pride in accepting the honour.

Each of the honorees were given the option to proceed with a virtual ceremony or wait until we could resume ceremonies in person. They have all chosen to accept their degrees virtually in June.

The following list of recipients is an outstanding group covering a wide range of fields and achievements:

- **Donette Chin-Loy Chang** - Philanthropist
- **Silvio DeGasperis** - Co-founder and co-owner, TACC Group of Companies
- **Mitch Frazer** - Former Chair, Ryerson Board of Governors
- **Emmanuelle Gattuso** - Philanthropist
- **Gregory Regis** - Retired Justice, Ontario Court of Justice
- **Tanya Talaga** - Journalist; author
- **Malala Yousafzai** - Education activist; youngest Nobel Prize laureate

2. Convocation Ceremonies

Our Spring Convocation Ceremonies will be held virtually on June 22 to June 24.

It is a special time for our students and their families and there is always a great atmosphere of celebration. If you can, I encourage you to join and celebrate with our graduates.

3. Lincoln Alexander School of Law Naming

This Thursday, May 6, we will celebrate the official naming of the Faculty of Law as the Lincoln Alexander School of Law at Ryerson University. This will be the Faculty's inaugural year-end celebration. I hope you will be able to join and celebrate this momentous occasion.

4. Planning for Fall

As I shared at the last meeting, planning for the Fall term is continuing. There are extensive variables that will need to be addressed and many unknowns. We appear to be making progress with vaccinations, but infection rates remain high. While many details continue to evolve, at this time we are optimistic that we will be able to safely open our campus to some degree in the Fall.

As always, the safety and wellbeing of our faculty, students and staff is our top priority. We continue to monitor provincial regulations. Our goal is to share details about what the Fall semester will look like by June 9 so that faculty have time to prepare and students have adequate time to make plans.

5. 2021-22 Budget

The 2021-22 budget was approved by the Board of Governors. This has been a challenging budget year with many difficult decisions. We presented a balanced budget that aims to manage uncertainty while remaining focused on the future.

I want to recognize all of you for the work that you have done in preparing your budgets for 2021-22. It has been a challenge, which you faced with determination and commitment to our institution.

6. Vaccine Clinic at the DCC -- Photos

I'd like to share a few photos from the COVID-19 Vaccine Clinic at the Daphne Cockwell Complex. The vaccine clinic is opening this week to serve the community in partnership with Unity Health Toronto.

7. School of Fashion Update

As you may know, over the weekend, the Chair of the School of Fashion posted content to the School's official Instagram account commenting on the personal post of Suzanne Rogers. The School of Fashion is a department within the Faculty of Communication and Design, and part of the university. Sharing the post on the official Ryerson School of Fashion social media account implied that the statement had been approved and endorsed by the university, which was not the case. It was only a matter of hours between the post, and the follow-up from the School of Fashion. I don't believe that this is a sufficient amount of time to appropriately consult with our community on how to proceed.

At Ryerson, we encourage discussion and debate about important topics. We encourage people to express their views and we listen. We are in an inclusive, consultative culture. At the university, we do not immediately point fingers and/or rush to judgement, especially on social media. My position from the beginning of all this was very clear. We do not manage university affairs on social media. We reach out to people to engage in dialogue. That is our responsibility. It is the responsibility of undertaking our due diligence.

In hindsight, I wish we had all paused to have a proper dialogue and a better understanding of how we could have worked together to accomplish our goals of fostering and supporting diversity. That said, Ryerson University is a very safe space for the critical exploration of ideas, and for the debate of ideas including those that may be controversial that threaten vested interests. Ours is a safe space where the university's policies and practices are open and transparent and clearly subject to criticism. I say safe because academic freedom and freedom of expression are always protected in our university and we are committed to the protection of both academic freedom and freedom of expression. Ryerson is fully committed to the core principles of academic freedom and freedom of thought and expression. The academic freedom of faculty members has not, and will not, be compromised. Ryerson University faculty are free to teach, to carry out scholarly research and creative activities, and to discuss and criticize both the University and wider society and they should feel encouraged to do so. However, academic freedom does not allow the use of official University channels to disseminate unauthorized messages.

The views of a faculty member or even a group of faculty members, while immensely valuable and respected, do not constitute the views of the university. That is why we asked the School of Fashion to remove its initial statement from an official university account. We wanted the time

and opportunity to gather the facts; gather information; exercise due diligence – these are the things we must do as a university. If we govern or manage the university on social media, we will make mistakes. I am sure every member of the Ryerson community who might conceivably be embroiled in controversy would want us to accord them the same opportunity.

Based on the homework that we have done and reaching out to people involved in this, today, Suzanne Rogers shared a statement with the University that I want to share with you. This is the first time I'm sharing this because we received this statement today and we will be able to share it with the School of Fashion after this meeting.

"I have always believed in equality, diversity, inclusiveness, and respect for all, and I have worked to that end all my life. They are important in all aspects of society, especially in fashion. I have been honoured to do a small part to help some fashion students and alumni get a chance to learn, create and have some help to start a business in Canada. The Suzanne Rogers Fashion Institute, at Ryerson University, is a true reflection of diversity in Canadian fashion.

I do not have any kind of relationship with Donald Trump, good or otherwise. I had never met him before that night. Our family's interaction with President Trump was mere seconds at the end of a dinner, as we were leaving. No political statement, on any policy, was intended by the photograph. Taking and posting it was done without considering the false assumptions and implications that would be made about my personal beliefs. I regret that my actions caused anyone to question my values or commitment to the communities and causes my family and I hold so dear."

Tomorrow, I will be meeting with the members of the School of Fashion to continue a dialogue on this matter. We share the same values, we only differ in our approach. We will be helping also to launch a meeting for Suzanne Rogers Fashion Institute members, something that we all agree is needed.

I wanted Senators to get this update and after this meeting, we will be sending the same message to Board members. I will keep you posted as this develops.

Comments/Questions:

- Q: About the vaccination centre, international students as well other people are having difficulty booking a vaccination appointment because we need a health card number. I'm wondering if there is some way that you can collaborate with Unity Health so that Ryerson students could use their Ryerson student number to make it easier to access the vaccination. We're getting different advice and getting the go-around.
- A: The Vice Provost Students offered to look into this and get back to the international students.
- C: There are clinics that are accepting people without OHIP cards. There is a possibility.

C: President Lachemi – If you know of any around campus and can provide their contact information, we will make sure that we share this with our international students.

8.2 **Communications Report** – included in the agenda

8.3 **Report of the Secretary**

8.3.1 Senate Elections Update

- The Secretary of Senate welcomed three new Senate members: Maddy Fast, President, CESAR; Kelly Train and Shawn McFadden, CUPE, non-voting members.
- The Vice Chair of Senate for 2021-2022 will be Andrew McWilliams.
- Faculty membership for AGPC and SPC has been completed for 2021-2022. These committees will be included in the June Senate Agenda. All student positions will be filled once we come back in September.

8.4 **Ombudsperson Report:** K. Addo

https://www.ryerson.ca/senate/senate-meetings/agenda/2021/Ombudsperson_2019_2020_AnnualReport.pdf

This past year has been a year like no other. Similar to other departments at Ryerson, the office has had to pivot to working remotely in mid-March following the declaration of the pandemic. COVID has taken its toll on staff, students and faculty. A poll conducted by the Ontario Confederation of University Faculty Associations reported that students and faculty are struggling with social isolation, stress and a lack of institutional support. No one has been spared. With the recent news of greater access to vaccine, hopefully, when we meet again next year, it will be in person.

I would be remiss if I didn't take this opportunity to thank my colleagues, Assistant Ombudsperson Ayesha Adams and Gemma Kerr, for their hard work and contributions to the office.

Highlights accompanied by a slideshow:

1. The top complaint concerns handled by the office: The key complaint categories remain similar to those of previous years - with academic advice, academic appeals, academic misconduct and conduct issues accounting for the most common types of complaints handled this year.
2. Slide addresses how the 457 complaints received last year were resolved.
3. Intervention describes the steps taken by the office to assist the students to resolve their concern. This can be done through clarifying information or using alternative resolution techniques, such as facilitation, mediation or more commonly, diplomacy. Intervention can involve conducting a fairness review or investigation.
4. We received the most complaints or contact from full-time undergraduate students.
5. We analyze complaints received for things or trends that have systemic or system-wide implications, and they form the basis of our recommendations.
6. This past year, we made three recommendations to the university based on our analysis, including: ensuring that decisions made by the university adhere to applicable policies

and procedures; timeliness of decisions and dealing with unreasonable complaining conduct.

7. On several occasions last year, we observed that the university made decisions that did not appear to be in accordance with, or authorized by the applicable policy at the expense of the student. Where a policy is silent or ambiguous as to how it applies to a specific situation, we recommended that consideration should be given to interpreting the policy broadly so as not to unfairly disadvantage the student.

In its response, the university confirmed that it is committed to ensuring that the decision-making follows its policies and procedures as they are written. Further, it agreed to work with the Office of the Ombudsperson to resolve any issues or ambiguities brought to its attention.

8. Concerns about timeliness of decisions is not a recent trend. My predecessor, Nora Farrell, described a similar concern in her 2016-2017 report. At that time, she suggested that staff make every effort to be responsive to reasonable requests for assistance in a timely and appropriate manner. This year, we handled more than a few cases where students experienced unreasonable long delays before receiving a response from the university.

One element to procedural fairness which speaks to how a decision is made, considers whether the decision was made in a reasonable time. Untimely responses can make a stressful situation more worrisome for some students especially when those requests may be time-sensitive.

In response to our recommendation, the university explained that it is exploring the implementation of additional communication resources to ensure students have access to the information they need in a timely manner. The university is also exploring the creation of a response toolkit to be provided to Faculties for their use.

9. We have seen situations where students may not be satisfied with the decision or response to a complaint, who then resort to inundating staff with emails or phone calls, making excessive demands or being rude. The university has a responsibility to protect its staff against unreasonable behavior. In its good practice framework, the Office of the Independent Adjudicator, an organization that investigates student complaints throughout their post-secondary institutions in Wales and England, suggests that it is good practice for schools to have policies in place: setting out the expectations that students, their representatives, and staff members should act reasonable and fairly towards each other. They recommend that these policies and procedures set out the type of behavior that would be considered unacceptable and the circumstances in which the students' access to staff or procedures might be restricted, and they would include a requirement to inform the student of a decision to restrict access. It should also include situations where a student may have a valid complaint but presents it in a manner which is considered inappropriate.

We recommended that the university considered developing policy and procedures that deal with unreasonable complaints and behavior.

In response, the university explained that it is in the process of reviewing and updating its Policy 61, Student Code of Non-Academic Conduct, which is scheduled for approval at today's meeting. The review committee was also committed to continuing procedures

that require decision-makers to inform students of decision or issues under the Code, including the penalties assigned, its duration, as well as other feedback provided by our office.

10. In our office, more than half of the academic misconduct complaints handled by the Ombudsperson were received during the last four months of the term, i.e. between March and June 2020. The Academic Integrity Office has also reported a significant increase in the number of academic misconduct suspicions brought forward, compared to last June. It's too early to say if this trend is primarily due to the move to online instruction in mid-March, heightened awareness by instructors or if this trend will continue. What is clear, however, is that this is not unique to Ryerson. My Ombudsperson colleagues across the country are also reporting a similar trend and the office will continue to monitor this situation over the coming months.

11. Progress made concerning the Ombudsperson's 2018-2019 recommendations:

Last year, the office recommended that the university and CSCI which operates the HOEM residence, work towards aligning the appeal processes so that it uses the same criteria in escalation process for addressing key withdrawal requests and violations of the housing and residence Life Community Standards.

The university agreed with our recommendation to amend the appeal process, with the caution that HOEM will also need to be aligned since it was not fully within the university ability to do so. That said, it agreed Student Housing and Community Care will undertake a review of existing agreements to determine if the appeal processes between Ryerson's own buildings and HOEM should be aligned.

Unfortunately, since the release of last year's report, CSCI, the owners of HOEM, and Ryerson have revised the operating agreement for the 2020-2021 academic year. The parties agreed that CSCI will be fully responsible for all administrative aspects of the operations. The university will continue, however, to ensure, through the information available on the Housing and Residence Life website that it is clear that HOEM is not Ryerson-owned and that all administrative aspects and decision-making are managed through HOEM staff.

12. The other recommendation made last year were related to the fee appeal process managed by the Registrar's office.

We recommended that the university formalize the practice of allowing the student to request reconsideration of their unfavourable fee appeal decision so that the practice is available to all students. We also recommended that the university develop criteria under which a student would be permitted to request reconsideration.

The university has established a second-level fee appeal process and the Registrar's website has been updated with information about the revised appeal process, along with the criteria which students need to follow to apply for a second-level appeal.

Comments/Questions:

C: One of the things that struck me regarding the quantitative data, the report suggests that over the last five years we have grown in size tremendously. In the last 10 years, I think between graduate and undergraduate students, we doubled in the number of students, and yet our concerns reported to the Ombudsperson's office has stayed flat, and you

might argue, have gone down a little bit. If you look more closely, the only place that complaints have appreciated is the recovery of fees. The other interesting thing is the constituency from which we see the greatest increase over the last 10 years, is from parents contacting the Ombudsperson's office. Many more complaints stayed the same or even leveled off a little. I appreciate that your responsibility as Ombudsperson is to suggest systemic issues and problems and suggest ways that we can do better. We should always strive to do better, and when it comes to things like timeliness, we are all swamped but I understand that although it is difficult, we have to do better. I'm glad that there is movement toward a different recognition that just because a student has a complaint, it doesn't absolve them from responsibility for acting with civility either. The first recommendation, I'm still not quite exactly clear if it is a systemic issue. Is there a good-news story here that we can take away from the data over the last 5-10 years, or last year?

- A. One of the first comments that you made about the number of the complaints dropping from previous years, I think that last year was a little bit of an unusual year. I suspect that when we look at the data we have currently, we are sort of trending quite above what we saw last year, so I think our numbers will probably be around what they have been for the last 3- years prior to last years. In terms of good-news stories, one of the things that I'm seeing in my short period of time here is the number of people in terms of faculty or staff who reach out to our office or to me specifically to ask or consult about various issues that they are dealing with, or to get advice on how to handle a matter or questions on whether or not it's appropriate to refer somebody to our office. That's a good-news story that people see us as more than just an entity when things may go wrong, that we can act as a resource to provide assistance to staff, faculty and anyone within the university community that might have interest and contact in the university.

The other thing that has happened in the office, and I can speak of a recent association that we've had with Yeates School of Graduate Studies. We were involved in the Graduate skills program that ran this past January and March. The Associate Dean Nancy Walton and myself presented a workshop on conflict resolution. I think there are more opportunities for the office or myself to talk about what we do and how we can be of assistance to staff. The other thing that I would like to stress is that because somebody raises a concern or there is a complaint, it's not necessarily a bad thing. I think really what is important is how the recipient responds, and whether they use it as a learning opportunity or a catalyst for change. The way I look at it, it's not always in a negative way.

In terms of your comment about the first recommendation not really being a systemic issue or failing the see the system thread, the examples that I included in that summary is that from time to time there are situations or circumstances where decisions are made by decision-makers that it might not be clear that they were authorized to make the decisions that they do and have done, but they do so anyway because it doesn't actually prevent them from doing so, and I believe that, in many cases, is to the detriment of the student. I think there should be an effort made to make sure that decisions are following

the rules, policies and procedures are set out and if there are circumstances where situations are less clear, I don't think it should give the university the ability to just to say, "we're doing it anyway". I know my predecessor had developed a fairness checklist, which I think has a lot of really good information and reminders for people when they are making decisions, and I think it would be helpful to just keep that in mind as a resource.

C: I would agree that the number of interactions that your office has is not indicative of the number of issues. I think once people reach your office, cases have heightened dramatically and you might deal with one case of something that is indicative of a larger systemic issue. If we can somehow promote students going to the Ombudsperson's office when there are challenges, it's one way that we can really look at having the impact of the systemic issues in the university because a lot of times when we go to various offices, there is confidentiality that is imposed, which really stops and puts the brakes on any progress with respect to addressing systemic issues, so your office and your report can do that for us.

8.5 Committee Reports

8.5.1 Report #W2021-4 of the Academic Standards Committee (ASC): K. MacKay

8.5.1.1 Periodic Program Review for Accounting and Finance – Ted Rogers School of Management

Motion: *That Senate approve the Periodic Program Review for Accounting and Finance – Ted Rogers School of Management.*

K. MacKay moved; N. Di Cuia seconded.

Motion Approved.

8.5.2 Report #W2021-4 of the Academic Governance and Policy Committee (AGPC):
S. Zolfaghari

8.5.2.1 Interim Provost's Update

1. Updates to the Provincial Emergency Declaration and stay-at-home order

Further to the Premier's announcement on April 16, 2021 regarding additional measures to address the COVID-19 pandemic, post-secondary institutions continue to be subject to requirements and applicable regulations.

- **In-person Teaching and Instruction**

All public health units remain in the Shutdown zone of Stage 1. No in-person teaching or instruction may be provided, unless both of the following conditions are met:

- (1) the subject matter of the teaching or instruction requires that it be taught in-person, such as but not limited to clinical training or training related to a trade, and

(2) if it is provided in accordance with certain physical distancing and capacity limits.

- **People Entering Ontario from Québec or Manitoba**

The government also announced that it is restricting travel into Ontario from the provinces of Manitoba and Québec. In addition to people traveling for work, people travelling from Manitoba or Québec to attend a school or post-secondary institution in Ontario are also permitted to travel into Ontario. Additionally, people transporting post-secondary students to/from school are permitted to travel into Ontario from Manitoba or Quebec.

- **International Education**

No changes have been made with respect to the arrival of international students for those institutions that have provincially approved international readiness plans and that have been identified on the federal government's Designated Learning Institution list.

- **Student Residences**

Student residences can remain open, subject to certain conditions.

- **Laboratories and Research Facilities**

Businesses and organizations that are open must ensure that any person who performs work for the business or organization conducts their work remotely, unless their work requires them to be on-site at the workplace. Employers are responsible for determining whether or not the individual's work requires attendance at the workplace. Research facilities should review the applicable rules and regulations for requirements and measures applicable to their operations.

2. Fall 2021 Planning

In planning for Fall 2021, we continue to consider a number of return-to-campus course delivery options. As mentioned in our past meetings, there are many factors to consider as we review our options, such as the areas that would benefit most from in-person instruction, the technology needs of faculty and students, and the evolving public health advice. Given the many variables and unknowns, Ryerson must continue to be flexible in its approach to planning for Fall and will be prepared to pivot if necessary.

8.5.2.2 Revised Policy 61: Student Code of Non-Academic Conduct (J. McMillen)

Motion: *That Senate approve the revised Policy 61: Student Code of Non-Academic Conduct.*

J. McMillen moved; A. McWilliams seconded.

Policy 61 is the Student Code of Non-Academic Conduct, which are policy and procedures that addresses challenging student non-academic behavior. Our goal is always to educate and respond to

these situations in a fair, proportionate and reasonable way. Tonight brings a conclusion to a two-year review process. Policy 61 was due for review, having not been reviewed in a major way since 2011. Throughout the process, it has been overseen by a Senate committee that has been made up of faculty, student and staff representation that met over 14 times during the course of the review. Members from CESAR, RSU, student and faculty Senators were committee members along with others. Two meetings were held specifically with student members of the committee and there were 240 Ryerson community members who attended two rounds of community consultations (town hall meetings), which were held in person in the first round and virtually in the second round, as well as members of stakeholder groups, such as student societies and the Ombudsperson. The policy has also been updated to adhere to the Senate Policy Framework. The significant goal of this work was to ensure that the procedures were student-friendly, accessible and transparent, that they promote principles of harm-reduction and Good-Samaritanship that they promote an EDI lens to the work that we do, and lay out a process that is supportive, provides increased procedural fairness and is sufficient for both decision-makers and community members. The procedures are included within this document. Based on the nature of this policy, they are often intertwined given how complex the issues are. As needs related to individual cases continue to evolve, we will continue to ensure that our procedures are updated as we implement the policy and work to ensure that we are doing this with the best interest of students and the community.

The Code offers a framework for establishing and maintaining community standards in accordance with the principles of procedural fairness and with deep regard to competing interests and values, such as freedom of expression that may appear to come into tension with each other at times. Each complaint that comes under the code is carefully reviewed with regard to the nature of the circumstances of the misconduct in question, the parties involved and all other relevant factors.

Motion Approved.

8.5.2.3 Waiving of residency requirements for graduation as stipulated in Policy 46 Section 2.5. c., that requires students to complete a minimum of 50% of their program at Ryerson University on a one-time only, exceptional basis for Midwifery students transferring from Laurentian University to Ryerson in 2021, due to the unforeseen and sudden closure of the Laurentian program. Contingent upon the Ministry providing the funding to Ryerson to assume half of Laurentian's students (K. MacKay & C. Hack)

Motion: *That Senate approve the waiving of residency requirements for graduation as stipulated in Policy 46 Section 2.5. c., that requires students to complete a minimum of 50% of their program at Ryerson University on a one-time only, exceptional basis for Midwifery students transferring from Laurentian University to Ryerson 2021, due to the unforeseen and sudden closure of the Laurentian program. Contingent upon the Ministry providing the funding to assume half of Laurentian's students.*

K. MacKay moved; N. George seconded.

Midwifery Education program is part of the consortium in Ontario. Only three universities offer Midwifery education (McMaster University, Ryerson University and previously Laurentian). It is a separately funded program and this motion is to assist, particularly, the upper-year students who will transfer to Ryerson to receive the final part of their education and receive their degree. The contingency aspect of it was with respect to negotiation with the Ministry with regard to the consortium agreement and the splitting of the Laurentian funds between McMaster and Ryerson University to take these students. I believe that this is very likely to occur so this motion was put in place to be prepared because the timeline is very short.

Comments/Questions:

- Q: The date seems to limit the admission to Ryerson to just this coming term and you said upper-year students, is that only 4th year students? What about the possibility that some students, for various reasons, might take a year off, and still want to complete it in a subsequent year? With that date in the motion, that looks like that would be ruled out now.
- A: That's probably true. My reference to upper-year students is because of the residency requirements, if they come in as a third-year cohort from Laurentian, that doesn't become a policy issue. It's for students who have completed the majority of their education at another university and so, hence my reference to that aspect of the policy. As the students come in, if they transfer in to Ryerson's Midwifery program, we will retain them all the way through.
- Q: Part of the problem might be that when and if we go back to live classes, these people will have to relocate.
- A: My understanding is that the government wants to have a temporary solution. I think by next year, they will find another partner in the North to launch another institution. The first key components are location and geography; and the second is the French component since Laurentian is the only institution that is offering this program in both English and French.
- A: We would have up to 45 students who are continuing as Laurentian transfer to Ryerson and the reference to 2021 is because we are transferring then now. The intent is that the students need to declare that they would like McMaster or Ryerson and they are being divided up. They may currently be continuing their 1st, 2nd, 3rd or 4th year, so the residency becomes an issue in particular for students who have completed two years at Laurentian and are coming here and for the students who have gone beyond that 50% - maybe they finished their 3rd year. We are also taking new students into year 1. Laurentian is on the verge of releasing offers of admission to new students and those new students are also being divided between McMaster and Ryerson. We're taking students at all levels and maybe some letter of permission activity where some of the 4th year students may choose to stay as Laurentian students. Midwifery here has agreed to take them in as special students so they access the courses or the clinicals they need to graduate. The reference to 2021, this is what we all agreed to help with and to create as seamless a process as possible. There are a small number of students who actually started a placement yesterday, between 7-10, who are here for the Spring, the rest will join in the Fall.
- C: While CESAR supports efforts being made to accommodate Laurentian's Midwifery students, we would be remiss not to also mention how we got here. The underfunding crisis impacting public colleges and universities has had devastating impacts for students and workers in the North who

have seen Laurentian University shut vital programs like Midwifery, Indigenous studies and Francophone language courses. Ryerson is not immune to funding cuts across the province and we've seen how students at our university bear the brunt of these cuts with continuously rising costs for international students. It is not acceptable that students pay for 55% of the university's operating budget while the university is only funded by 38% from government grants. This is an unsustainable funding strategy and that we need to prevent more situations like Laurentian's insolvency is to see a joint lobbying approach between the university, students and workers that calls for greater government investment and a national plan for fully funding post-secondary education. In the spirit of that collaborative lobbying approach, Ryerson's all-union campus coalition released a statement in response to Laurentian's situation calling for that greater investment, which we shared with our elected representatives, and we are calling on the university to join in our lobbying efforts.

- Q: Faculty are really feeling hard-pressed with the current student enrolment and we're increasing students. Will Ryerson be providing additional faculty?
- A: The whole funding for Midwifery goes directly to cover the expenses of the program. The initiative came out of the department. They wanted to help, at least to rescue those students. The funding that the government will provide is going to support this. There is no guarantee that this funding will go beyond one year. That's the commitment that we have today.
- C: I'm concerned that we do not have the faculty resources or the procedurals to get them. There is a concern that in a sense, rescuing Laurentian and taking the consorting money, we are redirecting the problem somewhere else. We may be jeopardizing chances of recovery in Laurentian and the fact that McMaster and Ryerson are in support of this suggest they are not wired in that way. This may not be the strategically sound thing to do in the long term, as in a sense we are giving in to this current trend. Government underfunding of universities are a huge concern. Student unions, faculty associations and professional associations, unions have all spoken out against the government's stinginess and lack of insight, but university administrations, including Ryerson, appear to have remained silent. Who's going to come to aid of universities if we don't speak up?
- A: President Lachemi - I can guarantee you that we are not silent about this situation. Lobbying the government and working with other organizations is one of the top priorities that the sector has, not just Ryerson, but the Council of Ontario Universities. You may have seen in the media the release by the COU about the importance of providing funding to the university sectors.

Motion Approved.

8.5.3 Report #W2021-2 of the Yeates School of Graduate Studies Council (YSGS): C. Searcy

8.5.3.1 New program proposal for the MSc in Occupational and Public Health (C. Searcy)

Motion: *That Senate approve the new program proposal for the MSc in Occupational and Public Health.*

C. Searcy moved; R. Ravindran seconded.

Comments/Questions:

- C: The work that has been done is tremendous and I applaud the committee that work together to make it such a strong document. I wonder if there is any comment on whether we believe that the government will be responding to the appropriate graduate student funded spaces. I don't think we should stop expanding. This is another level of pressure that we need to add on. I wonder if the number of student positions would accompany the ultimate approval by the government.
- A: At this point, SMA 3 governs the total number of spaces and there is no projection for additional spaces at this time. However, when spaces were allocated last, there was criticism from the government that we didn't have enough programs in the pipeline to help funding move forward. So our strategy to date was to expand those programs and have them ready to go so that when the government was able to fund and find more spaces, then we would be ready to go with additional programs and I think that's what today's proposal is in effort of.

Motion Approved.

8.5.3.2 Periodic Program Review for the MPC in Professional Communication (C. Searcy)

Motion: *That Senate approve the Periodic Program Review for the MPC in Professional Communication.*

C. Searcy moved; N. Di Cuia seconded.

Motion Approved.

8.5.3.3 Periodic Program Review for the MA in Immigration and Settlement Studies (C. Searcy)

Motion: *That Senate approve the Periodic Program Review for the MA in Immigration and Settlement Studies.*

C. Searcy moved; R. Ravindran seconded.

Motion Approved.

8.5.3.4 For Information – One-year Follow-up Reports for:

- i. International Economics and Finance (MA)/Economics (PhD)
- ii. Philosophy (MA)
- iii. Applied Mathematics (MSc)
- iv. Urban Development (MPI)
- v. Mechanical and Industrial Engineering (PhD/MASc/MEng)
- vi. Public Policy and Administration (MA)

9. Old Business - None

10. New Business as Circulated - None

11. Members' Business

- 1) A reminder to Senate that the deadline for participating in the Standing Strong Task Force consultation is on May 16.
- 2) Q: Now that the RGSU is officially in place, is there a timeline when we will be reviewing their inclusion in the revision of Senate policies, and if CESAR can be included in these conversations?
A: Any policy revision such as this will be reviewed over the summer.
- 3) D. Checkland - Firstly, before I make this motion, I would like this motion to be considered as a motion today. Those of you know the bylaws, a motion did not go out with the package and it's typically treated as a Notice of Motion and dealt with at the next meeting in order to give members time to consider it. I would ask that members vote to waive that and deal with it as a hortative motion before you today. Not that it is exactly urgent, but it's timely.

There are three kinds of motions that are in order.

- 1) Substantive Motions – about matters that fall within Senate's responsibilities or powers to deal with.
- 2) Procedural Motions – such as a motion to table; to take off the table; to return
- 3) Hortative Motions – are motions where Senate wishes to express its opinion on some matter that does not fall within its powers.

Motion: *Whereas the application of the federal Company's Creditors Arrangement Act (CCAA, 2014) to the recent financial "insolvency" of Laurentian University has resulted in drastic cuts to programs and staff (academic and non-academic) which seem not to have taken into account academic matters central to Laurentian's institutional goals and long-standing commitments;*

And whereas the Company's Creditors Act's statement of purpose, focused as it principally is on "the protection of capital", and protection of shareholder's interests, is inappropriate as the basis for addressing a financial crisis of a university;

And whereas it is unclear whether this Act of Parliament was ever intended to be applied to the university/post-secondary educational sector;

And whereas it is imperative that further uses of this Act in the university/post-secondary sector be prevented;

Therefore, be it resolved that the Senate of Ryerson University hereby asks, indeed implores, Ryerson University's senior administration and Board of Governors to take action, in concert with other universities or alone, and consistently with prudential concern for the well-being of Ryerson University, to

attempt to persuade Parliament to remove universities from the purview of the Company's Creditors Arrangement Act.

- C/Q: President Lachemi: I support your motion and I will encourage Ryerson to do everything possible to avoid procedures that happened at Laurentian University. What is the urgency for Senate to approve this motion today versus next meeting? I am committed from today to work on it, but we need to give Senators time to reflect on this new motion. If you bring a motion and you ask them to vote at the end of the day, personally, there will not be time to reflect on this and vote properly.
- A: D. Checkland - I don't think there is urgency, but there is timeliness. I also don't think it should be contentious since it's not an action that we take but rather to ask you to do something. I'm happy to withdraw that part of it and treat this as a Notice of Motion if that's the will of Senate. I will withdraw it. However, I would ask any of my colleagues that if I'm unable to do so, that another Senate member continue to move it forward.
- A: The only thing that's a little bit urgent is that if there is a Members' Bill that has been introduced in the House of Commons. This could possibly happen before the next Senate meeting.
- C: President Lachemi – I'm committing to supporting this. David is asking for two things; for the management of the university to support this and also for the Board of Governors to support this as well. My only suggestion is process, nothing else. I can leave it up to Senators to decide if we put it on the agenda for next meeting.
- Q: You indicated that this will go to the Board of Governors, so what is the timing of that motion going forward to the Board?
- A: President Lachemi - The next Board of Governors will take place at the end of June.
- C: The reason for voting on it is to have it on the record that this was asked. It is a concern of the academic community and not just the administration. I'm hoping this is happening in many other universities as well. This will do nothing to help Laurentian particularly, but it might stop it from happening again. I withdraw the request for today and we will do it next Senate.
- C: President Lachemi – We have this as a Notice of Motion for the June meeting.

13. Adjournment

The meeting adjourned at 7:30 p.m.

Ryerson University
President's Update to Senate
June 1, 2021



THANK YOU – As 2020–21 draws to a close, I extend my sincere thanks and appreciation to all Senate members for a year of significant progress in the face of adversity. The deep, destabilizing impact of the COVID-19 pandemic could easily have paralyzed us as an institution, but with your help, we have been resilient. Together, we will continue to shape a better new normal for Ryerson and beyond in 2021–22.

APPOINTMENT

Chile Eboe-Osuji has been appointed the Lincoln Alexander School of Law's inaugural distinguished international jurist, as well as special advisor to the president's office. Chile joins us from the International Criminal Court (ICC) in The Hague, where he recently completed his term as president. Concurrently, he served as a senior judge in the ICC's appeals division. Previously, he was legal advisor to the United Nations High Commissioner for Human Rights in Geneva, before which he held several posts at the International Criminal Tribunal for Rwanda and at the Special Court for Sierra Leone. He has also practiced law as a courtroom advocate in both Nigeria and Canada, and he has taught international criminal law as a visiting professor at Stanford University Law School and an adjunct professor at the University of Ottawa. In his new role at Ryerson, he will share his experience and scholarship, lead discussions on international human rights and humanitarian law, and assist the law school's strategic objectives including raising its international profile. At the president's office, he will help expand the university's partnerships, contribute to Ryerson's internationalization strategy, and strengthen Ryerson's profile. Chile holds an LLD from the University of Amsterdam, an LLM from McGill University, and an LLB from the University of Calabar, Nigeria.

HONORARY DOCTORATES

Sincere thanks to all those involved in honorary doctorate nominations, and to the Awards and Ceremonials Committee. In June, we will be honouring:

Donette Chin-Loy Chang – philanthropist; creator of Ryerson awards in nursing and mental health and addiction, and for students from underrepresented communities; Ryerson alumna (Journalism '78); Doctor of Laws.

Silvio De Gasperis – Co-founder and co-owner, TACC Group of Companies (involved with home-building, power distribution, infrastructure, land development); Doctor of Engineering.

Mitch Frazer – lawyer, chancellor of Ontario Tech University, former Ryerson Board chair, founder of Ryerson's National Institute on Ageing, senior advisor to the dean of the Ted Rogers School of Management (TRSM); Doctor of Laws.

Emmanuelle Gattuso – philanthropist in health care and the arts with La Fondation Emmanuelle Gattuso, communications consultant, co-founder of Canadian Women in Communications; Doctor of Laws.

Gregory Regis – journalist, lawyer, first St Lucian to serve as a judge in Canada, Ryerson distinguished visiting professor; Doctor of Laws.

Tanya Talaga – investigative reporter with The Toronto Star, focusing on Indigenous issues; author of *Seven Fallen Feathers: Racism, Death and Hard Truths in a Northern City* (RBC Taylor Prize for non-fiction, 2018) and *All Our Relations: Finding the Path Forward*; Doctor of Laws.

Malala Yousafzai – activist, advocate for education, United Nations Messenger of Peace, youngest person ever to receive the Nobel Peace Prize; Doctor of Laws.

CONGRATULATIONS

The TVOkids music series *Backyard Beats*, which is hosted by fourth-year RTA Media Production student Monica Brighton, has won an International Kidscreen Award for Best Mixed-Media Series in the “Kids Programming” category. The series will be filming its second season in July. Brighton is also a host/producer of the daily live program *That TVOkids Show*.

Companies supported by the DMZ since its founding in 2010 have now surpassed \$1 billion in total funding raised. These include current portfolio startups as well as alumni. Over \$940 million of this funding has been raised since 2016, marking a significant increase. All told, 194 DMZ startups have so far received funding, with sources including angel and venture capital investments, equity crowdfunding, government grants, and pitch competition awards.

Frances Grout-Brown and *Leorah Klein*, two students in Ryerson’s Master of Urban Development program, have won the 19th annual Urban Land Institute (ULI)/Gerald D. Hines Student Urban Design Competition, as part of a five-student team from Toronto universities. The team, nicknamed “Fusion,” beat 104 other teams from Canada, the United States, and Singapore to win \$50,000 for their design for a redevelopment of the East Village neighbourhood in Kansas City. Their concept was for an affordable development stressing inclusive and sustainable growth based on connectivity and resilience.

Zahra Khan (Biology ’13) has been named to the Forbes 2021 “30 Under 30” list. The citation notes how she has “defied Pakistani cultural stereotypes and launched a career in the U.K. focused on empowering women.” She is the owner of two cafés in London, England as well as the Feya retail business, which donates 10% of its profits to professional coaching for women.

EVENTS AND INITIATIVES

FACULTY OF LAW DONATIONS – In April, Ryerson’s Faculty of Law announced two substantial donations that will provide important opportunities for students and scholars. The Larry and Judy Tanenbaum Family Foundation’s \$1-million donation has established the Dale H. Lastman Leadership Scholarships.

The scholarships will reward excellence and address financial need, recognizing law students for demonstrated leadership in areas such as community service, athletics, or academics. They are named after Larry Tanenbaum's friend and colleague Dale Lastman, chair of Goodmans LLP and a director of Maple Leaf Sports and Entertainment. The Belbeck-Fukakusa Family Foundation is also contributing \$1 million, and the donation will establish the Chancellor Janice Fukakusa Racial Justice Scholar in Residence program. The program will bring leading scholars in critical race theory to Ryerson to conduct and share innovative research, give lectures, help develop a racial justice legal clinic and a program of funded internships, and mentor students. The scholars-in-residence will play a key role in the law school's Racial Justice Initiative, which will bridge scholarship, law, policy, and practice.

CLIMATE JUSTICE PANEL – On April 7, SciXchange hosted a panel discussion about climate justice in the Ryerson community as part of the global project Save Climate by 2030, helmed by the Center for Environmental Policy at Bard College. Ryerson was the project's regional lead, and our discussion featured Luckrezia Awuor (Environmental Science and Applied Management PhD '20), environmental public health professional with Toronto Public Health; Amita Kuttner, co-founder of the non-profit organization Moonlight Institute, which focuses on sustainability, equity, and justice; and Ruby Swartz, organizer with the Toronto chapter of the global climate strike movement Fridays for Future. The panellists took up such issues as engaging youth and Indigenous peoples in climate discussions and involving them in climate decisions, analyzing the differences between how Canada and the United States are handling climate change, defining and furthering intersectional environmentalism, and effectively communicating the science of climate change.

FSC INNOVATION PROJECTS – On April 7, the Future Skills Centre (FSC) announced a \$32-million investment in 64 projects to “shock-proof” the future of work by supporting workers and employers in Canada. Together, the projects will reach Canadians in all provinces and territories. They focus on evolving or emerging sectors and technologies, and of the 64, 70% include a focus on youth aged 16 to 28 and 60% focus on inclusion and equity in the workforce. Over half of the projects focus on equitable opportunity and access for Indigenous communities, while many projects target workers in rural, remote/isolated, and/or Northern communities.

STUDENT EXPERIENCE AWARDS – On April 7, Student Life and Learning Support and the Student Awards and Scholarships Office partnered to host the sixth annual Ryerson Student Experience Awards. Broadcast online and hosted by KiSS 92.5 radio entertainment reporter Deepa Prashad (RTA Media Production '18), the ceremony celebrated the winners of five categories of awards: Office of the Registrar Awards, OVPS Awards, Career Boost Awards, Salad King International Student Awards, and Dennis Mock Student Leadership Awards. The student speaker was Josel Angelica Gerardo (Politics and Governance '21), winner of a Dennis Mock Student Leadership Award; she spoke about the relationship between student leadership, diversity, and inclusion.

DAY OF PINK – On April 14, Ryerson participated in the international Day of Pink, with a virtual event organized by Positive Space. Around 115 community members wore pink attire to symbolize their opposition to homophobic and transphobic bullying. Positive Space committee member Dani Gomez-Ortega shared her lived experience and spoke about how the Ryerson community can together provide greater support for the trans community, while School of Child and Youth Care graduate program

director Tara Collins spoke about the impact of violence on 2SLGBTQ+ youth in schools and the importance of a child-centred approach to combat such effects.

COMBATTING ANTI-ASIAN RACISM – On April 20, Ryerson hosted the information session “Combating Anti-Asian Racism.” It was organized by the Office of the General Counsel; the Office of the Vice-President, Equity and Community Inclusion; the Faculty of Arts; and Human Resources, to respond to the alarming rise in anti-Asian racist attacks across Canada since the onset of the COVID-19 pandemic. Speakers included Janice Fukakusa, chancellor; Julia Shin Doi, general counsel, secretary of the Board of Governors, and university privacy officer; and Pamela Sugiman, dean of Arts—all members of the Ryerson Advisory Committee to Combat Anti-Asian Racism—as well as Denise O’Neil Green, vice-president equity and community inclusion; Remi Warner, director, Human Rights Services; and Jean Tsai, counsellor and co-coordinator of the Centre for Student Development and Counselling. Amy Go, president of the Chinese Canadian National Council for Social Justice, also spoke about the findings of her organization’s report *A Year of Racist Attacks*. The session was moderated by Anver Saloojee, professor of politics and public administration.

JAGMEET SINGH AT RYERSON – On April 22, the Ryerson Democracy Forum hosted Jagmeet Singh, federal leader of the New Democratic Party, for the virtual event “Jagmeet Singh at Ryerson: The NDP’s Plan to Make Him PM.” The event was broadcast on television on CPAC. Singh answered questions from host and visiting practitioner Martin Regg Cohn about his decision to leave provincial politics for federal politics and Brampton, Ontario for Burnaby, B.C.; ways to increase the political participation of diverse communities; reconciling differences between NDP members and leaders in different regions; and finding ways to connect with young people across the country, including supporting students and recent university graduates seeking employment during the pandemic.

OUTSTANDING VOLUNTEER AWARDS – On April 22, Ryerson hosted the fourth annual G. Raymond Chang Outstanding Volunteer Awards online. A video tribute to the late chancellor emeritus Chang opened the event, with university leaders praising his commitment to Ryerson and his strong belief in volunteerism. Thirty-seven Ryerson community members were honoured for service including mentoring students, coaching aspiring entrepreneurs, and serving as members of boards, committees, and advisory councils.

MEDICAL SCHOOL COMMUNITY CONSULTATION – On April 23, Ryerson began community consultations on the proposed medical school with a webinar community presentation. As chair of the School of Medicine planning committee, Vice-President, Research and Innovation Steven Liss shared information about the planning process and timelines and took questions from community members. Online engagement for community members to share their perspectives and help shape the planning process opened April 26 and will run until June 18. An additional series of one-hour community consultation sessions, hosted by Steven Liss and held via Zoom, began on May 6 and is running until June 14. A list of frequently asked questions has been made available online at <https://www.ryerson.ca/brampton/school-of-medicine>.

NEWCOMERS AND GENEROUS FUTURES – On April 28, Alumni & Friends virtually hosted the event “Newcomers Redefining” as part of the *Generous Futures* web discussion series on philanthropy. Joining host Anna Triandafyllidou, Canada Excellence Research Chair in Migration and Integration, were Gina Cody, benefactor of the Gina Cody School of Engineering and Computer Science at Concordia University; Raj Kothari, former vice-chair and GTA managing partner of PwC Canada and chair of the board of governors of the Toronto General Western Hospital Foundation; and Mohamad Fakhri, chair and CEO of Paramount Fine Foods. As immigrants to Canada from Iran, India, and Lebanon respectively, the three philanthropists discussed such issues as the importance of setting examples for young people, the value of grassroots charity campaigns, the need for companies to have diverse boards, and how to bring more newcomers to Canada into philanthropy, especially at a time of crisis.

RYERSON AWARDS – On April 29, Ryerson hosted a virtual celebration of the Ryerson Awards, which honour faculty and staff for their excellent contributions to the university and its community in teaching and education; scholarly, research, and creative (SRC) activity; and service in leadership. This year, 337 Ryerson employees were nominated for an award, and there were 141 recipients, including 66 individuals and seven teams. The event, which was livestreamed on YouTube, was MC'd by Toni DeMello, assistant dean, student programming, development and equity in the Lincoln Alexander School of Law; and mechanical engineering student Jiwali Bharwani. It featured a “halftime show” performance by Toronto-based electric violinist Dr. Draw, who played a spirited rendition of Donna Summer’s “I Feel Love.” The event was followed by a virtual celebration and receptions.

REAL INSTITUTE JOINS THE OVPS – On May 1, the Real Institute, which offers English-language pathway programs to international learners to prepare them to be undergraduates at Ryerson, joined the Office of the Vice-Provost, Students (OVPS). In doing so, it became part of the International Student Enrolment, Education & Inclusion (ISEEI) portfolio. The restructuring is intended to diversify the institute’s programming and increase its enrolments, and maximize opportunities in key markets. It will create a new role for an associate director, student success & program innovation who will lead program creation, evaluation, and revision, as well as streamlining the admissions process and student journey.

CAMPUS VACCINATION CLINIC – On May 3, in collaboration with Unity Health Toronto, Ryerson opened a vaccination clinic in the lobby of the Daphne Cockwell Complex to support the COVID-19 vaccination program in downtown Toronto. Vaccines are being administered by health care workers and nurses who are mostly graduates, instructors, and staff from the Daphne Cockwell School of Nursing and physicians and staff from the Ryerson Medical Centre. As part of a soft launch, the barrier-free, accessible clinic administered 111 vaccine doses on April 29 to eligible Ryerson community members; the clinic is potentially able to administer over 500 vaccinations per day. The planning and organization of the clinic was a collaborative effort involving Athletics and Recreation, Community Safety and Security, Computing and Communications Services, Facilities Management and Development (FMD), Human Resources, the OVPS, and the School of Nursing.

NEW STUDENT BURSARIES – On May 4, Ryerson announced the investment of over \$2.1 million in bursaries for students with financial need due to the impact of COVID-19. Three categories of bursary are being made available with no need for application—eligibility is determined through data already provided by OSAP and/or AwardSpring. First Year Persistence Bursaries will provide students in the first

year of their programs with funds equivalent to approximately half a credit in tuition at the current undergraduate Arts & Science rate. New Start Bursaries are for students in their final year of study who need to resolve outstanding debts to complete their programs successfully. Bursaries for Equity-Deserving Groups are for students who have self-identified as Black, Indigenous, and/or living with a disability and have a demonstrated financial need.

ANNAMIE PAUL AT RYERSON – On May 6, Annamie Paul was featured in the Ryerson Democracy Forum event “The Green Party’s New Leader: Annamie Paul at Ryerson.” In conversation with host Martin Regg Cohn, she discussed such issues as how to grow a political party, the potential for setting aside partisanship to work with other parties, addressing water-quality issues on Indigenous reserves, what she sees as the exaggeration of vaunted geographical divides over climate goals, and the importance of inviting young people to become engaged with politics and letting them take on leadership roles.

from the President’s Calendar

April 7, 2021: I met online with professors and instructors in the School of Nutrition, checking in on how they are dealing with the challenges posed by the pandemic.

April 7, 2021: Along with Deputy Provost and Vice-Provost, University Planning Glenn Craney and Assistant Vice-President, University Relations Jennifer Grass, I met online with Nancy Polsinelli, commissioner of health for the Region of Peel, to discuss Ryerson’s strategy for healthcare education.

April 7, 2021: I attended Ryerson’s virtual Student Experience Awards ceremony, for which I had pre-recorded remarks congratulating the winners and asking them to remain engaged with Ryerson after their graduation.

April 9, 2021: Via Zoom, I delivered remarks to Ontario’s standing committee on finance and economic affairs, during which I spoke about Ryerson’s new approach to medical education and recognized the support of the provincial government for developing our full proposal for the medical school.

April 9, 2021: Along with Rogers Cybersecure Catalyst Executive Director Charles Finlay and Vice-President, University Advancement and Alumni Relations Ian Mishkel, I met online with Alex Igelman, managing director and co-founder of esports consultancy Esports Capital Corp, and Mohamed Reda, president and CTO of cybersecurity and technology firm Allied International, to discuss potential partnership with Rogers Cybersecure Catalyst.

April 9, 2021: Along with Glenn Craney, Ian Mishkel, and Vice-President, Research and Innovation Steven Liss, I met online with Ansar Ahmed, vice-president at Jacobs Engineering Group, about potential collaboration in the area of cybersecurity.

April 12, 2021: I chaired a regular online meeting of Ryerson’s Opportunities Working Group.

April 12, 2021: I met online with Joy Johnson, president and vice-chancellor of Simon Fraser University, to discuss potential collaboration in the area of medical education.

April 13, 2021: Jennifer Grass and I met online with Nando Iannicca, chair of the Region of Peel, to discuss Ryerson’s proposed medical school and partnership opportunities with Peel.

April 13, 2021: I chaired an online meeting of the finance committee of Universities Canada.

- April 13, 2021:* Along with Glenn Craney, Jennifer Grass, and Steven Liss, I met online with four representatives of Rowan University in New Jersey—President Ali Houshmand, Provost and Senior Vice-President for Academic Affairs Tony Lowman, Cooper Medical School Dean Annette Reboli, and School of Osteopathic Medicine Dean Tom Cavalieri—to discuss their experience of medical education and city-building.
- April 14, 2021:* While proudly wearing a pink shirt, I attended Ryerson’s virtual Zoom meeting to celebrate Day of Pink.
- April 14, 2021:* Along with Chief of Staff and Executive Director of Communications Michael Forbes and Jennifer Grass, I had an introductory meeting online with Daniel Hengeveld, vice-president of investment attraction at business advisory firm Toronto Global, to discuss the potential for partnership with Ryerson.
- April 15, 2021:* I recorded an interview with host Robert Gold for an episode of the DMZ’s Movers & Shakers podcast. I spoke about entrepreneurship and innovation at Ryerson, the values set out in our Strategic Vision, and my own journey in academia.
- April 15, 2021:* During Prof. Ralph Lean’s online Business Law class, I was pleased to give remarks welcoming Mayor John Tory for a conversation about the City of Toronto’s role in combating the pandemic.
- April 16, 2021:* Glenn Craney, Michael Forbes, and I met online with a team from the Registered Nurses’ Association of Ontario led by CEO Doris Grinspun, to discuss Ryerson’s strategy for healthcare education.
- April 16, 2021:* I met online with Harvey Charles, professor of educational policy and leadership at the University at Albany, to speak about his university’s internationalization strategy.
- April 16, 2021:* As a member of the National Research Council, I attended a “New Normal” virtual session organized with the Canada School of Public Service on the future of health and care. The session was led by Zayna Khayat, future strategist at SE Health and executive-in-residence at the University of Toronto’s Rotman School of Management.
- April 19, 2021:* I attended the Faculty of Communication and Design (FCAD)’s virtual Global Campus Studio Showcase, which featured co-creations between FCAD students and collaborators in Amsterdam, Hong Kong, and India.
- April 19, 2021:* I attended a virtual meeting of executive heads of Universities Canada to discuss the 2021 federal budget.
- April 22, 2021:* I met online with federal NDP leader Jagmeet Singh to welcome him ahead of his participation in the Ryerson Democracy Forum virtual event “Jagmeet Singh at Ryerson: The NDP’s Plan to Make Him PM.”
- April 22, 2021:* I attended the virtual G. Raymond Chang Outstanding Volunteer Awards ceremony, for which I had pre-recorded remarks thanking the recipients for their wide-ranging service, and had also pre-recorded my participation in a tribute video to G. Raymond Chang.
- April 23, 2021:* For the webinar that started the process of Ryerson community consultation on the proposed medical school, I delivered opening remarks about Ryerson’s vision and the importance of the proposal, participated in a Q&A session along with Steven Liss, and delivered closing remarks directing community members to additional opportunities for consultation and online engagement.
- April 23, 2021:* I recorded remarks to be broadcast during the ceremony on May 6 during which Ryerson’s Faculty of Law would become the Lincoln Alexander School of Law at Ryerson.

April 23, 2021: I attended the City of Brampton's virtual Iftar celebration, which was hosted by Mayor Patrick Brown.

April 27–28, 2021: I attended a Universities Canada membership meeting online.

April 29, 2021: I attended an online meeting of the Universities Canada board of directors.

April 29, 2021: For the virtual Ryerson Awards gala, I gave remarks thanking the individuals and teams who contributed so greatly to our successes over the past year and made Ryerson resilient during the pandemic.

April 29, 2021: For the Alan Shepard Equity, Diversity, and Inclusion Awards, I was pleased to deliver welcoming remarks celebrating champions of change at Ryerson.

April 29, 2021: I participated in a virtual meeting between executive heads of the COU and representatives of Ontario's Ministry of Colleges & Universities about the province's framework for tuition fees.

April 30, 2021: I met online with Kathy Nicolay, manager of The Leaders Circle, a partnership between Destination Toronto and the Metro Toronto Convention Centre, to find out about their plan to convene leaders in business and education to help bring international conferences and congresses to Toronto.

April 30, 2021: I met online with the Akua Benjamin Legacy Project's advisory committee to discuss a report it has prepared on its first five years (2015–20), covering its activities such as support for and participation in the Anti-Black Racism and White Privilege conferences, the Critical Black Studies summer institute Building Tomorrow's Scholars and Leaders, and documentary films about Black Canadian history and activism.



April 2021

Media Relations

- Pitched Ryerson's first-ever Student Diversity Self ID report to the media and secured coverage in the Toronto Star and with CBC News Toronto.
- Supported media relations for the Law School's renaming announcement, securing coverage in Toronto Star, CBC, CP24, Global News, Law Times, and more.
- Pitched the Tanenbaum Family Foundation gift for a \$1 Million Scholarship Program at Ryerson's Faculty of Law.
- Secured Op-Ed for The Canada Excellence Research Chair in Migration and Integration regarding the Refugee crisis in U.S.
- Ongoing media support for Alumni Relations' Generous Futures series, Newcomers Redefining
- Conducted media outreach on the ULI Hines Competition for CUR and the Stolpersteine exhibit with the Library.
- Ryerson Faculty Experts, compiled and distributed by Central Communications each morning, were quoted extensively on topics such as the third wave of COVID-19, vaccines, travel restrictions, and long term care homes, the Transat bailout, and the Derek Chauvin trial.

Publications

- Ryerson Today published 12 editions in April.

- Edition with the most opens was the Monday, April 19th edition, "[Recognizing outstanding Ryerson students for their leadership.](#)"
- The best performing story was "[Have your say: how should we reconcile the legacy of Egerton Ryerson?](#)" (1,601) in the newsletter and 1,962 clicks on DataStudio.
- The highest performing story on the site was "[Ryerson renames law school after the Honourable Lincoln Alexander](#)" with 8,717 clicks.

Leadership Communications

- RU4U — the online hub for prospective students — launched Thursday May 6, 2021, demonstrating academic rigour, community building and student services across the university.
- Prepared and updated School of Medicine landing page to reflect stages, preparations and outcomes of community consultation.
- Provided strategic communications advice and support for launch of School of Medicine community consultations.
- Produced and distributed thrice weekly COVID-19 environmental scans for leadership team.
- Developed press release and FAQ content for installation of the Truth and Reconciliation Committee's Indigenous "ring" public art piece.
- Prepared leadership for April Chairs, Deans and Directors meeting.
- Prepared leadership for Board of Governors meeting on April 26.



- Drafted April 8th update from President Lachemi “Community update on provincial stay-at-home order”.
- Provided strategic communications advice and support for COVID-19 outbreak in Pitman Residence.
- Published article summarizing long service milestone event in Ryerson Today.
- Developed appointment notice and managed communications roll out for Jason Lisi, director, curriculum quality assurance.
- Prepared statement for Denise O’Neil Green entitled, “Honouring George Floyd; The global push for accountability, justice and change.”
- Developed various communications pieces for the restructuring of the Real Institute, including internal memos to staff and instructors from the Office of International Student Enrolment, Education & Inclusion (ISEEI) and the announcement for Ryerson Today.
- Developed appointment notice for Alvin Tedjo, Director, Strategic Initiatives, ISEEI.
- Prepared Ryerson Today story “Ryerson invests in additional bursaries for students.”

Marketing

- Launched an online paid and social campaign for Science Rendezvous at Ryerson. Virtual event takes place on Saturday May 8.
- Continued with work on the Faculty of Community Services Retrospective campaign scheduled to launch May 31.
- Planning for the development of the School of Medicine identity.
- Launched the final phase of the international recruitment campaign targeting those who have not yet accepted their offers.

- Launched the Spring Appeal paid campaign targeting alumni donors and non-donors with an urge to donate to the Student Relief fund.
- Launched the paid MEIE recruitment campaign targeting domestic students.
- Creative development for the final phase of the TRSM BComm campaign launching early May.
- Developed the Lincoln Alexander Retrospective Video for the Law School’s renaming event.
- Development a full page Globe and Mail ad to celebrate the renaming of the Law School (running May 6th, in conjunction with the event).

Website

- Compared to April 2020, we saw a 24.1% increase in sessions, a 46.4% increase in users and a 12.8% increase in pageviews.

Digital Marketing

- Managed in-house, we launched new digital campaigns for the Advancement Spring Appeal, Ryerson Day Camps participant recruitment, and SciXchange’s Science Rendezvous event. We also launched Phase 2 of the FEAS Master of Engineering Innovation and Entrepreneurship (MEIE) recruitment campaign with brand new creative.
- Continued digital campaigns in market for the International Enrolment Office, the Chang School’s Spring/Summer term enrolment, TRSM’s BComm recruitment, MBA recruitment, the Alumni call for updates, the Alumni Generous Futures event series, the Faculty of Arts Democracy Forum event series, and Ryerson Today article boosts for Communications.

ACADEMIC GOVERNANCE AND POLICY COMMITTEE (AGPC)				
2021-2022				
16 MEMBERS				
	NAME	POSITION	TERM EXPIRES	TERM #
EX-OFFICIO				
Provost and Vice President Academic (Chair)	Jessica S. Simpson			
Vice Provost, Academic (Vice Chair)	Kelly MacKay			
Vice Provost & Dean, Yeates School of Graduate Studies	Cory Searcy			
Vice Provost, Students	Jen McMillen			
Registrar	Charmaine Hack			
Secretary of Senate (non-voting)	Donna Bell			
SENATORS				
	Vacant	Dean	2022	1
	David Checkland	Faculty, Arts	2022	2
	Robert Ott	Faculty, FCAD	2022	1
	Esther Ignagni	Faculty, FCS	2022	1
	Ravi Ravindran	Faculty, FEAS	2022	2
	Sarah Sabatinos	Faculty, Science	2022	1
	Jane Saber	Faculty, TRSM	2022	3
	Anne-Marie Brinsmead	Chang School Program Director	2021	5
	Andrew McWilliams	Senate Chairs' Representative	2022	2
	Vacant	Graduate Student Senator	2022	1
	Vacant	Undergraduate Student Senator	2022	1
	Vacant	Undergraduate Student Senator	2022	1

Terms of Reference

- To propose, oversee, and periodically review Senate bylaws, policies and University procedures regarding any matter within the purview of Senate, except those matters for which responsibility is specifically assigned by this Bylaw to another entity;
- To recommend to Senate the establishment of Policy Review Committees, each mandated by Senate to undertake a periodic review or special review of an existing policy or policies in a policy area; to ensure that such Review Committees draw substantially on appropriate experience and expertise in the policy area; and to ensure that appropriate coordination with other existing policies occurs by, as appropriate, having a Policy Review Committee report to the AGPC rather than directly to Senate;
- to propose new Senate policy in areas when and where there is no current policy and it is advisable, prudent and/or necessary that there be policy; and to nominate to Senate a special sub-committee of the AGPC to research and draft such policy; and to forward the draft policy to Senate for consideration;
- to report to Senate with a Committee recommendation on all matters referred to AGPC by Senate or any Senate Committee; and
- to request reports from other University committees, sub-committees or departments whose business has an academic policy dimension, or a substantial effect on the academic mandate or performance of the University.

Composition

- There shall be ex officio members, and members selected in accordance with the provisions of Article 3.3 as follows:
- the Provost and Vice President Academic, who shall serve as Chair;
- the Vice Provost Academic, who shall serve as Vice Chair;
- the Vice Provost, Students;
- the Vice-Provost and Dean, Yeates School of Graduate Studies;
- the Registrar;

- one (1) Faculty Dean elected by and from the Faculty Deans;
- seven (7) faculty Senators representing at least five (5) of the Faculties, at least one of whom is a Chair/Director, elected by faculty Senators;
- one (1) Senate Associate Chang School Representative;
- two (2) undergraduate student Senators elected by and from all undergraduate student Senators in accordance with Article 3.3.1.1;
- one (1) graduate student Senator elected by and from all graduate student Senators in accordance with Article 3.3.1.1; and
- the Secretary of Senate (non-voting).

SENATE PRIORITIES COMMITTEE (SPC)				
2021-2022				
14 MEMBERS				
	NAME	POSITION	TERM EXPIRES	TERM #
EX-OFFICIO				
President (Chair)	Mohamed Lachemi			
Vice Chair, Senate (Vice Chair)	Andy McWilliams			
Provost and Vice-President, Academic	Jessica S. Simpson			
Deputy Provost & Vice-Provost, University Planning	Glenn Craney			
Vice-Provost, Academic	Kelly MacKay			
Secretary of Senate (non-voting)	Donna Bell			
ELECTED SENATORS				
	Vacant	Dean	2022	1
	Tara Burke	Faculty Senator	2022	3
	David Checkland	Faculty Senator	2022	2
	Noel George	Faculty Senator	2022	1
	Ravi Ravindran	Faculty Senator	2022	1
	Neil Thomlinson	Faculty Senator	2022	2
	Vacant	Graduate Student Senator	2022	1
	Vacant	Undergraduate Student Senator	2022	1

Terms of Reference:

- To take responsibility to formulate, in consultation with the Secretary, the agenda for each Senate meeting, together with supporting documentation;
- To select, for at least two Senate meetings per year, topics of importance and interest to the Ryerson community, and relevant to the responsibilities of Senate:
 - Such topics shall be open for discussion in Committee of the Whole for an extended period, not normally to exceed one hour;
 - The SPC shall notify Senate in advance of such topics and arrange for their presentation;
- To bring to the attention of Senate, and to consult with Senior administration regarding, emergent issues facing the university and, when appropriate, to recommend to Senate the referral of such issues to a Standing Committee, or to recommend to Senate the creation of an *ad hoc* Committee to address such an issue, or to recommend some other course of action;
- To establish a sub-committee, if desired either by Senate or the SPC, to examine and review the state of the University's overall finances and priorities with respect to their impact on academic programs and activities in light of the Academic Plan, and to present to Senate its findings and recommendations;

- To represent Senate in meetings with the Board of Governors (representatives) that may be agreed upon from time to time regarding matters of mutual concern; and to report back to Senate as appropriate on the nature of, and any outcomes from such meetings;
- To explore the implications and sustainability of the creation of new Faculties and/or Departments/Schools, and to advise Senate accordingly; and,
- To act on behalf of Senate, if needed, during the summer months, and to report to Senate at the first meeting of the following Session any actions taken on its behalf.

Composition:

- The President and Vice-Chancellor, who shall serve as Chair;
- The Vice-Chair (who is the Vice-Chair of Senate);
- The Provost and Vice-President, Academic;
- The Deputy Provost and Vice-Provost, University Planning;
- The Vice-Provost, Academic
- One member elected by and from the Deans (including Chang, YSGS and Library);
- Five members elected by and from the faculty Senators (in accordance with Article 3.3.1.1);
- One undergraduate student Senator elected by and from all student Senators; and,
- One graduate student Senator elected by and from all student Senators.
- The Secretary of Senate (non-voting)

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2021–5; June 2021

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

- PERIODIC PROGRAM REVIEW – Electrical Engineering – Faculty of Engineering and Architectural Science
- FEAS – Chemical Engineering – Co-op work term revision
- PERIODIC PROGRAM REVIEW – Business Management – Ted Rogers School of Management
- TRSM – Business Management (all majors) – Honours Degree Designation
- TRSM – Accounting and Finance (both majors) – Honours Degree Designation
- TRSM – Marketing Management – Curriculum modifications
- TRSM – Economics and Management Science – Curriculum modifications
- Chang School – Certificate review for Food Security
- Chang School – Certificate review for Aboriginal Knowledges and Experiences
- Chang School – Certificate modifications to Aboriginal Knowledges and Experiences
- Chang School – New certificate in Fashion Innovation
- Chang School – New certificate in Indigenous Child and Youth Engagement
- *For Information:* CHANG SCHOOL CERTIFICATES – Revisions (March 2021; April 2021; May 2021)

A. PERIODIC PROGRAM REVIEW – Electrical Engineering – Faculty of Engineering and Architectural Science

In accordance with the Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate **Electrical Engineering** program. The report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The Implementation Plan identifies who will be responsible for leading the implementation of the recommendations; who will be responsible for providing any resources entailed by those recommendations; and timelines for acting on and monitoring the implementation of the recommendations.

SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE ELECTRICAL ENGINEERING PROGRAM

The Electrical Engineering (ELE) program submitted a self-study report to the Vice-Provost Academic on January 28, 2019. The self-study presented the program description and learning outcomes, an analytical assessment of the program, and program data including the data collected from student and alumni surveys along with the standard University Planning data tables. Appended were the course outlines for all core required and elective courses in the program and the CVs for all faculty members in the Department of COE and other faculty who have recently taught core courses (required and/or elective).

One arm's-length external reviewer, Dr. Tim Davidson, Chair of the Department of Electrical and Computer Engineering, McMaster University, and one internal reviewer, Dr. Eric Harley, Department of Computer Science at Ryerson University, were appointed by the Dean of the Faculty of Engineering and Architectural Science from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a site visit at Ryerson University on May 29 and 30, 2019.

The visit included meetings with the Vice-Provost Academic; Dean, Faculty of Engineering and Architectural Science; Chair, Electrical, Computer and Biomedical Engineering; Associate Chair, Student Affairs; and the Chief Librarian. The Peer Review Team (PRT) also met with several members of the ELE program within the Department of Electrical, Computer and Biomedical Engineering, including staff, students, and faculty members. A general tour of the campus was provided, including a tour of the program facilities, labs, classrooms, and the library.

In their report, dated June, 2019, the PRT provided feedback that describes how the ELE program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The main areas of strength identified by the PRT include:

- The faculty have exceptional research output and funding. This naturally translates to a very up to date curriculum, as well as exceptional graduate students. The graduate students in turn become graduate assistants (GA) for the courses, which leads to high quality experience for the students in the labs. The department spends close to a million dollars per year on GAs, keeping the number of students per lab low (max 22). The excellent GA support helps the professors, both in teaching and in research, forming a positive feedback loop
- The administrative and technical staff are highly skilled and highly motivated. The morale is high, and they enjoy their work for a variety of reasons. The staff are very responsive to both students and faculty.
- The location in downtown Toronto is attractive for many reasons, such as culture, diversity, industry, jobs, accessibility by public transport.
- There are enough high quality students eager to get into the program, that entrance levels can be set high (above 80%).
- The co-operative internship program (CIP) provides students with an opportunity to obtain experience on the job and to earn money.
- The transition program helps students keep up with the pace of the program by offering courses in the Winter term that repeat Fall term courses, and courses in the Summer term that repeat Winter term courses. The repeated courses are usually first year courses where students, being new to the university environment, are most likely to struggle with course load. However, courses in later years are also repeated as necessary.
- The First Year Engineering Office provides counseling and guidance for entering students, and meets at least once a year with the instructors to identify and correct any problems.
- The Department holds two 'stream' meetings each year with the instructors of courses in each stream, to identify and correct problems as they arise.

The PRT also identified areas for improvement, such as updating lab materials and assignments, increasing female enrolments, and a need to build the internship program with sufficient placements offering top quality work and experience.

The Chair of the Electrical, Computer, and Biomedical Engineering program submitted a response to the PRT Report in March, 2020. The response to both the PRT Report and the Program's Response was submitted to the Vice-Provost Academic by the Dean of the Faculty of Engineering and Architectural Science on March 23, 2021.

The Academic Standards Committee completed its assessment of the Computer Engineering Program Review on May 6, 2021. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the developmental plan feedback from students, alumni, employers and peer reviewers, and outlined a comprehensive plan for program enhancements moving forward.

The Academic Standards Committee recommends that the program continue, as well as provide a one-year and a two-year follow-up report, as follows:

1. The mandated One-Year Follow-up Report be submitted by June 30, 2022 to include:
 - a. Updates on the status of the initiatives outlined in the Implementation Plan;
 - b. Expanded Learning Outcomes (per April 16, 2021 feedback memo); and
 - c. Report on update of course outlines to ensure currency and compliance with Senate policy.
2. A Two-year Follow-up Report be submitted by June 30, 2023 to include:
 - a. Employer Survey follow-up (per April 16, 2021 feedback memo).

Presented to Senate for Approval: **June 1, 2021**

Start date of next Periodic Program Review: **2024-25**

SUMMARY OF THE REVIEWERS' RECOMMENDATIONS WITH THE PROGRAM'S AND DEAN'S RESPONSES

RECOMMENDATION 1. The general consensus during our discussions with the Chair, Associate Chair and Dean was that the Admission requirements are appropriate, but that one approach to improving female enrolment might be to reach out to high school counselors to make them aware of the opportunities for female students in Electrical Engineering.

Department's Response: The department and the FEAS Dean's office recognize the difficulty in attracting female students to the Electrical Engineering program. We continue to support, invest, and engage with all initiatives at the faculty, school and student level to help increase awareness to young girls of the Electrical Engineering profession. The department closely collaborates and supports the Institute of Electrical & Electronics Engineering (IEEE) Women in Engineering group and we regularly and diligently attend high-school recruitment opportunities. Furthermore, we strive to put our female faculty and students in the forefront in all our media and web content. Unfortunately, this is not enough. We know this, thus we continue our discussions other Electrical Engineering department heads and IEEE societies, to figure out what more we can do. We believe that one promising direction is to "market" electrical engineering, (or engineering in general), as the academic path that will allow women to "make a change" in the world and to "help make it a better place", rather than presenting it as "cool", or "tech heavy", as has traditionally been done.

Dean's Response: Recently we have undertaken a series of actions to transform FEAS traditional focus on Women in Engineering (WIE) to Equity, Diversity and Inclusion (EDI). For example, Dean Duever has spoken at a number of public events on the topic, reiterating a message he stated in an OpEd published in OSPE's Voice Magazine in December 2017. The Dean also arranged for all senior FEAS staff and faculty leadership to participate in a full day of professional development on the topic of inclusion with Ritu Bhasin. In 2017 FEAS carried out two student surveys that provided direction regarding what students want FEAS to do to create a more inclusive learning environment. One survey was administered to female engineering students only (through the Hydro One Partnership) and another was targeted strategically to students who were affiliated with an identity-based group or expressed interest in tackling identity issues on campus. The results were revealed in an identity dialogue survey as well as focus groups. This feedback is informing the development of a new Office of Equity, Diversity and Inclusion to replace what was formerly called the Women in Engineering Office.

In the 2020/2021 academic year, the Engineering Admissions team will be conducting 70+ virtual school visits/events in addition to the current schools Ryerson Central Admissions visits. The team also liaises with the Aboriginal Outreach and Recruitment Officer, Thunder Alphonse in Ryerson's Aboriginal Student Services when it comes to providing application support and admission academic counselling applicants who self-identify as Indigenous.

RECOMMENDATION 2. Students felt that the labs could be better designed, so that the requirements would be less like following a script and more like creating something.

Department's Response: We are in agreement with the student comments and we are diligently working to upgrade and change some of our labs, (where it makes most sense), to be more "open-ended". This will create opportunities for student creativity and independent thinking. Towards this end we have already secured \$170K from the FEAS Dean to begin upgrading and equipping lower year labs, starting May 2020.

Dean's Response: The reviewers recommended that both the physical labs and the pedagogical approach to learning could be improved and the Department agrees. FEAS has made investments toward lab improvements for lower year lab spaces which resulted in construction starting in May 2020. The Department is in the process of identifying ways to enhance the role of technical staff in the development and delivery of labs to ensure they are more creative and open-ended.

RECOMMENDATION 3. Explore the possibilities of either hiring another departmental assistant to help with CIP or asking Ryerson's Co-operative Education Office to provide a support person for Electrical Engineering students seeking internships.

Department's Response: The FEAS Dean is well aware of the support needed for our (and other departments') internship program. So much so that the Dean has begun the first phase of centralizing and expanding the co-operative internship program. Three staff members have been hired in the last year. In the next phases, more staff members will be hired that will be able to identify and source new employers and increase the number of placement opportunities.

Dean's Response: In late 2017, FEAS launched a central office to manage optional co-operative internship programs (CIP) for all of the engineering programs except Chemical Engineering which has a mandatory co-operative program. Since this time, the team has grown from 1 staff member to 5. This team collaborates with existing embedded staff within departments (including ECBE) to support all aspects of CIP including new on-line platforms (Salesforce and Orbis) for efficient student and employer engagement related to applications, job postings, etc; student and employer recruitment events and workshops; administration and evaluation of the placement experiences; and delivery of soft skill development modules associated with career readiness and professional networking. In Fall 2019, the FEAS CIP office rolled out the first centralized student enrolment in FEAS CIP.

The FEAS CIP office is continuing to work on improving the co-op placement rate of electrical and other engineering students through the following activities: 1) identifying and working closely with students who are less engaged (i.e. do not apply to posted jobs, apply but do not secure interviews and/or job offers), 2) continuing to work with existing employers and promote jobs that are more relevant to specific engineering disciplines, 3) developing more partnerships with new employers/industries interested in specific engineering disciplines, aiming towards a 3 job postings to 1 student ratio, and 4) planning employer engagement events/opportunities that target specific engineering discipline students. We are reaching first and second year students to promote CIP earlier so that they are better prepared to meet the expectations set by the program and employers.

RECOMMENDATION 4. Engage the technical staff in creating and improving the lab material. Ask for three new staff positions -- one administrative staff devoted to the internship program (CIP), one technical staff devoted to BME, and one public relations administrative role if not solely for this department, shared among departments in the faculty. The new administrative role for CIP should free up enough time from other staff to allow more devoted time to BME.

Department's Response: The department has currently hired one front office staff member (approved for 1 year) that is helping to support the biomedical engineering program at the front office. We have asked the FEAS Dean to make this position a full-time permanent position. In regards to the engineering staff, we have already

begun discussions and plans with them to help us to make the labs more “open-ended” as discussed and recommended previously. We are fortunate that our technical staff members are professional engineers and are quite capable in helping us to create new labs.

Dean’s Response: In recognition of the workload and relative size of the department’s administrative team, a new Department Administrative Manager was hired in November 2019 who is responsible for improving the efficiency and work delegation among team members. Furthermore, a new Departmental Assistant position was recently created to help with the front office load.

RECOMMENDATION 5. Discuss with the Chair of Computer Science and the Registrar’s office the possibility of creating a lecture section in CPS 125 that includes only the electrical and computer engineers, with the premise that that group of students would be taught at a higher level than the other sections. The separation in itself would tend to create that effect. Assessments in the course could remain the same for all sections. This would be a simple first step in improving the training in software development. (Requires both internal and external action).

Department’s Response: We are going one step further to deal with this issue. We have already requested from the Department of Computer Science to create a *new* and *separate* introductory computer programming course specifically for electrical, computer, and biomedical engineering students. This has been discussed already at the CS department and tentatively approved. We are awaiting final word and expect this new course to be available to 1st year ELE, COE and BME students starting Fall 2021.

Dean’s Response: no response

RECOMMENDATION 6. Hire a staff member to coordinate with the Career Office and work directly on improving the number of placements for Electrical Engineering students in CIP. When a CIP-dedicated position is created, then work could be rearranged among the current departmental assistants so that one assistant is devoted to the BME program. (Requires both internal and external action).

Department’s Response: As discussed above, FEAS has initiated consolidation and growth of CIP which will improve the number and diversity of EE placements.

Dean’s Response: see response to recommendation 3 above.

RECOMMENDATION 7. Hire a staff member with responsibilities in web page management, advertising and social presence. This role could be faculty wide, covering all of the departments in FEAS. If a similar position already exists, perhaps it could be enhanced, since currently some of this workload is handled by the Chair, who is busy enough with higher level tasks. (Requires both internal and external action).

Department’s Response: The department feels that this is an excellent recommendation as it is important to publicize our programs, accomplishments and also to reach out to our students, using modern platforms and tools. FEAS has a marketing and communications team, which has helped to some extent on this in the past however, any real effort requires someone to be assigned only for the ECB department. We will be discussing with the FEAS Dean the possibility of hiring a staff member for this role.

Dean’s Response: no response

As proposed by the program in the self-study:

1. Update and Refresh early core circuit course ELE 202 & ELE 302 laboratory experience. The laboratory experiments have not been changed or updated for a very long time and the lecture content is not in synch with labs.
2. Create common lab courses, or “lower years engineering design projects”, where semester-long or year-long extended lab projects will support multiple courses. Work on the list of elective courses, to remove ones of little interest and to add new course reflecting shifts in the discipline. (short term goal)
3. Fourth year professional electives need to be evaluated for currency, program need and student interest.

4. Improve TA support to undergraduate courses with overall increased stringency on the requirements for selection and also with adequate training and preparation
5. Integrate opportunities for students to improve and build on soft skills (e.g., leadership, oral presentation, professionalism)
6. Increase the number of co-op internship jobs available to students

IMPLEMENTATION PLAN

<p>Priority Recommendation 1 - Update and Refresh early core circuit course ELE 202 & ELE 302 laboratory experience. The laboratory experiments have not been changed or updated for a very long time and the lecture content is not in synch with labs.</p>
<p>Rationale: This issue was Identified in student survey. Students struggle with the laboratory experiments for the following reasons:</p> <ul style="list-style-type: none"> • Lecture content is not in synch with lab experiment content and thus students feel lost • Experiments are very time-consuming and considered “too long” to be done in the allotted time • Many TAs are not trained enough to be able to help students in the lab <p>Objective: Change lab experiments completely and provide increased and improved training for TAs.</p>
<p>Implementation Actions:</p> <ul style="list-style-type: none"> • Design new experiments; • Test experiments for difficulty and for reasonable time requirements for completion; • Hire a “Lab Lead” to supervise Lab TAs and to provide additional support during lab supervision; • Provide more preparation hours for all TAs to perform all labs before they supervise to ensure they are aware of what the students are required and expected to do; • Have “Lab Lead” train TAs on lab supervision and on the actual lab experiments.
<p>Timeline:</p> <p>ELE 302:</p> <ul style="list-style-type: none"> • Summer 2018: design and test new labs • Fall 2019: introduce new labs into course and sync lecture material • Hire CUPE as Lab Lead <p>ELE 202:</p> <ul style="list-style-type: none"> • Winter 2019 Hire CUPE as Lab Lead • Summer 2019: design and test new labs • Winter 2020: introduce new labs into course and sync lecture material
<p>Responsibility for leading initiative: Course instructors</p>
<p>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Department Chair</p>

Priority Recommendation 2: Create common lab courses, or “lower years engineering design projects”, where semester-long or year-long extended lab projects will support multiple courses.

Rationale: Our student survey identified a weakness in creativity and open-ended design along with a disconnect between various courses and their content. By creating a “Lab Studio” we can create and offer lab projects (rather than experiments) that draw on the various courses taken during the academic year (and previous) instead of having individual stand-alone lab experiments for each course.

Objective: This recommendation will allow for students to have a better grasp on how the components of various classes fit together in an overall design. For example, a Lab Studio could have as a project a more interesting, involving and practical project that requires knowledge that is taught in the lecture component of numerous courses in the term and/or academic year.

Actions: <ul style="list-style-type: none"> • Identify courses that can be part of the common lab course <ul style="list-style-type: none"> • Remove lab hours from these courses • Design and test lab projects to be part of the common lab course • Schedule extended common lab hours for students
Timeline: <ul style="list-style-type: none"> • 2019/20 Investigate, analyze and plan • Departmental approval: by end of September 2020 • Implementation 2021/22
Responsibility for leading initiative: Department Chair, Program Director
Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Department Chair, Program Director, Curriculum Committee, Department Stream Committees

Priority Recommendation 3: Fourth year professional electives need to be evaluated for currency, program need and student interest.
Rationale: There are a relatively large number of 4 th year professional electives; some of which have not run in the past few years due to low student demand or industrial relevance and some have become “stale”. Objective: ELE has a wide range of specialization areas and some of these have changed considerably in the last few years while others have just become extremely significant with an increased industrial, commercial and research interest.
Actions: <ul style="list-style-type: none"> • Analyze enrollment data of all courses over the last 10 years; • Identify courses that are essential; • Identify courses whose content has not changed in the last 5 years and also those that have had very low student demand; • Identify areas/topics that are currently in demand that we do not offer; • Update “stale” courses • Delete courses with historically low interest and/or currently irrelevant topics • Introduce new courses covering topics in emerging and new areas (e.g. AI)
Timeline: <ul style="list-style-type: none"> • 2018/19: analyze enrollment data, identify courses for deletion/refresh, propose new courses • 2019/20: roll-out updated professional electives table
Responsibility for leading initiative: Department Chair, Program Director, Curriculum Committee, Stream Committees
Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Stream, Curriculum Committee, Department Council, Dean

Priority Recommendation 4: Improve TA support to undergraduate courses with overall increased stringency on the requirements for selection and also with adequate training and preparation
Rationale: Notwithstanding our efforts to select appropriate graduate students as teaching assistants in our labs, our recent surveys have indicated that there are courses where the TAs are not well prepared to assist students.
Objective: Provide more hours for increased and specialized training for TAs in core courses.
Actions:

- identify key courses that have a large number of TAs;
- increase preparation/training hours for TAs in those courses;
- require TAs to perform and complete all labs that undergraduate students will be doing;
- introduce and hire Lab Leads to roam labs and provide extra support and supervision.

Timeline: 2018/19 academic year

Responsibility for leading initiative: Department Chair

Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Department Chair

Priority Recommendation 5: Integrate opportunities for students to improve and build on soft skills (e.g., leadership, oral presentation, professionalism)

Rationale: Our student survey identified skill areas that are not well addressed. Soft skills are not formally part of the engineering curriculum but they are essential skills for a professional engineering in industry.

Objective: Introduce more oral presentations in all years, particularly in 2nd and 3rd year, while also providing avenues to cultivate leadership skills.

Actions:

- identify key core courses where students can present orally
- provide leadership opportunities to senior graduate students by creating a program that will allow them to mentor students in early years
- work with career centre to have them visit classes and hold seminars to relay to students the aspects of professionalism that are essential and to help them cultivate them

Timeline:

2018/19:

- investigate courses that can easily have oral presentations included in labs and/or group work
- invite career centre to plan seminars on professionalism

2019/20

- formally integrate into courses

Responsibility for leading initiative: Department Chair, Program Director

Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Department Chair, Stream

Priority Recommendation 6: Increase the number of co-op internship jobs available to students

Rationale: Our internship program is proving to be very popular. In 2018/19 we will be having 80 students on internship, which is a record. Unfortunately, 60 students were not able to secure an internship position primarily due to an insufficient number of positions available.

Objective: Even though our co-op internship is “optional” and students must meet a minimum requirement, there is high demand in the last couple of years. Unfortunately, we have not been proactive to contact new employers for possible internship positions and have relied on our existing employers. With this increased demand we need more potential employers that can provide valid co-op internship jobs.

Actions:

- Identify potential employers in GTA and Southern Ontario
- Create 1-page prospectus/flyer that provides quick info on our co-op internship and benefits to the employer
- Plan site-visits with potential employers to discuss their participation

Timeline:

Fall 2018

- create prospectus/flyer;
- identify possible new employers;
- send out email and flyer
- follow up and initiate discussion;

Winter 2019-

- continue constant contact with existing employers and continue identifying and inviting new employers.

Responsibility for leading initiative: Program Chair/Director

Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:

Internship Co-ordinator, Program Director, Internship Admin, Department Chair

Recommendation

Having satisfied itself of the merit of this periodic program review, the Academic Standards Committee recommends: *That Senate approve the Periodic Program Review for the Electrical Engineering Program, Bachelor of Engineering (Electrical Engineering) – Faculty of Engineering and Architectural Science.*

B. FEAS – Chemical Engineering – Co-op work term revision

Introduction and Rationale – The Department of Chemical Engineering is proposing changes to its mandatory co-op program, effective Fall 2020. The proposed sequence change and WKT requirement reduction were motivated by an increase of FEAS students contemplating leaving the Chemical Engineering Co-op program due to market-driven uncertainties in work term opportunities and potential graduation delays, especially since the onset of the COVID-19 pandemic. Annual student surveys disseminated to students opting to leave the program have noted program length as one of the key reasons for leaving the Chemical Engineering Co-op program. We also know that many employer partners prefer to have co-op students for longer (8, 12 or 16-month) duration than 4 months.

The proposed changes do not require curriculum changes. Students will have four semesters after their third year of studies to complete a minimum of three required co-op WKTs. Furthermore, students who want to benefit from additional experience by working for extended durations would not have to “sit out a semester” before resuming studies. As a result, more students would be able to graduate within the normal program period. Overall, the proposed change will significantly enhance student success and experience in the program. The program would become more competitive and in line with similar programs across the province.

Proposed Modifications - Currently, students enrolled in the Chemical Engineering Co-op program are required to complete four work terms alternating between study terms and work terms, in addition to meeting the academic requirements in order to graduate. The proposed changes will amplify students’ ability to graduate within the normal, five-year period.

Current Co-op Calendar:

Chemical Engineering	Fall Term	Winter Term	Spring/Summer Term
Year 1	1st Semester	2nd Semester	Off
Year 2	3rd Semester	4th Semester	WKT 401
Year 3	WKT 500	5th Semester	WKT 501

Year 4	6th Semester	WKT 601	WKT 602
Year 5	7th Semester	8th Semester	

The proposed change to the course calendar sequencing is shown in the table below. The first WKT will begin in the Spring/Summer of the third year, and will continue until the Spring/Summer of the fourth year.

Proposed Co-op Calendar:

Chemical Engineering	Fall Term	Winter Term	Spring/Summer Term
Year 1	1st Semester	2nd Semester	Off
Year 2	3rd Semester	4th Semester	Off
Year 3	5th Semester	6th Semester	WKT 500
Year 4	WKT 501	WKT 601	WKT 602
Year 5	7th Semester	8th Semester	

In addition, the program proposes to:

- Reduce the number of WKTs required to graduate from four to minimum of three.
- Move the Lower Level Liberal Studies course from the fifth semester to the fourth semester.
- Move the Upper Level Liberal Studies course required for engineering students (i.e., ENG 503, GEO 702, HST 701, PHL 709, POL 507) from the sixth semester to the fifth semester.

Based on WKT requirements of comparator schools in Ontario, it is evident that the average requirement is the Co-Operative Education and Work-Integrated Learning (CEWIL) Canada minimum of three work terms. Only the University of Waterloo mandates five out of six WKTs be completed for a student to graduate with the co-op designation. Most comparator institutions have a back-to-back WKT schedule to facilitate students' experiential learning opportunities allowing for longer-term experiences with employers and reducing competition between these schools. Having more students out on longer work terms facilitates work term placements and reduces competition between students as less of them look for placements.

The final two modifications identified above are required so that the Lower Level Liberal Studies course requirement precedes the Upper Level Liberal Studies course requirement to avoid confusion related to the level classification. The upper level courses required for engineering students are normally offered in the fall semester by the Faculty of Arts.

Implementation Plan – In preparation for the 2022-2023 cohort implementation, the Department and Career & Co-op Centre have several communication methods as follows by which students and employers will be made aware of the change to WKT requirements:

- Student and employer emails via contact data from the Career & Co-op Centre's Orbis and Salesforce platforms.
- Co-op Program Specialists who work closely with co-op students and employers.
- Department and Career & Co-op Centre websites.
- Notifications during key co-op events, including the annual Co-op Preparatory Symposium occurring annually in September.

- Notification during key events for prospective candidates/co-op applicants, including: Co-op Discovery Session programs, and recruitment initiative such as high school visits by engineering admissions office, Open Houses, and the Ontario Universities' Fair.
- Email announcements and social media channels commonly used to reach students, including Career & Co-op's Facebook, Twitter, Instagram and LinkedIn groups.

The modification to WKT requirements across the Chemical Engineering Co-op program will not be made retroactive. This will only be applicable for students joining the Chemical Engineering Co-op program in their first year starting in Fall 2022. As such, there may be some overlap between students looking for work term placements in the Spring/Summer 2025 semester when students that started in Fall 2021 and Fall 2022 look for placements. However, students that started in Fall 2021 are expected to find placements commensurate with the project work requirements in the advanced WKT 602. They would not compete with those who started in Fall 2022 who would begin with their first work term, WKT 500, which has considerably lower engineering work expectations.

Repeat Offering of Courses - In the 2024-2025 academic year, the program will need to offer 6th semester courses in both the Fall 2024 semester (for students admitted in Fall 2021), and Winter 2025 semester (for students admitted in Fall 2022). To that end, the program will require financial assistance from FEAS and the university. This provision will provide a smooth transition as follows:

- Students who were admitted prior to Fall 2022, and required to take fifth semester courses (because they failed, did not take previously, etc.) will be able to take these courses in the fall semester starting with the 2024-2025 academic year. These students will then be able to proceed with the new co-op sequence; they will take fifth semester courses in the fall semester and sixth semester courses in the winter semester, proceed to do their three remaining work terms in the next four semesters, and then return to their final year of study.
- Students who were admitted prior to Fall 2022 and required to take sixth semester courses (because they failed, did not take previously, etc.) will be able to take these courses in the winter semester starting with the 2024-2025 academic year. These students will then be able to proceed with the new co-op sequence; they will take sixth semester courses in the winter semester, proceed to do their two remaining work terms in the next four semesters, and then return for their final year of study.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the co-op work term revision for Chemical Engineering – Faculty of Engineering and Architectural Science.*

C. PERIODIC PROGRAM REVIEW – Business Management – Ted Rogers School of Management

In accordance with the Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate **Business Management** program. The report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The Implementation Plan identifies who will be responsible for leading the implementation of the recommendations; who will be responsible for providing any resources entailed by those recommendations; and timelines for acting on and monitoring the implementation of the recommendations.

SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE BUSINESS MANAGEMENT PROGRAM

The Business Management program submitted a self-study report to the Vice-Provost Academic on September 28, 2020. The self-study presented the program description and learning outcomes, an analytical assessment of the program, and program data including the data collected from students, alumni and employers along with the standard University Planning data tables. Appended were the course outlines for the core required and elective courses in the program and the CVs for all RFA faculty members in the School of Business Management (SBM), as well as other faculty who have recently taught core courses (required and/or elective).

Two arm's-length external reviewers, Dr. Stephen Kosempel, Associate Professor and Chair, Department of Economics, Gordon S. Lang School of Business and Economics, University of Guelph, and Dr. Alex Anas, Professor and Chair, Department of Economics, State University of New York at Buffalo, were appointed by the Dean of the Ted Rogers School of Management (TRSM) from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a virtual site visit over a 5-day period from November 23 - 27, 2020.

The visit included meetings with senior administrators (Interim Provost, Vice-Provost Academic, TRSM Dean and Associate Dean Academic), Chairs of the 6 departments within SBM and Department of Economics (Faculty of Arts), program coordinators and faculty members representing each Major, support staff in the Ted Rogers School of Management (TRSM), library services, as well as current students, alumni, and advisory council members.

In their report, dated January 22, 2021, the Peer Review Team (PRT) provided feedback that describes how the Business Management program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities.

The main areas of strength identified by the PRT include high quality applicants for the SBM programs; experiential learning opportunities built into capstone courses, co-op options, and extra-curricular activities that include student clubs, case competitions, Zone learning, international travel opportunities, and 'Bootcamps'; and evidence of continuous and ongoing curriculum innovation.

The PRT also identified areas for improvement, including addressing its learning outcomes related to entrepreneurship; addressing the heavy foundational requirements in the early stages of the program; and the high number of first year multiple-choice exams that are worth 50% or more of the students' grade.

The SBM program review team submitted a response to the PRT Report on February 18, 2021. The response to both the PRT Report and the Program's Response was submitted by the Dean of the Ted Rogers School of Management on February 26, 2021.

The Academic Standards Committee completed its assessment of the Business Management Program Review on April 22, 2021. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the developmental plan feedback from students, employers and peer reviewers, and outlined a comprehensive plan for program enhancements moving forward.

The Academic Standards Committee recommends that the program continue, as well as provide a one-year follow-up report by June 30, 2022, as follows:

1. Report on the status of the initiatives outlined in the Implementation Plan.

A Two-Year Follow-up Report is requested as follows:

2. Updated alumni survey.

Presented to Senate for Approval: June 1, 2021

Start date of next Periodic Program Review: 2026-27

SUMMARY OF THE REVIEWERS' RECOMMENDATIONS WITH THE PROGRAM'S AND DEAN'S RESPONSES

As proposed by the Reviewing Team:

RECOMMENDATION 1. We recommend that the TRSM Dean address the concerns raised in the Self Study that pertain to the adequacy of existing facilities. Perhaps remote delivery could be an option to alleviate some stress on physical resources, at least in the short term. Since a lot of teaching has occurred remotely during this COVID pandemic, this would be an opportune time to survey preferences for such teaching and to possibly extend some remote teaching in order to learn more about its effectiveness and desirability to students and faculty.

Department's Response: The School agrees with the observations made by the PRT and appreciates their thoughtfulness with respect to this particular issue that affects the entire TRSM community. While the COVID-19 pandemic has temporarily suspended the need for physical learning spaces, it is anticipated that eventually all programs, including Business Management, will resume offering in-class courses in the TRSM building. In the meantime, there is tremendous opportunity to prepare for this return, including exploring the possibility of continuing to offer some of the program's courses remotely. In addition, the School supports the idea of conducting student and faculty surveys to identify advantages and challenges related to online learning, as well as to determine the appetite for remote teaching in the long-term. Still, the School recognizes that a blended model of in-class and online learning has its own limits and does not address the underlying need for more material resources that can support continued growth in the program. The School supports the PRT's assertion that the TRSM Dean must address these concerns related to the adequacy of existing facilities.

Dean's Response: While the COVID-19 pandemic has eliminated the demand for physical classroom spaces, I certainly know the eventual return to the TRSM building at Bay and Dundas will have its own challenges. We need to retain the elements from the virtual classroom that worked, while ensuring we retain our emphasis on synchronous teaching.

TRSM as a whole demonstrated tremendous agility with respect to moving courses online and providing virtual administrative and support services. It is my intent to closely examine best practices in the current climate and consider how these practices, where possible, may be integrated into regular operating procedures in a post-COVID era. We have already surveyed faculty, staff and students to better understand their perspectives of online learning and virtual support services. The results should be available for us by early March.

I am hosting regular townhall meetings for the TRSM community, which will be integral to gathering feedback on the three-year academic action plan that will lead the School through the pandemic and its aftermath. A long-term adoption of virtual and hybrid teaching models will enhance our program offerings; they provide flexibility of learning for students and professors alike, while also helping us to tackle the space shortage issues that were so prevalent before the pandemic. It also is important to note the proportion of faculty, staff and students who experience long commutes; lives can be improved appreciably with greater flexibility.

RECOMMENDATION 2. We recommend that entrepreneurship be integrated into the program, and possibly via the introduction of a core course in Entrepreneurship and Innovation (in the 2nd or 3rd year where space permits)

Department's Response: As outlined in the program's Self-study report, there were several deficiencies that were identified in the curriculum mapping exercise, which cross-referenced the program's learning outcomes with the required core courses. The School discovered that when examining these courses, the entrepreneurial learning outcomes were not sufficiently addressed (other knowledge areas that were only partially addressed included sustainability and business integration). This finding was particularly distressing due to standards articulated by the TRSM mission statement, which asserts that TRSM "shape[s] socially conscious leaders with an

entrepreneurial orientation.” The School supports a greater integration of entrepreneurship – and for that matter, sustainability – into the program curriculum, although acknowledges the challenges associated with finding space within an existing shared curriculum to introduce new courses. The School is committed to exploring all possible curricular options through the work of the SBM Curriculum Sub-Committee and identifying actionable steps forward to rectify these shortcomings.

Dean’s Response: Overall, the recommendations related to curriculum, shared by the program and the PRT, are sensible and should be implemented by the appropriate curriculum committees.

RECOMMENDATION 3. We recommend that SBM consider adding an additional 12 U math course to their admissions requirements to help better prepare students for the quantitative demands of the BM program.

Department’s Response: The School supports the PRT’s recommendation to consider adding an additional 12 U math course to the admission requirements, in order to better prepare incoming students for the quantitative demands of the program curriculum. Previously, a proposal was submitted to achieve this objective, and while it was approved by the TRSM Faculty Council, it did not receive sufficient support from the university’s senior administration. The School’s recourse was to introduce a first-year course in applied mathematics for business, which has now been offered for two years. The School continues to monitor student success in the course and is committed to actively improving course content and delivery, as well as providing quality student support.

Dean’s Response: Overall, the recommendations related to curriculum, shared by the program and the PRT, are sensible and should be implemented by the appropriate curriculum committees. Other recommendations, such as changing the math admission requirement for the program, have been addressed by the School in their response to the PRT report.

RECOMMENDATION 4. We recommend to create a program plan that has no more than 5 course requirements per semester. This implies reducing the total number of courses in the program from 42 to 40.

Department’s Response: The School supports this recommendation and has already taken steps to lower the number of required courses from 42 to 40, as well redistribute courses to achieve an equal distribution of five courses per semester. A proposal was submitted and approved by the TRSM Faculty Council, Academic Standards Committee, and Ryerson Senate. The curriculum changes will start coming into effect in the 2021-2022 academic year.

Dean’s Response: Overall, the recommendations related to curriculum, shared by the program and the PRT, are sensible and should be implemented by the appropriate curriculum committees. The School has already taken steps to address several of these recommendations, specifically, reducing the total number of courses required to graduate.

RECOMMENDATION 5. We recommend that you consider reducing the number of required lower-level liberal studies courses.

Department’s Response: In compliance with Ryerson Senate Policy 2, the School cannot reduce the number of liberal studies courses without dropping below the acceptable range (15-20%) allocated for this curricular category. The PRT does, however, make a compelling point that the program already requires several courses that could be defined as a liberal studies course (e.g. LAW 122, CMN 279). It may be worth exploring the possibility of applying for an exception to Policy 2, in order to make room for other desirable core courses (e.g. entrepreneurship, business integration, etc.)¹.

Dean’s Response: Overall, the recommendations related to curriculum, shared by the program and the PRT, are sensible and should be implemented by the appropriate curriculum committees. Other recommendations, such as reducing the number of liberal studies courses, have been addressed by the School in their response to the PRT

¹ Note: On further consideration, the program has decided not to pursue the PRT’s recommendation of reducing the number of required lower-level liberal studies courses.

report.

RECOMMENDATION 6. We recommend that instructors of first year courses try to provide meaningful feedback (say 20-25% of the final grade) prior to the mid-point of the semester and explore options (not a binding constraint) to limit the weight of final exams to 50% (for example, add more midterm exams).

Department's Response: The School agrees that providing meaningful feedback to students, particularly in their first year of study, is important for their learning and success in the program's foundational courses. In accordance with Senate Policy 166, at least 20% of a student's grade is based on individual work, which must be returned to the student before the deadline for dropping courses. The issue of final exams, however, requires further investigation. While the aforementioned policy strongly recommends that a single assessment should not be worth more than 50% (and with no exception more than 65%), it is apparent that many first-year courses take advantage of this upper limit. A review of this assessment method should be conducted, and if possible, efforts should be made to distribute grades more fairly throughout the duration of the semester (e.g. more midterms, assignments, etc.).

Dean's Response: Overall, the recommendations related to curriculum, shared by the program and the PRT, are sensible and should be implemented by the appropriate curriculum committees.

RECOMMENDATION 7. We recommend that a capstone course also be created/added for the Economics and Management Science major. In fact, we support the proposal in the Self Study to replace QMS703 with a new capstone course ECN702 in the EMS major.

Department's Response: Adding ECN 702 to the EMS curriculum will strengthen the progression of learning outcomes of the major by requiring students to demonstrate proficiency of the knowledge and skills of their specialization in a more appropriate, upper-level course. The School supports the Department's decision to add this course to their required curriculum.

Dean's Response: Overall, the recommendations related to curriculum, shared by the program and the PRT, are sensible and should be implemented by the appropriate curriculum committees. The School has already taken steps to address several of these recommendations, specifically, adding a capstone course to the Economics and Management Science major.

RECOMMENDATION 8. We recommend to the Dean and Provost that additional RFA faculty members be hired to reduce student-to-faculty ratios across SBM departments, so that there is greater consistency between SBM and the rest of the University: SBM=42.2, TRSM=37.9, Ryerson=27.9. If more RFA faculty cannot be hired, then more sessional faculty should be sought.

Department's Response: The School agrees that the student-to-faculty ratio is elevated. Other metrics such as class sizes and the proportion of sections taught by sessional instructors also demonstrate that additional RFA faculty members need to be hired. The School supports the reviewer's recommendation to the Dean and Provost that additional RFA faculty members be hired, while acknowledging financial and other constraints.

Dean's Response: I share the concerns expressed by Drs. Anas and Kosempel. I am pleased to report that the Marketing department successfully hired five (5) new tenure-stream faculty members within the past year, bringing the total number of new tenure-stream faculty hires in the Ted Rogers School this past year to twenty-one (21). Additionally, our departments are now hiring seven (7) additional tenure-stream hires. The majority of these hires replace departing faculty, so there remains insufficient bench strength even after this extraordinary effort to attract talent. I must be frank here; our problematic student-to-faculty ratios continue despite our hiring. Our classes are simply too large, particularly in senior-level courses. I continue to aggressively lobby for additional tenure-stream hiring, as well as other resources that enrich the educational experience for both students and their professors.

IMPLEMENTATION PLAN

Overall Program Recommendations:

RECOMMENDATION AND IMPLEMENTATION PLAN
Recommendation # 1 - Reduce total number of courses in program to 40
Rationale: Reducing the number of courses from 42 to 40 will bring the program in line with the standard requirements for an undergraduate degree program. The change will also reduce students' workload, which will in turn provide students with a better work-study-life balance.
Objective: Reduce total number of courses in program to 40.
Actions: Starting fall 2019, the program no longer required students to complete BUS 100, which reduced the overall number of program courses by one. Looking ahead, departments will review their professional required, professional elective, and professionally-related courses in order to determine the appropriate category to make a further reduction. In co-ordination with the Dean's Office, a plan will be developed and implemented to re-balance the curriculum across the four years of the program, ensuring that each semester has no more than five courses.
Timeline: Recommendation was first proposed December 2019 and will go through the required approvals process for implementation in Fall 2021.
Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Department Councils, SBM Curriculum Sub-Committee, Undergraduate Curriculum Committee, Faculty Council, Curriculum Management, Vice-Provost Academic
Recommendation # 2 - Hire more RFA faculty members to address high student-faculty ratios
Rationale: High student-faculty ratios reduce the pedagogical options for faculty members, increase the classroom management effort, and decrease the level of personal attention available to students. More RFA faculty members would improve the educational experience for students.
Objective: Reduce the average student-to-faculty ratio across SBM departments to be equal to the average level for Ryerson. (Currently, the SBM average is 37.9 and the Ryerson average is 27.9).
Actions: Prepare hiring plan proposals for submission to the offices of the TRSM Dean and Provost.
Timeline: Take consistent steps in making progress towards the objective every year, achieving the Ryerson average student-to-faculty level by 2026-2027.
Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Office of the Dean, TRSM and Ryerson Provost
Recommendation # 3 - Create new integrative learning opportunities at the reinforcement level for the program.
Rationale: In the analysis of the core curriculum mapping for the program, it was revealed that there is no reinforcement of Learning Outcome 1C (i.e. Integrate and apply the functional areas of business into the strategic management process to support principal organizational objectives). In order to strengthen the development of this learning outcome from its introduction, to the point at which the student is expected to reach proficiency, it is recommended that new integrative learning opportunities are created to bridge this gap.
Objective: The SBM Curriculum Sub-committee will set a priority to explore options related to new integrative learning experiences (e.g. modules, new courses, co-teaching, etc.), and select a feasible course of action that will enhance students' learning with respect to LO 1C.

<p>Actions: The Curriculum Sub-Committee will begin exploring options for new integrative learning opportunities in the 2021-2022 academic year, with the intent of developing an implementation plan. Depending on outcomes of the implementation plan (e.g., a new course), timeline may extend to 2023-2024 in order for the changes to come into effect.</p>
<p>Timeline: 2021 - 2024</p>
<p>Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic</p>
<p>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Department Councils, SBM Curriculum Sub-committee, UCC, Faculty Council</p>
<p>Recommendation # 4 - Ensure that the program includes active and experiential learning for every student.</p>
<p>Rationale: While the program identified several experiential learning opportunities for students, many of these learning opportunities are only available through extra-curricular and elective courses. Beyond GMS 401, which is one required core courses where experiential learning takes place, the program desires to enhance the current array of programming available to students. This would include embedding more active and experiential learning opportunities in required courses across the core and major-specific curricula.</p>
<p>Objective: Identify appropriate core and major-specific courses to embed active and experiential learning. Work with faculty to develop new learning opportunities for students, while ensuring that there are sufficient physical resources to support these initiatives.</p>
<p>Actions: Consult with the TRSM Learning and Innovative Teaching Committee, as well as the Centre for Excellence in Learning and Teaching, in order to identify best practices across the faculty. Present ideas to SBM Curriculum Sub-Committee, discuss findings, and reach consensus on viable options for expanding experiential learning in the Business Management program.</p>
<p>Timeline: Following consultations in the fall of 2021, the SBM Sub-committee will reconvene in winter 2021 to develop an implementation plan for the fall of 2022.</p>
<p>Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic</p>
<p>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: SBM Curriculum Sub-Committee, Dean's Office, Learning and Innovative Teaching Committee, Centre for Excellence in Learning and Teaching</p>
<p>Recommendation # 5 - In light of the curriculum mapping analysis, review and optimize program learning outcomes.</p>
<p>Rationale: While the curriculum mapping exercise required for periodic program review illuminated several areas of the curriculum that require attention, it also revealed deficiencies in the design and articulation of the learning outcomes. In particular, it became apparent that several outcomes were too specific and consequently only mapped to one or two courses. This observation applied mostly to the 'Business Functions' learning outcomes, raising concerns about whether these were appropriate outcomes for the program, or whether they were actually course objectives. It is recommended that the SBM Curriculum-Subcommittee carefully review the program learning outcomes and make revisions, where necessary.</p>
<p>Objective: Review and optimize program learning outcomes.</p>
<p>Actions: The SBM Curriculum Sub-Committee will meet to review and make changes to the program learning outcomes.</p>
<p>Timeline: Fall 2021</p>
<p>Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic</p>

<p>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: SBM Curriculum Sub-Committee</p>
<p>Recommendation # 6 - Examine how to address Learning Outcome 8b (sustainability) at the reinforcement level in the curriculum.</p>
<p>Rationale: The curriculum mapping exercise revealed that Learning Outcome 8b is not currently addressed at the reinforcement level of the curriculum. In an effort to ensure consistency and progression across the curriculum, an examination should be conducted of the current lesson plans relating to this topic and a plan developed to reinforce this learning outcome in (an) appropriate mid-level course(s).</p>
<p>Objective: Establish a working group to examine current best practices relating to sustainability pedagogy and curriculum at TRSM. Information will be presented to the SBM Curriculum Sub-Committee, which will guide curricular decision-making.</p>
<p>Actions: Establish a working group to conduct analysis and present findings to SBM Curriculum Sub-Committee. Develop plan to implement curricular revisions relating to LO 8b.</p>
<p>Timeline: 2021-2022</p>
<p>Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic</p>
<p>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Office of the Dean; SBM Curriculum Sub-Committee</p>
<p>Recommendation # 7 - Investigate and implement strategies to integrate entrepreneurship into the program curriculum.</p>
<p>Rationale: The mapping exercise revealed that very little of the program curriculum addresses the two learning outcomes related to entrepreneurship (LO 2g; LO 9a). This finding is particularly concerning given the overarching mission statement, which asserts that the Ted Rogers School of Management is “Canada’s preeminent entrepreneurial-focused business school.” While the School offers students opportunities to engage in entrepreneurial extra-curricular activities, greater effort should be made to ensure that all students in the program are exposed to entrepreneurial ideas through the curriculum.</p>
<p>Objective: The SBM Curriculum Sub-Committee will collaborate with the Entrepreneurship Department to identify curricular opportunities that address Learning Outcomes 2g and 9a, and develop an appropriate and timely implementation plan.</p>
<p>Actions: Consult with the Entrepreneurship department and explore viable options for integrating more entrepreneurial content into the program curriculum.</p>
<p>Timeline: 2021-2022</p>
<p>Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic; Chair of the Entrepreneurship Department</p>
<p>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Office of the Dean; SBM Curriculum Sub-Committee; Entrepreneurship Department</p>
<p>Recommendation # 8 - Evaluate the effectiveness of QMS 110 in developing students’ quantitative skills.</p>
<p>Rationale: QMS 110 is a new course that was recently added to the core curriculum of the program. The course was designed to address deficiencies with respect to the mathematical proficiency of incoming students and therefore provide a foundational set of knowledge and skills for the program. It is recommended that an analysis be conducted of whether or not the course has been successful in strengthening students’ math competencies, in order to make improvements or adjustments to the course</p>

curriculum.
Objective: Initiate plan to monitor student success in QMS 110 and implement curricular changes, if necessary.
Actions: Monitoring student success in QMS 110 will include several strategies. Possible metrics could include: drop and failure rates, course grades, course feedback, monitoring student activity at the Academic Success Centre, and tracking student success in other quantitatively demanding courses.
Timeline: 2021-2022
Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic; administrative staff
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Office of the Dean

Major-Specific Recommendations:

Economics and Management Science

RECOMMENDATION AND IMPLEMENTATION PLAN
Recommendation #1 - Replace QMS 703: Business Forecasting Techniques with ECN 702: Econometrics II.
Recommendation: Students in the Economics & Management Science major are currently required to take QMS 703 in 5 th /6 th semester. We propose replacing this requirement with ECN 702 (which is currently a Professional elective in 7 th /8 th semester). More specifically, we propose requiring ECN 702 in 7 th semester, and therefore adding one Professional elective in 5 th /6 th semester (in place of QMS 702) and removing one Professional elective in 7 th /8 th semester (to accommodate the addition of ECN 702).
Rationale: In preparing the self-study, several issues with the major became apparent: <ul style="list-style-type: none"> • There is currently no “capstone” course in the major. • There is a heavy reliance on tests/exams in required courses (as opposed to other forms of evaluation). • There are not any required courses in the major that focus on “non-technical” skills. <p>We propose slightly re-designing ECN 702: Econometrics II and adding it as a required course in the major to address these concerns. Specifically, ECN 702 would be added as a required course in 7th semester. Currently, there are no required courses specific to the major in 7th/8th semester, so ECN 702 would be clearly situated as the “capstone” course in the major. This change also has the advantage of offering more choice to students in 5th/6th semester. Currently, there are 6 required courses, 2 Professionally-Related electives, and 2 Liberal Studies in 5th/6th semester. The proposed change would thus reduce the number of required courses in 5th/6th semester from 6 to 5, while increasing the number of Professional electives in 5th/6th semester from 0 to 1, which would allow students the opportunity to start exploring various sub-fields in the discipline (e.g., Labour Economics or Environmental Economics) at an earlier point.</p> <p>The content of ECN 702 would also be slightly adjusted to make the objective of the course focused more on developing general “applied” skills rather than more narrow topics in econometric theory. The course would also be re-designed with a greater emphasis on assignments/projects rather than tests/exams, which would create the opportunity for students to become more proficient in their communication skills. There are several reasons for proposing that QMS 702 be the required course that is eliminated in order to make room for the addition of ECN 702. Most importantly, the level of QMS 703 is simply too low for students in the major. QMS 703 (currently required in 5th/6th semester) requires only QMS 210 as a pre-requisite (QMS 210 is required for all Business Management students in 2nd semester). In this sense, QMS 703 does not take advantage of the more advanced quantitative training that students receive in 3rd/4th semesters (specifically, QMS 702, QMS 442, and ECN 230). QMS 703 can be contrasted with ECN 627: Econometrics I, which is also required in 5th/6th semester. ECN 627 requires both QMS 442 and ECN 230 as</p>

a pre-requisites (and ECN 230 requires QMS 702 as a pre-requisite). In fact, students in the major usually take ECN 627 in the 6th semester (fall) and QMS 702 in the 7th semester (winter), since QMS 703 is normally offered only in the winter semester (in fact, QMS 703 is the only required course in the major that is not offered in both fall and winter, which is problematic). Accordingly, QMS 703 can be viewed as a “step down” from ECN 627 (i.e., QMS 703 is “easier” than ECN 627 even though ECN 627 is normally taken first). On the other hand, ECN 702 (which we propose replacing QMS 703 with) is clearly a “step up” from ECN 627 since ECN 627 is a pre-requisite for ECN 702.

Another issue with QMS 703 is that it is normally taught by a sessional instructor rather than an RFA member. In fact, QMS 703 is the only required course in the major that is not normally taught by an RFA member.

Objective: The proposed change would accomplish several objectives. First, a proper “capstone” course would be established for the major. Second, there would be at least one required course specific to the major that relies less on tests/exams as a form of assessment and more on assignments/projects. Third, there would be at least one required course specific to the major that is focused more on developing general “applied” skills rather than more narrow theoretical topics. Finally, the rigour of the program would be increased as a result of replacing a course which has been identified as being “too easy” with one that is substantially more advanced.

Actions:

- Communicate proposed change to the Global Management Department (which manages QMS courses).
- Formally vote on the proposed change at the Undergraduate Curriculum Committee (UCC) level.
- Pending approval at the UCC level, formally vote on the proposed change at the Faculty Council (FC) level.

Timeline: We anticipate putting the proposed change to a formal vote at the UCC level no later than mid-September of 2020. This allows time for the proposal to go to FC level so that it can be approved before the deadline to make changes calendar changes. Assuming the proposed change is adopted at the point, it would be first reflected in the 2021-2022 calendar. This means that it would only be applicable to students entering the Business Management program in the 2021-2022 academic year, and would thus not actually take effect until 2023-2024 academic year (when such students are in their 5th/6th semester). With that said, the Department of Economics would be willing to approve substitutions of QMS 703 with ECN 702 for any students requesting one as early as the 2021-2022 academic year.

Responsibility for leading initiative:

The responsibility will be shared by Dr. Brennan Thompson, Coordinator of the Economics & Management Science major (and member of the UCC) and Dr. Claustre Bajona, Chair of the Economics department.

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Ultimate responsibility lies with both the Dean of TRSM (since the major is part of the BComm in Business Management) and Dean of Arts (since the new required course, ECN 702 is offered by the Economics department, which is located in the Faculty of Arts).

Entrepreneurship

RECOMMENDATION AND IMPLEMENTATION PLAN

Recommendation #1 - Introduce a required Entrepreneurship and Innovation course to all Majors.

Rationale: As the self-study report clearly identifies, Learning Objectives 2g (explain key concepts and theories of innovation and unfinished and the stages in launching and growing a business) and 9a (demonstrate entrepreneurial orientation by working proactively and independently to promote

innovation within an organization and or across sectors) are not addressed anywhere in the core curriculum. Given that Ryerson identifies itself as Canada's Innovation and Entrepreneurship University, this is a glaring inadequacy.

Objective: To equip SBM students with the innovation and entrepreneurial knowledge, skills and attitudes they need to succeed in today's disruptive markets including alertness, proactivity, internal locus of control, adaptability, resiliency, growth mindset and self-management.

Actions:

1. Identify possible alternative ways to add such a course within the new 40-course maximum now being established for TRSM. (Several initial options for consideration are attached to this Recommendation.)
2. Discuss these choices with the UCC to determine the most appropriate approach
3. Develop a detailed description for the new course and how it will fit into the curriculum design for each Major.
4. Progress the curriculum changes through UCC, Faculty Council, Standards Committee and the Registrar.

Timeline: This is a major change and needs proper discussion, we would anticipate an immediate start to the dialogue with the objective of making a decision in Fall 2020, for implementation for the 2022-23 academic year.

Responsibility for leading initiative: Department Curriculum Committee

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Department Curriculum Committee, UCC, Dean, Standards Committee, Registrar

Recommendation #2 - Investigate a change in the name of the Major from "Entrepreneurship" to "Entrepreneurship & Innovation"

Rationale: Ryerson is seen as Canada's Innovation and Entrepreneurship University. While the Major has always treated its subject in a broad manner, including innovation as a key element, the label "Entrepreneurship" is sometimes seen as a barrier to some potential students, who mistakenly believe that the Major is only for those students planning to start their own businesses.

Objective: To provide a better "label" for the Major indicating the broad nature of the offering that will be visible to both students and potential employers.

Actions: Curriculum committee to investigate practices at other universities and any issues within Ryerson regarding a name change.

Timeline: Complete by early September 2020, in time to request calendar change for the following year.

Responsibility for leading initiative: Department chair, with Curriculum Committee

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: UCC, Dean, Standards Committee, Registrar

Recommendation #3 - Change the ratio of required professional courses to professional electives from the current 11:2 to 9:4.

Rationale: The Entrepreneurship Major has the largest number of required professional courses within SBM -- no other school has more than nine. This change will allow students greater choice and flexibility in how they configure their major. Additional professional electives will be offered (see recommendation ENT#4). While some of the specifics still need to be finalized, we also anticipate that we will replace the current year-long study course ENT 56 AB with two separate courses, increasing scheduling flexibility and resolving an issue around course scheduling.

Objective: Increase student choice and degree flexibility.
Actions: <ol style="list-style-type: none"> 1. April/May. Curriculum Committee to investigate choices and bring recommendations to Departmental Faculty Council meeting 2. June: Faculty Council discussion and approval 3. July/August: Final documentation of proposed changes 4. September: Bring changes to UCC 5. Implement for 2021/2022 academic year
Timeline: Complete by early September 2020, in time to request calendar change for the following year.
Responsibility for leading initiative: Department Curriculum Committee
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Department Curriculum Committee, UCC, Dean
Recommendation #4 - Modify the professional electives table for the Entrepreneurship Major to increase the number of Entrepreneurship courses and reduce the number of marketing courses.
Rationale: In recommendation ENT#3, we propose an increase in the number of professional electives within the major from 2 to 4 courses. In addition, we will increase the number of potential ENT electives from the current 2 to 5 or 6 courses and reduce the number of marketing courses in the ENT Professional Electives list.
Objective: Increase student choice and degree flexibility.
Actions: <ol style="list-style-type: none"> 1. April/May: As part of recommendation ENT#3, the Curriculum Committee will recommend which professional required courses will change to be professional electives 2. May: Departmental faculty will be asked to propose new electives 3. June: Curriculum Committee will bring proposed new elective table to Department Council in conjunction with approval of the new Required Course Structure 4. July/August: Final documentation of proposed calendar changes 5. September: Bring changes to UCC 6. Implement for 2021/2022 academic year
Timeline: Complete by early September 2020, in time to request calendar change for the following year. However actual rollout of additional elective courses may take up to 2 years.
Responsibility for leading initiative: Department Curriculum Committee
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: UCC, Dean, Standards Committee, Registrar
Recommendation #5 - : Introduce two strategy-related electives to be available to all students within TRSM.
Rationale: Understanding strategy is a key element of every undergraduate degree. In many other business programs, in addition to a required (typically Capstone) strategy course students also have access to other courses within the discipline. At present, we do not offer any elective courses in the area.
Objective: Increase student access to important strategy topics.
Actions: <ol style="list-style-type: none"> 1. April/May 2020: Departmental faculty will be asked to propose possible strategy electives that might be included in the curriculum 2. June 2020: Initial discussion at the Department Faculty meeting about possible choices and agreement on direction and most likely courses that could be offered

3. September 2020: Final decision by Department Faculty on new courses to be offered
4. December: Faculty submit detailed course outlines for review by the Curriculum Committee
5. January 2021: Approval of the new courses by Department Council
6. March 2021: Final documentation of proposed calendar changes
7. April 2021: Bring changes to UCC
8. Implement for 2022/2023 academic year

Timeline: Complete by Spring, 2021 in time to request calendar change for the 2022/2023 academic year.

Responsibility for leading initiative: Department Curriculum Committee

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Department Council, UCC, Dean, Standards Committee, Registrar

Law and Business

RECOMMENDATION AND IMPLEMENTATION PLAN

Recommendation #1 - Move LAW534 into 3rd year (and BUS223 into 2nd) and make LAW204 a prerequisite for LAW534.

Rationale: Identified as desirable in PPR in order to build skills successively.

Objective: To ensure that all Law & Business majors acquire the preliminary legal methodological skills *before* engaging in substantive upper year law courses.

Actions:

- *Discussed by Curriculum Committee during F2019*
- *Ratified by Department Council during F2019*
- *To be approved by UCC and Faculty Council*

Timeline:

This is aimed to be in effect for the 2021-2022 academic year

Responsibility for leading initiative: *Chair*

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Law and Business Department; TRSM's Undergraduate Curriculum Committee; TRSM Faculty Council; Senate.

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Recommendation #2 - Create a new, required course – LAW5XX – integrating legal and ethical frameworks & reasoning.

Rationale: Identified as desirable in PPR in order to further LO3 and LO4, which involve integration of ethical/social and legal thinking.

Objective: To ensure that all Law & Business majors acquire a sophisticated understanding of the differences and overlap between ethical and legal obligations of business.

Actions:

- *Discussed by Curriculum Committee during F2019*
- *Ratified by Department Council during F2019*
- *To be approved by UCC and Faculty Council*

Timeline: This is aimed to be in effect for the 2021-2022 academic year

Responsibility for leading initiative: *Chair*

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Law and Business Department; TRSM's Undergraduate Curriculum Committee; TRSM Faculty Council; Senate.

Recommendation #3 - Renumber LAW533 as LAW733, and changed from required to elective.
Rationale: Supports LO3 and LO4 (integrating ethics and law) by making room for LAW5XX.
Objective: Making it an elective compensates for the introduction of a new, required course (LAW5XX) combining ethics and law. Also to give this course a number that reflects the status of this course as an advanced course.
Actions: <ul style="list-style-type: none"> • <i>Discussed by Curriculum Committee during F2019</i> • <i>Ratified by Department Council during F2019</i> • <i>To be approved by UCC and Faculty Council</i>
Timeline: This is aimed to be in effect for the 2021-2022 academic year
Responsibility for leading initiative: <i>Chair</i>
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Law and Business Department; TRSM's Undergraduate Curriculum Committee; TRSM Faculty Council; Senate.
Recommendation #4 - LAW 603, LAW 5XX, and LAW 534 would all be prerequisites for LAW 722
Rationale: To enhance sequencing in support of achieving mastery of concepts in capstone course, LAW722.
Objective: To help ensure that LAW 722, our capstone course, is taken after other required courses.
Actions: <ul style="list-style-type: none"> • <i>Discussed by Curriculum Committee during F2019</i> • <i>Ratified by Department Council during F2019</i> • <i>To be approved by UCC and Faculty Council</i>
Timeline: This is aimed to be in effect for the 2021-2022 academic year
Responsibility for leading initiative: <i>Chair</i>
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Law and Business Department; TRSM's Undergraduate Curriculum Committee; TRSM Faculty Council; Senate.
Recommendation #5 - Reduce the number of professional electives courses by eliminating one required professional elective course.
Rationale: To implement the transition to a 40 courses program.
Objective: To implement the transition to a 40 courses program in line with change in SBM norms.
Actions: <ul style="list-style-type: none"> • <i>Discussed by Curriculum Committee during F2019</i> • <i>Ratified by Department Council during F2019</i> • <i>To be approved by UCC and Faculty Council</i>
Timeline: This is aimed to be in effect for the 2021-2022 academic year
Responsibility for leading initiative: <i>Chair</i>
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Law and Business Department; TRSM's Undergraduate Curriculum Committee; TRSM Faculty Council; Senate.
Recommendation #6 - ECN 321 to become a Group 2 Professional Elective course
Rationale: To enable Law and Business students access to this important course as a Professionally Related course.

Objective: ECN321 is currently included in the Law minor but <u>not</u> in the list of Professionally Related courses.
Actions: <ul style="list-style-type: none"> • Discussed by Curriculum Committee during F2019 • Ratified by Department Council during F2019 • To be approved by UCC and Faculty Council
Timeline: This is aimed to be in effect for the 2021-2022 academic year
Responsibility for leading initiative: Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Law and Business Department; TRSM's Undergraduate Curriculum Committee; TRSM Faculty Council; Senate.

Marketing Management

RECOMMENDATION AND IMPLEMENTATION PLAN
Recommendation #1 - Redesign Marketing 100
Recommendation: Given the importance of MKT 100 to the department, faculty and university, we recommend that we redesign MKT 100 including the consideration of a second MKT100 course for non-TRSM students
Rationale: Students in the comments in the Dean's survey for improvement to the program are looking for the teaching of contemporary practice to make them more employable. By creating a second marketing for non-marketing managements we will be able to improve the quality and quantity of marketing education provided. In the survey, students commented on the variety of background they encounter in class and feel that at times this impedes their progress.
Objective: To improve the quality of foundational marketing education for both TRSM and non-TRSM students
Actions: <ul style="list-style-type: none"> • Meet with the various departments and faculties whose students take Marketing 100 to determine the alternative topics in the course to reflect contemporary practice in a variety of fields.
Timeline: Submission of proposal to VPA by Fall 2020; commences Fall 2021
Responsibility for leading initiative: Program Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean
Recommendation #2 - Review alternative delivery formats and schedules of all marketing courses.
Recommendation: We predominately use a lecture style format in our courses. Given the number of students we teach, we believe that there respecting different learning styles as well as content requirements encourage us to move beyond lecture style to a more balanced approach where lecture accounts for 50% of the delivery formats.
Rationale: There were a number of comments in the Dean's survey from students that indicate that lecture style should only be one method, not 'the' method to convey information.
Objective: To improve the quality of foundational marketing education for both marketing majors and non-marketing majors
Actions: <ul style="list-style-type: none"> • Improvement in the technology offered in the classroom to allow for more innovative teaching (greater internet bandwidth) • Microphones and cameras in the classroom to allow students to choose in-person or virtual participation in classes

<ul style="list-style-type: none"> • Access to a variety of learning software in the classroom podiums • Considering offering a year-long program of study rather than focus on two terms. • As part of this consider a data analytics and creative stream within marketing to allow marketing majors who have a particular career in mind to gain additional momentum toward their career through learning about, and using specific technologies and software
Timeline: Long term as these require reconfiguring the classrooms across campus.
Responsibility for leading initiative: Program Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean
Recommendation #3 - Increase the major required courses to 12 which would put Marketing in line with other majors across campus
Recommendation: Increase the number of required courses for the marketing major from 9 to 12
Rationale: This would build a path for students to take 'double majors' within their 40 course curriculum. This would mean requiring that students take at least 3-4 courses from the list of MKT electives.
Objective: Increase the major required course in order to deepen students' marketing knowledge and expertise. Currently we are rushed in the existing courses to offer a greater exploration of key marketing topics.
Actions: <ul style="list-style-type: none"> • Begin to explore the ramifications of 12 required courses on the PR and Electives offered. • Conduct an industry survey to understand the 5-10 year needs of the marketing and advertising community
Timeline: Long term
Responsibility for leading initiative: Program Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Real Estate Management

RECOMMENDATION AND IMPLEMENTATION PLAN
Recommendation #1 - The REM Department is to build a number of new area-specific learning outcomes
Rationale: The REM Department was founded in 2014 and have been focusing on delivering successfully the SBM's learning outcomes. Currently, the Department has only a single area-specific learning outcome. Now that the Department has achieved smoothly a degree of maturing, it is time to produce focused and concrete area-specific learning objectives.
Objective: See the rationale.
Actions: The REM Department curriculum committee takes a continuous improvement approach. It will build new learning objectives and, over time, will review the existing ones either to update their contents or to introduce new ones so that the Department's curriculum reflects the changes in the knowledge base and business practices. The development of new learning objectives moves forward along with the development of new courses, some of which is proposed and elaborated below.
Timeline: While development of learning objectives is dynamic, evolving and an ongoing long-run process, the curriculum committee of the REM Department will begin its work on this recommendation upon hearing the University's feedback on this Periodic Program Review report.
Responsibility for leading initiative: Department Chair and/or Chair of the Curriculum committee.

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:

Undergraduate Curriculum Committee (both Department and Faculty levels), the Faculty Senate and the Dean's Office.

Recommendation #2 - The REM Department is to cover and emphasize in more depth and breadth real estate topics from international markets and perspectives

Rationale: By definition, real estate is an international topic. The wealth attached to real estate assets (homes, commercial properties and financial securities such as mortgages and secondary mortgage markets) is the largest by a substantial margin over the second largest asset category all over the world. Further, financial crises tend to correlate internationally with the dynamics of the real estate assets and markets. Thus, the REM Department will provide more depth and breadth on international topics.

Objective: See the rationale. Provide the REM students with a worldview and offer some degree of readiness to them for careers and opportunities all over the world.

Actions: The REM Department will update course contents to cover more depth and breadth in international topics and introduce an elective course with a focus on international real estate markets and topics. In the long run, there may be a few highly specialized elective or required courses on international real estate topics.

Timeline: 2021

Responsibility for leading initiative: Department Chair and/or Chair of the Curriculum committee and the instructors teaching the courses with a need for content update and the instructor who will develop the elective course.

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:

Undergraduate Curriculum Committee (both Department and Faculty levels), the Faculty Senate and the Dean's Office.

Recommendation #3 - The REM Department is to design and introduce opportunities for students to learn in some depth about indigenous cultures and to appreciate their special relationships with land and environment.

Rationale: This recommendation relates to the University's objective to embrace indigenous communities as well as its sharp focus on equity and diversity issues. This recommendation endorses the REM Department's recognition that embracing indigenous cultures is an important matter for TRSM and Ryerson University and the community at large.

Objective: To embrace indigenous cultures and be a leading academic platform to address educationally the indigenous communities' real estate management practices, concerns and approaches in their fullest and broadest scope.

Actions: The REM Department has already begun to engage in this topic and will extend its efforts and initiatives to be able to implement a comprehensive approach to this matter.

The REM Department has been represented on the committee, tasked with building initiatives on indigenous communities and their visible and equitable representation within TRSM. The Chair of the REM Department is also meeting individually with some leading members of the indigenous communities.

Further, one of the REM students is currently travelling to the Arctic communities, registered in REM805, the special topics course, and tasked, among others, with a report on the land use and real estate management issues in these communities. The department will benefit from this report in identifying topics of interest to the department.

The Department aims to introduce a brand new course into its curriculum and recruit a colleague, who has indigenous heritage.

Timeline: Upon recruitment of a new colleague with indigenous heritage, the development of a new course and its integration into the curriculum should take approximately two years.
Responsibility for leading initiative: Department Chair and/or Chair of the Curriculum committee and the newly recruited instructor(s) who will design and teach this unique course.
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Department Hiring Committee, Department Chair, Undergraduate Curriculum Committee (both Department and Faculty levels), the Faculty senate and the Dean's Office.
Recommendation #4 - The REM Department is to prepare and submit an increasing number of Tri-council research grant proposals over time.
Rationale: This recommendation addresses the current PPR report's point on the research grants. The REM Department is young and maturing, has begun to submit Tri-council research grants and needs to make this matter one of its priorities in the years ahead. Success in the Tri-council research grants is one of the objective metrics of academic success for an academic and her/his institution.
Objective: To increase the submission and success rate in REM Department's Tri-council research grant applications and to remain active in producing research grant proposals over time.
Actions: The REM Department has already begun to engage in this topic and will extend its efforts and initiatives to be able to implement a comprehensive approach to this matter. It is expected that especially newly recruited colleagues will be active in producing Tri-council research grant proposals.
Timeline: The REM Department will be following the timelines established by the Tri-council bodies.
Responsibility for leading initiative: Department Chair and/or the academics in the department.
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Department Chair and the Dean's Office.

Recommendation

Having satisfied itself of the merit of this periodic program review, the Academic Standards Committee recommends: *That Senate approve the periodic program review for Business Management – Ted Rogers School of Management.*

D. TRSM – Business Management (all majors) – Honours Degree Designation

Introduction and Rationale - The School of Business Management is formally requesting a change in designation from a Bachelor of Commerce degree to a Bachelor of Commerce (Honours) degree. The change of degree title is primarily supported by the curriculum analysis that was conducted as part of the School's PPR, which found that the program's curriculum meets the standards for an Honours Bachelor's degree, as defined by the Ontario Universities Council on Quality Assurance. The program learning outcomes have been mapped to honours undergraduate degree-level expectations.

Comparator Programs - A scan of comparator business schools shows that many institutions already offer Honours degree programs. These programs include:

- Honours Bachelor of Business Administration (Schulich/York)
- Honours Bachelor of Commerce (DeGroote/McMaster)
- Honours Bachelor of Commerce (Telfer/Ottawa)
- Bachelor of Commerce (Honours) (Sprott/Carleton)
- Honours Business Administration (Ivey/Western)

- Honours Bachelor of Business Administration (Lazaridis/Laurier)

It is also worth mentioning that most of the colleges in the Greater Toronto Area also offer Honours degree programs in business subjects (e.g. George Brown, Seneca, Humber, and Sheridan). The Honours designation will signal to employers and prospective students that Ryerson's Bachelor of Commerce – Business Management degree program confers the same key distinction. In addition, an Honours designation will also appeal to students who are planning to pursue graduate studies.

Approvals - This proposal received support from the SBM Curriculum Sub-Committee and the Undergraduate Curriculum Committee on May 4th, 2021, and from the TRSM Faculty Council on May 12th, 2021.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the Honours degree designation for the Bachelor of Commerce – Business Management (all majors) – Ted Rogers School of Management*

E. TRSM – Accounting and Finance (both majors) – Honours Degree Designation

Introduction and Rationale - The School of Accounting and Finance is formally requesting a change in degree designation from a Bachelor of Commerce in Accounting to an Honours Bachelor of Commerce in Accounting and from a Bachelor of Commerce in Finance to an Honours Bachelor of Commerce in Finance. The primary rationale for the degree title change is that the program's curriculum has been assessed (through the PPR process, approved by Senate on May 4, 2021) as meeting the Quality Assurance standards for Bachelor's Degree: Honours. The respective program learning outcomes have been mapped to honours undergraduate degree-level expectations.

Comparator Programs - A scan of comparator business schools shows that many institutions already offer Honours degree programs. These programs include:

University	School/Faculty	Degree Granted
York University	Faculty of Liberal and Professional Studies (LAPS)	Bachelor of Commerce (Specialized Honours - Administrative Studies)
York University	Schulich School of Business	Honours Bachelor of Business Administration
University of Guelph	Gordon Lang School of Business and Economics	Honours Bachelor of Commerce
University of Toronto	Rotman School of Management	Honours Bachelor of Commerce
McMaster University	DeGroote School of Business	Honours Bachelor of Commerce
Queen's University	Smith School of Business	Honours Bachelor of Commerce
Carleton University	Sprott School of Business	Honours Bachelor of Commerce
Wilfrid Laurier University	Lazaridis School of Business and Economics	Honours Bachelor of Business Administration
Brock University	Goodman School of Business	Bachelor of Business Administration (Honours requires a minimum 70% GPA)
University of Ottawa	Telfer School of Management	Honours Bachelor of Commerce
University of Waterloo	School of Accounting and Finance	Bachelor of Accounting and Financial Management (Honours requires a minimum 75% GPA)

It is also worth mentioning that most of the colleges in the Greater Toronto Area also offer Honours degree programs in business subjects (e.g. George Brown, Seneca, Humber, and Sheridan). The Honours designation will signal to employers and prospective students that Ryerson's Bachelor of Commerce – School of Accounting and Finance degree program confers the same key distinction. Employers in our industry are also hiring many more college graduates than before and we would like there to be equal footing between these college students and our students by having the same degree designation.

In addition, an Honours designation will also appeal to students who are planning to pursue graduate studies.

Approvals - This proposal received support from the Undergraduate Curriculum Committee on May 4th, 2021, and from the TRSM Faculty Council on May 12th, 2021.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the Honours degree designation for the Bachelor of Commerce – Accounting and Finance (both majors) – Ted Rogers School of Management*

F. TRSM – Marketing Management – Curriculum modifications

Introduction and Rationale - The TRSBM Department of Marketing Management proposes to modify its present curriculum structure by creating a requirement for four Core Electives, and six Open Electives, effective September 2022. This change responds to a request from the Office of the Vice-Provost Academic and the Registrar's Office to prepare for the implementation of Open Electives across the University. In addition, it addresses a misalignment of the Marketing Management major requirements with those of other TRSBM majors, as noted in the School's recent periodic program review. The modification will ensure that graduates of the program continue to develop relevant, career-ready marketing skills, while retaining flexibility to pursue other areas of interest, such as minors offered across the university.

The Marketing Management curriculum, as outlined in the Fall 2021 calendar, requires students to complete a total of 10 Professionally-Related (P-R) courses from the School of Business Management's P-R Table. Within the P-R Table, Marketing Management majors may (but are not required to) take a *maximum* of four of the following subset of courses: GMS 522, MKT 504, MKT 535, MKT 723, MKT 730, MKT 731, MKT 828, MKT 829, MKT 850. The current curriculum is shown in Table 1.

Effective Fall 2022, the table of P-R courses will be removed entirely from the curriculum, and replaced with Open Electives, which will allow students to choose any course that they are qualified to take from across the university.

Analysis of the courses taken by recent graduating classes (as supplied by the Registrar's Office) reveals that, on average, students in the Marketing Management major elect to take three of the maximum four marketing elective courses permitted, in addition to the eight required MKT courses². Other TRSBM majors currently require students to complete between 13 and 15 professional required + professional elective courses in their respective programs. With a current minimum requirement of only eight professional MKT courses in the major, the Marketing Management program structure does not align closely with other TRSBM majors.

In order to bring the Marketing Management major into closer alignment with other TRSBM majors, as well as continue to provide Marketing students with program flexibility, the Department recommends a change from

² Note MKT 100 belongs to the SBM Core curriculum and is a pre-requisite for entering the Marketing major. It is therefore not included as a required course for the Marketing major itself.

the current structure. The table below presents a comparison of the Fall 2021 curriculum with the proposed revised curriculum, to be implemented in Fall 2022, that reflects the language and requirements for transition to the Open Electives system.

Comparison of Fall 2021 curriculum and Proposed revised Fall 2022 curriculum (changes are highlighted).

Fall 2021 Curriculum	Proposed Fall 2022 Curriculum
<p>1st Semester REQUIRED: QMS 110 - Applied Mathematics for Business ECN 104 - Introductory Microeconomics CMN 279* - Introduction to Professional Communication GMS 200 - Introduction to Global Management LIBERAL STUDIES: One course from Table A - Lower Level Liberal Studies. *CMN279 and MKT 100 will be timetabled either in 1st or 2nd Semester.</p>	<p>1st Semester REQUIRED: QMS 110 - Applied Mathematics for Business ECN 104 - Introductory Microeconomics CMN 279* - Introduction to Professional Communication GMS 200 - Introduction to Global Management LIBERAL STUDIES: One course from Table A - Lower Level Liberal Studies. *CMN279 and MKT 100 will be timetabled either in 1st or 2nd Semester.</p>
<p>2nd Semester REQUIRED: QMS 210 - Applied Statistics for Business ECN 204 - Introductory Macroeconomics MKT 100* - Principles of Marketing ACC 100 - Introductory Financial Accounting MHR 523 - Human Resources Management Note: Students planning to enter the Marketing Management Major must obtain a grade of at least 2.67 (B-) in MKT 100. Business Management students must declare their Major before course intentions in March of their first year.</p>	<p>2nd Semester REQUIRED: QMS 210 - Applied Statistics for Business ECN 204 - Introductory Macroeconomics MKT 100* - Principles of Marketing ACC 100 - Introductory Financial Accounting MHR 523 - Human Resources Management Note: Students planning to enter the Marketing Management Major must obtain a grade of at least 2.67 (B-) in MKT 100. Business Management students must declare their Major before course intentions in March of their first year.</p>
<p>3rd Semester REQUIRED: FIN 300 - Managerial Finance I LAW 122† - Business Law GMS 401 - Operations Management MKT 300 - Marketing Metrics and Analysis LIBERAL STUDIES: One course from Table A - Lower Level Liberal Studies. † LAW 122 and ITM 102 will be timetabled either in the 3rd or 4th semester.</p>	<p>3rd Semester REQUIRED: FIN 300 - Managerial Finance I LAW 122† - Business Law GMS 401 - Operations Management MKT 300 - Marketing Metrics and Analysis LIBERAL STUDIES: One course from Table A - Lower Level Liberal Studies. † LAW 122 and ITM 102 will be timetabled either in the 3rd or 4th semester.</p>
<p>4th Semester REQUIRED: ACC 406 - Introductory Management Accounting ITM 102† - Business Information Systems I MKT 400 - Understanding Consumers and the New Media</p>	<p>4th Semester REQUIRED: ACC 406 - Introductory Management Accounting ITM 102† - Business Information Systems I MKT 400 - Understanding Consumers and the New Media</p>

<p>LIBERAL STUDIES: One course from Table A - Lower Level Liberal Studies.</p> <p>PROFESSIONALLY-RELATED: One course from Table I. Course selection must not include GMS 522 or courses with a MKT prefix.</p>	<p>LIBERAL STUDIES: One course from Table A - Lower Level Liberal Studies.</p> <p>OPEN ELECTIVE: Select one.</p>
<p>5th & 6th Semester</p> <p>REQUIRED: FIN 401 - Managerial Finance II MKT 500 - Marketing Research MKT 510 - Innovations in Marketing MKT 600 - Integrated Case Analysis</p> <p>LIBERAL STUDIES: Two courses from Table B - Upper Level Liberal Studies.</p> <p>PROFESSIONAL AND PROFESSIONALLY-RELATED*: Four courses from Table I. A maximum of two of the following may be selected: GMS 522, MKT 504, MKT 535, MKT 723, MKT 730, MKT 731, MKT 828, MKT 829, MKT 850.</p>	<p>5th & 6th Semester</p> <p>REQUIRED: FIN 401 - Managerial Finance II MKT 500 - Marketing Research MKT 510 - Innovations in Marketing MKT 600 - Integrated Case Analysis</p> <p>LIBERAL STUDIES: Two courses from Table B - Upper Level Liberal Studies.</p> <p>CORE ELECTIVES: Select 2 courses from the following: GMS 522, MKT 504, MKT 535, MKT 723, MKT 730, MKT 731, MKT 828, MKT 829, MKT 850.</p> <p>OPEN ELECTIVES: Select 2.</p>
<p>7th & 8th Semester</p> <p>REQUIRED: BUS 800 - Strategic Management MKT 700 - Business Intelligence/Decision Modeling MKT 702† - Advanced Marketing Management MKT 802† - Advanced Market Planning</p> <p>LIBERAL STUDIES: One course from Table B - Upper Level Liberal Studies.</p> <p>PROFESSIONAL AND PROFESSIONALLY-RELATED*: Five courses from Table I. A maximum of two of the following may be selected: GMS 522, MKT 504, MKT 535, MKT 723, MKT 730, MKT 731, MKT 828, MKT 829, MKT 850.</p> <p>† MKT 702 will be scheduled in 7th Semester. MKT802 will be timetabled in 8th Semester.</p> <p>* A maximum of four Professional electives in total may be taken and applied toward the obtainment of the BComm in Business Marketing Management: a maximum two of GMS 522, MKT 504, MKT 535, MKT 723, MKT 730, MKT 731, MKT 828, MKT 829, MKT 850 may be taken in the 5th and 6th semesters, and a maximum of two of GMS 522, MKT 504, MKT 535, MKT 723, MKT 730, MKT 731, MKT 828, MKT 829, MKT 850 may be taken in the 7th and 8th semesters.</p>	<p>7th & 8th Semester</p> <p>REQUIRED: BUS 800 - Strategic Management MKT 700 - Business Intelligence/Decision Modeling MKT 702† - Advanced Marketing Management MKT 802† - Advanced Market Planning</p> <p>LIBERAL STUDIES: One course from Table B - Upper Level Liberal Studies.</p> <p>CORE ELECTIVES*: Select 2 courses from the following: GMS 522, MKT 504, MKT 535, MKT 723, MKT 730, MKT 731, MKT 828, MKT 829, MKT 850.</p> <p>OPEN ELECTIVES: Select 3.</p> <p>† MKT 702 will be scheduled in 7th Semester. MKT802 will be timetabled in 8th Semester.</p>

Summary of Proposed Revisions - The revised curriculum structure incorporates the following changes:

1. Semester 4 – Change from a selection of one course from the TRSBM P-R Table 1, with restrictions from GMS522 and any MKT courses, to a selection of one course from the Open Electives table, with restrictions removed.

2. Semesters 5 & 6 – Change from a selection of five (four in 2021-22) courses from TRSBM P-R Table 1 with restrictions of a maximum of two courses from GMS522 or specific MKT courses, to a selection of two course(s) from a new Marketing Core Electives list; and a selection of two courses from the Open Electives table.
3. Semesters 7 & 8 – Change from a selection of five courses from TRSBM P-R Table 1, with restrictions of a maximum of two courses from GMS522 or specific MKT courses, to a selection of two course(s) from a new Marketing Core Electives list; and a selection of three courses from the Open Electives table.
4. Remove language at the bottom of the calendar description (marked with *asterisk).

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the curriculum modifications for Marketing Management – Ted Rogers School of Management*

G. TRSM – Economics and Management Science – Curriculum modifications

The Economics and Management Science (EMS) major within the Ted Rogers School of Management (TRSM) is proposing the following changes to its curriculum, effective Fall 2022:

1. Adoption of the Open Electives initiative. In essence, this involves replacing all current Professionally-Related Electives with Open Electives. Currently, students in the EMS major take a total of either 4 or 5 Professionally-Related (PR) Electives: 1 in 3rd year, and either 3 or 4 in 4th year (in 4th year, students have a choice between (a) 3 PR electives plus 5 Professional electives, or (b) 4 PR electives plus 4 Professional electives).

Since all courses in the Core Elective (formerly Professional Elective) table for the EMS major are also in the Open Electives table, we can greatly simplify the curriculum by requiring just 4 Core Electives and 5 Open Electives. This leaves the minimum number of courses taken from the Core Electives table unchanged at 4, thus ensuring that EMS students are exposed to the same level of “depth” in the field as they are currently. Simultaneously, this creates the opportunity for EMS students who are interested in “diving deeper” to take up to 9 electives in the field. This opportunity will be particularly beneficial for students who go on to graduate studies in economics or related areas such as finance or data science.

Current Calendar entries for 3rd year (5th semester and 6th semester) and 4th year (7th/8th semester):

5 th semester	6 th semester
ECN 301 Intermediate Macroeconomics I ECN 504 Intermediate Microeconomics I ECN 627 Econometrics I FIN 401 Managerial Finance II 1 Upper-Level Liberal Studies Elective	ECN 600 Intermediate Macroeconomics II ECN 700 Intermediate Microeconomics II ECN 702 Econometrics II 1 Upper-Level Liberal Studies Elective 1 Professionally-Related Elective
7 th /8 th semester	
BUS 800: Strategic Management 4 x Professional Electives 3 x Professionally-Related Electives 1 Professional Elective <u>or</u> Professionally-Related Elective 1 Upper-Level Liberal Studies elective	

Proposed Calendar entries for 3rd and 4th year (changes highlighted):

5 th semester	6 th semester
ECN 301 Intermediate Macroeconomics I	ECN 600 Intermediate Macroeconomics II

ECN 504 Intermediate Microeconomics I ECN 627 Econometrics I FIN 401 Managerial Finance II 1 Upper-Level Liberal Studies Elective	ECN 700 Intermediate Microeconomics II ECN 702 Econometrics II 1 Upper-Level Liberal Studies Elective 1 Open Elective
7th semester	8th semester
3 x Core Electives 2 x Open Electives	BUS 800: Strategic Management 1 x Core Elective 2 x Open Electives 1 x Upper-Level Liberal Studies elective

We propose placing an Open Elective rather than a Core Elective in 3rd year (6th semester) since many of the courses in the EMS Core Elective table (see Appendix A) have 3rd year required ECN courses as pre-requisites. This placement also provides students the opportunity for more “variety” in this year; with 6 required ECN courses and 1 required FIN course, many students may appreciate the opportunity to take another course from some completely different discipline (although they can, of course, take an ECN or FIN course from the table of Open Electives).

The allocation of elective types across 7th and 8th semester is not particularly important, as students could easily take whichever type of elective they want in either semester (so long as they have any necessary pre-requisites in place). Nonetheless, we propose having 3 Professional electives in 7th semester, since many of the more advanced EMS Core electives (in particular, ECN 715, ECN 724, and ECN 815) are offered only in the Fall semester.

Finally, we propose placing BUS 800 in 8th semester rather than 7th semester as it is the “capstone” course in the Business Management program. Co-op students in particular (see proposed item 2 below) will benefit from taking BUS 800 after their final work term.

A summary of elective types is shown in the table below (changes highlighted).

Distribution of Elective Types in the EMS Major

	Current	Proposed
Required	25	25
Core Electives (formerly Professional Electives)	4-5	4
Professionally-Related Electives	4-5	0
Open Electives	0	5
Lower-level Liberal Studies Electives	3	3
Upper-level Liberal Studies Electives	3	3
TOTAL	40	40

2. A change in sequencing of work terms in the Co-op stream within the EMS major. In particular, the proposal is to insert a study term between the 1st and 2nd work terms (currently, there are 4 back-to-back work terms). Feedback provided by current and former EMS Co-op students suggested that this scheduling was problematic. In particular, many EMS Co-op students have reported that they found the transition back to studies after working full-time for 16 months (4 semesters) to be extremely difficult. It turns out that this continuous schedule of work terms also disqualified the EMS Co-op stream from being accredited by Co-operative Education and Work-Integrated Learning Canada (CEWIL).

A small barrier to this proposed rescheduling of Co-op work terms stems from the fact that, currently, 7th and 8th semesters are grouped together in the Calendar. As it is proposed that EMS Co-op students complete a work term between 7th and 8th semesters, it will be necessary to split these into two distinct semesters in the Calendar. In fact, even without any change to the work term schedule, the separate listing of these semesters will offer more clarity to students, who are often confused about which courses they should be taking in which semester. Accordingly, we propose separating the listing of these semesters for all EMS students (i.e., EMS students in both the Co-op stream and the “regular” stream).

Current Work Term Sequence for EMS Co-op Stream:

	Fall	Winter	Spring/Summer
Year 1	1 st semester	2 nd semester	
Year 2	3 rd semester	4 th semester	
Year 3	5 th semester	6 th semester	WKT 125: Work Term I
Year 4	WKT 225: Work Term II	WKT 325: Work Term III	WKT 425: Work Term IV
Year 5	7 th / 8 th semester (listed together in Calendar)		

Proposed Work Term Sequence for EMS Co-op Stream

	Fall	Winter	Spring/Summer
Year 1	1 st semester	2 nd semester	
Year 2	3 rd semester	4 th semester	
Year 3	5 th semester	6 th semester	WKT 125: Work Term I
Year 4	7 th semester	WKT 225: Work Term II	WKT 325: Work Term III
Year 5	WKT 425: Work Term IV	8 th semester	

The Fall semester of 4th year is proposed to be a study term because the 3 advanced electives offered by the Department (ECN 715: Advanced Microeconomics, ECN 724: Advanced Econometrics, and ECN 815: Advanced Macroeconomics) are normally only offered in that semester, since it is important for students to have grades for these courses on their transcripts when applying to graduate programs (applications for which are normally due in January). With the proposed schedule, EMS Co-op students will have the ability to take these courses and have grades for them when applying to graduate programs; if they were to have work terms in the fall of either 4th or 5th year, EMS Co-op students would be at a major advantage in applying to graduate programs since they would not be able to take these courses.

3. Add two recently-developed economics (ECN) courses to the table of Core Electives (formerly known as Professional Electives), namely ECN 250: Computing for Economics and ECN 726: Economics of Developing Countries. While considering different types of electives, the department realized that two recently-developed economics (ECN) courses had not yet been added to the table of Core electives (formerly known as Professional electives) for the EMS major.

Consultations - The EMS major represents a unique partnership between the Department of Economics (located in the Faculty of Arts) and TRSM. Hence, in preparing these proposals, we consulted extensively with faculty and staff in both the Department of Economics as well as TRSM (and, perhaps even more importantly, with current and past EMS students). Ultimately, the proposals were approved by the Department of Economics' Departmental Council on March 2, 2021 and by the TRSM's Undergraduate Curriculum Committee on March 9, 2021. Note that the proposals require no additional resources from either the Department of Economics or from TRSM.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the curriculum modifications for Economics and Management Science – Ted Rogers School of Management*

H. Chang School – Certificate review for Food Security

The Certificate in Food Security has been running since 2004 and is currently in The Chang School's top 30 Certificate offerings (ranked #29). Over the last 5 years, the certificate has attracted nearly 400 students, with the largest number of new students in the most recent 2019-2020 academic year (n=88). In addition, 157 certificate students have graduated from the program within the last five years. The Certificate in Food Security attracts approximately 62 new students a year. On average, students complete the certificate in just over 2 years.

The Certificate in Food Security attracts students who are committed to ensuring social justice regarding dignified access to safe, nutritious foods irrespective of socioeconomic status. Because the certificate is offered in a fully online format, our students come from around the world. The Admission criteria include an undergraduate degree OR 5 years of professional experience in a field relevant to food security work OR a 3-year Baccalaureate study with a clear academic standing (at least a C average or GPA of 1.67). To apply to register for the Certificate in Food Security, students must contact the Academic Coordinator to assess whether they are eligible.

Learning Outcomes - The Certificate in Food security covers research and practice across local, national and international communities. There are twelve learning objectives for the certificate:

- LO1. Define food security at individual, household, community, and national levels
- LO2. Apply appropriate research and evaluation methods for assessing food security
- LO3. Plan and undertake an assessment of household and community food security
- LO4. Determine the prevalence of hunger and food insecurity in a population
- LO5. Articulate the social and cultural dimensions of food security
- LO6. Design collaborative processes for building household and community food security
- LO7. Apply current economic thinking to strengthening food security
- LO8. Initiate development of food policy and programs for a right to food
- LO9. Contribute to planning for improving urban food security
- LO10. Develop urban food production initiatives to bolster urban food systems
- LO11. Identify the requirements for creating sustainable food systems based on social justice and the principles of equity, diversity and inclusion.
- LO12. Articulate the challenges of achieving food security at national and global levels

Certificate Structure - The Certificate in Food Security is a 6-course Certificate which includes the following curriculum: (Courses listed below in parenthesis, included in the certificate but not offered to continuing education (CE) students, are taken by undergraduate students. Equivalent curriculum is available to CE students through online CE courses as indicated*.

Required courses (Select 3 courses*)

- CFNP 250 Markets, Food Systems/Food Policy
- CFNY 403 Food Security Concepts and Principles
- CFNY 404 Food Policy and Programs for Food Security
- CFNY 405 Applied Research Methods and Evaluation*

*Students may select only one of CFNP 250 or CFNY403 (antirequisites)

Electives (Select 3 courses)**

- CFND 401 Social and Cultural Dimensions of Food
- CFNF 100 Families and Health
- CFNN 100 Nutrition and Health
- CFNN 111 Introduction to Nutrition
- CFNY 400 Selected Topics in Food Security
- CFNY 407 Community Development and Food Security
- CFNY 408 Urban Food Security
- CFNY 409 Gender and Food Security
- CFNY 510 Indigenous Food Systems in Canada
- CINT 912 Community Development: International Field Experience
- CSOC 808 Sociology of Food and Eating
- CVFN 410 Understanding Urban Agriculture
- CVFN 411 Dimensions of Urban Agriculture
- CVFN 412 Urban Agriculture Types
- CVFN 413 Urban Agriculture Policy-Making
- CVFS 401 Contemporary Family Issues

**Students may select only one of CFND 401 or CSOC 808; CFNF 100 or CVFS 401; CFNN100 or CFNN111 (antirequisites).

SWOT Analysis

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> ● Strong online course development in terms of course planning, instructional design and pedagogy, intentionally designed for online learning. ● Strong online learning platform meeting the needs of the program. ● Internationally relevant curriculum drawing international certificate students bringing varied perspectives to course discussions. ● Low turnover among the team of instructors, demonstrating a long term commitment to the program. ● Flexibility, customization of assignments facilitates independent learning paths and the application of student knowledge and skills to their particular discipline. ● Interdisciplinary nature of curriculum appeals to individuals within a diverse range of disciplines. ● Inter-sectoral nature of curriculum compliments students' study/professional programs ● Strong sense of community within student body, even online, internationally relevant 	<ul style="list-style-type: none"> ● Some courses tend to be very text based with online engagement/participation tapering off and instructors mitigating this without a consistent level of student engagement. ● Not enough coverage of conventional supply chains and how they work (graduates need to know more about the details of conventional supply chains so they can speak to the dominant sector and propose solutions). ● Transition planning from conventional to more food secure models) is not sufficiently covered in the curriculum, if we want to produce graduates with an understanding of the logistics and strategy in real world applications.

OPPORTUNITIES

- Address the element and guiding structure of Indigenous ways of knowing and learning to inform the experience within the program.
- Support graduates to have the capacity to implement real change in policy and food system structures within the dominant, conventional sectors by establishing a framework that could be applied to different contexts internationally.
- Positively build on the increased awareness of issues of purchasing and food supply being highlighted by the global pandemic.
- Expand on flexible applied learning opportunities within the structure of course work to build real-world experience (i.e. writing a policy brief) to benefit graduates seeking employment and career advancement.
- Professional Development support for learners, particularly for certificate students who are early in their career through guest speakers, applied projects, and professional development activities.
- Expand on engaging modalities and components to promote interactive learning, such as gamification, and the use of platforms to facilitate synchronous interaction (i.e. zoom).
- Build innovative ways to leverage the Food Security 'credential', primarily for continuing education learners seeking ways to upskill in a current role or beyond, identifying, expanding upon and communicating elements of the program curriculum that have wider-ranging applications within other disciplines, i.e. systems thinking, community development-related approaches to gathering feedback, etc.
- Address the varied experience levels, commitment capacities and needs of learners to ensure that people with more experience, (e.g. already working professionals) gain the opportunity to reflect and students earlier in their careers (who may have spent significant time reflecting) build more practical experience.
- Establish professional contacts and connections with organizations through the experiential learning course (CFNY400).

THREATS

- Students' limited digital literacy skills (e.g., Adobe Connect) and differences in digital learning capacity could impact overall student engagement and experience
- Without making the distinction between our online (vs virtual) offerings, the increase of available online options poses the impression of increased competition.
- People having negative experiences with distance programs, which have been put together quickly (in response to pandemic) and perhaps do not offer the instructional time and support that is required, may discourage people from online programs.
- Range of experience and status (i.e., working professional versus undergraduate level) among group work participants, as well competing demands (and time zones) noted as leading to disproportionate involvement, contributions and possibility of synchronous collaboration.

Developmental Plan - Based on this analysis in this self-study review, the recommendations for the Certificate in Food Security are the following:

1. Incorporate additional content about conventional food supply chains into the curriculum to ensure graduates gain knowledge supportive to attaining employment and contributing to food supply solutions within the dominant sector. The aim is to offer a curriculum that builds the knowledge required to communicate, propose solutions and facilitate transition planning within the dominant sector of food production and procurement.
2. Increase the capacity for collaboration with Indigenous People and support the success of all students, faculty, and staff by strengthening and expanding on how elements and guiding structure of Indigenous ways of knowing and learning inform the teaching and learning experience of certificate courses. This aligns to Ryerson's commitment to implementing the Truth and Reconciliation Commission of Canada: TRC Calls to Action: a framework for how governments, individuals, and public institutions can address past injuries and foster better relations with Aboriginal Peoples and with the Ontario Government's [Aboriginal Postsecondary Education and Training Policy](#).
3. Build opportunities for students to learn directly from international stakeholders and contribute to organizations currently engaged in activities directly or indirectly connected to food security issues. Opportunities to learn from, establish relationships with and apply knowledge gained in meaningful ways within the field, addresses experiential/applied learning and currency goals of the program, while also supporting the establishment of important professional networks to support the career endeavours of learners post-graduation. The aim is to strengthen and expand on the number and quality of connections made between learners and organizations engaged in activities directly or indirectly connected to food security issues and build on the success of what is currently offered through CFNY 400 as well as through course work in which students are connected to organizations.
4. Build innovative ways to leverage the Food Security 'credential' further afield (e.g. government, non-government and business sectors where knowledge of food security will be relevant). In doing so, this will support a broader application of the learning objectives and applicability of the program for continuing education learners seeking ways to upskill in a current role or beyond to build employment prospects/relevance.

Recommendation

Having satisfied itself of the merit of this review, the Academic Standards Committee recommends:
That Senate approve the certificate review for Food Security – Chang School.

I. Chang School – Certificate review for Aboriginal Knowledges and Experiences

The Certificate in Aboriginal Knowledges and Experiences provides a broad orientation to Aboriginal experiences in Canada and how Aboriginal Peoples have been impacted by laws, policies, and practices in the health, social services, human resources, and other sectors. The Certificate is designed for learners from all backgrounds to expand their awareness of themselves in relation to Aboriginal Peoples, Aboriginal experiences and worldviews, and the relationship between Aboriginal Peoples and the Canadian government. The Certificate is broad reaching, as it appeals to working professionals from a broad range of community workplaces and professional disciplines that engage with Aboriginal communities, agencies, and people, who wish to expand their knowledge and understanding of Aboriginal experiences. It is also a way for Aboriginal community members to access education that is developed and taught by Aboriginal instructors. The Certificate addresses Ryerson's overarching goal and commitment to increasing Aboriginal participation in post-secondary education in a way that ensures Aboriginal initiatives are focused, coordinated, and driven by Aboriginal needs, values and vision, and in harmony with Ryerson's vision and mission.

The Certificate consists of six courses of thirty-nine hours each (234 hours in total) of university degree and certificate credit status, and is available fully online, with elective limitations. It can also be completed in-class.

The admission criteria include an Ontario Secondary School Diploma (OSSD) or equivalent with 6 Grade 12 U or M credits (including English) with a minimum average of 70%, or mature student status. To date, 186 students have enrolled in the Certificate, with an average of nearly 31 new students per year. In the past two years specifically, there has been an increase in new certificate students and graduation rates. The Aboriginal community at Ryerson, consisting of students and instructors, expressed the need for changes in the curriculum, physical spaces and pedagogy of university programming. This mobilized action to develop culturally relevant programming that addresses the gap in curriculum which does not address systemic and intergenerational inequities in Aboriginal health, including poverty. This led to the development of three broad Certificate goals:

- i. Provide a broad orientation to Aboriginal experiences in Canada and how Aboriginal Peoples have been impacted by laws, policies and practices in the health, social services, human resources and other sectors.
- ii. Create a successful transition for Aboriginal learners to post-secondary institutions by creating an environment that recognizes the value of individual and shared experiences, Aboriginal knowledges and reciprocal learning.
- iii. Provide non-Aboriginal learners with the knowledge and skills necessary to effectively engage with Aboriginal communities by broadening the understanding of Aboriginal worldviews, as well as the story of colonialism and its effects on Aboriginal Peoples.

Learning Outcomes – By the end of the certificate program, successful students will be able to:

1. Build and apply your critical awareness of yourself in relation to Aboriginal Peoples, experiences, and worldviews.
2. Assess and understand the relationship between Aboriginal Peoples and the Canadian government.
3. Synthesize and communicate how Aboriginal Peoples have been impacted by laws, policies, and practices in the health, social services, human resources, and other sectors.
4. Execute projects within agencies and organizations

Certificate Structure - The Certificate in Aboriginal Knowledges and Experiences is a 6-course Certificate which includes the following curriculum:

Required courses (Select 2 courses*)

CINT 922 Intro to Aboriginal Worldviews
 CINT 923 Canada's Story: An Aboriginal Perspective

*Undergraduate students who complete SWP 435 may apply for a course substitution towards CINT 922.

However, if students complete INT 922/CINT 922, a course substitution will not be granted towards SWP 435.

Electives (Select 4 courses)

CCLD 450 Indigenous Early Learning
 CCYC 905 An Indigenous Perspective on CYC
 CENG 203 The Literature of Indigenous Peoples
 CENG 511 The Art of Writing Life
 CFNY 510 Indigenous Food Systems in Canada
 CINT 910 First Nations Issues
 CMWF 108 Aboriginal Childbearing
 CNPF 574 Aboriginal Visual Culture in Canada
 CPPA 124 Indigenous Politics and Governance
 CSWP 925 Strong Helpers' Teachings
 CSWP 933 Indigenous Health and Well Being
 CVSW 932 Aboriginal Knowledges in Practice**

**Experiential learning offers a valuable opportunity to apply the concepts and knowledge gained through your studies in a professional workplace environment. The experiential elective course (CVSW 932 - Aboriginal

Knowledges in Practice) included in this certificate provides a project-based experiential learning opportunity through which you will gain professional contacts, practical skills and hands-on experience.

SWOT Analysis

<p>STRENGTHS</p> <p>Capstone projects have been found to be very impactful and provide a meaningful opportunity for connection to a community organization.</p> <p>The Experiential Learning coordinator added 3 years ago facilitates the building of placements for experiential learning projects via partnerships.</p> <p>There's been an increase in the number of students taking the capstone course.</p> <p>Capstones are generally taken at the end of the course work and are required AC approval so are managed in this way to ensure learners are ready to engage with Community.</p> <p>"Knowledges" part of the program name implies 'practices' which is a desirable element to be communicated in the program title.</p>	<p>WEAKNESSES</p> <p>Learning outcomes currently speak more to non-indigenous students, i.e. Content in courses aligned more towards the theoretical and colonial history as opposed to contemporary indigenous experience.</p> <p>Weak representation of Aboriginal knowledges as a pedagogical practice within the curriculum.</p> <p>Lack of Indigenous culture and ceremonies as a way for students to learn more about themselves as Aboriginal Peoples</p> <p>Duplication of colonial history in the courses.</p> <p>Lack of alignment to diversity within target audience:</p> <ul style="list-style-type: none"> ○ Students on campus ○ People who are working in their professions and seek more knowledge ○ People in Community - as a way to bridge into higher education <p>Terminology employed within the program (program and course titles) was described as confusing by students with regards to accuracy, consistency and currency.</p>
<p>OPPORTUNITIES</p> <p>Add a LO based on Indigenous Knowledges, a foundation regarding Indigenous knowledge in the helping profession and address any issues with the outcomes of the "Knowledges" component through course revisions.</p> <p>Ensure required courses CINT922 and CINT923 meet the needs and are aligned with the objectives of the program as originally laid out.</p> <p>Consider addressing the history of Aboriginal Peoples within a new course to provide context from which Aboriginal focused curriculum courses can build without redundancies.</p> <p>*Develop an Aboriginal language course or program to increase Aboriginal language revitalization.</p>	<p>THREATS</p> <p>The Foundations course, though intended for indigenous students, was referenced as challenging by respondents surveyed about their experience due to the nature of learning alongside peers with very different lived experiences and at very different stages of understanding and knowledge of triggering colonial history.</p> <p>Financial burden of program cost and structure of existing bursary or funding options which requires students to pay upfront and be reimbursed still poses a barrier to accessing the program.</p>

<p>Provide professional development for all instructors and staff in the program to build capacity for Aboriginal knowledge integration and reconciliation teaching.</p> <p>**Meaningful engagement of Aboriginal community members in the learning process, including stipends for curriculum development, guest lectures, and practicum opportunities.</p> <p>Access funding from industry partners to facilitate greater financial access to the program.</p> <p>Distinguish differentiated learner pathways:</p> <ul style="list-style-type: none"> ● Curriculum could be incorporated around more indigenous knowledge and ways of doing for indigenous students. ● Important for Indigenous students to be free to learn without teaching others. ● Medicine wheel as a way to inform student learning pathways through the program. One medicine wheel path way doesn't include a practical course as a requirement. 	
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Developmental Plan - Based on this analysis in this self-study review, the recommendations for the Certificate in Aboriginal Knowledges and Experiences are the following:

1. Update terminology to utilize Indigenous, in place of Aboriginal in naming the program, course titles (and curriculum, where appropriate). The terminology employed within the program was described as confusing by students, and using the term Indigenous aligns to current practice.
2. Add a Learning Outcome (LO) related specifically to Indigenous Knowledges -- a foundation regarding Indigenous knowledge in the helping professions, to complement and complete the learning outcomes for the program. Recommended addition is "Develop a foundational understanding of Indigenous approaches to professional development."
3. Address the diverse needs of learners with respect to: i) the course curriculum, ii) learner pathways through the program and iii) the support provided within the student experience. These three areas of action are intended to meet the different needs of students from a diversity of backgrounds, experiences and desired career paths.
4. Build additional partnerships with Indigenous community organizations, participate in community events, and relationship building. Enrollment and completion rates indicate a need to build awareness and draw more Indigenous students to the program. Students value the opportunity to network, build real-world experience within Community and make career-supportive connections as part of their learning experience.
5. Shift program structure to a 4-course certificate (2 required + 2 electives from a stream). Decreasing the number of courses will lighten the financial strain on learners as well as the time commitment required while balancing family and other life commitments and may facilitate increased enrollments and program completion.
6. Build financial support for students to complete the program beyond existing bursaries are available through the Chang School, particularly with respect to establishing support which would alleviate the barrier of students paying upfront and receiving funds via reimbursement.

Recommendation

Having satisfied itself of the merit of this review, the Academic Standards Committee recommends:

That Senate approve the certificate review for Aboriginal Knowledges and Experiences – Chang School

J. Chang School – Certificate modifications to Aboriginal Knowledges and Experiences

Introduction - The review of the Certificate in Aboriginal Knowledges and Experiences, currently up for approval by Chang Council, outlines the necessary changes to the program to help ensure it remains successful and responsive to the needs of Indigenous learners, the barriers they may face in accessing education and the objectives of the program. Recommended changes are proposed with respect to terminology used in the program name, course titles and descriptions as well as the graduation requirements, and learning outcomes for the program.

Proposed Changes:

1. Rename Certificate - It is proposed that the Certificate in Aboriginal Knowledges and Experiences be replaced by the Certificate in Indigenous Knowledges and Experiences, such that the former be discontinued.

Rationale: The use of Indigenous, as opposed to Aboriginal aligns to the field of Indigenous studies and most current language used in reference to Indigenous Peoples.

Old certificate name	Proposed New certificate name
Aboriginal Knowledges and Experiences	Indigenous Knowledges and Experiences

2. Changes to course name and course description for 4 courses:

CINT 922 Intro to Aboriginal Worldviews (required)

CINT 923 Canada's Story: An Aboriginal Perspective (required)

CINT 910 Aboriginal Peoples, Pol. and Reconciliation (elective)

CVSW 932 Aboriginal Knowledges in Practice (elective)

Rationale: It is recommended that the course titles for the above listed courses be changed to reflect the use of the terminology Indigenous, in place of Aboriginal, in keeping with the rationale outlined above (#1). It is furthermore recommended that the same terminology be used in the course descriptions for consistency and as such, the course descriptions changes outlined below be implemented. The CINT advisory committee reviewed and approved the renaming of the courses and course description changes according to the recommendations in certificate review.

Current course title + description	Proposed new course title + description
CINT 922 Intro to Aboriginal Worldviews - An introduction to Aboriginal worldviews in Canada with reference to Aboriginal worldviews globally. Students will be introduced to Aboriginal perspectives, values and spirituality. It includes an exploration of what constitutes "valid" knowledge, how knowledge shapes identity and how it influences the lives of Aboriginal peoples today. The role of worldviews as the basis of social justice and transformative change with the message that Aboriginal/ Indigenous knowledges can be of value to all people of the world.	CINT 922 Intro to Indigenous Worldviews - An introduction to Indigenous worldviews in Canada with reference to Indigenous worldviews globally. Students will be introduced to Indigenous perspectives, values and spirituality. It includes an exploration of what constitutes "valid" knowledge, how knowledge shapes identity and how it influences the lives of Indigenous Peoples today. The role of worldviews as the basis of social justice and transformative change with the message that Indigenous knowledges can be of value to all people of the world.
CINT 923 Canada's Story: An Aboriginal Perspective - This course will explore the background of Aboriginal peoples from the time of creation, through the processes of colonization, its present impacts and	CINT 923 Canada's Story: An Indigenous Perspective - This course will explore the background of Indigenous Peoples from the time of creation, through the processes of colonization, its present

<p>resistance to such impacts. It will address the arms of colonization such as the Indian Act, residential school system, child welfare and education. Aboriginal peoples' survival, resistance and healing will also be a major component to this course.</p>	<p>impacts and resistance to such impacts. It will address the arms of colonization such as the Indian Act, residential school system, child welfare and education. Indigenous Peoples' survival, resistance and healing will also be a major component to this course.</p>
<p>CINT 910 Aboriginal Peoples, Pol. and Reconciliation - The course introduces perspectives on Aboriginal Peoples in Canada through an examination of policy. Central to this course is the study of Aboriginal Peoples' experience with colonialism, such as the residential school system and child welfare, as well as the struggle for self-determination. Aboriginal worldviews and developing partnerships/alliances with Aboriginal communities will also be explored. Students will be expected to critically examine these topics from their discipline/profession perspective.</p>	<p>CINT 910 Indigenous Peoples, Pol. and Reconciliation - The course introduces perspectives on Indigenous Peoples in Canada through an examination of policy. Central to this course is the study of Indigenous Peoples' experience with colonialism, such as the residential school system and child welfare, as well as the struggle for self-determination. Indigenous worldviews and developing partnerships/alliances with Indigenous communities will also be explored. Students will be expected to critically examine these topics from the perspective of their discipline/profession.</p>
<p>CVSW 932 - Aboriginal Knowledges in Practice - The goal is to integrate and apply knowledges gained from previous courses. Learning opportunities are available for students working in non-Aboriginal and Aboriginal work places as well as those who are non-employed or students. Students will be given an opportunity to select a project that relates to their personal or professional interest when possible. The project or research focus is intended to promote positive change.</p>	<p>CVSW 932 - Indigenous Knowledges in Practice - The goal is to integrate and apply knowledges gained from previous courses. Learning opportunities are available for students working in non-Indigenous and Indigenous work places as well as those who are non-employed or students. Students will be given an opportunity to select a project that relates to their personal or professional interest when possible. The project or research focus is intended to promote positive change.</p>

3. Learning Outcomes - It is proposed that one Learning Outcome (LO) related specifically to Indigenous Knowledges be added -- a foundation regarding Indigenous knowledge in the helping professions, to complement and complete the learning outcomes for the program.

Rationale: It has been suggested that the learning outcomes currently align more to non-Indigenous students. The addition of a learning outcome to address the foundational knowledge of Indigenous practices and approaches that is missing from the communicated learning objectives of the program will increase clarity that learning outcomes will include current Indigenous knowledge within the helping professions.

Current Learning Outcomes	Proposed Learning Outcomes
<p>LO1: Build and apply your critical awareness of yourself in relation to Aboriginal Peoples, experiences, and worldviews.</p> <p>LO2: Assess and understand the relationship between Aboriginal Peoples and the Canadian government.</p> <p>LO3: Synthesize and communicate how Aboriginal Peoples have been impacted by laws, policies, and practices in the health, social services, human resources, and other sectors.</p>	<p>LO1: Build and apply your critical awareness of yourself in relation to Indigenous Peoples, experiences, and worldviews.</p> <p>LO2: Assess and understand the relationship between Aboriginal Peoples and the Canadian government.</p> <p>LO3: Synthesize and communicate how Indigenous Peoples have been impacted by laws, policies, and practices in the health, social services, human resources, and other sectors.</p>

LO4: Execute projects within agencies and organization	LO4: Execute projects within agencies and organization LO5: Develop a foundational understanding of Indigenous Knowledges as it relates to the helping professions (add)
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4. Graduation Requirements - It is proposed that the Certificate in Aboriginal Knowledges and Experiences have its graduation requirements revised from 6 courses to 4, and that the former 6 course version of the certificate be discontinued.

Rationale: Decreasing the financial burden and time required for students to complete the program addresses two key barriers for Indigenous students to enroll and sustain participation in the program. It is hoped that by decreasing the financial and time requirement to participate, that the program will see an increase in enrollment and completion rates.

Current Certificate Structure	Proposed Certificate Structure
Required Courses (two) CINT 922 Intro to Aboriginal Worldviews CINT 923 Canada's Story: An Aboriginal Perspective Electives (select four) CCLD 450 Indigenous Early Learning CCYC 905 An Indigenous Perspective on CYC CENG 203 The Literature of Indigenous Peoples CENG 511 The Art of Writing Life CFNY 510 Indigenous Food Systems in Canada CINT 910 Aboriginal Peoples, Pol. and Reconciliation CMWF 108 Aboriginal Childbearing CNPF 574 Aboriginal Visual Culture in Canada CPPA 124 Indigenous Politics and Governance CSWP 925 Strong Helpers' Teachings CSWP 933 Indigenous Health and Well Being CVSW 932 Aboriginal Knowledges in Practice	Required Courses (two) CINT 922 Intro to Indigenous Worldviews CINT 923 Canada's Story: An Indigenous Perspective Electives (select two) CCLD 450 Indigenous Early Learning CCYC 905 An Indigenous Perspective on CYC CENG 203 The Literature of Indigenous Peoples CENG 511 The Art of Writing Life CFNY 510 Indigenous Food Systems in Canada CINT 910 Indigenous Peoples, Pol. and Reconciliation CMWF 108 Aboriginal Childbearing CNPF 574 Aboriginal Visual Culture in Canada CPPA 124 Indigenous Politics and Governance CSWP 925 Strong Helpers' Teachings CSWP 933 Indigenous Health and Well Being CVSW 932 Indigenous Knowledges in Practice

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends:

That Senate approve the certificate modifications to Aboriginal Knowledges and Experiences – Chang School

K. Chang School – New certificate in Fashion Innovation

Introduction and Rationale - The Chang School is proposing to offer a Certificate in Fashion Innovation, commencing winter 2022. The Certificate will offer students a strong foundation in contemporary fashion systems, theory, communication and design with an emphasis on branding. Certificate courses encourage students to think specifically about how they might innovate in the fashion industry - through the marketing and imaging of bodies; influencing processes of production and consumption of fashion media and artifacts; designing engaging fashion events and digital experiences; and, influencing decision-making through research and data analysis. The capstone course is a customized, project-based, exercise that allows students to apply the knowledge and skills gained in the program under the supervision of an industry professional.

The Certificate in Fashion Innovation is targeted at the following audiences:

- People with educational/professional experience in the following areas who want to complement their existing skill-set in order to succeed in a fashion-related business:
- Professionals with fashion-related experience who want to upskill for career advancement and/or workforce reintegration after a lay-off.
- Entrepreneurs interested in developing a fashion-related business, hobby or side hustle.
- People who are considering Ryerson's School of Fashion's undergraduate program but are not ready to apply, or did apply and were not successful.
- Canadian and international adults interested in a summer intensive certificate program offered in collaboration with the internationally-ranked FCAD School of Fashion.
- Undergraduate students pursuing Fashion Open Elective Courses, the Minor in Fashion Studies, and Creative Industries students completing the Module: The Fashion Industry: Markets, Aesthetics, and Creativity, who would benefit from additional course scheduling options, particularly in the spring/summer term.

The Certificate in Fashion Innovation has two goals: Nurture students to systemically transform the Canadian and global fashion system by advancing the principles of inclusion, decolonization and sustainability, and; Prepare students for success in a fashion-related career with important theoretical knowledge, a high currency applied skill-set, and portfolio contributions that demonstrate evidence of competency.

Learning Outcomes - The program's learning outcomes align with the most current needs of professionals working in, or adjacent to, the fashion industry:

- Describe the complex and interconnected social, political, economic and environmental dynamics of fashion systems,
- Explain the relationships between fashion and gender, disability, race, indigeneity, class, sexuality, body shape and other social locations. Be able to place these locations within sociological, cultural, historical and business contexts.
- Design and implement meaningful digital experiences, and in-person events, that drive customer engagement and enhance brand loyalty.
- Identify credible data sources and know how to analyze data sets to inform business decision-making, particularly as applied to supply chain efficiencies, consumer behaviour and/or forecasting for short lifecycle fashion products.
- Demonstrate evidence of competency in key knowledge/skill combinations through digital and/or print artifacts in a portfolio of work.

Curriculum Structure - The Certificate in Fashion Innovation will consist of the following six (6) required courses (39 hours each) for 234 total hours of university degree and certificate credit study:

CFSN 105 Fashion Systems I - This course introduces students to theoretical understandings of the business of fashion. A fashion system is a set of interconnected activities that consists of making, producing, promoting and consuming. There are many fashion systems at play at any given time and these modes change continually. This course explores key issues in the social, political and economic contexts of past and present fashion systems as well as the roles of individual actors in these systems. Assessment is comprised of individual and group projects, including an analysis of a fashion system. Prerequisites: none

CFSN 223 Fashion Theory - This course introduces students to the study of fashion as an industry and an everyday practice. It will examine the relationship between fashion and gender, disability, race, indigeneity, class, sexuality, body shape and other social locations, and places these locations within a sociological, cultural, historical and business contexts. Students develop radical ways of understanding and engaging with fashion in order to ignite systemic social transformation. Prerequisites: none

CDFI 100 Events and Digital Experiences - This course will acquaint students with aspects of event production from concept for the visual presentation of merchandise through to methods of planning the execution of promotions, digital experiences and fashion shows. Topics include design of the event, theme, audience, floor plan/virtual delivery concept, schedule, vendor relations, budget planning, talent and contract negotiation, models, fittings, choreography, technical services, advertising and promotion, press kits and related special services (modified description from existing Chang School course, CDFC 105 Fashion Shows and Special Events). Prerequisites: none

CDFI 200 Visually Speaking - From traditional print mediums to today's multitude of screen-based social media and digital platforms, the contemporary consumer is bombarded with imagery. To reach through this crowded arena, creators must ensure their brand's visuals communicate quickly, clearly and intelligently. Through the understanding and use of design elements and principles in creating brand imagery and end product, the student will learn to speak this international visual language to win - and hold - their brand's appeal among oversaturated consumers. (draft description) Prerequisites: none

CDFI 300 Fashion Research and Analytics: An Introduction - Fashion businesses face specific challenges in using data analytics and demand forecasting as they work with dynamic assortments and short lifecycle products. In this course, students are introduced to the complexity of data inputs specific to fashion, including: distribution of sizes, colours and styles; shifting seasonality; variations in fit and colour between brands and style; product return rates. Students learn to identify credible data sources and how to analyze that data to inform business decision-making. (draft description) Prerequisites: none

CDFI 400 Fashion Innovation Project - This capstone course provides an opportunity to integrate and apply the knowledge and skills acquired through previous certificate courses. Individually or in small groups, and with instructor approval, students design and execute a project that reflects their own personal or professional interests and centres the principles of inclusion, decolonization and sustainability. The outcome is a thoughtful portfolio contribution that demonstrates evidence of competency. (draft description) Prerequisites: CFSN 105, CFSN 223, CDFI 100, CDFI 200, CDFI 300.

Admission Criteria – It is recommended that applicants have OSSD with six Grade 12 U or M credits (including English), with a minimum average of 60 percent, or equivalent or mature student status.

Development Plan – Upon approval, the Certificate would launch in Fall 2021; all six courses would be developed by Spring/Summer 2022. The capstone course would be offered to the first cohort of “ready” students in the summer term (June/July) of 2022.

Governance – It is proposed that the academic home for the Certificate in Fashion Innovation be the School of Fashion, Faculty of Communication and Design.

The School of Fashion's Curriculum Committee approved the proposed curriculum for the Certificate in Fashion Innovation on March 23, 2021 and The School of Fashion Chair's Council's approval was received on March 31, 2021.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends:
That Senate approve the new certificate in Fashion Innovation – Chang School.

L. Chang School – New certificate in Indigenous Child and Youth Engagement

Introduction and Rationale – The Chang School is proposing to offer a Certificate in Indigenous Child and Youth Care, commencing winter 2022. The goal of the Certificate is to prepare graduates with the knowledge, skills and competence to successfully gain employment and advance in the field of Indigenous Child and Youth Care. Indigenous youth and adults face a wide range of barriers to success compared to their non-Indigenous peers, including lower rates of high school graduation, post-secondary enrollment and employment.

The proposed certificate is part of a larger project which has been designed to address some of the most significant barriers to education facing Indigenous learners today, by connecting education to direct employment in their home community, using blended learning along with direct supports, all in effort to ensure learners can participate in post-secondary education and remain connected to their community, family, and culture. The intention with the community partnership framework and certificate structure of the program is to increase access to postsecondary education and employment opportunities for Indigenous students while they are employed and practicing child and youth practitioner skills daily.

Programs for Indigenous students often seek to address issues of equity, diversity, and inclusion (EDI). However, more than including Indigenous students in the classroom, there needs to be concerted effort in creating equitable and inclusive spaces for all Indigenous students. Indigenous people are more likely than non-Indigenous people to be identified as having a disability, special need, or mental illness. Indigenous students may also face barriers in post-secondary due to conflicting learning styles, lack of generational familiarity with university, and infrastructure issues. Prioritizing EDI in the proposed certificate may require the development of new supports currently available at Ryerson, which may include the use of Indigenous sign language, alternative language instruction/translation, providing individualized mental health support, and offering multiple formats of engagement that may include synchronous, asynchronous, and offline instruction methods. Indigenous people may have intersectional identities which may require the collaboration of multiple systems (i.e. Ryerson Aboriginal Student Services and the Accommodation Center); these complex systems may be difficult to manage for Indigenous students and should therefore be supported by university staff in order to encourage students to access what supports are available.

Learning Outcomes - The Learning Outcomes of the program are:

1. Operationalizes Indigenous understandings of ethics and accountability and relational practice
2. Apply an understanding of professional practices in the design, implementation and evaluation of youth-centered community-based programs
3. Use a range of culturally appropriate strategies to engage young people in Indigenous contexts
4. Identify pathways for professional and career development while upholding Indigenous lived realities as integral competencies

Curriculum Structure - The Indigenous Child and Youth Engagement Certificate will consist of 4 courses of 39 hours each (156 hours in total) of university degree and certificate credit study. In addition to two experiential learning courses, two online academic courses are required for the completion of the Certificate. Completion of the two academic courses in the Certificate, with equivalency to two required courses in the School of Child & Youth Care curriculum, allows students to apply to the School's four-year degree program, and if accepted as per the standard admission criteria, count their two academic courses as credits for the course equivalents in the School's degree program.

Students will enter the Certificate as cohorts. It is expected that approximately 25 students will enter for the pilot first year. Right to Play contracts with approximately 100 communities from across Canada each year, so that 25 students (or more) out of 100 possible Indigenous Youth Workers across the 100 communities seems like a reasonable target.

Required Courses

CCYC 405 Therapeutic Foundations

CCYC 406 Therapeutic Life-Space

Required Experiential Courses

CVCY 300 Experiential Learning 1

CVCY 400 Experiential Learning 2

Course Descriptions

CCYC 405 Therapeutic Foundations - This course provides students with an overview of a range of perspectives on healing and therapeutic experiences for young people. The course draws on Indigenous ways of being as it engages both Indigenous and non-Indigenous ideas about how we, as youth and community workers, can contribute to the well-being of young people, their families and their communities. The themes and topics covered throughout the course will allow students to first imagine and then translate concrete ideas and approaches into practice within their own communities.

CCYC 406 Therapeutic Life-Space - This course provides students with an introduction to life-space youth work practice. Youth work is practiced in the spaces where young people's lives unfold; in community, at school, in health care, in recreational facilities, on the land, and in many other settings. The course considers the role and implication of the physical spaces where we practice, but it also explores dimensions of life space beyond these physical spaces: the relational spaces (how we are together), the virtual spaces (cyber space, gaming sites, online counselling, social media), and the mental spaces (mental illness, the imagination, spirituality). The course speaks to the wholeness of the person we encounter in our practice and considers the connections within and across communities and identities.

CVCY 300 Experiential Learning 1 - This course provides students with the opportunity to practice in their communities as per existing paid or unpaid job placements or contracts. The course requires students to be involved in a structured program or series of activities in which direct contact with young people, their families and/or their communities unfolds during a 13-week period. Additionally, students are required to participate in an online seminar session for one hour per week with a Chang School instructor, as well as participate in any training or professional development that may form part of their volunteer or employment contract in their community or through a third party.

CVCY 400 Experiential Learning 2 - This course is a direct follow up to CVCY300 and provides students with the opportunity to deepen their practice in their communities as per existing paid or unpaid job placements or contracts. The course requires students to be involved in a structured program or series of activities in which direct contact with young people, their families and/or their communities unfolds during a 13-week period. The specific program or series of activities can be a continuation of their previous job placement (CVCY300) or it can be a new job placement that meets the criteria. Additionally, students are required to participate in an online seminar session for one hour per week with a Chang School instructor, as well as participate in any training or professional development that may form part of their volunteer or employment contract in their community or through a third party.

Prerequisite: CVCY 300 Experiential Learning 1

Admission Criteria - It is recommended that applicants have the following:

OSSD with six Grade 12 U or M credits (including English), with a minimum average of 60 percent, or equivalent, or mature student status. It is recommended that a flexible and needs-based implementation of the above admission policy be offered to facilitate entry for Indigenous learners into the Certificate. Doing so aligns with the objective of increasing access to post-secondary education for the program target audience and responds to

a wide range of possible lived experiences and circumstances, including potential students who never had a chance to complete high school because there wasn't a high school in their community.

Development Plan - Upon approval, the certificate is scheduled to launch in Winter 2022. The curriculum for the two existing CYC courses is currently being revised, while the curriculum for the experiential courses will be developed in consultation with The School of Child and Youth Care in Spring 2021. Once the Certificate is implemented, modifications to the curriculum structure and support will be made based on feedback received from student surveys. An analysis of student enrollment will be conducted one year following the implementation of the Certificate to determine possible enhancement and opportunities to ensure the relevancy of the Certificate to prospective students. Right to Play will lead the evaluation of the broader pilot project which incorporates the proposed Certificate. As such, additional feedback will be available via weekly evaluations conducted by Right to Play staff working with students engaged in their Youth Worker experiential roles in the community as part of the 2 applied courses. *It should also be noted that all partners of the larger project associated with the proposed program recognize that there are challenges present when research in Indigenous communities is neither consultative nor participatory. For this reason a commitment to community ownership has been made and as such The Chang School will strive to abide by the First Nations OCAP (Ownership, Control, Access and Possession) principles in our research and data collection practices.*

Indigenous Community/Certificate Partnerships - The Certificate will be available to Indigenous-led organizations engaged in similar activities supporting and training Indigenous Youth Practitioners in Indigenous communities once the outcomes of the initial pilot phase with Right to Play have been evaluated. The Joint Committee acknowledges the need to create spaces for communities to connect, to provide feedback and to be involved in whatever ways they might deem useful. Specifically, it has been identified that there is a need to facilitate a way in which community supports to prospective students can be mobilized efficiently, and also that community organizations that are Indigenous-led to be engaged to develop their own partnership with the certificate program that may be differently organized than the one currently in place with Right to Play. The proposed certificate will benefit from the support of existing resources in place for new and existing certificate programs in the following ways:

- New certificate programs are prioritized for support from The Chang School Marketing and Communication Department.
- The Chang School Experiential Learning Coordinator establishes connection with business, agencies and organizations to establish experiential learning projects.

The unique nature of the relationship building and community partnership facilitation needs of this program as outlined by the Joint Committee's recommendations require project management, facilitation, and communication that takes into account Indigenous ways of knowing and doing and would benefit from consideration of dedicated additional human resources. Additional staff resources to fulfill the needs of supporting the ongoing connection with Indigenous Community and new partnerships will require investigation and approval.

Indigenous Elder Participation and Representation - Specifically with regards to this program and the hope of drawing students from across the country, the Committee recommends that efforts must be made to avoid a pan-Indigenous set of assumptions in the connection with Elders. The Joint Committee acknowledges the opportunity to grow beyond the limitations of the current Ryerson structure of Indigenous Elder representation, consisting of one part-time Elder to support the 40,000 student strong Ryerson community and Indigenous-focused programming at Ryerson. With respect to the diversity of cultures, ceremonies, values and wisdoms among different Indigenous Nations, students would benefit from this diversity within the participation and representation of Elders within the program. The Joint Committee has therefore brought forward the idea of a Council of Elders with representation from all regions of the country to be explored. These recommendations

will be conveyed to the Office of Equity, Diversity and Inclusion and Ryerson's Indigenous Elder to seek guidance and consideration.

Delivery Mode - As Right to Play's contracts typically run from September to August each year, it is expected that Indigenous Youth Workers hired by their communities under a Right to Play contract will acclimate to their new roles before contemplating their participation in the Certificate. Those who wish to participate and enroll at no cost to themselves in the Certificate will then take the first online academic course from January to April and the second online course from September to December. From January to August, they will also be enrolled in the experiential learning courses, in which their professional practices in the community and their participation in Right to Play training and therapeutic supervision count as credits for these two courses.

For the first offering of the certificate, the cohort of learners will be 25 Right to Play (RTP) Community Mentors. These Community Mentors hired by Right to Play for a role working in their local communities" will be involved in a RTP partnership agreement between September 1, 2021 – August 31, 2022. Recruitment for the Certificate participants will begin at the beginning of the RTP program year (September 2021) to recruit and select participating Community Mentors. RTP will ensure community mentors will be supported in balancing their coursework and practicum duties via the ongoing coaching support of Right to Play Program Officers. The courses and practicum will commence in January 2022.

For subsequent offerings, we will be partnering with community-based partners and establish cohorts of 20-25 mentors/workers in these communities. The partner will lead the recruitment for the Certificate participants at the beginning of the Fall semester to allow for the recruitment and selection of participating community mentors. In addition to Ryerson Student Support services, which all students in the certificate can access, the partner will ensure community mentors will be supported in balancing their coursework and practicum duties via the ongoing coaching support of partner's program officers. The courses and practicum will commence January the following year for a Winter semester start.

Governance - It is proposed that the academic home for the Certificate in Indigenous Child and Youth Engagement be the School of Child and Youth Care (CYC), Faculty of Community Services which will ultimately assume responsibility for the Certificate. The academic homes for the individual courses will be their academic schools/departments. Representing Ryerson and The Chang School, a committee was formed to support and guide the pilot project with Right to Play, funded by Future Skills. The core committee consists exclusively of Indigenous peoples with the exception of Dr. Kiaras Gharabaghi and will serve, upon approval of the proposed Certificate, as the Standing Curriculum Committee. This committee is tasked with developing the two academic courses based on Child and Youth Care degree courses, CYC 405 and CYC 406, as well as to review the framework for the two experiential courses and associated course outlines.

Curriculum Committee Member	Affiliation
Kiaras Gharabaghi	Faculty, School of CYC and Chair of Social Innovation
Dalia Hanna	Program Director, Chang School (Consulting Capacity)
Nicole Ineese-Nash	Faculty member, School of CYC, Indigenous Research Associate, School of ECS and CYC, Ryerson Director, Finding Our Power Together
Lynn Lavalee	Strategic Lead, Indigenous Resurgence, FCS (pre-consult for determination of the appropriateness and viability of the partnership)
Megan Lewis	Alumni, School of CYC & Director of the Centre for Indigenous Policy and Research

Loretta Loon	Faculty member, School of CYC (by absentia)
Rachel Mishenene	Executive Director, Indigenous Programs at Right to Play (Consulting Capacity)
Dyan Roy	Graduate student, School of CYC
Ashlee Williams	Graduate student, School of CYC

The School of Child and Youth Care Council approved the proposal of the Certificate in Indigenous Child and Youth Engagement on March 4, 2021.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends:
That Senate approve the new certificate in Indigenous Child and Youth Engagement – Chang School.

M. For Information: CHANG SCHOOL CERTIFICATES – Revisions (March 2021; April 2021; May 2021)

- i. Certificate in Lighting Design: Change in Certificate Requirements; Course Deletions (CDID 510 and CDID 554)
- ii. Certificate in Health Services Management: Course Deletions (Electives)
- iii. Certificate in Health Studies: Course Deletion (Elective)
- iv. Certificate in Publishing: Course Description Change (CDPB 100; CDPB 202)
- v. Certificate in Social Sciences and Humanities Foundations: Course Deletion (Elective)
- vi. Certificate in Ethics: Course Deletions (Electives)
- vii. Certificate in Public Administration and Leadership: Course Additions (Electives)
- viii. Certificate in Urban Agriculture: Course Addition (Elective)
- ix. CINT 965: Change to Prerequisite

Respectfully Submitted,

Kelly MacKay, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

Donna Bell, Secretary of Senate

Kelly MacKay, Chair and Vice-Provost Academic

Denise O-Neil Green, Vice President, Equity and Community Inclusion

Bettina West, Director, Curriculum Quality Assurance

Amy Peng, Faculty of Arts, Economics

Dale Smith, Faculty of Arts, English

Gavin Adamson, Faculty of Communication and Design, Journalism

Robert Clapperton, Faculty of Communication and Design, Professional Communication

Eric Liberda, Faculty of Community Services, Occupational & Public Health

Ian Young, Faculty of Community Services, Occupational & Public Health

Jurij Leshchyshyn, Faculty of Engineering & Architectural Science, Architectural Science

Amirnaser Yazdani, Faculty of Engineering & Architectural Science, Electrical, Computer & Biomedical Engineering

Miranda Kirby, Faculty of Science, Physics
Gagan Gupta, Faculty of Science, Chemistry and Biology
Farid Shirazi, Ted Rogers School of Management, Information Technology Management
Mary Han, Ted Rogers School of Management, Entrepreneurship and Strategy
Graham Hudson, Faculty of Law
May Yan, Library
Linda Koechli, Chang School of Continuing Education
Dalia Hanna, Chang School of Continuing Education
Julia Spagnuolo, Student
Kavin Nguyen, Student



**Academic Governance and Policy Committee (AGPC)
Report #W2021-5 to Senate**

Academic Governance and Policy Committee Report – S. Zolfaghari

1. Interim Provost's Update
2. Revised Policy 46: Undergraduate Course Grading, Academic Program Standing, and Eligibility to Graduate
3. YSGS Report:–
 - Psychology Graduate Program Council Bylaws revision
 - Physics Graduate Program Council Bylaws revision

Respectfully submitted,

S. Zolfaghari, Chair,
Interim Provost and Vice-President, Academic

On behalf of the Committee:

- K. MacKay, Vice-Provost, Academic
- J. McMillen, Vice-Provost, Students
- C. Hack, Registrar
- D. Bell, Secretary of Senate
- P. Sugiman, Dean, Faculty of Arts
- D. Checkland, Faculty Senator, Faculty of Arts
- R. Ott, Faculty Senator, Faculty of Communication & Design
- I. Young, Faculty Senator, Faculty of Community Services
- R. Ravindran, Faculty Senator, Faculty of Engineering and Architectural Science
- A. Ferworn, Faculty Senator, Faculty of Science
- A. McWilliams, Senate Chairs' Representative
- J. Saber, Faculty Senator, Ted Rogers School of Management
- A. M. Brinsmead, Program Director, G. Raymond Chang School of Continuing Education
- G. Carter, Undergraduate Student Senator
- J. Spagnuolo, Undergraduate Student Senator
- F. L. Kakar, Yeates School of Graduate Studies Student Senator

Revised Policy 46 – Undergraduate Course Grading, Academic Program Standing, and Eligibility to Graduate

Summary of Changes

1. Rewritten and reorganized according to the Senate Policy Framework.
2. Language throughout the Policy is simplified and clarified.
3. Added Procedures Section to the Policy.
4. Title change to reflect content regarding eligibility to graduate. New Policy title - Undergraduate Course Grading, Academic Program Standing, And Eligibility to Graduate.
5. Clearer expectations for the use of the INC course performance designation (Incomplete grade). The process is being streamlined.
6. If a student has 2 or more INCs outstanding as of the last day to add courses in the subsequent term, they will not be permitted to continue until the INCs are resolved.
7. An INC must be resolved and a final grade assigned by the last day to enrol in the subsequent term in order for the student to continue in any enrolled course for which the INC was a prerequisite.
8. FNA course designation is being renamed from Failure for Non-Attendance to Failure, Non-Assessment to support assessment as opposed to attendance.
9. CNC (Course Not for Credit) and GNR (Grade Not Recorded) course designations are being removed from the Policy as they are no longer being used.
10. Introduced student responsibility to provide the Dean or designate a plan of study when requesting time span extensions.
11. Introduced appeal process for time span extension requests. Appeals and second time span extension requests submitted to SAC to ensure consistency, equity and fairness.
12. Added 'Discontinuation' section to the Policy.
13. Clarified Standing Variation Withdrawal (SVW) definition and added procedures.
14. Clarified Fresh Start procedures, and relocated from Policy to Procedures Section.
15. Clause regarding 'no student will be Required to Withdraw after their first term of attendance as a Ryerson Undergraduate student at the end of the Fall term', added Winter term to this Policy to support students with different admission timelines.
16. In Procedures Section, added details about Probationary Contracts to ensure consistency and equity, including clarity about the situations where students are required to have Probationary Contracts.
17. Details regarding Emergency Grading (CRD/CRV/NCR) mentioned in Policy, details moved to Appendix B.
18. Added a Course Repeats section.
19. Added Abbreviations as Appendix A.

RYERSON UNIVERSITY**POLICY OF SENATE****UNDERGRADUATE COURSE GRADING, ACADEMIC PROGRAM STANDING, AND ELIGIBILITY TO GRADUATE**

Policy Number: 46

Revision Approval Date:

Revision Implementation Date:

Previous Approval Dates:

Fall 2021

February 3, 1987 (original policy date);
November 6, 2001; March 5, 2013

Revised: January 13, 2004; April 5, 2005,
January 29, 2008; January 27, 2009;
March 1, 2011; January 24, 2012; May 31,
2016; January 28, 2020, April 7, 2020.

Next Policy Review Date: Fall 2026

Responsible Office: Registrar

1. PURPOSE

The purpose of this policy is to establish a standard for determining acceptable overall academic performance, to provide all students with a measure of academic standing that is based on uniform definitions and categories, and to provide consistent rules for determining students' eligibility to graduate.

2. APPLICATION AND SCOPE

This policy applies to all undergraduate and G. Raymond Chang School of Continuing Education (the "Chang School") students at Ryerson University (the "University"). This policy also applies to all faculty, staff, and administrators involved in the grading process. It describes the processes by which final grades and academic standings are earned and recorded on students' official academic records.

3. DEFINITIONS**3.1. Academic Record**

The academic record is a student's internal record retained by the University and used as the basis for the official transcript. It is also used for advising purposes.

3.2. **Academic Standing**

A formal calculation based on the final course grades at the end of each academic term that determines overall academic performance in the student's program of study; used to determine a student's eligibility for progression, academic distinction, graduation. Academic Standings: Clear, Probationary, Required to Withdraw, Standing Variation Withdrawal, Permanent Program Withdrawal, Disciplinary Suspension, Disciplinary Withdrawal, and Expulsion.

3.3. **Academic Standing Variation**

In addition to meeting Ryerson's general criteria on Academic Standings, students in specific programs must also meet the extra conditions set out in specific Department/School Academic Standing Variations. Academic Standing Variations could include:

- minimum grades in specific courses
- minimum CGPA across a series of courses
- maximum number of attempts allowed for specific courses
- standards of professional conduct on field/clinical placements.

Department/School Standing Variations, where applicable, are described in detail in the program section of the Undergraduate Calendar.

3.4. **Alternative Examination**

An examination approved by a faculty member in response to a student with demonstrated extenuating circumstances which resulted in missing the final examination.

3.5. **Challenge Credit**

Credit granted in recognition of skills and knowledge gained outside the traditional post-secondary school environment, usually assessed by evaluation of a portfolio and/or by examination.

3.6. **Cumulative Grade Point Average (CGPA)**

A cumulative average calculated as an indicator of overall academic performance while registered in the program of study. Calculated as the sum of the products of course weights and earned grade points for graded course performance designations, divided by the sum of the course weights in the program of study, and rounded to the second decimal place using normal rounding rules.

3.7. **Discontinued Status**

Undergraduate students who do not have any completed courses for 6 (six)

or more consecutive terms will be discontinued from their program of study, and Chang School students who do not have any completed courses for 12 (twelve) or more consecutive terms, will be discontinued from their program of study. These students will no longer be active in their program.

3.8. **Discretionary Probationary Override**

For students who have been assigned a Required to Withdraw (RTW) standing, **a one-time only** override to academic standing that Schools/Departments may issue at their discretion to permit a student a “last chance” opportunity in cases where the program believes one additional term of study could reasonably result in the student achieving “Clear” standing by taking up to 2 (two) courses. A student given this override is permitted to continue on “Probation” for 1 (one) term only and must achieve a minimum of 1.67 CGPA and meet the conditions of their Probationary Contract. Students who do not achieve the conditions will be assigned a RTW or PPW standing regardless of their TGPA for the term.

3.9. **Extended Academic Probation (EAP)**

Extended Academic Probation academic standing is a special provisional academic standing available only to first-time RTW students who participate in a defined Student Success Program such as Fresh Start. This standing is assigned after successful completion of the first term of Fresh Start and displays on the academic record and official transcript.

Students who participate in the Fresh Start Program are considered to be on Extended Academic Probation during the terms.

3.10. **Final Course Grade**

A final course grade represents a student's final academic performance in a course. A final course grade may be recorded as a letter grade or as one of the “other” designations listed under Course Performance Designations found in Policy - Section 5.4 and Other Course Performance Designations found in Policy - Section 5.5.

3.11. **Fresh Start Program (SSP)**

Fresh Start is a Student Success Program designed for students who have been assigned an academic standing of Required to Withdraw (RTW) and in some programs an academic standing of Standing Variation Withdrawal (SVW). Fresh Start is a 2 (two) term program.

3.12. **Graduation Requirement Variation**

In addition to fulfilling Ryerson's program-wide Graduation Requirements, students in specific programs must also meet extra academic conditions set

out in specific Department/School Graduation Requirement Variations in order to be eligible to graduate. Department/School Graduation Requirement Variations, where applicable, are described in the program section of the Undergraduate Calendar.

3.13. Hold

An indicator applied to a student's record that may affect the ability to add/swap courses, view grades, apply for transcripts, receive graduation award documents or interact with the University. A student who owes fees or has an academic integrity infraction may have a hold on their account. Once the obligations are resolved, most holds are removed. A hold is also applied to a student record when a student has exceeded their timespan.

3.14. Office of the Registrar (Registrar's Office)

The Registrar's Office plays an integral role in the entire academic experience of students from admission through to graduation. This office is responsible for ensuring the accuracy and integrity of student records and official transcripts are a credible reflection of students' academic abilities and accomplishments.

3.15. Official Transcript

The official transcript is a complete record of a student's academic history at Ryerson University, including all undergraduate, graduate, law, and continuing education courses taken; grades earned; academic progress; honours; and graduation information. The official transcript also displays admission to and withdrawal from programs of study and other credits granted towards a program. Courses dropped by the deadline without academic penalty do not appear on the official transcript. All official transcripts are complete and unabridged. Partial transcripts are not issued. An official transcript is issued and certified by the Office of the Registrar and it has security features that verify its authenticity.

3.16. Probationary Contract

A formalized plan of study developed and agreed to by a probationary student and their academic advisor which allows the student to continue in their program of study. Probationary Contracts outline the minimum TGPA to be achieved and may also define the maximum and/or minimum number of courses that can be taken, specific courses and required outcomes, recommended academic support seminars and workshops.

3.17. Redeemable Failure Examination or Assessment (Supplementary Examination or Assessment)

An examination or assessment that is offered by instructors for students who have come close to passing a course and are assigned an F-S grade. Students must pay a fee to write this examination or assessment. The examination or assessment must be completed no later than the end of the second week of classes for the next term.

3.18. Suspension Period

A period during which a student may not register in any Ryerson courses. A suspension period may result from Required to Withdraw academic standing or a Disciplinary Suspension academic standing assigned in accordance with Policy 60: Academic Integrity.

3.19. Term Grade Point Average (TGPA)

A term average calculated as an indicator of overall academic performance in the term. Calculated as the sum of the products of course weights and earned grade points for graded course performance designations for the term, divided by the sum of the course weights, and rounded to the second decimal place using normal rounding rules.

3.20. Timespan

The maximum period of time to complete a program's curriculum and graduation requirements, calculated starting from admission to the program to graduation.

4. PRINCIPLES

- 4.1. The values stipulated in the University's Senate Policy Framework are applicable and fundamental to this policy.
- 4.2. Integrity: The University respects the importance of accuracy and integrity with respect to students' official academic records for all stakeholders including students, faculty, and external stakeholders such as prospective employers, government, donors, and other academic institutions. The Office of the Registrar is responsible for ensuring student records and official transcripts are a credible reflection of students' academic abilities and accomplishments.
- 4.3. Consistency: The University supports and advances the principles of consistency, fairness, and objectivity in the application of all rules and procedures that contribute to the completeness and integrity of students' official academic records.
- 4.4. Clarity: Information regarding the calculation of grades, academic standings, and graduation requirements will be clear and transparent. Students,

faculty, and staff should understand the rules and processes used for calculating and assigning grades, determining GPA requirements and academic standings, and the determination of the necessary academic elements required to graduate.

- 4.5. Timeliness: Processes used in the determination of academic requirements that will have an impact on students' academic records should be applied with emphasis on timeliness to allow students the necessary time to address issues and expedite resolutions effectively.
- 4.6. Equity: People in different circumstances often require different treatment (equity); this equitable treatment leads to equal access to opportunity and success; and while both equality and equity are related to fairness, equity is about being fair by taking differential circumstances into account (see Senate Policy Framework).
- 4.7. Accommodation: All processes and procedures associated with this policy are to be carried out in accordance with relevant law and University policy concerning the accommodation of students (see Policy 159: Academic Accommodation of Students with Disabilities and Policy 150: Accommodation of Student Religious, Aboriginal and Spiritual Observance).

5. ACADEMIC PERFORMANCE EVALUATION

5.1. Program Requirements

- 5.1.1. Students must complete all undergraduate and Chang School program courses in accordance with their program's curriculum requirements.
- 5.1.2. All curriculum requirements are included in the Ryerson Undergraduate Calendar and the Chang School calendar

5.2. Courses and Grades

- 5.2.1. The course instructor assigns final course grades as letter grades or other course performance designations as appropriate.
- 5.2.2. Credit towards program curriculum requirements will only be granted for:
 - A course where a student achieves a minimum grade of D- (Note: A higher grade may be required for courses and programs with a Standing Variation); or
 - Pass in Pass/Fail courses; or
 - A passing course performance designation.

5.3. Graded Course Performance Designations

Final academic performance in each course is recorded on the student's academic record as one of the following letter grades. (Some exceptions may apply; see Section 5.4 - Course Performance Designations and Section 5.5 - Other Course Performance Designations.).

Grading scale and GPA scale conversion.

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

5.4. Course Performance Designations

These are recorded on a student's official transcript and are acceptable for credit purposes. These will not be included in the calculation of grade point averages.

5.4.1. **PSD (Passed)** - satisfactory performance in a course graded with a pass/fail designation (as pre-defined in the course outline).

- 5.4.2. **CHG (Challenge)** - credit granted in recognition of skills and knowledge gained outside the traditional post-secondary school environment, usually assessed by evaluation of a portfolio and/or by examination.
- 5.4.3. **CRT (Credit)** - transfer credit awarded through an achievement of a satisfactory grade in an equivalent course completed at another post-secondary institution (as determined by the Ryerson course teaching department). Transfer credit may be granted as a part of the Undergraduate Admissions process (see Registrar's Office website for information on transfer credits)

5.5. Other Course Performance Designations

The following designations may be assigned at the discretion of the teaching department or the Registrar's Office.

- 5.5.1. **F-S (Failure – Supplementary)** marginally failing performance that may be raised to a minimum pass through a redeemable failure examination or assessment. The F-S grade is a failed grade and is calculated in the grade point average at zero grade points (see Procedures 5).
 - 5.5.1.1. The F-S grade can only be converted to a D- or to an F, depending on performance on the supplementary exam or assessment. (If no supplementary exam or assessment is written, the F-S grade on the student's academic record and official transcript as the final grade)
 - 5.5.1.2. F-S grades are not available to students enrolled in programs that are subject to academic standing and graduation variation rules.
- 5.5.2. **INC (Incomplete)** - a temporary grade that may be assigned by an instructor when incomplete coursework or a missed final examination is outstanding due to documented extenuating circumstances and there is a reasonable expectation that the student can and will complete the work according to the timelines specified (see Procedures 3).
 - 5.5.2.1. The designation INC is not a final grade and is not included in calculating grade point averages or counted as credit to fulfill prerequisite requirements and program requirements.
 - 5.5.2.2. INC designations appear on the official transcript and academic record. An outstanding INC may impact eligibility to graduate.

- 5.5.2.3. The completion date for the outstanding course work or the alternate examination must allow the grading to be completed and finalized on the student record within three months from the date official grades were available to students for the term the INC was assigned.
 - 5.5.2.4. If the outstanding work has not been completed and the INC designation is not revised within this time frame, the INC designation will lapse to a failed (F) grade.
 - 5.5.2.5. An outstanding INC will impact the ability to meet requirements to enrol in subsequent courses, including prerequisites, anti-requisites, co-requisites, and restrictions.
 - 5.5.2.6. Students with 2 (two) or more outstanding INCs from the previous term as of the last date to add classes for the term will not be permitted to continue in the current term.
- 5.5.3. **AEG (Aegrotat)** - credit granted by a Dean, in consultation with the instructor, only under exceptional circumstances when there has been acceptable performance in a course and some coursework remains to be completed. The AEG grade is not included in calculating grade point averages but can be used as a credit towards meeting graduation requirements. The AEG grade cannot be changed to any other grade or designation (see Procedures 4).
- 5.5.4. **DEF (Deferred)** - an interim grade assigned during the investigation of academic misconduct (i.e. [Senate Policy 60: Academic Integrity](#)). The DEF grade will be replaced by a final course grade upon resolution of the matter (see Policy 60: Procedures 5).
- 5.5.5. **FNA (Failure, Non-Assessment)** - assigned when the student has not submitted or participated in work for grading. The FNA grade is counted as a failed grade and is calculated in the grade point average at zero grade points.
- 5.5.6. **FLD (Failure in a Pass-Fail course)** - failure to meet the minimum satisfactory standards for a course with a pass/fail designation (as pre-defined in the course outline). Failures in such courses will not be included in calculating grade point averages but will be counted as a failed course attempt to determine academic standing including approved Department/School academic standing and graduation variations.
- 5.5.7. **INP (In Progress)** - indicates course work in progress with at least one more term of formal course registration and study required for completion (e.g. a

final thesis is still in progress); the designation INP is not included in calculating grade point averages, and is neither a credit nor a failed course attempt.

- 5.5.8. **AUD (Audit)** - a course attended as auditor only; no credit will be earned. The student is permitted to attend classes but is not entitled to have assignments evaluated. Participation in the course or in class or office hours, is determined by the instructor and is subject to the instructor's discretion. The AUD designation may not be changed to any other grade or designation. An AUD grade is considered an attempt at a course.

5.6. **Emergency Grading** – (CRD, CRV – Credit) (NCR – No Credit)

Credit/No Credit designations may be used during an unforeseen period of academic disruption as declared by the President and Vice-President, Academic in response to extenuating circumstances such as institutional closure (e.g. COVID-19), extended labour dispute, natural disaster, or other circumstances that significantly impede academic continuity across the university. These designations are not included in grade point average calculations or in calculating academic standings but may replace an earned letter grade. CRD, CRV, and NCR grades will appear on the academic record and official transcript. (see Appendix B for details regarding Emergency Grading.)

5.7. **Course Repeats**

- 5.7.1. All course attempts including repeated courses are recorded on the official transcript and academic record and cannot be removed.
- 5.7.2. No course can be repeated more than twice (three attempts in total), unless otherwise outlined in the program's Academic Standing Variation rules. An NCR grade will not be considered an attempt.
- 5.7.3. If at least one of the course attempts results in a passing grade (including a CRD and CRV grade), the course will count towards graduation requirements irrespective of the sequence of grades earned.

6. **GRADE POINT AVERAGE (GPA)**

- 6.1. **Term Grade Point Average (TGPA)** is an indicator of overall academic

performance in each term. TGPA is calculated and posted when a student has been assigned one or more graded course performance designations in a term.

- 6.2. **Cumulative Grade Point Average (CGPA)** is an indicator of cumulative academic performance. CGPA is calculated on final grades in all courses completed while registered in a program of study and is used as a criterion for honours or other academic distinctions and for determining academic standing.

7. ACADEMIC STANDINGS

- 7.1. Students enrolled in an undergraduate degree program are assigned an academic standing at the end of each academic term when they are enrolled in courses. The academic standing is an indication of academic performance, by term, in a program of study. The initial academic standing is calculated and displays on the academic record and the official transcript when students have earned 3 (three) or more course grades with a GPA weight (see Procedures 6).
- 7.2. Academic standings are based primarily on students' Cumulative Grade Point Average (CGPA) as well as Term Grade Point Average (TGPA), specific course grade outcomes, previous academic standings, and other performance variations.
- 7.3. The specific criteria defined for assessing academic standing are intended to establish University-wide standards. However, amended or additional criteria may be authorized by the Senate for a particular Faculty or Program.

7.4. Academic Standing Definitions

- 7.4.1. **Clear** - a clear standing will be assigned to students who achieve a CGPA of at least 1.67 (except where the student has violated approved Department/School Academic Standing Variation requirements or violated the terms of their Probationary Contract while on probation). Students assigned Clear standing may continue in their program of study.
- 7.4.2. **Probationary** - a probationary academic standing will be assigned to students for any one of the following reasons:
- an earned CGPA of 1.00 to 1.66
 - students in their first term of Ryerson undergraduate studies at the end of the Fall or Winter term grading period who earn a CGPA of less than 1.00

- failure to meet the conditions of a program's Academic Standing Variation

Students assigned a standing of Probationary must establish a Probationary Contract by the last day to add classes for the term in order to continue their studies (see Procedures 8).

- 7.4.3. **Standing Variation Withdrawal (SVW)** - students who meet the University's definition for Clear academic standing (CGPA of 1.67 or higher) but who have not met their Department/School's Academic Standing Variation requirements will be assigned a standing of SVW.

Students assigned a SVW standing:

- will be permanently withdrawn from their program of study and cannot apply for reinstatement. Note: a few programs offer the possibility for reinstatement into their current program through the Fresh Start Program. Students with SVW standing should speak to their program for details (see Procedures 11)
- will be eligible for immediate consideration for transfer to other undergraduate programs for which they are qualified, subject to the competitive undergraduate admissions process and application timelines
- may enrol in courses through the Chang School without waiting a suspension period

- 7.4.4. **Required to Withdraw (RTW)** - Students assigned a standing of RTW will be required to withdraw from their program of study for a suspension period of 12 (twelve) months (3 terms) and may not transfer to another Ryerson undergraduate program until the 12 (twelve) months (3 terms) have elapsed (see Procedures 10).

7.4.4.1. RTW standing will be assigned to students for any one of the following reasons:

- failure to achieve a CGPA of 1.00 (except students in their first term of Ryerson undergraduate studies at the end of the Fall or Winter term grading period)
- failure to achieve a minimum TGPA of 1.67 while on probation
- failure to meet the conditions of a Probationary Contract (including unauthorized changes to course enrolments as specified in the contract)

7.4.4.2. During the suspension period students may not register in any for-credit Ryerson courses including those offered by the Chang

School; the exception is where students are admitted to the Fresh Start Program which may occur only after a required 1 (one) term suspension period.

7.4.4.3. Students assigned RTW academic standing may request to participate in the Fresh Start Program after a 1 (one) term suspension period. Fresh Start is a 2 (two) term Student Success Program. Courses taken as part of the Fresh Start Program will be included in the student's CGPA.

7.4.4.4. Departments/Schools, at their discretion, may issue a one-time only Discretionary Probationary override as a last chance, in cases where a student has been assigned RTW standing, and the program believes that one additional term of study could reasonably result in the student achieving Clear standing by taking up to two courses (see Procedures 9).

7.4.5. **Permanent Program Withdrawal (PPW)** - Students will be permanently withdrawn from their program of study for any one of the following reasons:

- any academic performance that would result in RTW standing for a second time
- failure of a course required by their program for a third time (note: courses with NCR grades will not be considered as a failed attempt)
- failure to meet the terms of a Probationary Contract following return after an RTW standing

7.4.5.1. Students who are assigned a standing of PPW may not apply for reinstatement into the same program.

7.4.5.2. Students who are permanently withdrawn from a program of study may apply to a different program of study in accordance with Undergraduate Admissions application timelines, admission policies and procedures.

7.5. **Disciplinary Standings Assigned in Accordance with Policy 60: Academic Integrity**

7.5.1. **Disciplinary Suspension (DS)** - An academic standing where a student is removed from a program for a specified period of 1 (one) term to 2 (two) years, after which the student will be automatically reinstated. A DS will be placed on both the academic record and official transcript, but will be removed from the official transcript upon graduation.

- 7.5.2. **Disciplinary Withdrawal (DW)** - An academic standing where a student is permanently withdrawn from a specific program and fully withdrawn from the University as a whole for a period of at least 2 (two) years. After serving the specified period, a student assigned a DW may apply to other programs/certificates at the University. A DW will be placed on both the student's academic record and official transcript and cannot be removed.
- 7.5.3. **Expulsion** - An academic standing involving permanent removal of a student from the University. Students who are expelled from the University shall not be allowed to register or enroll in any class or program of the University. Expulsion shall be permanently noted on a student's academic record and official transcript.

8. DISCONTINUATION

8.1. Discontinued Undergraduate Status

- 8.1.1. Each term, after the last day to add courses for the term, any student who does not have any completed courses for 6 (six) or more consecutive terms will be Discontinued from their undergraduate program of study. Students will be notified of their change in status. These students will no longer be active and eligible to enrol in courses in their program.
- 8.1.2. Discontinued students who wish to resume studies, must apply for re-admission through the Office of Undergraduate Admissions. Re-admission is not guaranteed.
- 8.1.3. Students will be notified of their change in status.

8.2. Discontinued Status from a Chang School Certificate

- 8.2.1. Each term, after the last day to add courses for the term, any student who does not have any completed courses for 12 (twelve) or more consecutive terms will be discontinued from their certificate program.
- 8.2.2. Discontinued students, who wish to resume studies, must re-register in their certificate program of study (if it is still being offered).
- 8.2.3. Students will be notified of their change in status.

9. TIMESPAN TO COMPLETE UNDERGRADUATE DEGREE AND CHANG SCHOOL CERTIFICATE PROGRAM REQUIREMENTS

- 9.1. Completion of the program's curriculum within a timespan from admission to the

program to graduation must not exceed the number of years as follows:

- 9.1.1. full-time degree programs: the maximum timespan is normally 8 (eight) years, calculated as the number of years of curriculum outlined in the undergraduate calendar multiplied by 2 (two). In the case of co-op programs requiring an additional year of program registration, 1 (one) additional year is added to the normal timespan.
 - 9.1.2. part-time degree programs: the maximum timespan is normally 14 (fourteen) years, calculated as the number of required single-term courses (or equivalent) divided by 3 (three).
 - 9.1.3. Chang School Certificate Programs: the number of required single-term courses (or equivalent) divided by 2 (two), plus 1 (one) year. The maximum timespan is measured from the original registration in the certificate program.
- 9.2. Under extenuating circumstances, students may petition the Dean or designate of the relevant Faculty or the Program Director for the Chang School, for an extension.
 - 9.3. If a timespan extension is denied by the Dean or designate or the Program Director, or if an additional timespan extension is needed after the Dean's approved timespan extension is completed, the student may appeal directly to the Senate Appeals Committee for a final consideration of their request. Senate Appeal Committee decisions are final and not appealable (see Procedures 13).
 - 9.4. In order to graduate, a student will be required to meet the academic requirements in effect when the extension is granted, or such alternative requirements as may be stipulated by the Program, School, or Department in keeping with Ryerson's academic policies.

10. ELIGIBILITY TO GRADUATE

- 10.1. Upon successful completion of all program curriculum requirements, as authorized by the Senate, students are eligible for conferral of the academic credential of their program of study.
- 10.2. The student record is closed to changes once an academic credential (e.g., degree or certificate) is conferred.
- 10.3. Students graduating from an undergraduate degree program with a Cumulative Grade Point Average (CGPA) of 3.50 or higher will graduate "With Distinction" and will have this academic achievement recorded on their transcript and graduation award document.

RELATED POLICIES:

Senate Policy 60: Academic Integrity

<https://www.ryerson.ca/content/dam/senate/policies/pol60-procedures.pdf>

Senate Policy 135: Final Examinations

<https://www.ryerson.ca/content/dam/senate/policies/pol135.pdf>

Senate Policy 150: Accommodation of Student Religious, Aboriginal and Spiritual Observance

<https://www.ryerson.ca/content/dam/senate/policies/pol150.pdf>

Senate Policy 157: Establishment of Student Email Accounts for Official University Communication

<https://www.ryerson.ca/content/dam/senate/policies/pol157.pdf>

Policy 159: Academic Accommodation of Students with Disabilities

<https://www.ryerson.ca/content/dam/senate/policies/pol159.pdf>

Appendix A

GLOSSARY OF ABBREVIATED TERMS USED IN POLICY/PROCEDURES

AEG	Aegrotat
AUD	Audit
CHG	Challenge
CGPA	Cumulative Grade Point Average
CRD	Credit (Emergency Grading)
CRT	Credit
CRV	Credit for Standing Variation Course (Emergency Grading)
DEF	Deferred
DS	Disciplinary Suspension
DW	Disciplinary Withdrawal
EAP	Extended Academic Probation
EAP 1	First term Extended Academic Probation contract for the Fresh Start Program
EAP 2	Second term Extended Academic Probation contract for the Fresh Start Program
FLD	Failure in a Pass-Fail course
FNA	Failure Non-Assessment
F-S	Failure Supplementary
GPA	Grade Point Average
INC	Incomplete
INP	In Progress
NCR	No Credit (Emergency Grading)
PPW	Permanent Program Withdrawal
PSD	Passed
RAMSS	Ryerson's Administrative Management Self Service (the Ryerson student information system)
RO	Registrar's Office
RTW	Required to Withdraw
SAC	Senate Appeals Committee
SSP	Student Success Program
SVW	Standing Variation Withdrawal
TGPA	Term Grade Point Average

RYERSON UNIVERSITY POLICY OF SENATE

PROCEDURES for Policy 46: Undergraduate Course Grading, Academic Program Standing, and Eligibility to Graduate

The Undergraduate Course Grading, Academic Program Standing, and Eligibility to Graduate Procedures (the “Procedures”) outline the processes to be followed in carrying out Policy 46: Undergraduate Course Grading, Academic Program Standing, and Eligibility to Graduate and the roles and responsibilities of students, instructors/faculty, Chairs/Directors, Departments/Schools/Programs, Faculties, and Senate.

1. Final Course Grades

- 1.1. The final percentage grade in a course will be rounded to an integer as per standard mathematical practice before converting to a letter grade. For example, a 49.5% is rounded to 50% and 49.4% is rounded to 49%.
- 1.2. All final course grades must be submitted by faculty/instructors in RAMSS by the date determined for each term as communicated by the Registrar’s Office.
- 1.3. Final course grades are considered official as per the date outlined in the “significant dates” section of the Undergraduate Calendar each year.
- 1.4. Final course grades may not be posted or disclosed to students by any faculty/instructor. Final course grades cannot be displayed to students in the D2L Brightspace course shell. Students will receive their official final course grades only from the Registrar’s Office, available for viewing in their RAMSS account.
- 1.5. Final course grades will display on the student’s academic record and official transcript.

2. Grade Revisions

- 2.1. Faculty/instructors are responsible for submitting grade revisions. Grade revisions are submitted using the Automated Grade Revision Process although some exceptions apply. Please review the information on the [website](#) for complete details.

- 2.2. Grade revisions not supported by the Automated Grade Revision Process must be submitted to the teaching department for authorization using the [Exception Grade Revision Form](#). Once the revision has been authorized, the Teaching Department must submit the form to Student Records for updating.
- 2.3. Student Records will update the grade revision to the student's academic record in RAMSS. All final course grades will display on the student's transcript.

3. Incomplete Grades (INC)

- 3.1. Students must petition their instructor by completing the [Incomplete Grade Request Form](#) to receive an INC designation, within 3 (three) working days, or as soon as reasonably possible, of the missed final examination or assignment deadline. Supporting documentation (e.g. Ryerson Health Certificate) must be provided.
- 3.2. The instructor will determine the date for completion of outstanding coursework to be submitted or the alternate examination. Such a date must allow the grading to be completed and finalized on the student record within three months from the date official grades were available to students for the term the INC was assigned.
- 3.3. Instructors assigning INCs must complete the [Incomplete Grade Request Form](#) within 7 (seven) working days of assigning the INC, clearly defining the outstanding work to be completed and a final deadline by which the outstanding course work is to be submitted or the date of the alternate examination.
- 3.4. The Chair/Director of the teaching department must retain a copy of the Incomplete Grade Request Form for the department's student file.
- 3.5. Once the outstanding course work is completed and submitted for grading by the student, the instructor or teaching department will grade the work and submit a revised final course grade to the Registrar's Office using the Automated Grade Revision Process within three months from the date official grades were available to students for the term the INC was assigned. The INC will be replaced by an official final course grade when the work is completed and a final course grade is submitted by the instructor.
- 3.6. If a student enrolls in a course in which the prerequisite for that course has an outstanding INC, the INC must be resolved and a final course grade assigned and updated on the student record on or before the last day to add classes for the term. The student will be automatically dropped from any courses where

there is an outstanding INC in the prerequisite course(s) after the last day to add courses for each term.

- 3.7. Students assigned a standing of RTW or PPW in a term in which they are assigned an INC, must resolve the INC by the last day to add courses for the current term in order to continue once the standing is recalculated for the previous term.
- 3.8. If a student has 2 (two) or more outstanding INCs for the term, they will not be permitted to continue until the INC grades are resolved. Where a student has enrolment(s) for a subsequent term, if two or more INC's are outstanding as of the last day to add classes for the term, they will be automatically dropped from the student's academic record.
- 3.9. In extenuating circumstances only, the student may request and obtain approval from the instructor and the Chair/Director of the teaching department for a one-time extension to the original INC completion date agreed to on the Incomplete Grade Request Form. The extension must not exceed a date to allow the grade to be completed and finalized within three months from the next grading period. All extensions must be reported to Student Records using the Incomplete Grade Request Form. The form must include the final extension date.

4. AEG Grades (Aegrotat)

- 4.1. Students who wish to request an AEG grade must petition the course instructor(s) by completing the [Aegrotat Petition Form](#). A separate petition must be submitted for each course in which the student is requesting an AEG grade.
- 4.2. Students must include a letter explaining why they are petitioning for an AEG grade(s) along with official supporting documentation for each request.
- 4.3. The instructor, in consultation with the student's Program Director/Chair and Dean of the program department will determine if the request is appropriate and advise Student Records of the decision.
- 4.4. The Dean's Office will forward the form to the Registrar's Office for processing on the student's academic record.

5. F-S Grades (Failure - Supplementary)

- 5.1. Students who have been assigned an F-S grade have marginally failed a course and their instructor is offering the opportunity to write a supplementary

"redeemable failure examination or assessment."

- 5.2. In order to submit the revised grade, Instructors must complete an [Exception Grade Revision Form](#) and submit to the teaching department for authorization. Once the revision has been authorized, the teaching department must submit the form to Student Records for updating.
 - 5.3. Unresolved F-S grades will be calculated in grade point averages at zero grade points and remain on the students record.
 - 5.4. Students with an F-S grade who wish to write a supplementary redeemable failure examination or assessment must complete the Redeemable Failure Request Form found in a student's eForms Center in RAMSS. The examination or assessment is subject to a non-refundable examination fee for each course. Students who write a supplementary examination or assessment without paying the examination fee will have a "Hold" applied to their fee account until payment is made.
 - 5.5. Students who have submitted the Redeemable Failure Request Form and have received an approval notification, must immediately contact the teaching department and provide confirmation of approval from the Redeemable Failure Request Form to make the necessary arrangements to write the redeemable failure examination or assessment.
 - 5.6. Where a redeemable failure examination or assessment is written, the new grade (either D- or F) will appear on the student's academic record and official transcript.
- 6. Calculating GPA: Term Grade Point Average (TGPA) and Cumulative Grade Point Average (CGPA)**
- 6.1. Term Grade Point Average (TGPA) is calculated as the sum of the products of course weights and earned grade points for graded course performance designations for the term, divided by the sum of the course weights, and rounded to the second decimal place using normal rounding rules.
 - 6.2. Cumulative Grade Point Average (CGPA) is calculated as the sum of the products of course weights and earned grade points for graded course performance designations, divided by the sum of the course weights in the program of study, and rounded to the second decimal place using normal rounding rules.

- 6.3. Grade point averages are calculated based on a 4.33 scale and rounded to the second decimal place using normal rounding rules. For example, a 2.879 is rounded to a 2.88 and a 2.874 is rounded to a 2.87.
- 6.4. For the purpose of calculating grade point averages, single-term courses will normally have a weight of 1.00 and multi-term courses will normally have a weight of 2.00. As outlined in the calendar, there may be provisions for course weight variations in the case of anomalies.
- 6.5. Courses completed prior to formal program admission will not be included in the calculation of grade point averages.
- 6.6. The following course performance designations are **NOT** included in calculating the grade point average - AEG, AUD, CHG, CRT, DEF, INC, INP, FLD, PSD, CRD, CRV, and NCR.
- 6.7. The designations FNA and F-S are included in calculating grade point averages at zero (0.00) grade points.
- 6.8. Where students repeat a course, the grade earned for the most recent attempt of the repeated course will be substituted for the previous grade(s) in calculating the grade point average even if the newer grade is lower. All attempts are recorded on the academic record and the official transcript.

7. Probationary Standing

Students with a Probationary standing at the beginning of the term, must achieve the following by the end of that same term:

- a term grade point average (TGPA) of at least 1.67 (a Department/School/Program may choose higher)
- meet the conditions of their mandatory Probationary Contract and meet approved Academic Standing Variations to continue in their program of study

Failure to meet the conditions of the Probationary Contract as set out by the School/Department will result in the assignment of a standing of Required to Withdraw (RTW) (see Procedures 8.)

8. Probationary Contract

- 8.1. Students are required to have a Probationary Contract authorized by their School or Department in either of the following situations:
 - students assigned Probationary standing

- students who have been **reinstated** to their program after the assignment of a standing of RTW (see Procedures 10).
- 8.2. The Probationary Contract outlines a specific plan of study and any academic support required in order for the student to progress. Schools/Departments will use the Probationary Contract to specify the required TGPA outcome and may also specify courses, required minimum grade outcomes, and course load restrictions that may be established to ensure students' successful academic progression. Students must agree to meet such requirements and conditions in order to remain enrolled in their program.
 - 8.3. Students who fail to establish a Probationary Contract with their Department/School by the last day to add courses for the specified term will have their course enrolments dropped for the term.
 - 8.4. Students are required to obtain approval from their School/Department before dropping any courses while under the provisions of a Probationary Contract.
 - 8.5. Students assigned a Probationary Contract acknowledge that they will seek assistance from their instructor(s) and/or program advisor(s) in the event of any circumstances that may impact the outcome of the Probationary Contract.
 - 8.6. Failure to meet the conditions of the Probationary Contract as set out by the School/Department will result in the assignment of a standing of Required to Withdraw (RTW).

9. Discretionary Probationary Override for RTW Standing

- 9.1. The Discretionary Probationary override cannot be issued to a student who has a 1.67 CGPA or higher.
- 9.2. Students are considered on Probation during this term and must establish a Probationary Contract with their Department/School. If the student fails to meet the conditions of the contract and/or fails to achieve a CGPA of at least 1.67 at the end of this term, they will be reassigned a standing of RTW.
- 9.3. Students who are successful in meeting the conditions of the Probationary Contract and obtaining a CGPA of 1.67 or higher will be assigned a Clear standing.
- 9.4. This Discretionary Probationary override may only be issued once in a student's

program of study.

10. Reinstatement to a Program with RTW Standing

- 10.1. Students who do not participate in the Fresh Start Program may be eligible for reinstatement after 12 months (3 terms) have elapsed from when the RTW standing was assigned and before 24 months (6 terms) have elapsed from when the RTW was assigned.
- 10.2. Students who wish to be considered for reinstatement must complete the [Request for Reinstatement/Fresh Start](#) form and the [Request for Reinstatement - Supplementary](#) form and submit to their academic program department for evaluation in accordance with the specified application deadlines.
- 10.3. Requests for Reinstatement will be considered by the Faculty and/or academic program department subject to past academic performance. Reinstatement is not guaranteed. Students will be notified of the outcome of this consideration by their academic program department and the form will be forwarded to the Registrar's Office.
- 10.4. Students who are reinstated to their program after the assignment of a standing of RTW will be reinstated on Probation and will need to establish a Probationary Contract for that term.
- 10.5. Fresh Start - Students assigned a RTW academic standing may request to participate in the Fresh Start Program after a 1 (one) term suspension period. Fresh Start is a 2 (two) term Student Success Program. Courses taken as part of the Fresh Start Program will be included in the student's CGPA.
- 10.6. Students who have been denied reinstatement to their program twice may not reapply for reinstatement to that program. In this case, students will be formally withdrawn from their program of study.

11. Fresh Start - Student Success Program (SSP)

- 11.1. Students who are RTW and wish to participate in Fresh Start may seek information to determine eligibility from their program departments. Students with RTW standing who are eligible and approved to participate in Fresh Start will have the opportunity to continue under the Fresh Start Program during their RTW period. Some academic programs with standing variation rules will also permit students with SVW standing to participate in the Fresh Start Program. Students

who wish to participate may seek information to determine eligibility from their Department/School.

- 11.1.1. Students who are RTW may request to participate in the Fresh Start Program, after a 1 (one) term suspension period. The Fresh Start Program is a 2 (two) term Student Success Program designed to assist students with RTW standing in resuming their studies.
- 11.1.2. Criteria for participation will be established by each academic program. Programs, including part-time programs, will provide information each year on the usual criteria used for participation in the Fresh Start Program.
- 11.2. Programs, including part-time programs, will provide information each year on the usual criteria used for evaluating acceptable performance in the Fresh Start Program.
- 11.3. Courses taken as part of the Fresh Start Program will be included in the student's CGPA.
- 11.4. Withdrawal from, or unsuccessful completion of Fresh Start Program will constitute one attempt of the Fresh Start Program.
- 11.5. Students approved by a program to participate in the Fresh Start Program will be on Extended Academic Probation (EAP). They will be required to establish EAP contracts in partnership with their academic program in each term of the Fresh Start Program.
- 11.6. Students who do not successfully complete the conditions outlined in their first term or second term contract for Fresh Start will return to RTW standing. In the case of a student with a SVW standing who do not successfully complete the conditions of their first term or second term contract for Fresh Start will be assigned a standing of RTW. Prior to reinstatement these students may not register in any Ryerson credit courses including those offered by the Chang School.
- 11.7. Upon successful completion of Fresh Start, students will be automatically reinstated to their program or transferred to their new program of study. They will continue in the program of study with Probationary or Clear standing based on their CGPA. If they proceed as Probationary students, they will be required to establish a Probationary Contract (see Procedures section 8.)
- 11.8. Students who wish to participate in the Fresh Start Program for consideration for reinstatement to their current program must complete the [Request for Reinstatement/Fresh Start Form](#) and submit it to their Department/School for evaluation in accordance with the specified application deadlines.

- 11.8.1. Applications for reinstatement will be considered by Faculty and/or program committees based on criteria, assessments, and/or procedures developed by the Faculty or program. in consultation with the Registrar's Office. Past academic performance and space availability will normally be considerations. Programs, including part-time programs, will provide information each year on the usual criteria used for evaluation of reinstatement applications.
 - 11.8.2. Students will be notified of the outcome of this consideration by their academic program department and the form will be forwarded to the Registrar's Office.
- 11.9. Students who wish to be considered for transfer to another program must complete the [Request for Fresh Start - Transfer Form](#) and submit it to Undergraduate Admissions for evaluation in accordance with the specified application deadlines. Students must meet the minimum admission requirements for the application program.
- 11.9.1. Applications for transfer will be considered by Undergraduate Admissions in consultation with Faculty and/or program admission committees. Past academic performance and space availability will normally be considerations in evaluating eligibility.
 - 11.9.2. If approved for a Fresh Start Program transfer, there is an understanding that the transfer program commits to admitting the student pending successful completion of the Fresh Start Program.
 - 11.9.3. Students will be notified of the outcome of this consideration by an admission advisor and/or the academic program department and the form will be forwarded to the Registrar's Office.
- 11.10. If denied, students will need to complete the remainder of the 12-month suspension period and are subject to all rules for RTW students. They may apply for reinstatement to their program for the term following the third term following their RTW standing (see Procedures 10).
- 11.11. Students approved for participation in the Fresh Start Program will be placed on Extended Academic Probation (EAP) during each term of the Fresh Start Program.
- 11.11.1. To remain EAP, students must fulfill all required components in each of the two terms of the Fresh Start Program. Students deemed not to be meeting the program-specified requirements at any time will be withdrawn from the Fresh Start Program and will return to RTW standing.
 - 11.11.2. The terms of EAP contracts and the required outcomes will be established in partnership between the student and their academic program. For students accepted to Fresh Start for transfer to another program, EAP

contracts will be established with the program the student will be transferring to.

- 11.12. Students may participate in the Fresh Start Program only once during their academic career at Ryerson. Withdrawal from, or unsuccessful completion of the Fresh Start Program will constitute one attempt.
- 11.13. Courses taken as part of participation in the Fresh Start Program will be included in the student's CGPA.
- 11.14. In the first term of Fresh Start, students will be participating in Extended Academic Probation 1 (EAP1) and must establish their EAP1 Contract with their Department/School.
 - 11.14.1. Students may take up to two credit courses, and will be required to participate in a Fresh Start Strategies course (CIFS100) for their EAP1 contract. Students are required to meet all of the requirements of this contract including successful completion of all courses on the contract, and the Department/School may specify minimum grades for the credit courses.
 - 11.14.2. Students who successfully complete the requirements of their EAP1 contract will be assigned a standing of Extended Academic Probation and will be eligible to progress to the second term of the Fresh Start Program (EAP2).
- 11.15. In the second term of Fresh Start, students will participate in Extended Academic Probation 2 (EAP2) and must establish their EAP2 contract with their Department/School.
 - 11.15.1. Students may take up to four credit courses for their EAP2 contract. Students are required to meet all of the requirements of this contract including successful completion of all courses on the contract, and the Department/School may specify minimum grades for the credit courses.
 - 11.15.2. Upon successful completion of the EAP2 contract, students will automatically be reinstated to their program or transferred to their new program of study. They will continue in the program of study with Probationary or Clear standing based on past academic performance.
 - 11.15.3. If the CGPA is at least 1.67, the student will be assigned Clear standing.
 - 11.15.4. If the CGPA is between 1.00 and 1.67, the student will be assigned Extended Academic Probation standing. If they proceed as Probationary students they will be required to have a Probationary Contract.
- 11.16. Students approved for transfer to another program will be admitted to the new program upon successful completion of both EAP1 and EAP2.

- 11.17. Students who do not successfully complete the requirements of either the EAP1 or EAP2 contract will have their academic standing reverted to RTW and must complete the remainder of the 12-month suspension period and they remain subject to all rules for RTW students. They may apply for reinstatement to their program for the term following the third term following their RTW or SVW standing.
- 11.18. Students who fail to successfully complete the requirements of either the EAP1 or EAP2 contract may not appeal their grades or academic standing.
- 11.19. Prior to reinstatement these students may not register in any Ryerson for-credit courses including Chang School courses (for procedures regarding reinstatement refer to Procedures 10).

12. Timespan to Complete Undergraduate Degree and Chang School Certificate Programs Requirement

- 12.1. Once per academic year, after the enrollment period for the Winter term, any student who has exceeded their time for completion will have a “hold” applied to the academic record. The hold will restrict the students from enrolling in future courses.
- 12.2. Under extenuating circumstances, students may petition the Dean or designate of the relevant Faculty or the Program Director for the Chang School for an extension to these time limits.
- 12.3. An extension will only be granted to students whose progress is fully satisfactory. No registration will be permitted beyond the extension deadline.
- 12.4. Students must request the extension prior to the last day of classes for the term in which the time limit will expire.
- 12.5. Students requesting a timespan extension must submit electronically the following information to the Dean:
 - an explanation for the reason for the request including any extenuating circumstances
 - a detailed and realistic academic plan of study and timeline for completion during the extension period including length of the extension being requested
 - supporting documentation to demonstrate the extenuating circumstances
- 12.6. If a timespan extension is approved by the Dean or designate, the hold on the record will be updated to reflect the extension end date. All documentation including the

Dean or designates approval, the study plan and the extension date must be forwarded to Student Records to retain permanently to the student's record. Once the extension date expires, the student will no longer be able to enrol in further courses.

- 12.7. If the request for a timespan extension is denied or if a further extension is being requested students may appeal directly to the Senate Appeals Committee (SAC) for a final consideration of their request. This is an SAC Timespan Extension Appeal.

13. Appealing the Denial of a Timespan Extension to Senate Appeals Committee (SAC)

- 13.1. If the student wishes to appeal the denial decision of the Dean or designate or Program Director, in the case of a Change School student, or if a further extension is being requested, the appeal will be considered by the Senate Appeals Committee (SAC).
- 13.2. In the case of an appeal of a denial, the student must request the appeal within 10 (ten) business days of the denial.
- 13.3. Students must provide the following information by email to senate@ryerson.ca:
- a Senate Appeals Committee Timespan Appeal Form
 - a letter to the Senate Appeals Committee expressing why the request should be considered
 - any new evidence not previously submitted (if applicable)
 - all previously submitted documentation to the Dean or designate or Program Director including their decision
 - explanation of the reason for the request including any extenuating circumstances
 - a detailed and realistic academic plan of study and timeline for completion during the extension period
 - supporting documentation
 - in the case where a further extension is being requested, a student must also provide a letter explaining the reason why the plan of study from the first timespan extension was not completed
- 13.4. A Notice of Review will be sent to the student within 10 (ten) business days of their SAC Timespan Appeal being received and will include when the review of their appeal will occur together with the names of the panel members conducting the review.
- 13.5. The student will not attend the SAC review. The review will be based on the official transcript and documentation provided by:

- the student
- the Department/Faculty

- 13.6. The SAC will consider the extension as applicable in the program of study.
- 13.7. The SAC decision will be issued by email within 10 (ten) business days of the review.
- 13.8. Senate Appeal Committee decisions are final and not appealable.

14. Eligibility to Graduate

14.1. Undergraduate Degree Requirements

To be eligible for graduation with an undergraduate degree the following academic requirements must be satisfied:

- 14.1.1. Admission to and active status in the degree program.
- 14.1.2. Successful completion of all courses of the program's curriculum as required for graduation within the allowable assigned timespan for completion (see Policy - Section 9).
- 14.1.3. Achievement of a CGPA of 1.67 or higher while registered in the Ryerson degree program.
- 14.1.4. The minimum passing grade of D- (or a satisfactory non-graded performance designation) must be achieved in each course used to satisfy program graduation requirements. A higher grade standard may be required for courses in programs with Academic Standing Variation or a Graduation Requirement Variation. Details of these requirements are clearly stated in the Undergraduate Calendar.
- 14.1.5. Any degree level course that has been assigned a passing grade or satisfactory non-graded performance designation (some program restrictions apply) may satisfy graduation requirements provided they meet the graduation requirement variation of their program of study. Ryerson courses used to fulfil the requirements of a previously awarded Ryerson degree are subject to further evaluation.
- 14.1.6. Satisfaction of a minimum of half of the program course requirements through completion of Ryerson courses while registered in the Ryerson degree program. (Senate may authorize variation from this requirement in the case of collaborative, joint, or articulated programs.) Degree completion programs may require that more than half or all of the program requirements be completed while registered in the Ryerson degree program. The balance of requirements may be fulfilled with credits awarded

for external learning. Credits awarded as part of an official Ryerson exchange program shall count as if the courses were taken at Ryerson.

- 14.1.7. In cases where fewer than 50% of the Ryerson courses being used to fulfill graduation requirements were taken while registered in the program for which an award is sought, additional evaluation may occur to determine that overall adequate GPA requirements have been met.
- 14.1.8. Ryerson courses used to fulfil the requirements of a previously awarded Ryerson degree are subject to further evaluation before applying to current degree requirements.

NOTE: The student record is closed to changes once an academic credential (e.g., degree or certificate) is conferred, i.e., no revisions in enrolment, grades academic standings, and other academic actions will be made.

14.2. **The Chang School Certificate Program Graduation Requirements**

To be eligible for graduation with a Chang School certificate the following requirements must be satisfied:

- 14.2.1. Registration in the certificate program. Note: a certificate program identified as duplicating content of the core courses required for completion of a degree program cannot be pursued in combination with that degree.
- 14.2.2. Achievement of a minimum Cumulative Grade Point Average (CGPA) of 1.67.
- 14.2.3. Completion of a minimum of 50 percent of all of the certificate courses via Continuing Education (the Chang School) course enrolments.
- 14.2.4. If a Ryerson degree program is being pursued concurrently with a Chang School certificate, the certificate cannot duplicate the content of the courses required for completion of the degree. There are some certificates that have been identified that may not be pursued in combination with a degree.
- 14.2.5. Completion of a minimum of 50 percent of the certificate's curriculum course requirements while registered in the certificate, within the timespan for certificate program completion (see Policy - Section 9).
- 14.2.6. Completion of the certificate within a timespan calculated as the number of required single-term courses (or equivalent) divided by 2 (two), plus one year. The maximum timespan is measured from the original registration in the certificate program.

NOTE: The student record is closed to changes once an academic credential (e.g., certificate) is conferred, i.e., no revisions in enrolment, grades, academic standings, and other academic actions will be made.

RELATED POLICIES

Senate Policy 60: Academic Integrity

<https://www.ryerson.ca/content/dam/senate/policies/pol60-procedures.pdf>

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<https://www.ryerson.ca/content/dam/senate/policies/pol135.pdf>

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Appendix B

EMERGENCY GRADING

CRD, CRV - Credit / NCR - No Credit

CRD - (Credit). Grade can only be requested when the earned grade is a D- or higher and the course is not part of a program variation.

This grade will not be included in the calculation of the GPA but will count as a credit towards program requirements.

A course with this grade is counted as an attempt.

CRV - (Credit for Standing Variation Course). Grades can be requested for courses that are part of a program variation requirement when the earned letter grade exceeds the minimum requirement for the specific program variation. The eligibility of this grade is subject to restrictions defined by academic program departments during the period of academic disruption.

This grade will not be included in the calculation of grade point averages but will count as a credit towards program requirements.

A course with this grade is counted as an attempt.

NCR - (No Credit). Grade can only be requested when the earned grade is F, F-S, FLD, or FNA and will not be included in the calculation of the GPA and will not count as a credit towards program requirements. This grade is not counted as a failed attempt in determining academic standing. For programs and courses with academic standing and/or graduation variation requirements, this grade can be requested when the earned grade is below the minimum requirements for the specific program variation, subject to restrictions defined by academic program departments during the period of academic disruption.

Procedures for Emergency Grading

CRD, CRV - Credit / NCR - No Credit

Once the President and Vice-President Academic has declared an unforeseen period of academic disruption:

1. Students may request CRD, CRV, and/or NCR grade replacements during the request period defined by the Registrar's Office.
2. Once the request period has expired, requests cannot be submitted.
3. Once a CRD/CRV/NCR grade is requested by a student, the grade cannot be reversed back to the original earned grade.

4. INC grades cannot be replaced with CRD/CRV/NCR grades. This also applies to the following circumstances:
 - 4.1. if the INC is for a course that was registered in a previous semester outside of the declared period of academic disruption.
 - 4.2. if the INC lapses to an F.
 - 4.3. if a grade revision is in progress, the revised grade must be processed to the academic record prior to the deadline for the grade replacement period to allow for a student to submit a grade replacement request; if the grade revision is not updated and processed to the academic record during the period, the student cannot submit a request.

5. Students who choose to appeal their final grade or standing during a period of academic disruption cannot request a CRD/CRV/NCR grade as a remedy. Should this occur, the formal grade appeal will take precedence and the CRD/CRV and/or NCR grade request will be cancelled. Instructors may not assign CRD/CRV/NCR grades as a decision outcome in an academic grade or standing appeal.

6. Students who have a finding of academic misconduct and have been assigned a Disciplinary Notation (DN) in a course for the specific term are not eligible for a CRD, CRV, and/or NCR grade replacement for the same course.

7. Students who have an outstanding investigation of academic misconduct for the specific term are not eligible for a grade replacement until a decision is issued. Once the decision is issued:
 - 7.1. If there is no finding of academic misconduct, the student has up to five (5) calendar days from the date of the decision to request grade replacement.
 - 7.2. If there is a finding of academic misconduct, the student is ineligible to make a request for a grade replacement for the same course.

8. Students who are found to have engaged in academic misconduct (a DN is assigned) after a grade replacement is already processed on the academic record for the same course will have the grade replacement reversed.

9. Courses with a CRD/NCR/CRV grade will appear on the official transcript.



YSGS Report to AGPC

For June 2021 Senate
Submitted May 11, 2021

The Yeates School of Graduate Studies Council (YSGS Council) submits to AGPC its evaluation and recommendation on the following items:

Graduate Council Bylaw Changes

Psychology PhD/MA

The Psychology PhD/MA Graduate Program Council (GPC) has approved a set of bylaws that is in line with Policy 45: Governance Councils. These bylaws were approved by the GPC on March 9, 2021, followed by the approval of the YSGS Programs and Planning Committee on April 26, 2021 and YSGS Council on May 5, 2021.

Motion for Senate: That Senate approves the proposed Psychology PhD/MA Graduate Program Council Bylaws.

Physics PhD/MSc

The Physics PhD/MSc Graduate Program Council (GPC) has approved a set of bylaws that is in line with Policy 45: Governance Councils. These bylaws were approved by the GPC on April 19, 2021, followed by the approval of the YSGS Programs and Planning Committee on April 26, 2021 and YSGS Council on May 5, 2021.

Motion for Senate: That Senate approves the proposed Physics PhD/MSc Graduate Program Council Bylaws.

Psychology PhD/MA Program Bylaw Changes - Summary

The following are the changes to the Psychology PhD/MA program bylaws:

(6.1): "Fall and Winter semesters" was changed to "Fall and Winter terms" since our graduate program year has three terms (vs. semesters)

(6.7): This section has been revised to allow for voting over email, to be more consistent with our practice. As requested by PPC (on Apr 26, 2021), we have clarified that any decisions regarding bylaw changes cannot be voted on over email.

(6.8): The timelines and processes for graduate student elections to the Graduate Program Council have been updated to reflect our current practices.

(6.5): As requested by PPC (on Apr 26, 2021), we added the word "voting" before "members" to clarify that quorum includes 15 voting members.

(6.10): "s/he" has been changed to "they" to be more inclusive.

(7.3.1.2): "his/her" has been changed to "their" to be more inclusive.

(7.4.1.1): "his/her" has been changed to "their" to be more inclusive.

Throughout: A number of extra spaces and hyphens were removed to be consistent with American Psychological Association style.

Physics PhD/MSc Program Bylaw Changes - Summary

The following are the changes to the Physics PhD/MSc program bylaws:

1. **Committee Membership:** The Graduate Program offered by the Department of Physics was recently renamed from Biomedical Physics to Physics, and a new Field of Complex Systems within the new Physics Graduate Program was launched. To accommodate this change membership on various Committees were modified to ensure even representation from the different Fields of the Program.
2. **Field-specific Curriculum Committees:** The external CAMPEP reviewers had suggested that the Program establish a CAMPEP Standing Committee to specifically address specific CAMPEP-related issues.
 - a. Three new Standing Committees are proposed: the Biomedical Physics, Medical Physics CAMPEP and the Complex Systems Committees, to be populated by and serve the needs of their respective Field.
 - b. Under this structure, the Curriculum Committee would be composed of the membership of the 3 new Field-specific Committees, and would be convened jointly whenever the decisions taken by one Committee has ramifications for the other, or when joint action needs to be taken (e.g. Program review or Program-wide changes).
3. **Separation of “Admissions and Scholarships Committee” into “Admissions Committee” and “Scholarships and Awards Committee”.** This change was deemed necessary due to (1) the increasing workload relating to both increasing numbers of applications to the Program, especially from international students; and growing numbers of scholarships/awards to be awarded and growing number of Graduate Student applicants to these scholarship/awards; and (2) the larger number of Faculty Members available to serve on what would now be 2 Committees.
4. A number of smaller changes were implemented in the By-laws document to provide further clarifications.



Submission of Graduate Program Council Bylaws:

Psychology PhD/MA

Graduate Program Council Bylaws

Psychology PhD/MA

Approved by Graduate Program Council: March 9, 2021

Approved by YSGS Council: May 5, 2021

Approved by Senate: TBD

1. Definitions

- 1.1. "Chair" is the Chair of the Department of Psychology
- 1.2. "Council Chair" is the Chair of the Graduate Program Council (GPC) of the Psychology MA/PhD program, as defined by this bylaw, unless otherwise stated.
- 1.3 "Department" is the Department of Psychology.
- 1.4. "Executive Committee" or "Executive" means the Executive Committee of the Psychology Graduate Program Council, as defined by this bylaw, unless otherwise stated.
- 1.5. Faculty Dean is the Dean of the Faculty of Arts
- 1.6. "faculty" (lower-case "f") means all faculty members represented by the Ryerson Faculty Association (RFA) who are active in the program.
- 1.7. "Faculty" (upper case "F") is an overarching academic unit, headed by a Dean that may comprise Departments or Schools or be structured according to a specific function (e.g., the Chang School, the Yeates School of Graduate Studies).
- 1.8. "GPD" means Graduate Program Director of the MA and PhD Psychology programs, as defined by this bylaw, unless otherwise stated.
- 1.9. "GPA" means Graduate Program Administrator, who provides administrative support to the Psychology MA and PhD programs.
- 1.10. "Graduate Dean" is the Dean of the Yeates School of Graduate Studies (YSGS).
- 1.11. "Graduate Student" means a student who is enrolled in the MA or PhD graduate program in Psychology at Ryerson University.
- 1.12. "Stream" means one of the two fields of study (i.e., Clinical or Psychological Science) available within the graduate programs in Psychology.
- 1.13 "RFA" is the Ryerson Faculty Association, representing all tenured, tenure-track, and limited term faculty at Ryerson.

2. Mandate:

Students and faculty are partners in ensuring the successful functioning of graduate programs at Ryerson University. The Graduate Program Council (GPC) is the principal mechanism for bringing together these two constituencies to identify, discuss and address matters relating to the graduate programs. The specific mandate of the GPC of the MA and PhD programs in Psychology is to:

- 2.1. develop and recommend policies relevant to the graduate programs within the context of general University policies, especially those of the Yeates School of Graduate Studies (YSGS);
- 2.2. contribute actively to the operation and long-term planning of the graduate programs and YSGS through the creation of committees, working groups and other mechanisms, as deemed appropriate;
- 2.3. ensure that the graduate programs remain current and relevant by monitoring the curriculum of the graduate programs on an ongoing basis, and by recommending and/or enacting changes to the current curriculum and methods of delivery as appropriate to ensure that they continue to satisfy the programs' objectives;
- 2.4. provide an arena for the debate, discussion, and dissemination of information on matters pertaining to the graduate programs and the YSGS;
- 2.5. ensure, subject to budgetary limitations, the adequate promotion of the programs through appropriate print and electronic promotional material; and to
- 2.6. review annually the fiscal position of the program and, when required, make recommendations for adjustment(s) to the Faculty and Graduate Deans.

3. Authority

The GPC will operate in accordance with Senate Policy #45: Governance Councils. Without restricting the generality of the foregoing, the following sections of Policy #45 are of particular relevance: II: Scope and Authority; III: Purpose of the Policy; VI: Dispute Resolution, and Part 4 of Appendix A ("Council Procedures: Graduate Program Councils", especially section 4.2.: Roles and Responsibilities).

4. Council Membership

GPC Membership includes the following:

- 4.1 The Graduate Program Director (GPD) in Psychology who is, *ex-officio*, Chair of Council;
- 4.2 The Department Chair;
- 4.3 All faculty members in the Department of Psychology who are full members of the RFA and of the YSGS, active in any of the following capacities within a four (4) year period:

- 4.3.1. teaching in the graduate programs; **and/or**
- 4.3.2. serving on the comprehensive examination or thesis/dissertation committees of graduate students of the programs; **and/or**
- 4.3.3. serving on any of the standing or *ad hoc* committees of the graduate programs;
- 4.4. Two (2) MA student representatives; must include one student from each stream (Clinical and Psychological Science), elected annually by and from current MA students in their respective stream.
- 4.5. Two (2) PhD student representatives; must include one student from each stream (Clinical and Psychological Science), elected annually by and from current PhD students in their respective stream.
- 4.6. The Graduate Program Administrator (GPA), who will provide administrative support and be a nonvoting member of the Council.

5. Chair of Council

The Graduate Program Director is, *ex officio*, Chair of the GPC.

- 5.1 The Chair may delegate any of the following tasks, but is responsible for:
 - 5.1.1 calling and conducting meetings, and confirming quorum;
 - 5.1.2. setting meeting agendas;
 - 5.1.3. maintaining a written record of Council decisions, actions and recommendations, and ensuring that a copy of these records is shared with the GPC and filed with the GPA.
 - 5.1.4. monitoring follow-up to Council decisions;
 - 5.1.5. submitting relevant agenda items to applicable YSGS committees or to the YSGS Council; and
 - 5.1.6 communicating with the Faculty and Graduate Deans on behalf of the Program Council and/or its Executive Committee.
- 5.2. The GPD is, *ex officio*, a member of all committees and governance structures of the program.
- 5.3. The GPC Chair may designate another council member to act as Chair on an interim basis.

6. GPC Procedures

- 6.1. GPC will normally meet at least twice per year, once in each of the Fall and Winter terms. Meetings will be scheduled to permit sufficient time for submissions to be made, and for information and/or approval, where applicable, to reach other committees. Additional meetings may be held at the call of the GPC Chair, or at the request of any five (5) Council members.
- 6.2. Notices of meetings and the associated agenda package will normally be distributed at least 5 days in advance.
- 6.3 Only faculty and student members of the GPC and its committees are voting members. Staff may serve on the GPC or its committees but are nonvoting.
- 6.4. The Chair is entitled to vote on all questions coming before the GPC and/or any standing committee. In the event of a tie, the Chair has a second, "casting," vote.
- 6.5. Quorum is fifteen (15) members; and
 - 6.5.1. the majority of the members present must be faculty members of Council; and
 - 6.5.2. at least half of the student members of Council must be present.
- 6.6. Voting matters are normally decided by a simple majority of members attending (physically or via technology) and voting at a meeting.
- 6.7. Decisions may be taken outside meetings over email, or through ballots distributed electronically or physically to all members.
- 6.8. The nomination process for student membership – and elections, if there is more than one candidate per position – will take place in August of each year according to the following schedule:
 - 6.8.1. A call for nominations will be circulated to all graduate students in good academic standing no later than August 1 of each year, and nominations will be accepted for a period of 10 days, or the following Monday if the 10th day falls on a weekend);
 - 6.8.2. Voting will commence within (5) business days following the close of nominations and will continue for a period of 10 days (or the following Monday, if the 10th day falls on a weekend);
 - 6.8.3. If there is only one nominee for a position, that nominee will win by acclamation.
 - 6.8.4. In the event of a tie, a runoff election will occur for the tied candidates

- 6.8.5. Results will be announced before the end of August.
- 6.9. All members are expected to attend Council and, where relevant, committee meetings. If members are unable to attend they are to inform the Chair of the GPC or relevant committee in advance of the meeting.
- 6.10. Any faculty Council member may attend a meeting of any committee, of which they are not a formal member, as a nonvoting participant. Any student Council member may attend, as a nonvoting participant, any meeting of any committee that has students included in its formal membership.
- 6.11. A decision to amend this Bylaw requires a two-thirds majority of the GPC members present and voting at the meeting, and can be taken only after written notice – including the text of the proposed amendment(s) – has been provided to all members at least 5 days in advance of the meeting.
- 6.12. Proxies are not permitted, and GPC members must be in attendance (physically or virtually) at a GPC meeting to vote (except where Article 6.7 applies).
- 6.13. Articles 6.4, 6.6, 6.7, 6.9, 6.10, and 6.12 also apply to all standing committees of the GPC.

7. Standing Committees

The standing committees of the GPC are as follows:

7.1. Executive Committee

7.1.1. Mandate:

- 7.1.1.1. to exercise the functions of the GPC between meetings;
- 7.1.1.2. to work with the GPD to ensure the efficient and effective operation of the programs;
- 7.1.1.3. to coordinate the activities of, and to consult with, the other standing committees;
- 7.1.1.4. to recommend, where appropriate, policies, procedures, and practices to the GPC, the Faculty, and/or to relevant YSGS bodies;
- 7.1.1.5. to report annually to the GPC on its activity.

7.1.2. Chair: The Chair of the Executive Committee shall be the GPD.

7.1.3. Composition: The Executive Committee (EC) will consist of:

- 7.1.3.1. the Graduate Program Director (GPD);
- 7.1.3.2. the Chair of the Department of Psychology;
- 7.1.3.3. the Director of Clinical Training (DCT);
- 7.1.3.4. the Director of Psychological Science Training (DPST);
- 7.1.3.5. the Graduate Program Administrator (GPA) will provide support to this committee but is a nonvoting member.

7.1.4. Procedural matters: Quorum is 75% of the full voting membership of the committee and must include the GPD or designate.

7.2 Graduate Admissions Committee

7.2.1. Mandate:

- 7.2.1.1. to review the submissions of applicants and to establish a priority order for offers of admission to be extended;
- 7.2.1.2. to develop, implement, and periodically review (in consultation with the appropriate program and/or YSGS bodies) procedures, practices and standards for admission to the program, including academic and nonacademic qualifications (e.g., ESL, GREs, program standards).

7.2.2. Chair: The GPD or designate shall chair the committee.

7.2.3. Composition:

- 7.2.3.1. the Graduate Program Director (GPD);
- 7.2.3.2. the Director of Clinical Training (DCT);
- 7.2.3.3. the Director of Psychological Science Training (DPST);
- 7.2.3.4. two (2) faculty members appointed by the Department Chair in consultation with the GPD.
- 7.2.3.5. the Graduate Program Administrator (GPA) will provide support to this committee but is a nonvoting member.

7.2.4. Term of Office: One (1) year from 01 September to 31 August. There is no limit to the number of terms committee members may serve.

7.2.5. Procedural matters: Quorum is 75% of the full voting membership of the committee and must include the GPD or designate.

7.3. Clinical Program Committee (CPC)

7.3.1. Mandate:

- 7.3.1.1. to review and make recommendations on the readiness and suitability of clinical students applying for internship;
- 7.3.1.2. to support and advise the DCT regarding their responsibilities and duties to the clinical stream;
- 7.3.1.3. to recommend, where appropriate, policies, procedures, and practices to the GPD, executive committee, and/or GPC on any other matter relevant to the clinical stream;
- 7.3.1.4. to report annually to the GPC on its activity.

7.3.2. Chair: The Director of Clinical Training shall chair the committee.

7.3.3. Composition:

- 7.3.3.1. the Director of Clinical Training (DCT);
- 7.3.3.2. The Director of the Psychology Training Clinic;
- 7.3.3.3. Graduate Program Director;
- 7.3.3.4. Three faculty members from the GPC who supervise students from the clinical stream. At least two (2) of these faculty members must be registered clinical Psychologists. These faculty members will be appointed by the Department Chair by August each year, in consultation with the GPD and DCT.
- 7.3.3.5. One (1) graduate student (MA or PhD) from the clinical stream elected by and from the students of the clinical stream, using a nomination and election process that is normally conducted electronically. The student member may take part in all committee discussions but may not take part or be present for committee discussions concerning confidential student matters (e.g., approval of internship applications).
- 7.3.3.6. The Graduate Program Administrator will provide support to this committee but is a nonvoting member.

7.3.4 Term of Office: One (1) year from 01 September to 31 August. There is no limit to the number of terms committee members may serve.

7.3.5. Procedural matters: Quorum is one-half of the voting membership of the committee and must include the Chair of the CPC or designate.

7.4. Psychological Science Program Committee (PSPC)

7.4.1. Mandate:

7.4.1.1. to support and advise the DPST regarding their responsibilities and duties to the Psychological Science stream;

7.4.1.2. to recommend, where appropriate, policies, procedures, and practices to the GPD, executive committee, and/or GPC on any other matter relevant to the Psychological Science program;

7.4.1.3. to report annually to the GPC on its activity.

7.4.2. Chair: The Director of Psychological Science Training (DPST) shall chair the committee.

7.4.3. Composition:

7.4.3.1. the Director of Psychological Science Training;

7.4.3.2. Graduate Program Director;

7.4.3.3. Three faculty members from the GPC who supervise students from the Psychological Science stream. Faculty members will be appointed by the Department Chair by August each year, in consultation with the GPD and DPST.

7.4.3.4. One (1) graduate student from the Psychological Science (PS) stream elected by and from the students of the PS stream, using a nomination and election process that is normally conducted electronically. The student member may take part in all committee discussions but may not take part or be present for committee discussions concerning confidential student matters.

7.4.3.5. The Graduate Program Administrator will provide support to this committee but is a nonvoting member.

7.4.4 Term of Office: One (1) year from 01 September to 31 August. There is no limit to the number of terms committee members may serve.

7.4.5. Procedural matters: Quorum is one-half of the voting committee membership and must include the Chair of the PSPC or designate.

7.5. Program Membership Committee (PMC)

7.5.1. Mandate:

- 7.5.1.1. to develop program-specific criteria and procedures for YSGS membership,
- 7.5.1.2. to review membership applications at the program level and to submit its recommendations to the Dean of YSGS in a timely manner;
- 7.5.1.3. to report annually to the GPC on its activity.

7.5.2. Chair: The GPD or designate shall chair the committee.

7.5.3. Composition:

- 7.5.3.1. the Graduate Program Director (GPD);
- 7.5.3.2. the Chair of the Department of Psychology;
- 7.5.3.3. the Director of Clinical Training (DCT);
- 7.5.3.4. the Director of Psychological Science Training (DPST);
- 7.5.3.5. the Graduate Program Administrator (GPA) will provide support to this committee but is a nonvoting member.

7.5.4. Procedural Matters: Quorum is 75% of the membership of the committee and must include the GPD or designate.

8. *Ad Hoc* Committees

The GPC and/or the Executive Committee may constitute additional committees from time to time to address specific topics. These may include, but are not restricted to, a conference committee, and a Periodic Program Review Committee. Membership, Chair, Terms of Reference, and reporting relationship of *ad-hoc* committees will be determined at the time the committee is constituted.

Members will hold office until the report of the committee has been received by the body that created it, or until such time as the *ad-hoc* committee has been dissolved.



Submission of Graduate Program Council Bylaws:

Physics PhD/MSc

Graduate Program Council Bylaws Physics PhD/MSc

Approved by Graduate Program Council: March 9, 2021

Approved by YSGS Council: May 5, 2021

Approved by Senate: TBD

1. Definitions

- 1.1 **Active in the Program:** YSGS members that are teaching regularly in, supervising students of, or active in the administration of, the Program.
- 1.2 **Chair:** Chair of the Graduate Program Council.
- 1.3 **Committee(s):** All Ad Hoc and Standing Committees of Council;
- 1.4. **Council:** Graduate Program Council.
- 1.5 **Faculty Member:** An RFA member who is Active in the Program.
- 1.6 **Field(s):** Biomedical Physics, CAMPEP Medical Physics, and Complex Systems.
- 1.7 **Graduate Student:** A student registered in the program.
- 1.8 **Program:** Graduate (Masters, Doctorate) Program in Physics.
- 1.9 **Technical support staff:** All technologists, technicians and lab supervisors in the Department of Physics who are offering support to the Graduate Program.

2. Mandate

Students and faculty are partners in ensuring the successful functioning of graduate programs at Ryerson University. The Graduate Program Council (GPC) is the principle mechanism for bringing together these two constituencies to identify, discuss and address matters relating to that graduate program. The specific mandate of the GPC is:

- 2.1. To develop and recommend policies relevant to the Graduate Program within the context of general University policies, especially those of the Yeates School of Graduate Studies (YSGS).
- 2.2. To contribute actively to the operation and long-term planning of the graduate program and YSGS through the creation of committees, working groups and other mechanisms as deemed appropriate.
- 2.3. To ensure the graduate program remains current and relevant by recommending changes to the current curriculum and methods of delivery.
- 2.4. To provide an arena for the debate, discussion, and dissemination of information on matters pertaining to the graduate program and YSGS.

3. Authority

The GPC will operate in the spirit of policy adopted by Senate, in particular, Policy #45: *Constitutional Provisions for Department/School Councils*.

- 3.1. The GPC is responsible for academic policy and procedure recommendations pertaining to graduate education and graduate offerings specific to this graduate program. The GPC will collaborate in a transparent manner with related Department/School Council(s),

Chair(s)/Director(s), affected Faculty Dean(s) or designate(s), the Dean of YSGS, the YSGS Council and its standing committees.

- 3.2. The GPC may approve policy and procedures with significance and effect only in the program. The GPC must consult with the GPD, affected Faculty Dean(s) or designate(s), Faculty Council(s) where appropriate, the Dean of Record, and the Dean of YSGS before implementing any policy or procedure. The Dean of YSGS shall ensure that all consultations have occurred before endorsing the implementation of any policy or procedure.
- 3.3. The GPC may recommend and communicate policies and procedures with implications beyond the program. Affected Faculty Dean(s), and/or designate(s) and/or the Dean of Record must endorse recommended policies and procedures before they are submitted to the Dean of YSGS and YSGS Council. The YSGS Council makes recommendations for approval to Senate.
- 3.4. The GPC may report directly to the YSGS Council on issues specific to the respective program, and/or matters of general interest and copy the Department of Physics Council on such reports.
- 3.5. Input to committees:
 - 3.5.1. GPC and committees will review all matters pertaining to their mandates on their own initiative.
 - 3.5.2. GPC may also request that committees review any particular matter.

Without prejudice to any policy of the Ryerson Senate, the authority of the GPC will embrace these additional principles:

- 3.6. The GPC will not enter into debate or take action on any matter that would violate the Ryerson University Act, or any policy of Senate.
- 3.7. The GPC will not enter into debate or take action on any matter that would violate Ryerson University's and/or statutory confidentiality requirements in respect to students, faculty or staff, or on matters of a contractual nature.
- 3.8. The GPC does not have the authority to override decisions made by other Department Committees that do not report to it. The GPC does, however, have the authority to discuss such decisions and to provide advice, except in cases precluded by considerations of confidentiality and/or contractual requirements, as specified above. The determination of such restrictions is the responsibility of the Departmental Chair. The GPC is advisory to the Department Chair on matters that are contractually the responsibility of the Chair.
- 3.9. In the event of a disagreement between the GPC and the Dean of YSGS, the disagreement will be referred by the disputants to the Vice-President, Academic. In the event of continuing disagreements, the matter shall be reported to the President for action.

4. Membership

4.1 Voting members of Council

- 4.1.a. Graduate Program Director (GPD);
- 4.1.b. Chair of the Department of Physics;
- 4.1.c. All Faculty Members;
- 4.1.d. 2 Associate members of YSGS who are Active in the Program; and
- 4.1.e. 3 Graduate Students, one from each Field.

4.2 Non-voting members of Council

- 4.2.a. Associate and Adjunct members who are Active in the Program;
- 4.2.b. Graduate Program Administrator (GPA); and
- 4.2.c. Technical support staff.

4.3 Selection of voting members

- 4.3.a. Voting members of Committees must be voting members of Council, unless otherwise specified in the Committee's membership.
- 4.3.b. All elected positions to Council or its Committees are for a term of one year, from September 1 to August 31, but elected members can run again for election every year, with no limit on the number of terms they can serve, consecutively or not.
- 4.3.c. Faculty Members elected to serve on the various Committees or as the Chair of Council will be elected by and chosen from the Faculty Members, at the first Council meeting of the Fall semester. At that time, where necessary, the Chair of each Committee will also be elected by and chosen from the Faculty Members of each Committee.
- 4.3.d. The 2 voting Associate members of Council will be elected by and chosen from among themselves. If none can be found, the positions shall remain unfilled.
- 4.3.e. The 3 Graduate Student representatives will each be elected by and chosen from the Graduate Students. If none can be found from within each Field, that position shall remain unfilled.
- 4.3.f. If any position is vacant then attempts will be made to fill the position over the course of the year.

5. Duties of Office

5.1 Chair of Council

5.1.1. The Chair is responsible for conducting or ensuring that the following are conducted:

5.1.1.a. calling and conducting Council meetings, and confirming quorum;

5.1.1.b. setting agendas;

5.1.1.c. monitoring follow ups to Council actions; and

5.1.1.d. submitting relevant agenda items to applicable YSGS committees (e.g., Programs and Planning Committee) or to the YSGS Council.

5.1.2. The Chair is an ex-officio (non-voting) member of all Council Standing and Ad Hoc Committees, unless otherwise specified.

5.1.3. The Chair may request that another Faculty member to act as Chair, on an interim basis.

5.2 Secretary (non-voting)

5.2.1. The Graduate Program Administrator will be the Secretary and is responsible for:

5.2.1.a. providing email notice of Council meetings and distributing the agenda one week prior to meetings;

5.2.1.b. attending all Council meetings, recording and filing all facts and minutes of its proceedings;

5.2.1.c. compiling and distributing of the Minutes following Council meetings;

5.2.1.d. maintaining soft and master copies of the bylaws, procedures, and standing rules, revising them as Council approves changes, and ensuring that the master copies are passed on to the succeeding Secretary in a timely manner; and

5.2.1.e. informing all Graduate Students and Associate members in September of each year, of the need to select their representatives, and notifying the Council of the results by the first meeting of Council (which the newly elected members should attend), or no later than the end of September.

6. Council Procedures

6.1. Council will meet at least twice per year, once in each of the Fall and Winter semesters. Meetings will be scheduled to permit sufficient time for submissions to be made, for information or approval where applicable, to other committees and councils.

- 6.2. Additional meetings may be held at the discretion of the Chair or at the request of at least 20% of the voting Council membership. Council meetings shall occur no fewer than 3 business days and no more than 14 calendar days after the Chair receives the request.
- 6.3. Notices of meetings will normally be distributed at least 10 calendar days in advance of the scheduled Council meeting. The agenda will be distributed no less than 2 business days in advance.
- 6.4. Quorum is 50% of the voting Council members, not including proxy, and a majority of voting members present must be Faculty Members.
- 6.5. The Chair of Council is also a voting member of Council. The Chair of each Committee is also a voting member of the Committee, unless otherwise specified.
- 6.6. Voting ties in Council will be resolved through a second round of voting. If this process does not resolve the tie, the vote of the Chair of Council will count as two votes.
- 6.7. Voting ties in the Standing and Ad Hoc Committees of the Council will be resolved through a second round of voting. If this process does not resolve the tie, the vote of the Committee Chair will count as two votes.
- 6.8. A decision to amend the Program Council Bylaws requires a two-thirds majority of voting Council members in attendance (in-person or virtually) at the meeting, and can take place only after a written notice has been provided to all Council members at least 10 calendar days in advance of the meeting. There is no proxy voting.
- 6.9. Other than amendments to the bylaws, voting matters will be decided by a simple majority of voting members, whether they are in attendance at the meeting or voting via proxy.
- 6.10. Decisions, with the exception of amendments to the Council Bylaws, may be taken outside meetings through ballots distributed electronically or physically to all voting members.
- 6.11. All members are expected to attend Council meetings and, where relevant, Committee meetings. If voting Council members are unable to attend a meeting, they are to inform the Chair of Council or of the relevant Committee in advance of the meeting, or as soon as possible thereafter.
- 6.12. Every Council member may, by means of a written proxy, appoint another Council member to act at any meeting of the Council or its Committee, to the extent and with the power conferred by the proxy. It is the responsibility of the Council member to provide the meeting's Chair and the proxy delegate with the written proxy at least one hour prior to the meeting.
- 6.13. All Council members, voting or non-voting, may attend meetings of any Committee of which they are not a formal member, as a non-voting participant, with the exception of Graduate Students who cannot attend meetings of the Admissions Committee and the Scholarship and Awards Committee.

7. Standing Committees of Council

7.1 Curriculum Committee

7.1.1 Voting Members

- GPD (is the Committee Chair);
- 1 Faculty Member elected by and chosen from the Faculty Members of the Biomedical Physics Committee;
- 1 Faculty Member elected by and chosen from the Faculty Members of CAMPEP Accreditation Standards Committee;
- 1 Faculty Member elected by and chosen from the Faculty Members of the Complex Systems Committee; and
- 1 Council Graduate Student elected by and chosen from the Council Graduate Students.

7.1.2 Mandate

To handle periodic program reviews, curriculum changes, and more generally to make recommendations to the Council, or relevant subcommittee, regarding:

- 7.1.2.a. registration practices (course selection and approval);
- 7.1.2.b. standards for maintaining good standing (grades, continuous registration, etc.);
- 7.1.2.c. procedures and practices for graduate examinations, in particular, comprehensive examinations, thesis requirements and thesis examination practices;
- 7.1.2.d. time limits for completion of graduate programs;
- 7.1.2.e. definition of instructional offence(s) of conduct;
- 7.1.2.f. mechanisms to handle Graduate Student appeals and petition; and
- 7.1.2.g. graduation requirements and practices, and convocation practices.

7.1.3 Procedure

The Committee will meet, as needed, at the request of the GPD or Council, to review all policies and documents under its mandate. Minutes of this meeting need not normally be kept. Any change approved by the Committee will be reported to Council by the Committee Chair for further discussion and approval.

7.2 Biomedical Physics Committee

7.2.1 Voting members

- 3 Faculty Members who are Active in the Program's Field of Biomedical Physics.

- 1 Council Graduate Student registered in the Field of Biomedical Physics.

7.2.2 Mandate

- 7.2.2.a. To review the educational program of the Biomedical Physics Field annually and take appropriate action to address improvements when needed.
- 7.2.2.b. To assess and monitor the strengths, weaknesses, needs, and long-term goals of the Biomedical Physics Field.
- 7.2.2.c. More generally, to review and oversee affairs, policies, procedures that are of direct relevance to or impact the Program's Field of Biomedical Physics.

7.2.3. Procedure

The Committee will meet at least once per year, preferably in the Fall of each year, to review all policies and documents under its mandate. The Committee Chair is responsible for calling all meetings, but the GPD and Council also have that authority. Minutes of this meeting need not normally be kept. Any change approved by the Committee will normally be reported by the Committee Chair to Council for further discussion and/or approval. Changes that have the potential to impact the Program beyond the Biomedical Physics Field can be referred, by Council, to the appropriate Committee, e.g. the Curriculum Committee, for further discussion and approval before it is referred back for consideration by Council.

7.3 CAMPEP Accreditation Standards Committee

7.3.1 Voting members

- GPD or their appointee (is the Committee Chair);
- Chair of the Department of Physics;
- 3 Faculty Members who are Active in the Program's Field of CAMPEP Medical Physics over the last 3 years;
- 2 Associate members of YSGS, that need not be voting members of Council, that are to be appointed by the GPD, and who are Active in the Program's Field of CAMPEP Medical Physics over the last 3 years, and are licensed to practice medical physics by an appropriate jurisdiction or are certified in a branch of medical physics by an appropriate certifying agency;
- 1 Council Graduate Student registered in the Field of CAMPEP Medical Physics.

7.3.2 Non-voting members

- Graduate Program Administrator (GPA);

7.3.3 Mandate

- 7.3.3.a. To develop and maintain well-defined and consistently applied metrics for evaluating student progress and performance in all CAMPEP Field courses and clinical practica, including distance learning courses.
- 7.3.3.b. To review the educational program of the CAMPEP Field annually and take appropriate action to address improvements when needed.
- 7.3.3.c. To assess and monitor the strengths, weaknesses, needs, and long-term goals of the CAMPEP Field.
- 7.3.3.d. To review and revise CAMPEP residency/post-residency requirements.
- 7.3.3.e. More generally, to review and oversee affairs, policies, procedures that are of direct relevance to or impact the Program's CAMPEP Medical Physics Field.

7.3.4 Procedure

The Committee will meet at least twice per year. The GPD is responsible for calling all meetings. Minutes of all meetings, including a summary of any actions that are proposed or taken, will be kept by the GPA. Any change approved by the Committee will normally be reported by the Committee Chair to Council, for further discussion and/or approval. Changes that have the potential to impact the Program beyond the CAMPEP Medical Physics Field can be referred, by Council, to the appropriate Committee, e.g. the Curriculum Committee, for further discussion and approval before it is referred back for consideration by Council.

7.4 Complex Systems Committee

7.4.1 Voting members

- 3 Faculty Members who are Active in the Program's Field of Complex Systems.
- 1 Council Graduate Student registered in the Field of Complex Systems.

7.4.2 Mandate

- 7.4.2.a. To review the educational program of the Complex Systems Field annually and take appropriate action to address improvements when needed.
- 7.4.2.b. To assess and monitor the strengths, weaknesses, needs, and long-term goals of the Complex Systems Field.
- 7.4.2.c. More generally, to review and oversee affairs, policies, procedures that are of direct relevance to or impact the Program's Field of Complex Systems.

7.4.3 Procedure

The Committee will meet at least once per year, preferably in the Fall of each year, to review all policies and documents under its mandate. The Committee Chair is responsible for calling all meetings, but the GPD and Council also have that authority. Minutes of this meeting need not normally be kept. Any change approved by the Committee will normally be reported by the Committee Chair to Council for further discussion and/or approval. Changes that have the potential to impact the Program beyond the Complex Systems Field can be referred, by Council, to the appropriate Committee, e.g. the Curriculum Committee, for further discussion and approval before it is referred back for consideration by Council.

7.5.1 Admissions Committee

7.5.1 Voting members

- 3 Faculty Members, representative of the Program's Fields.

7.5.2 Non-voting member

- GPD (is the Committee Chair; can only vote to break a tie)
- Graduate Program Administrator

7.5.3 Mandate

- 7.5.3.a. To make recommendations to the Council, the Council or its relevant subcommittee, regarding:
 - Graduate Student recruitment mechanisms;
 - procedures and standards for admissions of Graduate Students into the Program, including academic and non-academic qualifications (ESL, standards, etc.);

- policies and procedures for the funding of full-time and part-time Graduate Students, e.g., minimum levels, duration of financial commitment; and
 - Graduate Student selection procedures.
- 7.5.3.b. To review and maintain documents outlining the procedures, standards and policies relating to Graduate Student selection for admission;
- 7.5.3.c. To review and evaluate prospective Graduate Student applications to the Program, to approve the circulation of their application to the Program's Supervisors.
- 7.5.3.d. To take part in setting or evaluating the need for additional admission requirements (e.g., additional course requirements) that can be included in the Program's admission offers, as per the procedures set by the Program, and only to the extent specified in said procedures.

7.5.4. **Procedures**

The work of this committee is primary done electronically (exchanging files, providing rankings). The Committee will meet at least once per year to review the procedures and deadlines, address Committee members' concerns that might have come up over that year. The GPD is responsible for calling Committee meetings.

7.6 **Scholarships & Awards Committee**

7.6.1 **Voting members**

- 3 Faculty Members, representative of the Program's Fields.

7.6.2 **Mandate**

- 7.6.2.a. To establish, review, and generally maintain the procedures, forms and deadlines for the various competitions wherever these are not set by the rules of the competition itself.
- 7.6.2.b. To review and rank Graduate Student applications for funding competitions (e.g., travel funds), scholarships and awards, as required by the Program.

7.6.3 **Procedures**

The work of this committee is primary done electronically (exchanging files, providing rankings). However, the Committee must meet at least once per year to review the procedures and deadlines for the various competitions, address Committee members' concerns that might have come up over that year. The Committee Chair is responsible for calling Committee meetings.

7.7 Program Membership Committee (PMC)

7.7.1 Voting members

- GPD (is the Committee Chair);
- Chair of the Department of Physics;
- 3 Faculty Members, representative of the Program's Fields; and
- 1 Council Graduate Student elected by and chosen from the Council Graduate Students

7.7.2 Mandate

The Mandate of this Committee is set out in the Yeates School of Graduate Studies Membership Policy.

7.7.3 Procedures

Procedures for this Committee are set out in the Yeates School of Graduate Studies Membership Policy. Additionally, the Committee will meet at least once per year, preferably in the Fall of each year, to review all policies and procedures under its mandate.

7.8 Ad Hoc Committees

Council may constitute ad hoc Committees to address specific topics. The membership, mandate and operational rules of the ad hoc Committees must be determined at the time of its constitution. Members serving on the ad hoc Committee will do so until the Committee's final report has been submitted to and accepted by Council, where applicable, or until the Committee is dissolved through a vote by Council, which can be initiated at the request of any Council member.



YSGS Report to Senate

For June 2021 Senate
Submitted May 20, 2021

The Yeates School of Graduate Studies Council (YSGS Council) submits to Senate its evaluation and recommendation on the following items:

Major Curriculum Modifications

Child and Youth Care (MA) – Curriculum Modification

The Child and Youth Care MA major curriculum modifications report was reviewed thoroughly by the Program and Planning Committee on March 24, 2021 and then sent to YSGS Council on April 7, 2021, where they voted in favour of moving the modifications to Senate for approval.

Motion: That Senate approves the major curriculum modifications for the Child and Youth Care MA.

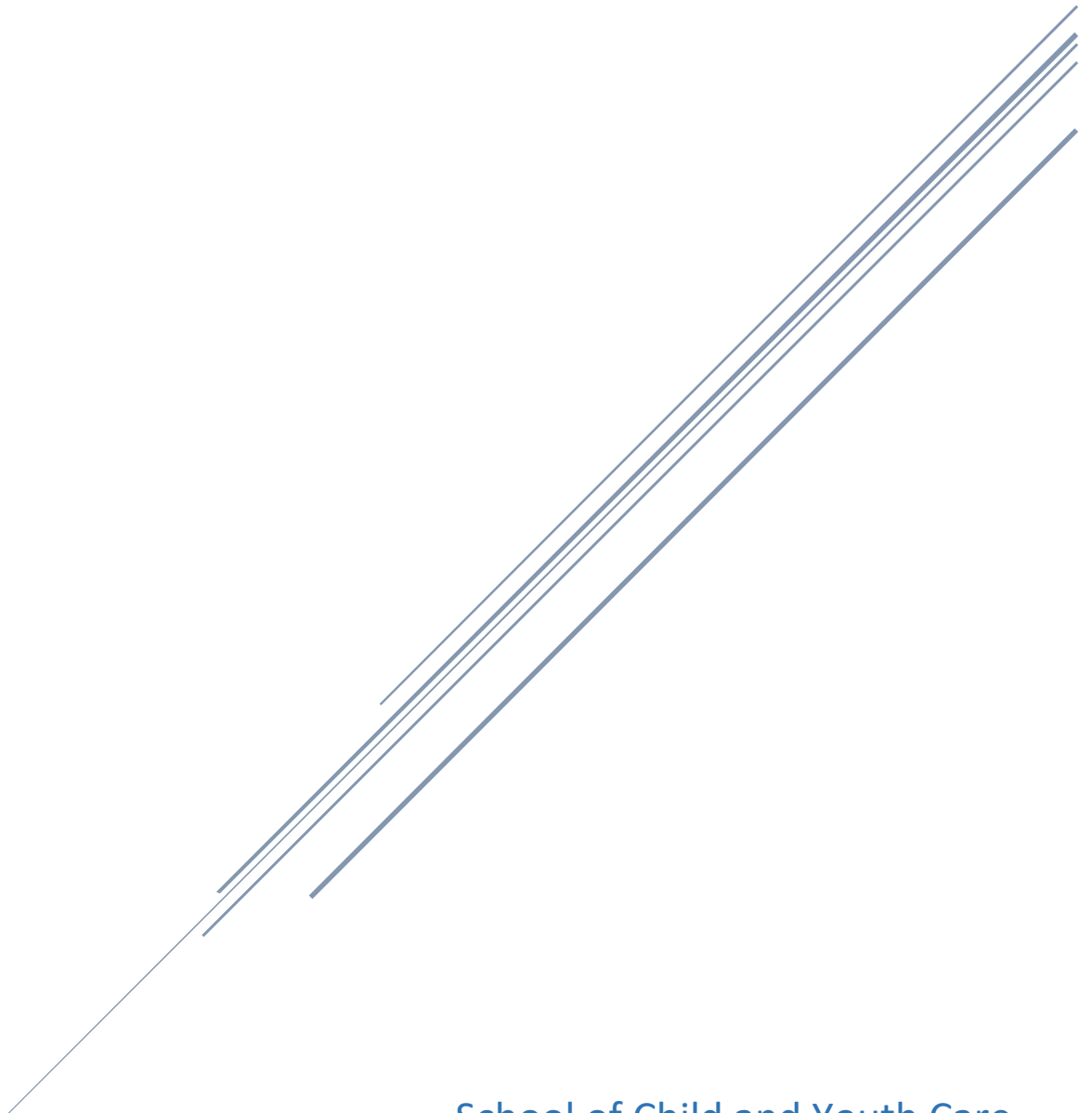
Data Science and Analytics (MSc) – Curriculum Modification

The Data Science and Analytics MSc major curriculum modifications report was reviewed thoroughly by the Program and Planning Committee on April 26, 2021 and then sent to YSGS Council on May 5, 2021, where they voted in favour of moving the modifications to Senate for approval.

Motion: That Senate approves the major curriculum modifications for Data Science and Analytics MSc.

CURRICULUM CHANGE PROPOSAL

MASTER OF ARTS IN CHILD AND YOUTH CARE



School of Child and Youth Care
Faculty of Community Services

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I. Summary of Proposed Changes and Rationale

1. Remove the requirement to complete both a placement and a major research paper and offer two separate options to be indicated in the transcript and parchment which students have to select by the end of their first term:

1) Therapeutic Option

2) Research and Policy Option.

The proposed changes are not the result of a PPR but we have received feedback from alumni that the current program does not suit their needs with its current requirements of both a major research paper (MRP) and a six-week full time or 240 hour placement in one year in addition to the courses. Many of our students are employed full-time in the field while they complete their program as they require the income. This change will allow them to narrow their focus while in the program. Students in the Research and Policy option who have the interest and skill set for research will have a more enriching and deeper experience as supervisors will have fewer students to supervise. Likewise, students in the Therapeutic stream will be able to complete additional placement hours through a new Therapeutic course. Stakeholders in the field of Child and Youth Care are working towards creating consistent national educational standards and professional accreditation. This is a long term goal and it will take time to actualize. These program revisions are designed to support the important goal of acquiring certification in the Ontario College of Social Workers and Social Service Workers under its equivalency stream and meeting professional accreditation standards of other professional bodies. A different option for some graduates is applications for licensing with the College of Registered Psychotherapists of Ontario. There are greater employment opportunities for those who are professionally accredited within this province and elsewhere. Our alumni, current students, and potential applicants have asked for the curriculum to better support the academic and placement requirements required by professional colleges.

2. Add three new courses, two of which will be required for students in both options:

1. Power & Resistance in Child & Youth Care, 1 credit, graded

The field of Child and Youth Care is increasingly aware of the fundamental systemic barriers for children and youth and their families in society. It is essential that all graduate CYC students develop their knowledge and skill sets in the two fundamental ways: 1) be able to critically analyze a number of CYC-related contexts to discern the underlying social power and oppressive structures; and 2) be able to work towards social change/erode oppressive dynamics within CYCP therapeutic practice, policy, and research.

This course will be required for both the Therapeutic and the Research and Policy options as it has been identified as essential learning for CYC Practitioners and Researchers. It will also specifically support potential applications by alumni for licensing with the College of Registered Psychotherapists of Ontario.

2. Critical Ethical Practice, 1 credit, graded

The course provides an in-depth overview of critical and ethical standards of child and youth care practice. It aims to apply equitable and ethical practice principles to assessment, intervention, and program planning applicable in healthcare, education, child welfare, criminal justice, community, and recreational settings. The course is designed to introduce students to the Child and Youth Care Certification Board (CYCCB) Standards for Practice of North American Child and Youth Care Professionals with different lenses including: Indigenous and Africentric paradigms, feminist and critical race-theories and politicized praxis and radical youth work principles. This course will be required for both the Therapeutic and the Research and Policy options as it has been identified as essential learning for CYC Practitioners and Researchers. It will also specifically support the application for licensing with the College of Registered Psychotherapists of Ontario.

3. Therapeutic Practice Internship, 1 credit, graded

As emerging practitioners, students will develop the ability to identify and understand patterns and themes that arise within the context of the placement agency at both the case and organizational levels. In so doing, they will begin to develop knowledge and skills in the understanding and interpretation of culturally and contextually responsive intervention. They will integrate and synthesize this knowledge into a child and youth care practice framework to directly inform a pathway to intentional and meaningful change. The course will explore the student's experience of their community-based placement and the achievement of internship objectives and to critically assess the placement agency's organizational mandate and culture and build on the skills that were developed in the clinical/therapeutic course taken in the fall term. This course will allow students to complete additional supervised placement hours which will support the application for licensing with professional colleges and work on their therapeutic practice skills.

3. Mandate the following degree requirements for the Therapeutic option:

Students in this option will complete 450 hours of placement through two consecutive placement courses: 225 hours in the first (new) course, Therapeutic Practice Internship, which will be offered in the winter term; and 225 hours in the second course, CY8000 CYC Placement, which will be offered in the spring/summer. Students will also complete core courses in current degree requirements (except CY8004 Mgmt and Policy Dev) and two additional new core courses to support professional registration and considered as essential learning in the field: Critical Ethical Practice and Power & Resistance in Child & Youth Care. CY8004 Mgmt and Policy Dev. was removed as a required course to enable students to choose an elective of their interest.

Therapeutic Option Requirements**7 required courses**

CY8000 Child and Youth Care Placement - 1 credit, pass/fail

CY8001 Child and Youth Care Theory - 1 credit, graded

CY8002A/B CYC Research Methods - 1 credit, graded

CY8003 CYC Advanced Clinical Practice - 1 credit, graded

CY8XXX Critical Ethical Practice* - 1 credit, graded
CY8XXX Therapeutic Practice Internship* - 1 credit, graded
CY8XXX Power & Resistance in Child & Youth Care* - 1 credit, graded

1 Elective from the following options:

CYC graduate elective or approved course in another graduate program

* New course

4. Mandate the following degree requirements for the Research and Policy option:

Students in this option will complete core courses in current degree requirements (except CY8000 CYC Placement), and new core courses in areas emerging as essential learning for the field: Critical Ethical Practice, and Power & Resistance in Child & Youth Care.

Research and Policy Option Requirements

Major Research Paper (MRP) - 2 credits

6 required courses

CY8001 Child and Youth Care Theory - 1 credit, graded
CY8002 CYC Research Methods - 1 credit, graded
CY8003 CYC Advanced Clinical Practice - 1 credit, graded
CY8004 CYC Management and Policy Dev - 1 credit, graded
CY8XXX Critical Ethical Practice* - 1 credit, graded
CY8XXX Power & Resistance in Child & Youth Care* - 1 credit, graded

* New course

5. Change CY8002 Research Methods from two to a one term course. This will ensure that all students can take their required courses in the fall semester to make an informed decision about their program option by the end of the term. It will also facilitate successful timely completion of the MRP.

6. Change the name of CY8003 CYC Advanced Clinical Practice to CYC Advanced Therapeutic Practice to better reflect the principles of the field.

7. Reposition major research paper (MRP) as “Required” for the Research and Policy option and delete it as a requirement for the Therapeutic option.

8. Reposition Placement course CY8000 as “Required” for the Therapeutic option and delete it as a requirement for the Research and Policy option.

9. Change course description of CY8000 CYC Placement to specify the number of hours students are required to complete in the Therapeutic option.

II. Effect on the Graduate Degree Level Expectations (GDLEs) and Program Learning Outcomes

As evidenced in the mapping documents below, our current program offers some coverage of our graduate degree level expectations and program learning outcomes.

Our curriculum change proposal does not adversely affect our program's achievement of graduate level degree expectations and program specific learning outcomes.

In fact, our proposed curriculum change proposal would make a *significant and invaluable contribution to our program's outcomes and achievement of our graduate degree level expectations*. These courses specifically reinforce and expand the breadth and scope of our program outcomes in relation to the following Graduate Level Degree Expectations:

- 1a program outcome in relation to Depth and Breadth of Knowledge
- 2b program outcome in relation to Research and Scholarship
- 3a program outcome in relation to Level of Application of Knowledge
- 4a & b program outcome in relation to Professional Capacity/Autonomy
- 6a program outcome in relation to Awareness of Limits of Knowledge
- 7a & f program outcome in relation to Leadership

Please see the table below for details about each of these specific program outcomes.

Note that these maps have been created with the support of the Curriculum Development Consultant in the Centre for Excellence in Learning & Teaching in Ryerson's Office of the Vice-Provost, Academic. In the mapping of graduate programs, it is confirmed that it is not expected that there is extensive coverage of all outcomes--especially at the introductory level. As such, there is no concern related to the red question marks in our mapping. These red flags (low or high) in the bottom row are meant to highlight low coverage generally, but the default of the curriculum mapping software program is for undergraduate programs. For graduate programs, the red flags often appear for the "Introduce" level of assessment of outcomes because students have been introduced to these learning outcomes and core areas in the field through previous academic and professional experiences.

MA Child and Youth Care Graduate Degree Level Expectations (GDLEs)

MASTER'S DEGREE EXPECTATIONS	MA CHILD AND YOUTH CARE PROGRAM LEARNING OUTCOMES
1. Depth and Breadth of Knowledge	<ul style="list-style-type: none"> a) Thorough understanding of the historical evolution of theoretical formulations in child and youth care practice; b) Clear view of the early role and eventual integration of multiple disciplines and professional outlooks in the current context of child and youth care theory.
2. Research and Scholarship	<ul style="list-style-type: none"> a) Strong familiarity with foundational literature in child and youth care; b) Demonstrated capacity to trace the development of theoretical formulations.
3. Level of Application of Knowledge	<ul style="list-style-type: none"> a) Capacity to apply and evaluate past formulations to current theoretical propositions in the field of child and youth care.
4. Professional Capacity/Autonomy	<ul style="list-style-type: none"> a) Enhanced capacity to link practice contexts to theoretical formulations; b) Demonstrated ability to bring theory to practice and to abstract from practice to enhance theoretical formulations.
5. Level of Communication Skills	<ul style="list-style-type: none"> a) Strong writing skills and capacity to present theoretical material in comprehensive, systematic form.
6. Awareness of Limits of Knowledge	<ul style="list-style-type: none"> a) Critical capacity to identify gaps in theory, including gaps related to diversity, cultural competence, and structural power imbalances.
7. Leadership - Develop leadership in three areas of concentration: practice, research, and management/policy development and analysis	<ul style="list-style-type: none"> a) An in-depth understanding of the child and youth care profession, with knowledge and critical perspectives on the historical evolution of the field, current trends, practitioner competencies, and the unique concepts and approaches of child and youth care practices in multiple settings and contexts; b) Advanced therapeutic, relational and clinical skills as these apply in diverse service settings, and across diverse populations; c) Capacity to analyze scholarly and grey research literature and its applications to practice, management, policy development, and the further development of field-specific research methodologies; d) CYC-based advanced practice skills in the context of young people facing adversities, including mental health, dual diagnoses, protection issues, learning issues, social and economic marginalization, or system failures; e) Understanding of and foundational skills in the area of program and agency management, including CYC approaches to human resource management, financial and budgetary processes, property issues, employer-union relations, and the roles and processes of Boards in the non-profit sector; f) Engagement with the emerging field of social innovation, its relevance to child and youth care practice, and its focus on inter-professional, inter-disciplinary and public/private partnership and collaboration.

Current MA Child and Youth Care Overall Program Map

Program:	FCS - Child & Youth Care	Current Program															
Report:	1. Overall Program Map																
Standard:	Masters																
Date/Time	13:07:54																
		LO1a	LO1b	LO2a	LO2b	LO3a	LO4a	LO4b	LO5a	LO6a	LO7a	LO7b	LO7c	LO7d	LO7e	LO7f	
	Code	Course Name	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P
Core	CY8000	CYC Placement															
Core	CY8001	Child and Youth Care Theory															
Core	CY8002	CYC Research Methods															
Core	CY8003	Advanced Clinical in CYC															
Core	CY8004	Management & Policy Development in CYC															
Core	Milestone	Major Research Paper (MRP)															
		Core Total	?	1	2	?	3	2	?	3	2	1	1	2	?	3	2
		TOTAL	?	1	2	?	3	2	?	3	2	1	1	2	?	3	2
		Red Flags (low or high)	0	v	v	0	v	v	0	v	v	0	v	v	0	v	v

Proposed MA Child and Youth Care Therapeutic Option Overall Program Map

Program:	FCS - Child & Youth Care	Therapeutic Option															
Report:	1. Overall Program Map																
Standard:	Masters																
Date/Time	13:14:16																
		LO1a	LO1b	LO2a	LO2b	LO3a	LO4a	LO4b	LO5a	LO6a	LO7a	LO7b	LO7c	LO7d	LO7e	LO7f	
	Code	Course Name	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P
Core	CY8000	CYC Placement															
Core	CY8001	Child and Youth Care Theory															
Core	CY8002	CYC Research Methods															
Core	CY8003	Advanced Clinical in CYC															
Core	CY8XXX	Therapeutic Practice Internship															
Core	CY8XXX	Critical Ethical Practice															
Core	CY8XXX	Power & Resistance in Child & Youth Care															
		Core Total	1	2	1	?	3	1	?	3	1	2	2	1	?	3	2
		TOTAL	1	2	1	?	3	1	?	3	1	2	2	1	?	3	2
		Red Flags (low or high)	v	v	v	0	v	0	v	v	v	0	v	0	v	v	v

Proposed MA Child and Youth Care Research and Policy Option Overall Program Map

Program: FCS - Child & Youth Care		Research and Policy Option																																													
Report: 1. Overall Program Map																																															
Standard: Masters																																															
Date/Time: 13:21:13																																															
			LO1a		LO1b		LO2a		LO2b		LO3a		LO4a		LO4b		LO5a		LO6a		LO7a		LO7b		LO7c		LO7d		LO7e		LO7f																
	Code	Course Name	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P															
Core	CY8001	Child and Youth Care Theory																																													
Core	CY8002	CYC Research Methods																																													
Core	CY8003	Advanced Clinical in CYC																																													
Core	CY8004	Management & Policy Development in CYC																																													
Core	CY8XXX	Critical Ethical Practice																																													
Core	CY8XXX	Power & Resistance in Child & Youth Care																																													
Core	Milestone	Major Research Paper (MRP)																																													
		Core Total	?	2	2	?	3	2	?	3	2	1	2	2	?	3	2	?	3	3	?	2	4	?	2	3	?	2	5	?	1	4	?	1	2	?	2	4	?	2	2	?	3	1	2	2	1
		TOTAL	?	2	2	?	3	2	?	3	2	1	2	2	?	3	2	?	3	3	?	2	4	?	2	3	?	2	5	?	1	4	?	1	2	?	2	4	?	2	2	?	3	1	2	2	1
		Red Flags (low or high)	0	v	v	0	v	v	0	v	v	v	v	v	0	v	0	v	0	v	0	v	0	v	0	v	0	v	0	v	0	v	0	v	0	v	0	v	0	v	0	v	v	v	v	v	

III. Additional resources required

Additional resources to support this curriculum change proposal have been requested from the Faculty of Community Services Dean's office. As described below, these resources are necessary to fund two components: (1) one new graduate course; and (2) to support the critical role of a part-time placement coordinator.

1. We currently offer 8 courses per academic year, and this proposal involves offering 9 per academic year. As outlined earlier, two additional courses have been proposed to ensure that all of our graduates, no matter the program option, have the necessary training for future professional success. This curriculum change requires an RFA to teach the one new graduate CYC course. The cost would involve hiring one Contract Instructor as a replacement to teach one undergraduate CYC course. This is estimated to cost \$7000 to \$10,000 per year depending on the seniority of the contract instructor.

Current course offerings per academic year	Proposed revised course offerings per academic year
CY8001 CYC Theory	CY8001 CYC Theory
CY8002 CYC Research Methods	CY8002 CYC Research Methods
CY8003 Advanced Therapeutic Practice in CYC	CY8003 Advanced Therapeutic Practice in CYC
CY8004 Mgmt. & Policy Development in CYC	CY8004 Mgmt. & Policy Development in CYC
CY8000 CYC Placement	CY8000 CYC Placement
CY8010 Directed Studies (elective)	CY8XXX Therapeutic Practice Internship
CY8006 Supervision in CYC Practice (elective)	CYXXXX Critical Ethical Practice
CY8007 Online Relational Practice (elective)	CY8007 Online Relational Practice (elective)
	CY8XXX Power & Resistance in Child & Youth Care

2. To support our students' success, we need to confirm the role and funding for the part-time Graduate Placement Coordinator to facilitate the successful implementation of internship placements. From the onset of the Graduate Program, this position has been provided through ad hoc funding from the School that can no longer be sustained. This critical position is responsible for assisting graduate students in seeking and securing internship placements in the child and youth service community; following up with students and their placement supervisors prior to, during, and at the closure of placements; supporting students' goal creation and achievement before and during placements; maintaining placement records; troubleshooting and problem solving placement challenges; and creating a compendium of placement resources.

IV. Comparison of the existing curriculum with the curriculum of the proposed amended program

Current Requirements (6 courses, 1 placement course: 7 courses in total, Major Research Paper)	Proposed Therapeutic Option (6 courses, 2 placement courses: 8 courses in total)	Proposed Research & Policy Option (6 courses, Major Research Paper)
CY8001 Child and Youth Care Theory	CY8001 Child and Youth Care Theory	CY8001 Child and Youth Care Theory
CY8002A/B CYC Research Methods	CY8002 CYC Research Methods	CY8002 CYC Research Methods
CY8003 CYC Advanced Clinical Practice	CY8003 CYC Advanced Therapeutic Practice	CY8003 CYC Advanced Therapeutic Practice
	CY8XXX Critical Ethical Practice*	CY8XXX Critical Ethical Practice*
	CY8XXX Power & Resistance in Child & Youth Care *	CY8XXX Power & Resistance in Child & Youth Care *
CY8004 CYC Management and Policy Dev		CY8004 CYC Management and Policy Dev
Major Research Paper (MRP)		Major Research Paper (MRP)
CY8000 Child and Youth Care Placement	CY8000 Child and Youth Care Placement	
	CY8XXX Therapeutic Practice Internship*	
2 Electives - CYC graduate elective or approved course in another graduate program	1 Elective - CYC graduate elective or approved course in another graduate program.	

* New courses

Comparison of Degree Audit Forms:

FALL 2016-FALL 2020			FROM FALL 2021		
Master of Arts			Master of Arts		
	Credits	Completed		Credits	Completed
CY8001	1		CY8001	1	
CY8002	1		CY8002	1	
CY8003	1		CY8003	1	
CY8004	1		Colonialism, Resistance CYC	1	
Electives	2		Ethical Practice	1	
And:			And ONE of the following options:		
MRP	Milestone		Therapeutic Option		
CY8000	1		CY8000	1	
			Therapeutic Practice Internship	1	
			Elective	1	
			Research & Policy Option		
			CY8004	1	
			MRP	Milestone	
Electives	Credits	Completed	Electives	Credits	Completed
CY8005	1		CY8000	1	
CY8006	1		CY8005	1	
CY8007	1		CY8006	1	
CY8008	1		CY8007	1	
CY8009	1		CY8008	1	
CY8010	1		CY8009	1	
CS8903	1		CY8010	1	
CS8924	1		CS8903	1	
CS8926	1		CS8924	1	
CS8936	1		CS8926	1	
CS8938	1		CS8936	1	
MN8911	1		CS8938	1	
MN8931	1		MN8911	1	
MN8936	1		MN8931	1	
SK8202	1		MN8936	1	
SK8208	1		SK8202	1	
			SK8208	1	

Proposed course offerings by term

FALL	WINTER	SPRING/SUMMER
CY8001 CYC Theory Required both options	CY8XXX Critical Ethical Practice* Required both options	CY8000 CYC Placement Required- Therapeutic option
CY8003 Advanced Therapeutic Practice in CYC Required both options	CY8004 Management and Policy Development in CYC Required- Research option Elective- Therapeutic option	Major Research Paper Required- Research option
CY8XXX Power and Resistance in Child and Youth Care* Required both options	CY8XXX Therapeutic Practice Internship Required- Therapeutic option	
CY8002 CYC Research Methods Required both options	Elective: CYC or approved alternative Required- Therapeutic option	

* **New courses**

V. Changes to electives

In the current program, students could choose 2 electives. In the proposed curriculum, students in the Therapeutic Option can choose one elective: either the CYC graduate elective or a course from another graduate program that has been approved by the Graduate Program Director. Students in the Research and Policy Option do not have a choice of an elective course.

VI. Descriptions of new and amended courses in calendar format

New Courses:

1. Critical Ethical Practice

Drawing from child and youth care (CYC) and allied disciplines, this course applies equitable, ethical practice principles to assessment, intervention, and program planning in healthcare, education, child welfare, criminal justice, community and recreational settings. CYCCB Standards for Practice of North American CYC Professionals are introduced through varied lenses: Indigenous and Africentric paradigms, feminist and critical race-theories, politicized praxis and radical youth work principles. 1 credit.

2. Therapeutic Practice Internship

This course explores student's experiences in community-based placements through 225 placement hours. As emerging practitioners, students will critically assess organization mandate and culture, and identify and understand themes that arise within the placement agency at the case and organizational levels within a CYC practice framework. Students begin to develop an understanding of culturally and contextually responsive interventions that inform pathways to intentional and meaningful change. 1 credit.

3. Power & Resistance in Child & Youth Care

This course critically explores how historical and current relations of power undergird social structures, institutions, and practices in Canada and examines their relations to CYC.

Discussions and readings expose issues that span identities of race, gender, gender and sexual identities and orientations, cultural and religious expressions, social class and abilities/disabilities. Students will grapple with the multiple entanglements and 'messiness' inherent in exploring these discourses. 1 credit

Amended Courses:

1. Title change to better reflect the principles of the CYC field.

- Current title - CY8003 CYC Adv. Clinical Practice
- New title - CY8003 CYC Adv. Therapeutic Practice.

2. Change Course Description for CY8000 CYC Placement.

As noted above on p. 4, the course description of CY8000 CYC Placement needs to be changed for the following two reasons. The first sentence from the current course description should be deleted because students need greater flexibility in scheduling their placements depending upon their other commitments. In addition, the course description should specify the number of hours students are required to complete in the Therapeutic option. These two changes are illustrated below.

Current course description:

This course is a six-week, full-time (216 hours) placement. Advanced practice placements take place in accredited or regulated service settings within Children's Mental Health, Child Welfare, Education, Hospitals or Community; research placements at agencies with quality assurance departments, or professional groups with research functions and management/policy focused placements at regional MCYS offices, or with executive leaders at major agencies in child and youth serving sectors. Pass/Fail

New course description:

Students will complete 225 hours of placement during this course. Advanced practice placements take place in accredited or regulated service settings within Children's Mental Health, Child Welfare, Education, Hospitals or Community; research placements at agencies with quality assurance departments, or professional groups with research functions and management/policy focused placements at regional MCYS offices, or with executive leaders at major agencies in child and youth serving sectors. Pass/Fail

VII. Implementation of Changes

We hope to implement the new curriculum in the Fall 2021 term. The changes will be published in the YSGS Graduate Calendar and the MA CYC website. We currently have three part-time students who started their program in Fall 2020. Those three students will continue to follow the current curriculum requirements without complication. This proposed curriculum change does not remove any of their required courses. The only deviation is that the course title of the currently required CY8003 Advanced Clinical Practice course would henceforth be known as CY8003 Advanced Therapeutic Practice course. To be clear, no required course has been eliminated from any aspect of our curriculum proposal.

VIII. Implications for professional accreditation

Stakeholders in the field of Child and Youth Care are working towards creating consistent national educational standards and professional accreditation. This is a long term goal and it will take time to actualize. Given that we currently do not have a provincial or national regulatory body for the field, these program revisions are designed to support the important goal of acquiring certification in the Ontario College of Social Workers and Social Service Workers under its equivalency stream and meeting professional accreditation standards of other professional bodies. There are greater employment opportunities for those who are professionally accredited within this province and elsewhere.

IX. Graduate Program Council

All of the current faculty in the School of Child and Youth Care were involved in the creation and confirmation of these proposed curriculum changes. Our Graduate Program Committee, which is made up of CYC faculty and a recent Alumna, has led the development of this proposal.

X. Executive Summary

Our current program urgently needs to evolve with the requirements of the field. These changes will address all the feedback that we have received from our current students, alumni, and potential applicants about the importance of registering with a professional college. This curriculum change proposal will provide the academic and additional therapeutic training that will support their applications. This revision would also increase our applicant pool.

Many of our students are employed full-time while they complete their program as they require the income. This change will allow them to narrow their focus to achieve their career goals. Requiring the major research paper in just the Research and Policy option will help the students who have the interest and skill set for research to have a more enriching and deeper experience as supervisors will have fewer students to supervise. Likewise those who are looking for professional designation can focus on honing their therapeutic skills and learning.

PROPOSAL

Graduate Course/Curriculum Change Request

MSc program in Data Science and Analytics

1 Summary of the proposed changes

a summary of the proposed changes and the rationale in light of your stated program learning outcomes

The proposed change is to add a thesis stream to the current degree program in Master of Science (MSc) in Data Science and Analytics. Current Data Science and Analytics MSc is a one year program and degree requirements consist of completing six courses and a Major Research Paper (MRP). Thesis-based MSc in Data Science and Analytics is designed to take two years to complete, and students would be required to complete six courses (same as the current MRP-based program) and a research-focused master thesis. The minimum and maximum degree completion times would be 12 months (three academic terms) and three calendar years, respectively. The students who are accepted to the Thesis-based MSc stream would be funded by a faculty supervisor. The quotas for the Thesis-based stream would be increased gradually year over year, starting with three students in the first year, and five students in the following years.

Similar to the current MRP-based degree program, student admissions for the Thesis-based MSc stream will be overseen by the graduate program director. The admission criteria for the Thesis-based stream will be identical to those of the current MRP-based stream. The students who are admitted to the MRP-based stream will be allowed to switch to Thesis-based MSc stream if they are able to secure funding from a faculty member and get approval from the graduate program director. Similarly, the students who are admitted to the Thesis-based MSc stream will be allowed to switch to the MRP-based stream if they get approval from their faculty supervisor and the graduate program director. In both cases, the students who switched from one stream to another are required to complete the degree requirements of the new stream they are enrolled in. Accordingly, switching streams might delay students' graduation.

2 The effect on the Graduate Degree Level Expectations

the effect on the Graduate Degree Level Expectations (GDLEs) and program learning outcomes, illustrated through an analysis of curricular mapping

Graduate Degree Level Expectations (GDLEs) would be identical to those of the current degree program in MSc in Data Science and Analytics except that the research based students who are enrolled in Thesis-based stream will demonstrate independent research skills in data science and analytics by conducting research with a supervisor, writing a thesis and successfully defending it. Specifically, Tables 1 and 2 map the program-level learning outcomes against university degree-level expectations for MRP-based MSc in Data Science and Analytics, and Thesis-based MSc in Data Science and Analytics, respectively. Students' achievement of learning outcomes in the thesis stream would be measured and observed in the core and elective courses and in the MSc thesis. The MSc thesis would require students to show "originality in the application of knowledge" and "competence in the research process by

applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting”. All Thesis-based Master of Data Science and Analytics program-level learning outcomes would align well with DLEs.

Table 1: Learning Outcomes and GDLE's for the Current MRP-based MSc in Data Science and Analytics

	Learning outcomes/GDLE's	Depth and Breadth of Knowledge	Research and scholarship	Level of application of Knowledge	Professional capacity/autonomy	Level of communications skills	Awareness of limits of Knowledge
1	To choose an appropriate modeling technique, build and calibrate the model, mine and analyze data	YES	YES	YES	YES	YES	YES
2	Critically evaluate available solutions and their uses	YES	YES	YES	YES	YES	YES
3	Be able to design and query databases, clean and preprocess noisy data using well known methods, tools and solutions	YES	YES	YES	YES	YES	YES
4	Be able to use parallel programming techniques and tools	YES	YES	YES	YES	YES	YES
5	Work in groups to solve real-life data science problems by using critical thinking and decision-making skills, and by demonstrating ethical behaviour	YES	YES	YES	YES	YES	YES
6	Communicate numbers and conclusions within context	YES	YES	YES	YES	YES	YES

Table 2: Learning Outcomes and GDLE's for the proposed Thesis-based MSc in Data Science and Analytics

	Learning outcomes/GDLE's	Depth and Breadth of Knowledge	Research and scholarship	Level of application of Knowledge	Professional capacity/autonomy	Level of communications skills	Awareness of limits of Knowledge
1	To choose an appropriate modeling technique, build and calibrate the model, mine and analyze data	YES	YES	YES	YES	YES	YES
2	Critically evaluate available solutions and their uses	YES	YES	YES	YES	YES	YES
3	Be able to design and query databases, clean and preprocess noisy data using well known methods, tools and solutions	YES	YES	YES	YES	YES	YES
4	Be able to use parallel programming techniques and tools	YES	YES	YES	YES	YES	YES
5	Work in groups to solve real-life data science problems by using critical thinking and decision-making skills, and by demonstrating ethical behaviour	YES	YES	YES	YES	YES	YES

6	Communicate numbers and conclusions within context	YES	YES	YES	YES	YES	YES
7	Originality in the application of knowledge	YES	YES	YES	YES	YES	YES
8	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	YES	YES	YES	YES	YES	YES

3 Previous program review

an indication of those changes that are the result of a previous periodic program review

Current degree program in MSc in Data Science and Analytics has not undergone any program review, therefore, the proposed changes are not due to previous periodic program review.

4 Added resources needed

a list of the added resources that are needed, including space, faculty and staff

No additional resources are needed for the proposed changes.

5 Curriculum of the amended program

a table permitting easy comparison of the existing curriculum with the curriculum of the proposed amended program

Table 3: Curriculum information

MRP-based MSc in Data Science and Analytics	Thesis-based MSc in Data Science and Analytics
<ul style="list-style-type: none"> • Four (4) required courses & offered terms <ul style="list-style-type: none"> ○ DS8001: Design of Algorithms and Programming for Massive Data (FALL) ○ DS8002: Machine Learning (FALL) ○ DS8003: Management of Big Data and Big Data Tools (FALL) ○ DS8004: Data Mining and Prescriptive Analytics (WINTER) • Two (2) elective courses <ul style="list-style-type: none"> ○ DS8006: Social Media Analytics (WINTER) ○ DS8007: Advanced Data Visualization (WINTER) ○ DS8008: NLP (Text Mining) (WINTER) ○ DS8010: Interactive Learning in Decision Processes 	<ul style="list-style-type: none"> • Four (4) required courses <ul style="list-style-type: none"> ○ DS8001: Design of Algorithms and Programming for Massive Data (FALL) ○ DS8002: Machine Learning (FALL) ○ DS8004: Data Mining and Prescriptive Analytics (WINTER) ○ DS8XYZ: Directed Studies: Data Science and Analytics • Two (2) elective courses <ul style="list-style-type: none"> ○ DS8003: Management of Big Data and Big Data Tools (FALL) ○ DS8006: Social Media Analytics (WINTER) ○ DS8007: Advanced Data Visualization (WINTER) ○ DS8008: NLP (Text Mining) (WINTER)

<ul style="list-style-type: none"> (WINTER) ○ DS8011: Bayesian Statistics and Machine Learning (WINTER) ○ DS8013: Deep Learning (WINTER) ○ DS8014: Graph Mining (FALL) ○ Approved courses from other departments ● Two (2) seminar courses <ul style="list-style-type: none"> ○ DS8005: Soft Skills, Communication and Ethics (SUMMER) ○ DS8012: Research Skills (WINTER) ● Major Research Paper (MRP) 	<ul style="list-style-type: none"> ○ DS8010: Interactive Learning in Decision Processes (WINTER) ○ DS8011: Bayesian Statistics and Machine Learning (WINTER) ○ DS8013: Deep Learning (WINTER) ○ DS8014: Graph Mining (FALL) ○ Approved courses from other departments ● Masters Thesis
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Proposed curriculum for Thesis-based MSc in Data Science and Analytics contains significant differences from the current MRP-based stream, which are listed below:

- Current MRP-based MSc degree is designed to take one year to complete (for full time students), therefore, students typically complete their course requirements as follows: three required courses (DS8001, DS8002, DS8003) in Fall Semester, one required (DS8004) and two elective courses in Winter Semester, one seminar course in Winter semester, and one seminar course in Spring/Summer semester. They also complete their major research paper (MRP) by the end of the Spring/Summer semester.

The proposed Thesis-based MSc stream is designed to take two years to complete, and since the students are also expected to contribute to scholarly research activities starting their first semester in the program, their suggested course load distribution is as provided in Table 4.

Table 4: Course schedule for Thesis-based MSc in Data Science and Analytics

Fall (1st semester)	Winter (2nd semester)	Spring/Summer (3rd semester)
<ul style="list-style-type: none"> ● DS8001 ● DS8002 ● DS8XYZ* (Pass/Fail) 	<ul style="list-style-type: none"> ● DS8004 ● Elective course - 1 ● Elective course - 2 ● DS8XYZ* (Pass/Fail) 	<ul style="list-style-type: none"> ● -
Fall (4th semester)	Winter (5th semester)	Spring/Summer (6th semester)
<ul style="list-style-type: none"> ● - 	<ul style="list-style-type: none"> ● - 	<ul style="list-style-type: none"> ● -

*: DS8XYZ course can be completed in one semester based on the performance of the student.

Note that, as Table 4 shows, the students who are enrolled in the Thesis-based stream, do not take seminar courses (i.e., DS8005 and DS8012), instead they are required to take a directed studies course (i.e., DS8XYZ) to prepare them for their research work.

- In the proposed Thesis-based MSc stream, students are expected to finish their master degrees by the end of their 6th semester. Maximum length of time for the students to complete their degree requirements is three calendar years.
- Masters thesis completion requirements are significantly different from those of the major research paper (MRP). In the case of the MRP-based stream, students submit their MRP to their supervisor and a second reader, and make a poster presentation. In the case of Thesis-based stream, the students are expected to have novel research contributions in their work, and defend their Masters thesis in front of a committee of three faculty members (including the thesis supervisor).
- Thesis-based MSc stream students can audit the seminar courses (DS8005 and DS8012), however, these courses will not count towards their degree requirements.

If a student switches from Thesis-based MSc stream to MRP-based stream, then the student will be required to complete the remaining course requirements in the MRP-based stream and a major research paper (MRP). Note that in the current MRP-based degree, the students can only start their MRP work after they finish their course requirements. If a student switches from MRP-based MSc stream to Thesis-based stream, then the completed courses will be counted towards the student's course requirements, and the student will be expected to complete the remaining degree requirements in the Thesis-based stream.

Tables 5 and 6 map the curriculum against learning outcomes (LO) for MRP-based MSc in Data Science and Analytics and Thesis-based MSc in Data Science and Analytics, respectively. As discussed in relation to the GDLE's (see Table 1 and Table 2), main differences between two streams in terms of learning outcomes are due to the MSc thesis requiring "originality in the application of knowledge" and "competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting". In addition, DS8005 (seminar), DS8012 (seminar) and DS8003 (Big Data Tools) courses in Table 5 are not included in Table 6, as these are not required courses in Thesis-based stream. Lastly, Table 6 includes DS8XYZ (directed studies) course, which is designed to help students in their MSc Thesis related research, and is associated with learning outcomes regarding the originality in research and the critical analysis of new research questions.

Table 5: Curriculum Map for the Current MRP-based MSc in Data Science and Analytics

	Program Learning Outcome (PLO)	CLO	If YES, describe, in one or two sentences, the teaching in particular course(s) that contributes to particular PLOs or DLEs, indicating the extent to which mastery of the particular outcome is expected to be achieved in this course.	Evidence that students have achieved the particular learning outcome. Indicate which assessments you use to determine the extent to which this outcome is achieved by the end of your course.
1	Choose an appropriate modeling technique, build and calibrate the model, mine and analyze data	DS8001, DS8002, DS8004	Students are introduced to different algorithms, data structures, artificial learning systems, data mining and optimization techniques.	Hands-on lab assignments, projects and exams.

2	Critically evaluate available solutions and their uses	DS8002, DS8003, DS8004	In each course, students are introduced to well-known techniques, algorithms, programming environments and big data tools.	In each course, lab assignments will provide students with a hands-on experience with each tool, and the assignments and projects will require them to determine the best available solution for the problem at hand.
3	Design and query databases, clean and preprocess noisy data using well-known methods, tools and solutions	DS8002, DS8003, DS8004	The students will be introduced to different design and query techniques as well as different types of databases. They will be taught to capture noise in the data, to clean it and/or to work with the noise.	Students will be given access to open-source real data sets, and they will work with these data sets. Each dataset comes from different database structures.
4	Use parallel programming techniques and tools	DS8001, DS8003	The students will be introduced to parallel programming techniques for processing and analyzing big data	The students will design NoSQL databases and use big data tools to complete their assignments and project work.
5	Work in groups to solve real-life data science problems by using critical thinking and decision making skills, and by demonstrating ethical behaviour	DS8001, DS8004, DS8005, MRP	The students will be introduced to papers and case studies to improve their critical thinking and decision-making skills. The assignments and projects will include real-life challenges in various stages of the process	Group assignments and group projects.
6	Communicate numbers, processes/ procedures, and conclusions within the context	DS8004, DS8005, MRP	The lectures emphasize communication skills, and creating a story from the numbers.	The students will be given opportunities to present their work orally and in writing. They will cross evaluate each other and receive feedback.

Table 6: Curriculum Map for the proposed Thesis-based MSc in Data Science and Analytics

	Program Learning Outcome (PLO)	CLO	If YES, describe, in one or two sentences, the teaching in particular course(s) that contributes to particular PLOs or DLEs, indicating the extent to which mastery of the particular outcome is expected to be achieved in this course.	Evidence that students have achieved the particular learning outcome. Indicate which assessments you use to determine the extent to which this outcome is achieved by the end of your course.
1	Choose an appropriate modeling technique, build and calibrate the model, mine and analyze data	DS8001, DS8002, DS8004	Students are introduced to different algorithms, data structures, artificial learning systems, data mining and optimization techniques.	Hands-on lab assignments, projects and exams.
2	Critically evaluate available solutions and their uses	DS8002, DS8004	In each course, students are introduced to well-known techniques, algorithms, programming environments and big data tools.	In each course, lab assignments will provide students with a hands-on experience with each tool, and the assignments and projects will require them to determine the best available solution for the problem at hand.
3	Design and query databases, clean and preprocess noisy data using well-known methods, tools and solutions	DS8002, DS8004	The students will be introduced to different design and query techniques as well as different types of databases. They will be taught to capture noise in the data, to clean it and/or to work with the noise.	Students will be given access to open-source real data sets, and they will work with these data sets. Each dataset comes from different database structures.
4	Use parallel programming techniques and tools	DS8001	The students will be introduced to parallel programming techniques for processing and analyzing big data	The students will use big data tools to complete their assignments and project work.
5	Work in groups to solve real-life data science problems by using	DS8001, DS8004, Masters	The students will be introduced to papers and case studies to improve their critical thinking and decision-making skills. The	Group assignments and group projects.

	critical thinking and decision making skills, and by demonstrating ethical behaviour	Thesis	assignments and projects will include real-life challenges in various stages of the process	
6	Communicate numbers, processes/ procedures, and conclusions within the context	DS8004, Masters Thesis	The lectures emphasize communication skills, and creating a story from the numbers.	The students will be given opportunities to present their work orally and in writing. They will cross evaluate each other and receive feedback.
7	Originality in the application of knowledge	DS8XYZ, Masters Thesis	The students will be helped to explore novel research directions, conduct through literature review, and contribute to the field of Data Science.	Masters thesis written under supervision of a faculty supervisor and defended before a supervisory committee.
8	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	DS8XYZ, Masters Thesis	The students will be guided to investigate state-of-the-art methods in Data Science, and perform comparative analysis to justify their contributions against existing approaches.	Masters thesis, masters defense, and presentation in the seminar course

6 Changes to electives

a rationale if there are changes to electives, with comments on the actual availability of electives

The electives remain unchanged for the MRP stream. The electives in the Thesis stream will be all the electives in the MRP stream plus DS8003.

7 Descriptions of new or amended courses

a description of each new or amended course, in calendar format

DS8XYZ: Directed Studies: Thesis Development

This course is designed to assist the students with the development of their thesis through the proposal, preliminary literature review, outline, and reporting stages. The course is tailored to the needs of each student and the work done during this course will be used as a foundation for the thesis. Students are required to select an advisor and present a formal report, or take a formal examination, at the end of the class. This course is a prerequisite for enrolling in the Master's Thesis. 1 Credit. Pass/Fail

Master's Thesis

Students are required to conduct advanced research. The topic is chosen in consultation with the student's supervisor(s). The student must submit the completed research in a thesis format to an examination committee and make an oral presentation and defence of the research thesis and results to this committee. Through the thesis, students are expected to demonstrate competence in research and a sound understanding of the specialty area associated with the research. Prerequisite: Completion of DS8XYZ. Registration approval is required from the Graduate Program Director. This is a Milestone. Pass/Fail

No other amendments are proposed to the courses in the current degree program in MSc in Data Science and Analytics.

8 How and when the changes will be implemented

a statement of how and when changes will be implemented, and the strategy for communicating the changes to students

The Thesis-based MSc stream would be offered to the students starting in Fall 2021. The new MSc stream would be listed and advertised in the program website (<https://www.ryerson.ca/graduate/datascience/>), and existing and prospective students would be informed via email.

9 External recognition

a summary of the implications for external recognition and/or professional accreditation

Thesis-based MSc stream would contribute to external recognition of the current degree program in MSc in Data Science and Analytics. As the quotas increase for Thesis-based MSc stream students, who are funded by faculty supervisors, the program would be able to attract a higher number of high-quality, research-focused students, which will in turn positively impact the external recognition of the degree program in MSc in Data Science and Analytics.

10 Summary of the views of the Graduate Program Council

a summary, in the case of extensive changes, of views of the Graduate Program Council;

The proposed changes have been initially discussed in the last Graduate Program Council meeting on December 17, 2020, and the final version of this proposal is approved by the members.

11 Programs affected by the change

a list of any other programs affected by the changes

The current (MRP-based) degree program in MSc in Data Science and Analytics is the only program impacted by the change.

12 Brief executive summary

a brief executive summary

The current degree program in MSc in Data Science and Analytics has attracted significant interest since its inception in Fall 2016, and received nearly 1,000 applications for Fall 2020 admission cycle. Every year some MRP work has been published as conference and journal papers at academic venues. There are several graduates of this program who are now PhD students both in Ryerson University and elsewhere. With the growing interest in the Data Science field, both in academics and industry, it would be expected to have even further increased interest in the program. By adding a thesis stream to the current degree program, it would be possible to attract high quality research students who would be funded by the faculty advisors. These students would contribute to the research activities at an elevated level as they would be required to complete master thesis as a part of their degree requirements. Considering that many PhD programs require a Thesis-based master degree, a large number of students

who aim to pursue PhD studies would potentially be interested in the proposed Thesis-based stream. As such, including the Thesis-based stream would meet a major need in the current Master Program in Data Science and Analytics. Adding the thesis stream would not require additional faculty and financial resources. The graduate program director of the Data Science and Analytics MSc program would be responsible for admissions, policy, curriculum oversight, scholarship allocations, and examination requirements in consultation with the Data Science and Analytics Master Program Graduate Program Council (GPC).