

SENATE MEETING AGENDA

TUESDAY, JUNE 7, 2022



SENATE MEETING AGENDA

Tuesday, June 7, 2022

Via ZOOM Video Conferencing

5:00 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 7, 2022 meeting.*
4. Announcements
5. Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the May 3, 2022 meeting.*
6. Matters Arising from the Minutes
7. Correspondence
8. **Reports**
 - 8.1 **Report of the President**
 - 8.1.1 President's Update

Page 1-15

Pages 16-24

Pages 25-34

8.2 **Communications Report**

8.3 Report of the Secretary

8.3.1 Senate Election 2022-2023 Vice Chair Results

Pages 35-206

8.4 Committee Reports

8.4.1 Report #S2022-1 of the Academic Standards Committee (ASC):

C. Holmes

Pages 35-78

8.4.1.1. New Program Proposal for Mechatronics Engineering – Faculty of Engineering and Architectural Science

Motion: *That Senate approves the New Program Proposal for Mechatronics Engineering – Faculty of Engineering and Architectural Science.*

Pages 78-88

8.4.1.2. Arts Co-op - Expansion to Include Department of Philosophy – Faculty of Arts

Motion: *That Senate approves the Arts Co-op - Expansion to Include Department of Philosophy – Faculty of Arts.*

Pages 88-145

8.4.1.3. Review, discontinuation, and new proposal for certificates in Accounting/Finance – Chang School

Motion: *That Senate approves the Review, discontinuation, and new proposal for certificates in Accounting/Finance – Chang School.*

Pages 145-148

8.4.1.4. Proposal for a new Full Stack Developer certificate – Chang School

Motion: *That Senate approves the proposal for a new Full Stack Developer certificate – Chang School.*

Pages 148-160

8.4.1.5. Periodic Program Review for RTA - New Media – The Creative School

Motion: *That Senate approve the Periodic Program Review for RTA - New Media – The Creative School.*

Pages 160-172

8.4.1.6. Periodic Program Review for Philosophy – Faculty of Arts

Motion: *That Senate approve the periodic program review for Philosophy – Faculty of Arts.*

Pages 172-181

8.4.1.7. *Business Technology Management Co-op Option – Amended Work Term Number and Sequencing Proposal – Ted Rogers School of Management*

Motion: *That Senate approve the Business Technology Management Co-op Option - Amended Work Term Number and Sequencing Proposal – Ted Rogers School of Management.*

Page 181

8.4.1.8. For information: G. Raymond Chang School of Continuing Education Certificate Revisions

- i. Certificate in Digital Art Production: Course Deletions/Addition (Elective)
 - ii. Certificate in Publishing: Course Addition (Elective)
 - iii. Certificate in Project Management: Course Deletions (Elective)
 - iv. Certificate in Project Management for Technical Professionals: Course Deletions (Elective)
 - v. Certificate in Ethics: Course Deletion (Elective)
 - vi. Certificate in Health Informatics: Course Deletion (Elective)
 - vii. Certificate in Health Studies: Course Deletion (Elective)
-

Pages 182-206

8.4.1.9. For information: One year follow up reports:

- i. School of Business Management
-

Pages 207-271

8.4.2 Report #S2022-1 of the Academic Governance and Policy

Committee (AGPC): J. Simpson

8.4.2.1. Provost's Update

Pages 208-228

8.4.2.2. Lincoln Alexander School of Law – Grade, Promotion and Academic Standing Policy (J. Simpson)

Motion: *That Senate approve the Lincoln Alexander School of Law – Grade, Promotion and Academic Standing Policy.*

Pages 229-231

8.4.2.3. Revised Policy 48: Undergraduate and Lincoln Alexander School of Law Academic Term (R. Parr)

Motion: *That Senate approve the revised Policy 48: Undergraduate and Lincoln Alexander School of Law Academic Term.*

Pages 232- 247

8.4.2.4. Revised Policy 76: Development & Review of Continuing Education Offerings (J. Simpson)

Motion: *That Senate approve the revised Policy 76: Development & Review of Continuing Education Offerings.*

Pages 248-271

8.4.2.5. Revised Policy 159: Academic Accommodation of Students with Disabilities (J. McMillen & C. Holmes)

Motion: *That Senate approve the revised Policy 159: Academic Accommodation of Students with Disabilities.*

Pages 272-313

8.4.3 Report #S2022-1 of the Yeates School of Graduate Studies Council (YSGS): C. Searcy

Pages 274-281

8.4.3.1. New Graduate Program Proposal for the MID in Interior Design

Motion: *That Senate approve the new Graduate Program Proposal for the MID in Interior Design.*

Pages 282-294

8.4.3.2. Major curriculum modifications for Data Science and Analytics MSC

Motion: *That Senate approve the major curriculum modifications for Data Science and Analytics MSC.*

Pages 295-313

8.4.3.3. For Information:

- i. One Year Follow Up Report – Professional Communication (MPC)
 - ii. One Year Follow Up Report – Immigration and Settlement Studies (MA)
-

9. Old Business

10. New Business as Circulated

11. Members' Business

12. Consent Agenda

12.1 OVPRI Annual Report to Senate

https://www.torontomu.ca/senate/senate-meetings/reports/ovpri-annual-reports/OVPRI_Annual_Report_to_Senate_2021_2022.pdf

12.2 Senate Learning and Teaching Committee- Annual Report to Senate

https://www.torontomu.ca/senate/senate-meetings/reports/senate-learning-and-teaching-reports/SLTC_Report_to_Senate_2022.pdf

12.3 2022-2023 Calendar Submissions – Course Changes from:

- Faculty of Arts
<https://www.torontomu.ca/senate/senate-meetings/reports/course-change-forms---2022-2023/facultyofarts/CompleteCourseChangeForms.pdf>
- Faculty of Community Services
<https://www.torontomu.ca/senate/senate-meetings/reports/course-change-forms---2022-2023/facultyofcommunityservices/CompleteCourseChangeForms.pdf>
- Faculty of Engineering & Architectural Science
<https://www.torontomu.ca/senate/senate-meetings/reports/course-change-forms---2022-2023/feas/CompleteCourseChangeForms.pdf>
- Faculty of Science
<https://www.torontomu.ca/senate/senate-meetings/reports/course-change-forms---2022-2023/facultyofscience/CompleteCourseChangeForms.pdf>

- Lincoln Alexander School of Law
<https://www.torontomu.ca/senate/senate-meetings/reports/course-change-forms---2022-2023/lincolnalexanderschooloflaw/CompleteCourseChangeForms.pdf>
- Ted Rogers School of Management
<https://www.torontomu.ca/senate/senate-meetings/reports/course-change-forms---2022-2023/trsm/CompleteCourseChangeForms.pdf>
- The Creative School
<https://www.torontomu.ca/senate/senate-meetings/reports/course-change-forms---2022-2023/thecreativeschool/CompleteCourseChangeForms.pdf>

13. Adjournment

SENATE MINUTES OF MEETING
Tuesday, May 3, 2022
Via Zoom Video Conference

MEMBERS PRESENT:

EX-OFFICIO:	FACULTY:		STUDENTS:
A. M. Brinsmead	S. Benvie	J. Schmidt	A. S. Ali
D. Cramb	T. Burke	T. Schneider	Z. Aurony
G. Craney	D. Checkland	D. Scofield	H. Brahmhatt
T. Duever	A. Clements-Cortes	J. Spaniol	C. Idzik
C. Falzon	M. Doxtater	C. Thompson	Z. Khansari
G. Hepburn	S. Farshadfar	K. Train	J. Rodriguez
R. Iannacito-Provenzano	N. George	K. Umpathy	P. Sivasundaram
M. Lachemi	E. Ignagni	I. Young	
S. Liss	L. Jacklin		
K. MacKay	A. Jamal		
J. McMillen	L. Kolasa		
I. Mishkel	A. M. Lee-Loy		
R. Parr	A. McWilliams		
A. Saloojee (<i>interim</i>)	D. Oguamanam		
C. Searcy	S. Rakhmayil		
C. Shepstone	H. Ramzan		
J. Simpson	R. Ravindran		STUDENTS' UNION
P. Sugiman	S. Sabatinos		REPRESENTATIVES:
D. Taras	I. Sakinofsky		M. Taylor (CESAR)
D. Young			

SENATE ASSOCIATES:

J. Dallaire	ALUMNI:
	M. Clarke Rodrigues

REGRETS:

K. Gharabaghi	ABSENT:
B. Jalayer	U. Abdhullah
A. Lee	S. J. Ali
L. Patterson	S. Alvi
H. Zarrin	J. Caribou
S. Zolfaghari	N. Chen
	L. Escandon
	C. Ferworn
	O. Gubych
	S. McFadden
	S. McCartney
	P. Moore
	H. Salih Makawi
	R. Ott
	L. Shuman
	A. Smith
	A. Surty
	M. Vahabi

5:00 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 May 3, 2022 meeting.*

R. Ravindran moved; H. Brahmbhatt seconded.
Motion Approved.
4. Announcements - None
5. Minutes of the Previous Meeting - None

Motion: *That Senate approve the minutes of the April 5, 2022 meeting.*

A. McWilliams 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. Kelly MacKay - Last Senate Meeting**

I'd like to start by acknowledging that this is Kelly MacKay's last Senate meeting as Vice-Provost, Academic. On behalf of the university, thank you, Kelly, for your commitment to the University and leadership of the Vice-Provost, Academic portfolio for the past 4 years.

2. University Renaming

As I'm sure you all know, on Tuesday, with unanimous support from our Board, we announced our new name - Toronto Metropolitan University. This marks the beginning of a new chapter for our university. I would like to thank everyone in our community who advocated for change, who attended a meeting, worked on a committee, responded to surveys, sent emails and letters, and helped us get to this new starting point.

We now have an opportunity to move forward together with a name that reflects our values and aspirations for the future. I look forward to embarking on this journey together.

The successful transition to our new name last week was the result of many units from across our university working very closely together. I would especially like to acknowledge the work of:

- the renaming committee, chaired by Jennifer Simpson and co-chaired by Tanya (Toni) De Mello, our assistant dean of law;
- the marketing department who have created so many impressive videos, tools and branding elements; and
- our central communications team who worked very hard to keep all of us updated and to help manage the incredible interest from media around the world.

Slide Presentation:

I would also like to share with you some of the preliminary results of their work.

This is a historical moment for our university. For an announcement of this magnitude, we were extremely strategic and thoughtful. We developed a detailed communications plan. As with all major communications and outreach efforts, our goals were:

- to inform our community;
- generate excitement and understanding for choice
- demonstrate a commitment to our core values
- enhance and protect the reputation of the university

We used every communications channel available:

- Personal phone calls to stakeholders distributed across our leadership group;
- Working very closely with the Globe and Mail and writing and scheduling an op-ed to run in the Toronto Star;
- Managing media requests and prioritizing key interviews; and
- Leveraging our social media channels to amplify and support.

Our goal was to ensure that people heard our story first, further validated by the Globe and further explained by the Toronto Star.

- We arranged an exclusive story with the Globe and Mail to run immediately following the decision by the Board.
- An op-ed from me ran in the Toronto Star electronically on Tuesday and in print on Wednesday.
- I and other senior leaders made personal calls and emails to key stakeholders.
- In addition to the advance notice all Senators received, we sent emails to all faculty, students, staff and alumni - about 80,000 people in total.

The results are impressive.

- The Globe and Mail exclusive had the potential reach of over 7 million readers, was carried by one other media outlet, and generated 4,800 social media shares.

- My Toronto Star Op-ed was also picked up by 3 other media outlets and had a potential reach of over 6 million readers.
- Between April 26 and 27, our central communications team secured over 3,300 media stories (841 print/online and 2,290 broadcast) with a total combined reach of over 1.8 billion.

The announcement was also covered by many international media outlets, including the United States (189), India (21), UK (20), and Mainland China (19).

- An analysis of the coverage showed that the sentiment was overwhelmingly neutral. More importantly, only 1% of the media coverage was negative, and if you've done much work with the media, negative is often the norm.
- As you can see, we had a very high level of engagement on social media.
- The topic has received over 50,000 mentions across social media - and our marketing team worked to have great video content from leaders and community members to push across our social media channels.

Thank you for your support. This is a very exciting time for all of us. I'd like to share [a video](#) with you that introduces our new name and invites everyone to join us in writing our new chapter and reimagining a more inclusive future.

3. Honorary Doctorate Recipients

I would like to provide you with an update on this year's honorary doctorate recipients. We have a very strong and diverse group of people we will be honouring at our June convocation ceremonies. We have one more name to confirm and I'll be sharing the list with you electronically this week. It is an outstanding group covering a wide range of fields and achievements.

4. 2022-23 Budget

The 2022-23 budget was approved by the Board of Governors last week. This year, we once again find ourselves in a constrained growth environment - the Province continues to restrict our domestic enrolment levels. In addition, the government's fee framework for 2022-23 has been released. We are entering our fourth year of a tuition fee framework that decreased domestic fees by 10% below 2018-19 levels and has kept them frozen ever since. Despite these risks and challenges, we continue to be forward looking and support institutional priorities within a balanced budget framework.

I want to recognize all of you for the work that you have done in preparing your budgets for 2022-23. It has been a challenge, which you faced with determination and commitment to our institution.

Questions/Comments:

C: Congratulations for this monumental achievement and your phenomenal leadership. It is a very important milestone in the history of our great university. I have very happily discussed this with many professional and global societies and all their reactions were very positive. There's one point I'd like to make here is that when our university turned 50, we discussed here at the Senate about a Canadian postal stamp, now that this is phenomenal achievement – a great milestone – this is just a suggestion for you to consider.

A: M. Lachemi – Maybe this is something that we can consider for our 75th. Thank you for your kind words.

8.2 Communications Report – None (Quarterly report)

8.3 Report of the Secretary

8.3.1 Senate Election 2022-2023 Results

8.3.2 Standing Committees of Senate: AGPC & SPC Membership

The Secretary of Senate reported that the results of the Student Senate elections for 2022-2023 are included in the Senate agenda. In addition, the list of faculty members for AGPC and SPC membership for the 2022-2023 academic year are included in the agenda. The student senator membership for both of these committees will be filled in September.

8.4 Committee Reports

8.4.1 Report #W2022-4 of the Academic Standards Committee (ASC): K. MacKay

8.4.1.1. Proposal for Major Curriculum Modification – Faculty of Engineering and Architectural Science (Cairo Campus)

Motion: *That Senate approve the proposal for Major Curriculum Modification – Faculty of Engineering and Architectural Science (Cairo Campus).*

K. MacKay moved; T. Duever seconded.

Motion Approved.

8.4.1.2. For information: One-year follow-up reports:

i. School of Accounting and Finance

8.4.2 Report #W2022-4 of the Academic Governance and Policy Committee (AGPC):

J. Simpson

8.4.2.1. Provost's Update

We've completed one term and into another. Congratulations to faculty, staff and students who have finished up the Winter term and now we'll be moving this week into Spring term activities.

1. University Renaming

I want to thank everyone for your engagement, particularly those who opted to provide input during the latter part of the last calendar year (2020-2021). I think it's a very important move for Toronto Metropolitan University. This is an indication that universities can pick up these hard questions and opt for different ways forward when it comes to practices of colonialism and other forms of lack of equity. I would also like to mention that there are now 21 other recommendations that we will continue to work on and build on the strengths of our university in these areas. We look forward to working on these other recommendations.

2. Planning for Fall 2022

Just some announcements which have been already publicly announced, but just reminders that the mask mandates going into the university will remain in place until further notice. The vaccination policy, which was suspended as planned on May 1, will remain in effect. The health screening is no longer required to access campus.

I will also note my appreciation to Kelly for your service in your role as Vice Provost, Academic. You've done excellent work both supporting me as I came in and entered the role of Provost. I'll also note your critical contributions to expanding the work in your office, and the reach of your team, particularly related to Equity, Diversity and Inclusion (EDI).

Carol Shepstone, Chief Librarian, you will complete your term on June 30. I certainly appreciate your vision for the library and our conversations and your work on that. Your vision and understanding of university libraries as places for public reflection and deliberation, I've really enjoyed that vision and see you work at that in your role, so thank you for that as well.

We have processes proceeding for both roles - Vice President Academic, and Chief Librarian and we will share information about those appointments when that becomes available.

Also, I'd like to congratulate Robyn Parr who was recently appointed as University Registrar. Robyn was serving in an interim role since September 2021 and she brings extensive experience to this office. Thank you for stepping into the role and leading us forward in the Registrar's office.

There are also a couple appointments related to the School of Medicine – another large initiative for Toronto Metropolitan University. We are at phase 2 of that, moving towards a proposal. Andrew Padmos was appointed Head of the Establishment of the Medical School. He will serve as the Dean of Records for Phase 2. Marcia Moshé was appointed Senior Advisor to the Provost and Vice-President Academic, for Program Proposal Development. Both of those roles are critical and both individuals bring extensive experience with Phase 1. Marcia brings programming and curricular approval and development at the University, and Andrew brings administrative experience related to faculties of medicine at other institutions. Andrew, in particular, will work with the committee on accreditation at the Canadian Medical Schools Secretariat to facilitate the development of the MD program and accreditation processes and standards. For Phase 2, there are two central academic components of the Medical school program proposal. One of those is the link of this body to Senate, and program approval and then Andrew will be leading the components that are more external which he is approving the proposals through the accreditation processes. We look forward to a lot of activity on both of those areas over the next months.

8.4.2.2. Revised IQAP Policies (Policy 110: Institutional Quality Assurance Process, Policy 112: Development of New Graduate and Undergraduate Programs, Policy 126: Periodic Program review of Graduate and Undergraduate, Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs) (K. MacKay)

Motion: *That Senate approve the revised IQAP Policies (Policy 110: Institutional Quality Assurance Process, Policy 112: Development of New Graduate and Undergraduate Programs, Policy 126: Periodic Program review of Graduate and Undergraduate, Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs).*

K. MacKay moved; H. Brahmbhatt seconded.

Motion Approved.

8.4.2.3. Revised Policy 2: Undergraduate Curriculum Structure (K. MacKay)

Motion: *That Senate approve the revised Policy 2: Undergraduate Curriculum Structure.*

K. MacKay moved; D. Scoffield seconded.

Motion Approved.

8.4.2.4. Revised Policy 159: Academic Accommodation of Students with Disabilities (K. MacKay & J. McMillen)

Motion: *That Senate approve the revised Policy 159: Academic Accommodation of Students with Disabilities.*

K. MacKay moved; J. McMillen seconded

K. MacKay spoke to this motion:

You will find the summary of the changes and updates in the agenda (pages 190-191). First and foremost, this policy was last reviewed in 2016, and so, in addition to a review of content for compliance with updated legislation, the format has also been updated to the new Senate template. I want to thank the policy review committee (whose names are listed in the summary page) who worked very diligently over the past couple of years to bring us a policy that has an updated approach to accommodation. It is also a summary with respect to the process, which was a multi-staged process beginning with education and information of this committee's information-gathering, updated legislation, literature in the field and how it stands with policies from other universities. Subsequent to that a first round of consultations occurred with key invested stakeholders, specifically people involved in the administration of the policy across the university or students engaged with the policy as users through AAS, and then with that a redrafting and an updating occurred. The second phase of consultation related to going back to invested stakeholders, checking the draft to see if we heard what they had said and bringing this draft to a broader community consultation that included calls for feedback through town-halls, policy feedback email and open call for feedback with the posting on the Senate website, and then with that feedback, we completed a final draft and this is what you see before you here at Senate today.

I think the committee has worked very hard to put forward an updated approach, one that emphasizes access, meaningful access to education for students with disabilities rather than mostly focusing on the academic accommodation process. Also, an approach that recognizes the intersection of social, physical and virtual contacts, and in academic sense, setting, and the impact that has on students with disabilities, the collaborative effort that's needed to create an access accommodation, plan and create the conditions that enable access to inclusive learning environments, and also this overall approach that emphasizes our key values at Toronto Metropolitan University, and specifically highlights values related to Equity, Diversity and Inclusion (EDI), wellbeing, flexibility and shared responsibility, and all of that, I think, starts and is reflected with the very beginning of the policy and the updated purpose statement.

J. McMillen - Briefly, included is a proposed dispute resolution which is new with regards to the policy allowing there to be an outlined and ideally a timely process for there to be a resolution if there are any concerns during the accommodation process and ensuring that we are fully compliant and aligned with all current legislation and standards that we were required to operate by.

Questions/Comments:

C: First of all, with a brief apology – because I saw this a couple of weeks ago as a member of the Academic Governance and Policy Committee (AGPC), and I had read it but not carefully enough and so these are concerns I should have raised there but I didn't and that was the last opportunity; and they're ones that surprise me – a minor one by the way, just a very minor one – but I wouldn't recommend this has to be changed except in the guiding values. The old policy included academic freedom and the new one doesn't, and I'll just put that out there for people to think about.

My concerns revolve around section 5.2 on page 197. It's a very brief four lines and it is its brevity that raises concerns for me; it's the title "duty to inquire about Accommodation ...

"Duty to Inquire about Accommodation

Where faculty, instructors, or staff have a reasonable basis to believe that a student's academic performance is being negatively affected for reasons relating to disability, there may be a "duty to inquire" about the student's wellbeing and academic needs and to provide referrals to relevant offices at the University, including AAS, Student Wellbeing, and Student Care."

When I first read it, it seemed just fine, a nice thing, and no problems, but the more I thought about it, the more I have some serious concerns about it. First of all, it's a new duty. This duty to inquire about the need of a student, to inquire to the student about accommodation that was not in the prior policy, and in fact, we were discouraged from doing things like that, because we were discouraged from inquiring into anything that might hint they were inquiring about the nature of the disability. It has also been left very vague. The policy actually says there may be a duty to inquire, and I'm wondering why the vagueness there. Is it because of the particular circumstances? Is it because of something about human rights law? It is unclear and then trying to signal that to us it doesn't make clear at all what it says is where faculty instructors or staff have a reasonable basis to believe the student's academic performance is being negatively affected for reasons relating to disability, there may be a duty to inquire about the student's wellbeing and academic needs to provide referrals to relevant offices at the university, including academic accommodation and support student wellbeing and student care. It doesn't say the inquiry is to the student but I'm assuming that's what's meant. This would be a reaching out to the student, but I wonder what it looks like? It would be a necessary condition to have this duty that you have this reasonable belief that they're not doing well because of disability but that's not a sufficient condition because if they only may be. It's a vagueness of these things that is troubling to me. If it's not sufficient to establish duty, is it because there's other conditions that might need to be met? And what would those be? Just a fleshing out of the initial one, or are the other conditions?

If we're going to impose a duty, we should be clear about what the duty is and that this one at first glance doesn't sound problematic; but as I thought about it I wonder about it for this duty might actually expose an instructor to various risks, including ones related to employment; including claims that the instructor has violated a student's human rights simply by not inquiring. I'm wondering whether one of the questions you have to ask about any duty is, is it doable? Is it practical that somebody could actually live up to this duty, especially in the light of large classes, you have classes of 300 students and somehow you're supposed to be attuned to whether or not somebody's not doing well because of disability? Sometimes, that information might come to you, sometimes it might not. The policy says, if they have a reasonable basis to believe, but what is having a reasonable basis mean? Is it that they're aware of it, or just it's somehow in the massive information you get from and about students it's there and you should have noticed it. All of those things could be applied in such a way to raise concerns for an instructor, if in fact, what happens is they get accused of some form of bias against the students and violating their right, and that seems increasingly likely when I looked at the issue of wellbeing.

In certain cases, especially cases which are mentioned in the paragraph just before, of retroactive accommodation. I'm in favour of retroactive accommodation, just various ways that students can be disabled during a term that weren't foreseeable and so they have to ask later about it. The remedies for retroactive accommodation, is that you can do either – ask for a retroactive withdrawal, and I don't foresee any problems there, as long as the student

has got a substantiated disability. But the other one is you go for a grade appeal and that's where I'm concerned about what students feel they need to do to address it. This way they might end up feeling pushed into a certain kind of Human Rights Act accusation. There are four grounds under which you can apply for a grade appeal. One is Course Management. You can see that in some ways that could be course management issues about what's missing, but I don't think that's going to be the likely one. Procedural Error, doesn't look too likely. It will come down to the other two – Extenuating Circumstances – something's happened that my life got out of control for various ways related to my disability. For those, I don't see any particular problems with either, but the fourth one is Prejudice, and if you don't have a dramatic extenuating circumstance, the only way you get that grade appeal is by saying somebody violated your human rights. That's what I'm worried about, that's my concern and if that's the case, and one of the basis for violating it might simply be a failure to inquire to live up to this duty - but the duty isn't spelled out. For instance, it says that you're doing the inquiry about the student's wellbeing. That looks pretty dramatically different from the former prohibition to start asking students about disability or anything like that. If you're supposed to just inquire how are you doing, is there any way the university might be able to help? Have you thought about whether you're eligible for some kind of accommodation from the university? If it goes that far, I don't have any problem with it but it doesn't say that, it doesn't specify, and so I think we need clarity about what the nature of this duty is, and how far it goes, and if it doesn't specify, it should just explicitly say who's inquiring to whom, and about what? And set limits.

My final point is that it talks about referrals to academic accommodation services or student wellbeing or student care. Referrals make it sound awfully formal. If what you're doing is giving advice to students, these are the places that they can go, many of us, I think, most faculty include that now in their course outlines. But this could be reaffirming that we're letting students know that that's there and it would be an active reach. If that's as far as it goes, is that the way the duty plays out? But if it exposes people to new risks, I think we should see clearly about what those risks might be, including various kinds of things that in extreme cases might affect people's employment status. So this is an academic matter but it can have ramifications.

- C:** M. Lachemi – Those are excellent comments. Are you proposing any remedy to the policy based on this?
- A:** I don't like to do that on the spur of the moment. What I would suggest is that we might table this and give a little bit of time to think about this.
- C:** J. McMillen - I take all of your points. To your original comment about what wasn't there before, this is really the evolving legislation and evolving human rights processes that have started to find a greater obligation on the part of organizations to inquire about whether disability may be having an impact, in this case, on a student's ability to be successful. So that is why it's here now and wasn't there before. This type of legislation and process is constantly evolving as we've seen and certainly it has evolved a great deal in the years since it was last reviewed in 2016. This is a positive obligation on the members of the institution and it is one that is rooted in a legal obligation which is part of why even though, as you said, they are vague, the sort of words around reasonable, and may be are rooted in a legal standard. Reasonableness can be talked about and that's part of what a process would determine, and was there a reasonable basis to believe to inquire that isn't defined to the standard of an exact example of all of those circumstances. So, to take your point, I don't know of and I would suggest if there's a need, then certainly our colleagues and legal could articulate this in a way that is more precise. But this is an obligation that does exist. I hear all of the concerns about where it could go. It does exist on the basis that there is a need for us to contemplate. If there is a situation where there have been indications that were brought forward that were not acted on, or were not inquired, that could create an obligation for the

institution if the student brings a concern forward. So I would suggest, President Lachemi, that there may be value in a follow-up. I'm not a lawyer, but that is where this section comes from and why it's here now and was not there previously.

- C:** M. Lachemi - We cannot do it at the level of Senate meeting, but if Kelly, as the mover and you, Jen, as the seconder agree, we can table this motion, go back to the committee and definitely explain this better, especially in terms of legal context.
- C:** K. MacKay – It's certainly an important policy so we want to ensure that we're getting it right. This section would have gone through our legal department already. I hear what you're saying about the words "may be a duty to inquire" and I think that the spirit and intent is as you described it. It's what we do frequently in our classes and with our students; if we notice things we chat with them and say, how is it going? Is there some support at the university that we might be able to direct you to? It's, as Jen said, a duty to inquire.
- C:** J. McMillen – In this case, the words may and reasonable are still protective. The other option is that we could articulate this more in the procedures around what referrals might look like. There could be more opportunities for explanation but I don't know that there would be a change to the obligation through consultation with our General Counsel.
- C:** K. Mackay – Explanation could come in procedures.
- Q:** M. Lachemi – Do we need to put the motion forward to approve it or could we wait till next month's meeting?
- A:** K. MacKay – We could wait until next month's meeting noting that June will be the last meeting of this term.
- C:** M. Lachemi – We do not have the legal team here to explain this. We have an obligation, but that obligation has to be followed correctly.
- C:** Because this could end up as Human Rights complaint, the voice of the legal team is fine but CUPE and RFA should also be able to look at the legal side of it too because they have an interest in understanding it and communicating it to their members as to what they should and shouldn't do. It's not only just that you should do this, but there should also be some statement of the limits. Inquire after wellbeing is pretty vague. The last policy basically said, don't do any of this, and this is a big shift and so people need some guidance in carrying out the shift.
- C:** I would like to make a couple of points. First of all, I would like to acknowledge that the language of this policy has shifted in a direction that's very supportive of students. I understand that we need to prioritize accessibility and focus less on accommodation. I think re-centering this policy on accessibility would better serve the students and better allow them to succeed in their academia despite disability that causes inequity.

We think that there's some parts of the policy that lack reference to students who are immunocompromised or have been disabled; for example, in the 6th wave of the pandemic, and students missing classes due to disabilities that haven't been anticipated necessarily yet related to COVID-19; and we think that adding some specific reference so to cover that demographic that potentially could be missing from some of the language being not quite specific.

One comment that we'd like to make is about challenges with asking instructors to initiate accommodation and accessibility processes - there's some instructors that have pride in making the academic space competitive in a way that it's intentionally exclusive – not necessarily intentionally with students with disabilities, but will exclude students, and will exclude many students because they want the most elite and capable students to succeed in the space. The problem with that approach is that students with invisible disabilities,

especially with students who don't have access to the learning materials in a way that is accessible to them, they are being weeded out in a way that doesn't actually reflect the spirit of what I'd hope the instructors have in mind, when they want to make the material challenging and interesting. I think that if we invite instructors to be more proactive about informing their students of avenues to better understand the material that they care about and that they're instructing on.

I want to acknowledge the addition of definitions of ableism, flexibility and shared responsibility. I know that there does need to be, in my opinion as well, some clarification on the language, but I feel that moving forward with more discussion, but also prompt implementation of this new revision, is very important because there are additions to the policy that already do some very important clarifying for the students that this policy is supposed to support.

C: I want to echo what has just been said about the move towards accessibility and away from accommodation. I'm speaking on behalf of the RFA executive and so we all support that but we also see, because of that, the need for most basic specificity and that's why I want to support that this be tabled for further discussion, and there was not an opportunity for comment on the final version following consultation. As far as we know, it only appeared about seven days ago and we had the executive committee review this policy and they have concerns with it. I also think it reverberates amongst faculty at large and both unions if it goes through without further discussion. They've asked me and urged me to convey that to Senate. I want to make some of the same comments made regarding the duty to inquire. It's not quite clear what process will be followed here nor to whom the inquiry would be made. What constitutes a reasonable basis, nor whether the faculty have an ability to actually make such inquiries? So we feel whether or not it is consistent with the law, this does need clarification. In placing this obligation on faculty members the way it has been, faculty members will be vulnerable and open to claims of discrimination, and also claims of disregard for students' rights. We have major concerns with this as it stands. We do think it needs further discussion.

There are other elements of the policy as well that are of concern. In item 4.3 of the policy, 1.3 of the procedures, it requires faculty members to provide reasonable accommodations in response to substantial requests to address any barriers that may still exist despite if it's to enhance accessibility through design. We wonder what does this mean? The prohibition on faculty members from consulting students' documents regarding the disability - Faculty members currently are not permitted to consult student documents and that's been removed from the proposed policy. This suggests that now faculty members will be confronted and not quite sure what a substantial request actually means. We presume it will include medical documents, things that faculty were prohibited from looking at before, now it is going to be put before them and we're not sure that they have the capacity to comment on these but now they'll be required to make assessments on ongoing accommodations or to possibly assess medical documents themselves, and in the face, of course, the policy concerns and any other form of substantial requests that's put before them.

I also want to make the same point made that in the values and principle, it no longer has a reference to academic freedom which the current policy has and that is also a requirement of our collective agreements that any changes to policies actually retain these references to academic freedom. So this policy removes the references to academic freedom but, at the same time, talking about curriculum design, academic standards, teaching methods, evaluation methods and pedagogy; but doesn't allow for the existence of academic freedom which we think has to be retained. Also, the policy requires faculty members to comply with standards of universal design with respect to their courses but these standards, often are not

supported by university resources. We have multiple concerns with the policy and we just think it needs more discussion. We never had a chance for input on these and we would like the opportunity to do so.

I just want to make a couple of final points. Under the existing policy, we've encountered situations where students have appealed their grades after the fact based on the fact that they're not getting accommodation during the course, even when they didn't request such accommodations or when they didn't engage with faculty about accommodations. Faculty members have been found to have discriminated against such students and in other cases faculty members have complied with accommodation requirements as directed by the academic advisory services. So faculty members are now being required to make their own judgements including medical assessments which they are not qualified to make and invest in and implement any required adjustments and be honest with their own decisions because they now have to deal directly with the situation at hand. There appears to be a downloading of responsibility from the institution to the individual faculty members and exposes the faculty members to unfair charges of discrimination and to discipline due to the institution's unwillingness to properly assess the needs of students. So again, this proposed policy needs more buffing up in order to explain how this is going to be implemented. Some of the principles that it puts forward can be properly exercised. Our concern is that the faculty members are going to be on their own in the face of student requests. They might find themselves in situations where they are damned if they do and damned if they don't, academic standards are not valued and student needs are probably not met either. So we think that with this proposal, faculty members are vulnerable and it is not consistent with our collective agreements.

I just want to support the proposed motion or suggested motion that this be tabled for further discussion and that we have an opportunity for further input.

- C:** M. Lachemi – Given all the comments, I think it's safe for this important policy to go back to AGPC for further work and what I am suggesting is that the whole group or units, submit your written comments directly to AGPC before we take it back to Senate. I don't think we can resolve all of the comments here. The legal framework is definitely an important one so I think it's important for us to continue this conversation. Of course, if other senators would like to add anything if we agree to table this motion, please submit your comments to the review committee and AGPC at policyreview@ryerson.ca and let AGPC do their best to bring the best policy forward.
- C:** One of the things we're actually asking for is the opportunity to work with the policy-makers because we're really concerned about the duty to inquire and the capabilities of our members (lecturers and teaching assistants) to be able to do that proficiently. We love the definition by the way, it's great that it is an expansion and disability is considered so comprehensively, but that provides challenges. CUPE would very much like to sit and have some discussions about how this can really work effectively with their students.
- C:** As a student with a disability myself, usually it is those students with disabilities who are consulted and they are usually the ones who do most of the work. At the Senate Learning and Teaching Committee, I expressed that we need to be thinking if a policy or the inclusion of a policy of accessibility & accommodation is just a stopgap. We keep talking about the legislation. The first legislation, the Ontario Human Rights Commission says, do not exclude, and the most recent legislation that will be affecting us is in the recent report with the final report of the post-secondary education by 2025. So I don't know if we want to work this and then rework it again. I'd rather see a slower pace with thorough consultation with stakeholders but not those consultations that are called on Friday to meet on Monday, but

actually full consultation where people can understand. The one point that I really want to emphasize and I've said this many times before that this policy, unlike, for example, the plagiarism policy (Policy 60 – Academic Integrity) is really emphasized by professors. Everybody says to students, 'don't plagiarize'. You get it very clearly from day one. In the same way, this policy should be emphasized, it is your right to ask for accommodation and in the legislation that is upcoming, they actually said that the training shall employ best practices in pedagogy and all staff of the university should engage in this type of training. So yes, staff, clerical administrators, instructors, they will need to have accessibility training on how best to accommodate the students, but also on ableism. So just by trying to do the good thing they may actually be harming the student. We know visibility is highly stigmatized in our mists and if a student within the invisible disability is struggling, then by someone intervening, they may actually take agency from the student, worse yet, out them. So yes, it would be a good idea to have a richer conversation.

M. Lachemi – call for Motion to Table

N. George moved; D. Taras seconded

Motion to table approved.

- C:** I think this obviously is really important and I just wanted to share my personal experience from one of the courses so that could possibly help senators make a firm decision and make a more comprehensive policy. There was a petition signed against one of my professors and most of the students were failing. As a result, the criteria was changed for the exam after the exam was done, which resulted in uneven grade changes. I know many peers in the course had disabilities. So I think when it comes to accommodating students with disabilities it's important to consider this factor as well and having a more comprehensive policy which could help to accommodate students in certain situations. What I saw was there was no standard procedure taken. It was just based upon the instructor as to what they wanted to do and there was no such standard to be followed. So I think if there was a policy which could incorporate taking into consideration the student's wellbeing and student care, and taking into consideration students with accommodations, I think that would be much more helpful.
- C:** I wanted to just give some context to the duty to inquire, which is extremely important to understand. The duty to inquire only arose in the employment setting. It arose from employment or supervisors who had close contact with employees and understood when they saw deterioration. In the university's context, where there are very large class sizes, sporadic contact with students and so on, there is a completely different context. The other thing is that the duty to inquire is actually matched by the legal duty on employees to inform. So they actually go hand in hand. With the duty to inquire without a duty to inform, we're going to create tremendous mischief. I would suggest that the course outlines really press on what are the resources and professionals available. Where can you direct these cases and take it out of the hands of individual professors? I worry that we will create unbelievable mischief by drafting a duty that came out of employment into a sort of wild and woolly area of university teaching in a place like ours. So we already have professionals. I think the duty is to tell the students and direct them to where, and we already do a lot of that in our course outlines.
- C:** I heard the vague unsubstantiated accusation of professors who allegedly used some teaching techniques that were violating students' human rights. I want to voice that this violation of human rights of students is a serious accusation and I'm concerned that such serious accusations are thrown around the Senate without specifics and just being kicked around like it's no big deal. I'm concerned when professors are accused of this, because I don't believe it's fair.

- C:** Thank you for that excellent commentary on the duty to inquire. I really appreciated that. As I read through the document, the other area that I have questions and concerns about, and I look forward to the opportunity to maybe address that to the committee is the issues around interim accommodations and that's basically why I supported or initiated the motion to table this because I think we do need more discussion around aspects of this policy.
- C:** I heard the comments from the student representatives around the listing of different impairment groups, and, actually, the committee took some pains not to do that. The only place where you'll find different impairments or just different disabilities mentioned is in the Human Rights definition. The other thing I wanted to say is that I think this policy is incredibly important and I appreciate the congratulations around the broadened definition, but there is a recent survey of students with disabilities that suggest that in high school in Ontario and across other Canadian provinces, students with disabilities feel as if they have access to their learning environments – 80% of students feel as if they have access to their learning environments and good accommodations but that drops dramatically when students come to universities. So this policy, I think, is instrumental in changing the experience of our students. So I'm hopeful for the next steps in the discussion.
- C:** M. Lachemi – That's the end of this discussion. We will send the policy back to AGPC before it comes back to Senate. Again, please send your comments to policyreview@ryerson.ca
- C:** If you would allow, I would just challenge all of us and invite everyone to use language that's legitimizing to the needs of students. I've heard some language that was delegated to delegitimizing, such as calling students' desire to access learning as mischief and it just being something that's thrown around. We are really thinking about the students and our contributions to this conversation are not just things that are thrown around. I would just appreciate that we respect each other enough to avoid that type of language.

8.4.2.5. New Policy 172: Student Names (R. Parr)

Motion: *That Senate approve the new Policy 172: Student Names.*

R. Parr moved; H. Brahmhatt

R. Parr - This proposal is to formalize the first Student Name policy at the University. It outlines the use of the students' chosen name for display in the University systems without the requirement to change their legal name.

Comments/Questions:

- C:** This is a great step for safety and security for trans students. I think that we should avoid using a name for a trans person that they are no longer using. I'm appreciative that we are moving in this direction to avoid compromising safety and access to education.
- Q:** I would say it's about time. If the students who have already graduated and meet requirements for their new name, will there be accommodations for them to have their diplomas reissued under that name? Apparently, we might be reissuing a large number of diplomas with the new name change of the University.
- A:** R. Parr – Yes, if a student changes their legal name at any point in time, they can request a document to be reissued like a parchment or a degree so that process has always been in place, so I'm happy to support that.

C: Thank you very much for bringing this forward. There is some confusion around legal names versus the preferred name so when we do consultation perhaps we need to educate the community at large – that would be very helpful.

A: R. Parr – We definitely do have a robust list of definitions to help clarify that so we'll make sure that this is clear in the Procedures of this policy.

Motion Approved.

8.4.3 Report #W2022-1 of the Yeates School of Graduate Studies Council (YSGS):

C. Searcy

8.4.3.1. Periodic Program Review for the PhD in Policy Studies (C. Searcy)

Motion: *That Senate approve the Periodic Program Review for the PhD in Policy Studies.*

C. Searcy moved; R. Ravindran seconded.

Motion Approved.

8.4.3.2. For Information:

- i. One Year Follow Up Report - Physics (PhD/MSc)
- ii. One Year Follow Up Report - Spatial Analysis (MSA)

9. Old Business - None

10. New Business as Circulated - None

11. Members' Business - None

12. Consent Agenda

12.1 SRCAC Report to Senate –

https://www.ryerson.ca/senate/senate-meetings/reports/SRCACReports/SRCAC_Report_May3_2022.pdf

C: M. Lachemi – We've had very interesting discussions today. It's very important that we have those types of conversations on the Senate floor. Thank you very much.

13. Adjournment

The meeting adjourned at 6:42 p.m.

Toronto Metropolitan University

President's Update to Senate

June 7, 2022



THANK YOU – As 2021–22 draws to a close, I extend my sincere thanks and appreciation to all Senate members for your invaluable support, which has enabled us to deal nimbly and effectively with the evolving impact of the pandemic and achieve a successful return to in-person learning. With our new name and exciting initiatives in place, we are poised to bring about transformative change. I look forward with great anticipation to how we will write Toronto Metropolitan University's next chapter together.

UNIVERSITY RENAMING – On April 26, after receiving Board approval, we announced the new name of our institution: Toronto Metropolitan University. The new name foregrounds our campus's location in the heart of our country's biggest and most diverse city, and it reflects how we see ourselves: as a diverse, inclusive gathering place where people from all over the world can feel a sense of belonging. At the same time, the word "metropolitan" evokes our aspiration to expand our reputation and reach. My thanks to the advisory committee on renaming the institution, which was chaired by Provost and Vice-President, Academic Jennifer S. Simpson, with Tanya (Toni) De Mello, assistant dean, student programming, development and equity, Lincoln Alexander School of Law, as vice-chair, and Jennifer Grass, assistant vice-president, University Relations, as executive lead. Together, and with support from Communications, Marketing, and General Counsel, they engaged in a six-month process of extensive research, discussion, deliberation, and community engagement. They devised a survey that received 30,000 responses and identified over 2,500 unique name ideas, which they whittled down to a shortlist. Committee members then carefully investigated each potential name's strengths, gaps, and complexities. We hope that the new name will foster unity among all community members.

APPOINTMENTS

Cynthia Holmes has been appointed vice-provost, academic on an interim basis, effective May 12. Cynthia is the associate dean, faculty and academic, at the Ted Rogers School of Management (TRSM), in which role she has advanced innovation in learning and teaching. Cynthia joined the university in 2010 as a professor of finance and in 2014 became the founding chair of the Real Estate Management Department. Previously, she has been a professor at York University and Florida State University, and a visiting professor at Concordia University's John Molson School of Business. Cynthia holds a PhD in urban land economics from the University of British Columbia, an MBA in finance from Concordia, and a BSc from McGill in mathematics and computer science.

Marcia Moshé has been appointed senior advisor to the provost and vice-president, academic, MD Program Proposal Development, effective April 1. In her new role, she will provide strategic advice and guidance on developing the new MD program proposal, advise the provost on the program development progress and requirements, and assess alignment with the school's vision, mission, values, program goals, and EDI strategy and action plan. Previously, Marcia was vice-chair of the School of Medicine Planning Committee and chair of the school's Academic Program Development Committee.

Prior to this, she served three years as interim vice-provost, academic, where she led the development and implementation of a new undergraduate curriculum policy and created the Centre for Excellence in Learning and Teaching. She also served 10 years as associate dean of Arts. Marcia is currently a professor in TMU's Department of Psychology.

Andrew Padmos has been appointed head, establishment of medical school, effective April 1. In this new role, he will facilitate the development of the MD program and accreditation process and standards; advise TMU on stakeholder engagement in the Peel Region and on recruiting the school's interim leadership and support staff team; finalize the school of medicine's equity, diversity, and inclusion (EDI) strategy and action plan; and develop a strategy and business plan to implement the TMU Integrated Health Team. Currently, Andrew is chair of the Canada-UAE Business Council's Working Group for Healthcare and Life Sciences; previously, he was chair of the Canadian International Health and Education Association. From 2010 to 2020, he was president and CEO of Royal College International, working on international outreach and academic partnerships, and from 2006 through 2019, he served as the CEO of the Royal College of Physicians and Surgeons of Canada. Andrew holds an MD from McMaster University and a BA in political science and economics from the University of Toronto. He has practiced medicine in Calgary, Riyadh, Kingston, and Halifax; taught medicine at Dalhousie University and the University of Ottawa; and served as commissioner of Cancer Care Nova Scotia.

Robyn Parr has been appointed university registrar on a permanent basis as of April 8. She was appointed interim registrar in September 2021. Previously, she spent five years as associate registrar, student financial services, including a two-year secondment to the Office of the Vice-Provost, Students, where she was appointed change and opportunity lead in 2019 and executive director in 2021. Also, in 2021, Robyn was one of only four Canadian higher education professionals to receive a Strategic Enrolment Management Endorsement from the American Association of Collegiate Registrars and Admissions Officers. Before joining our university, she was registrar at the National Ballet School, schedule coordinator at OCADU, and registrar (among other duties) at the Tim Horton Children's Foundation. Robyn holds an MA in leadership from the University of Guelph.

HONORARY DOCTORATES

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

Mohammed Al Zaibak – founder and CEO, Canadian Development and Marketing Corporation; president of Lifeline Syria; telecommunications engineer; former member of the University's Board of Governors; Doctor of Commerce.

Avie Bennett (posthumous) – founder of commercial real estate development company First Plazas; former owner of McLelland & Stewart, Hurtig Publishers, and Tundra Books; philanthropist; Doctor of Laws.

Michael "Pinball" Clemons – former Toronto Argonaut running back, coach, CEO, and vice-chair; current general manager of the Argonauts; motivational speaker; Doctor of Laws.

Katsi Cook – Mohawk midwife and elder, women's health advocate, lecturer and scholar; Doctor of Laws.

Avvy Yao-Yao Go – justice of the Federal Court, former executive director of the Metro Toronto Chinese & Southeast Asian Legal Clinic, co-founder of the Colour of Poverty Campaign; Doctor of Laws.

Anju Virmani Kumar – digital adviser, Cargojet Airways; creator of The Savitri & Anju Virmani Scholarship for Women in STEM; Doctor of Engineering.

Gabrielle Scrimshaw – Indigenous entrepreneur, activist, and speaker; co-founder of the Indigenous Professional Association of Canada; Doctor of Laws.

Edward Sonshine – founder and chairman, RioCan Real Estate Investment Trust; lawyer; philanthropist; Doctor of Laws.

George Strathy – chief justice of Ontario’s court of Appeal, founder of litigation firm Isaacs Odinocki LLP, legal scholar; Doctor of Laws.

CONGRATULATIONS

Alumni of The Creative School received 17 Canadian Screen Awards from the Academy of Canadian Cinema & Television. Notably, *Rich Williams* (Image Arts ’08) and *Shasha Nakhai* (Journalism ’09), as co-directors of *Scarborough*, captured Best First Feature Film, Achievement in Direction, and Achievement in Casting, while *Catherine Hernandez* (Performance ’02) won Adapted Screenplay; as the film’s producer, Nakhai was awarded Best Motion Picture.

Edward Burtynsky (Photographic Arts ’82) was awarded the prize for Outstanding Contribution to Photography at the Sony World Photography Awards, for “making a significant impact on the photographic medium.” In accepting the award in London, UK on April 12, Burtynsky declared that, as a Canadian-Ukrainian, he wished to share the award with photographers in Ukraine, who “are using this moment to show the world the truth.”

Kori Cheverie, former assistant coach of the Rams men’s hockey team, became the first-ever woman to coach a Canadian men’s team when she was named assistant coach of the Canadian men’s under-18s for the World Championship held in Bavaria in April.

Pamela Palmater, chair in Indigenous Governance in the Department of Politics and Public Administration, has received an honorary doctor of laws from her alma mater, Dalhousie University. Her citation describes her as “a courageous and outspoken leader whose legal, social and political work has been instrumental in developing policy and legislation on issues concerning Indigenous sovereignty.”

EVENTS AND INITIATIVES

CATALYST FELLOWSHIP PROGRAM – On April 6, Rogers Cybersecure Catalyst opened applications for the Catalyst Fellowship Program, designed to foster original research and industry engagement in cybersecurity. The program will launch in September with two streams, each of which will accept three fellows for 12-month fellowships. Fellows in the Research Stream will be TMU faculty members, who will

each receive a course release for one term and \$10,000 for research expenses and will produce a publicly available work product (e.g., a technical or design prototype, an academic article, a white paper). The Industry Stream will be open to professionals from all industry sectors (including government and non-profits); each will receive \$10,000 and be assigned a student intern and will advance a project of their own design in cybersecurity or a related field. All fellows will collaborate with innovators in the Catalyst Cyber Accelerator, learners in the Accelerated Cybersecurity Training Program, and users of the Catalyst Cyber Range; they will also co-create and lead webinars and reports on key cybersecurity issues and policy topics.

IMAGE CENTRE REOPENS – On April 6, the Image Centre reopened for an extended spring/summer season, with three exhibitions on view until August 6. *From Here to Eternity: Sunil Gupta, A Retrospective* showcases work by Canadian photographer Sunil Gupta from the 1970s to the 2010s, including his autobiographical narratives as a gay man of colour living in India, where he was born; in Montréal, where he studied photography; in New York City in the mid-1970s; and in London, UK, where he lives now. *Mauvais Genre/Under Cover: A Secret History of Cross-Dressers*, showcases over 160 amateur photographs from the 1880s to the 1980s, all related to cross-dressing and drawn from the personal archives of French filmmaker Sébastien Lifshitz, who guest curated the exhibition. On the Salah J. Bachir New Media Wall, Montréal artist Dominique Blain's *Dérive/Drift* is a multi-channel video showing hundreds of images of the sea found online; it commemorates migrants who sail in search of freedom. In the student gallery, *Red All Over: World War II Press Photographs from the Sovfoto Agency* runs until May 7.

EMPLOYEE AWARDS – On April 7, the University livestreamed the third annual virtual Employee Awards (formerly known as the Ryerson Awards) on YouTube. A total of 62 individuals and six teams were honoured, drawn from 156 nominations received. The awards recognize 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. The event was hosted by Joyce Leung, learning specialist for the Talent Management Centre of Expertise, and Tanya (Toni) De Mello, assistant dean, student programming, development and equity in the Lincoln Alexander School of Law.

ACROSS PARTY LINES – On April 8, federal minister of Innovation and Industry François-Philippe Champagne (Liberal) and provincial minister of Economic Development Vic Fedeli (Progressive Conservative) joined the Ryerson Democracy Forum for the online event “Across Party Lines: Innovating the New Economy.” Their discussion was co-hosted by visiting practitioner Martin Regg Cohn and DMZ Executive Director Abdullah Snobar. Champagne and Fedeli spoke about how they make deals together and get provincial and federal bureaucracies to work in sync, how they have looked to strengthen business relationships with the United States, and how Canada and Ontario can attract and retain tech talent—including the role of universities such as ours, and incubators such as the DMZ.

MASS EXODUS – On April 9, The Creative School hosted its annual graduating student fashion show, Mass Exodus—for the first time ever, as a hybrid live/virtual event, with in-person runway shows at the Student Learning Centre as well as livestreaming on YouTube. The event was produced as a joint effort by more than 100 students and volunteers from across The Creative School, including students learning experientially as part of the Live Event Supercourse and the Fashion Promotion course. The show was

scored by students in the Professional Music program and broadcast by RTA media students, with production supported by performance production students and printed material by graphics communications management majors. This year's event had the theme Metamorphosis, taking inspiration from organic forms that build natural ecosystems, as well as the idea that the world is evolving at an unprecedented speed. Sustainability was also a focus, with rented and repurposed show materials and props. To comply with COVID-19 protocols, the designers creatively incorporated masks into their work.

DAY OF PINK – On April 13, the University resumed a tradition led by the Positive Space Faculty and Staff Network for many years, whereby community members gathered in the amphitheatre of the Student Learning Centre to commemorate the International Day of Pink with remarks and a group photo. In support of the Day, which raises awareness of and combats homophobia, transphobia, transmisogyny, and all forms of bullying, Vice-Provost, Students Jen McMillen recorded a video discussing the importance of the day with 2SLGBTQIA+-identifying student leaders. On April 19, Consent Comes First manager Farrah Khan hosted the online *Generous Futures* discussion “Ending Gender-Based Violence,” featuring Jo-Anne Ryan, vice-president of philanthropic advisory services at TD Wealth; Paulette Senior, CEO and president of the Canadian Women’s Foundation; and Jessica Ketwaroo-Green, intersectional gender equity advocate and consultant.

CANADA ON THE WORLD STAGE – On April 28, the Lincoln Alexander School of Law hosted the online discussion “Canada’s Place on the World Stage,” which brought together veteran leaders and legal experts to discuss to what extent Canada can serve as a leader and/or a voice of conscience in the geopolitical sphere. Panellists included former prime minister Kim Campbell, former chief justice of Canada Beverley McLachlin, and ambassador of Canada to the United Nations (and former premier of Ontario) Bob Rae, and distinguished international jurist Chile Eboe-Osuji. The discussion was moderated by law professor Jennifer Orange. The panelists together drew on their experience and deep knowledge of Canadian legal and political history to put the current global situation into context and speak about how our country can build on its past successes (e.g., in developing the international criminal court), and how Canadian domestic law can provide inspiration to other countries.

IMAX FILM FESTIVAL – On May 3–4, the Image Arts Film Festival (formerly the Ryerson University Film Festival) was held in Ontario Place’s domed Cinesphere, with student films shown on the IMAX screen. In addition to showing the 19 thesis films in ticketed nighttime screenings, the festival for the first time included screenings of films by students in their first, second, or third year of the Image Arts program. These films were shown in the Library Building during the day, and accompanied by eight industry panels featuring established filmmakers. The festival was judged by actor and filmmaker Deragh Campbell, critic and lecturer Adam Nayman, and filmmaker Sophy Romvari. The festival was the first to be held in-person since 2019 and featured films that showcased the creativity of filmmakers navigating rigorous COVID-19 testing and restrictions on the number of people on set.

from the President's Calendar

April 4, 2022: At City Hall in Brampton, I recorded videos with city councillors Jeff Bowman and Doug Whillans, and with regional councillors Pat Fortini, Martin Medeiros, Rowena Santos, and Paul Vicente, to celebrate the provincial government's approval of the medical school.

April 6, 2022. I spoke with Colette Watson, president of Rogers Sports & Media, about collaborating on telling the University's story.

April 6, 2022: At Queens Park, I appeared before members of the Provincial Standing Committee of Finance and Economic Affairs, who were meeting to debate Bill 106, the Pandemic and Emergency Preparedness Act, 2022, which gives effect to TMU's medical school. I spoke about how our university's new approach to medical education will address the changing needs for health care delivery and practice.

April 6, 2022: I virtually attended the 10th annual Alan Shepard EDI Awards Ceremony, for which I had pre-recorded remarks congratulating the recipients—students, faculty, and staff—for challenging the status quo.

April 6, 2022: I had an introductory meeting with Wanda Costen, dean of the Smith School of Business at Queens University, to discuss the University's efforts to advance equity, diversity, and inclusion.

April 7, 2022: I had an introductory meeting with Melissa Hathaway, president of consulting firm Hathaway Global Strategies, to discuss her role as program advisor to the Rogers Cybersecure Catalyst's Mastercard Emerging Leaders in Cybersecurity Initiative.

April 7, 2022: I was pleased to deliver introductory remarks at the Employee Awards Celebration, which was hosted virtually this year. I thanked the recipients for their work in ensuring that the University will emerge from the pandemic stronger, more united, and positioned for even greater success.

April 7, 2022: Along with Associate Director, Government Relations Matthew Baker; Vice-Provost, Students Jen McMillen; and Jennifer Simpson, I hosted the Rams women's basketball team and coaches Carly Clarke and Shae Dheenshaw at Scotiabank Arena prior to a Toronto Raptors game, to celebrate their undefeated season and national championship.

April 8, 2022: I chaired a regular meeting of the Council of Ontario Universities (COU).

April 8, 2022: I virtually welcomed François-Philippe Champagne, federal minister of innovation, science, and industry, and Vic Fedeli, provincial minister of economic development, job creation, and trade, to campus ahead of the Ryerson Democracy Forum event "Across Party Lines: Innovating the New Economy." I delivered introductory remarks highlighting the power of partnership, collaboration, and collective ambition.

April 8, 2022: I chaired a regular meeting of the Universities Canada finance committee.

April 11, 2022: At the Globe & Mail Centre, I pre-recorded remarks for the G. Raymond Chang Outstanding Volunteer Awards, congratulating recipients and thanking the Chang family for their continuing support.

April 11, 2022: Matthew Baker and I had a virtual meeting with NDP MPPs Jessica Bell (University Rosedale), Chris Glover (Spadina-Fort York), and Suze Morrison (Toronto Centre), to discuss the University's commitments, key initiatives, and renaming.

April 11, 2022: I welcomed Marci Ien (RTA '91), Canada's minister for women, gender equality, and youth, to campus, where she visited the Schneider Electric Smart Grid Laboratory at the Centre for Urban Energy as well as the Urban Farm.

- April 11, 2022:* I pre-recorded remarks for the 2022 Athletics Banquet, which the University hosted on April 18; I thanked all the athletes and coaches for representing our university so well.
- April 12, 2022:* Matthew Baker and I had a virtual meeting with Liberal Party candidates running for provincial parliament, to discuss the University's commitments, key initiatives, and renaming.
- April 12, 2022:* Along with Deputy Provost, International and University Planning Glenn Craney; Assistant Vice-President, Zone Learning and Strategic Initiatives John MacRitchie; and DMZ Executive Director Abdullah Snobar, I met with Paul Steinmetz, consul general of Luxembourg in New York, who was in Toronto to prepare for a visit of the crown prince. We discussed the University's innovation ecosystem.
- April 12, 2022:* At the Arcadian Loft, I delivered welcoming remarks for the Student Experience Awards Night, praising recipients for their resilience, commitment, and leadership, and urging them to continue their engagement with the University after graduation.
- April 13, 2022:* Along with Jen McMillen and Allison Urowitz, executive director of University Advancement, I met with three representatives of Sun Life—Dave Jones, president of Sun Life Health; Paul Joliat, assistant vice-president of global partnerships; and Quinn Boersma, director of business initiatives and planning—to discuss potential collaboration in the area of student mental health.
- April 13, 2022:* I had a coffee chat meeting with the presidents of student societies at the University, all of whom are outgoing, to thank them for their leadership and to discuss the future of the University.
- April 14, 2022:* Jen McMillen and I met with the coaches of the University's varsity teams to thank them for the support they have given our student athletes as mentors and educators. We discussed the coaches' plans to further strengthen the athletics program.
- April 14, 2022:* I was pleased to deliver remarks during the University's virtual Celebration of Long Service Milestones, during which I congratulated the inductees for being front and centre during periods of significant change at our University, and I recognized sociology professor Jean Golden and nursing professor Beth Swart for an incredible 50 and 51 years of service, respectively.
- April 14, 2022:* I delivered remarks during the virtual book launch of *Creative Resilience and COVID-19: Figuring the Everyday in a Pandemic*, which was co-edited by Irene Gammel, director of the Modern Literature and Culture Research Centre (MLC) and Jason Wang, executive committee member of the MLC. I congratulated the team at the MLC for positioning our university at the forefront of the conversation about the pandemic and the importance of creative resilience.
- April 14, 2022:* I spoke with Janet Morrison, president and vice-chancellor of Sheridan College, to continue our conversation about collaboration on healthcare education.
- April 17, 2022:* At the Candles Banquet Hall in Mississauga, I delivered keynote remarks for the Arab Canadian Vote's first annual Ramadan Iftar and Civic Engagement Discussion. I spoke about how minority communities can make their voices better heard in local, provincial, and federal politics.
- April 18, 2022:* Chief Librarian Carol Shepstone gave me a tour of the University Library, where I saw how renovations have created new learning and study spaces.
- April 18, 2022:* I met virtually with two representatives of Maple Leaf Sports and Entertainment (MLSE)—Cynthia Devine, chief financial officer and interim president and CEO, and Nick Eaves, chief venues and operations officer—to discuss the potential for more collaboration between MLSE and the University on activities at the Mattamy Athletic Centre.
- April 18, 2022:* I spoke with R. Stacey LaForme, chief of the Mississaugas of the New Credit First Nation and member of the dean's council at TRSM, to update him on the University's renaming process.

- April 19, 2022:* I spoke with Harry S. LaForme, former judge at the Court of Appeal for Ontario and senior counsel at Olthuis Kleer Townshend, to update him on the University's renaming process.
- April 20, 2022:* Along with Glenn Craney and Interim Executive Director, Ryerson International Todd Carmichael, I had an introductory meeting with Immaculate N. Wambua, high commissioner of the Republic of Kenya to Canada.
- April 20, 2022:* I spoke with former senator and current Queen's University chancellor Murray Sinclair, to update him on the University's renaming process.
- April 21, 2022:* I virtually attended the grand opening of the World Urban Pavilion in Regent Park, an initiative of the Urban Economy Forum and UN-Habitat that aims to become a global knowledge hub for sustainable urban development.
- April 21, 2022:* I chaired a special executive heads meeting of the COU about extending masking policies on university campuses.
- April 22, 2022:* I pre-recorded remarks for Engineering Day, which was subsequently held on April 29th, and during which final-year engineering students presented their design projects to the public. I congratulated them on the leadership, teamwork, and resilience they have shown in overcoming the challenges of the past two years.
- April 22, 2022:* I met online with Susan Walsh, president and CEO of Northumberland Hills Hospital in Cobourg, as well as her chief of staff, Mukesh Bhargava, to discuss the University's healthcare innovation agenda.
- April 22, 2022:* I was interviewed by Matt Durnan, senior reporter with NRU (Novae Res Urbis) Publishing, a Toronto-based online news source that covers municipal issues and urban planning, about the medical school.
- April 25, 2022:* At the Royal Ontario Museum, I attended the investiture ceremony for the Order of Ontario, where former distinguished visiting professor Sean Conway was among the investees.
- April 26, 2022:* As Chair of the Finance Committee, I attended a regular virtual board meeting of Universities Canada.
- April 26, 2022:* I was interviewed about the University's renaming by news reporters including Steven D'Souza of CBC National News, Joe Friesen of The Globe and Mail, Isabelle Ménard of Radio-Canada's "Dans la Mosaïque," Eric Natividad of CityNews Toronto, Alanna Rizza of Global News Toronto, Dave Seglins of CBC Radio's "As It Happens," Stephanie Smyth of CP24, and Heather Wright of CTV National News.
- April 26–27, 2022:* I attended a virtual Universities Canada membership meeting.
- April 27, 2022:* I was interviewed about the renaming by Ismaila Alfa of CBC Radio's "Metro Morning," as well as Wasim Zaitoun of OMNI TV.
- April 27, 2022:* At Rogers Cybersecure Catalyst, I and the rest of the executive group participated in a Catalyst Tabletop Exercise—a discussion-based scenario, simulating a cybersecurity incident at the University. We also toured the Catalyst Cyber Range.
- April 27, 2022:* I was invited by Brampton City Council to speak at a meeting about a potential location for the school of medicine.
- April 28, 2022:* I spoken with Rowena Santos about the importance of working with Brampton city and regional councillors on the medical school.
- April 28, 2022:* At Cara Commons in the TRSM Building, I gave welcoming remarks to open a single-day chairs and directors retreat hosted by Roberta Iannacito-Provenzano, vice-provost of Faculty Affairs.

April 28, 2022: I attended the Lincoln Alexander School of Law's virtual event "Canada's Place on the World Stage."

April 28, 2022: I chaired a regular meeting of COU executive heads.

April 29, 2022: During the Canadian University Board Association annual conference 2022, I participated in the panel discussion "Equity, Diversity, and Inclusion – People Who Came First." It was moderated by Rohini Bannerjee, associate vice-president, diversity excellence at Saint Mary's University, and my fellow panelists were Gervan Fearon, president of George Brown College; Jacqueline Ottmann, president of First Nations University of Canada; and Martha Piper, president emerita, University of British Columbia

April 29, 2022: I chaired a regular meeting of COU executive heads.

April 29, 2022: I welcomed Tim Rahilly, president and vice-chancellor of Mount Royal University, to our campus ahead of his visit to the Student Learning Centre.

May 4, 2022: I had a breakfast meeting with Toronto Deputy Mayor Ana Bailão to discuss collaboration with the City of Toronto.

May 4, 2022: At the Rogers Communications Centre, I attended the launch of the Creative School's Professional Music Program.

MarComm Results

January-April 2022

Prepared by:
Central Communications &
University Relations
(Marketing and Creative
Services)

May, 2022



Executive Summary

Senate Meeting Agenda - June 7th, 2022

Highlights from January- April 2022

- Supported School of Medicine/ Provincial Government announcement with media relations, video & social media, owned media content & web
- Developed & executed pre-renaming MarComm campaign, including “In Conversation” with chair & vice chair of URAC video & alumni influencer social media campaign.
- Planned & executed integrated, cross-channel communications & marketing strategies to support new name announcement.
- Rebuilt/streamlined International website to bring multiple units under one cohesive website
- Launched Confronting Anti-Black Racism website demonstrating university’s commitment to EDI.
- Developed & launched new & improved digital version of alumni magazine.

Earned Media



15,351 Media Hits

55% increase from previous quarterly report¹



14.6B Potential Reach

47.5% increase from previous quarterly report¹

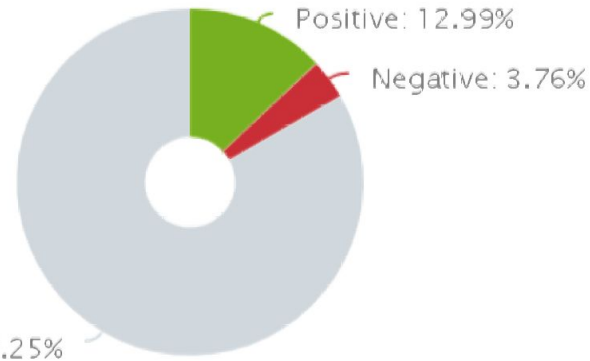


135.5M AVE

Advertising Value Equivalency
47% increase from previous quarterly report



13% Positive Sentiment



Social Media



12K New Followers



76M Impressions

49% increase from previous quarterly report



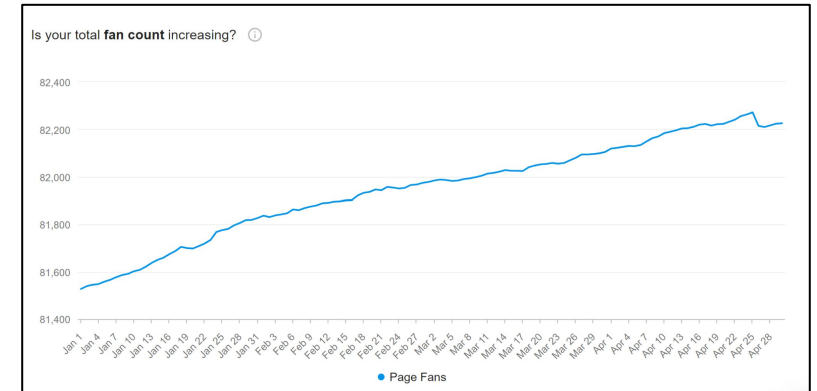
775K Engagements

19% increase from previous quarterly report



326K Link Clicks

18% increase from previous quarterly report



1. The renaming announcement resulted in a dramatic increase in media coverage at the end of this quarter

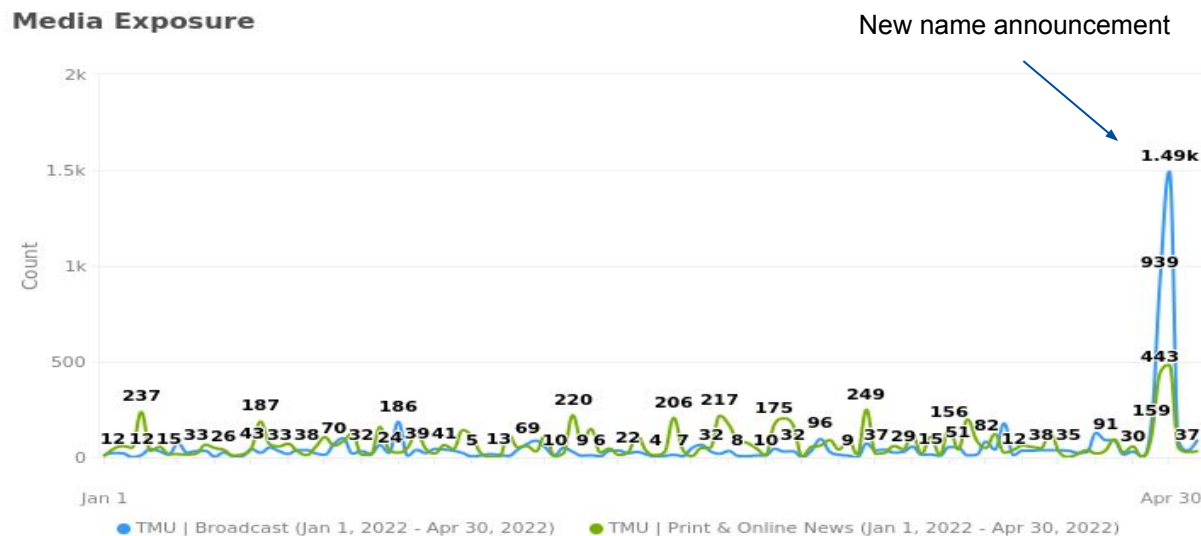
Earned Media Detail

Results highlights

- The university saw 15,351 media hits in the first four months of 2022 with a total potential reach of 14.6 billion.
- The top performing news story of the quarter was the renaming announcement. Between April 26 and April 30, the story saw 3,670 media mentions and a total potential reach of 1.35 billion.
- The Advertising Value Equivalency (AVE) on media coverage secured during the quarter \$135.5 million.

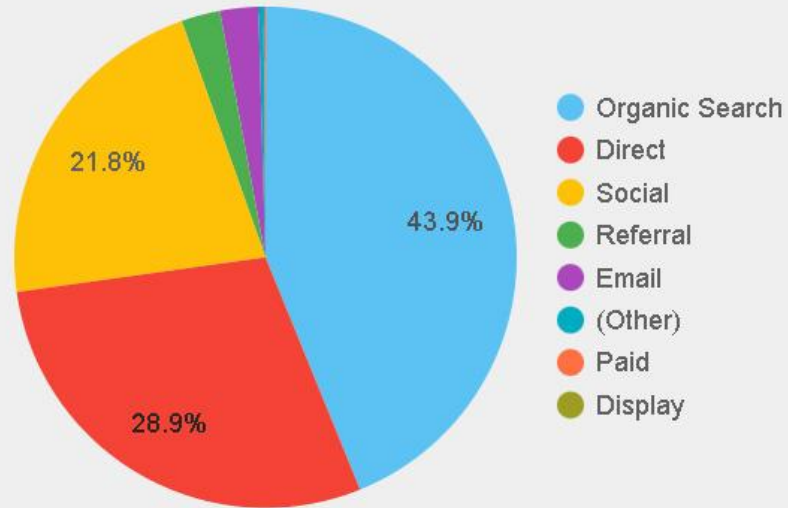
Proactive pitching highlights:

- Between March 14 - 17, 2022, the School of Medicine announcement garnered 272 earned media mentions and a total potential reach of 199 million.
- Canadian Press wrote a story on the women’s basketball team OUA Championship win and it was syndicated 11 times.
- The BlackNorth Initiative scholarship announcement with Lincoln Alexander School of Law got 42 media mentions and a potential reach of 43.3 million.
- Ryerson Faculty Experts were pitched to media daily to speak on timely news items, including: Covid-19 mandates, the emergence of Omicron, return to work and travel, the “Freedom” and “Rolling Thunder” convoys, Russia’s attack on Ukraine, and the federal and provincial budgets.

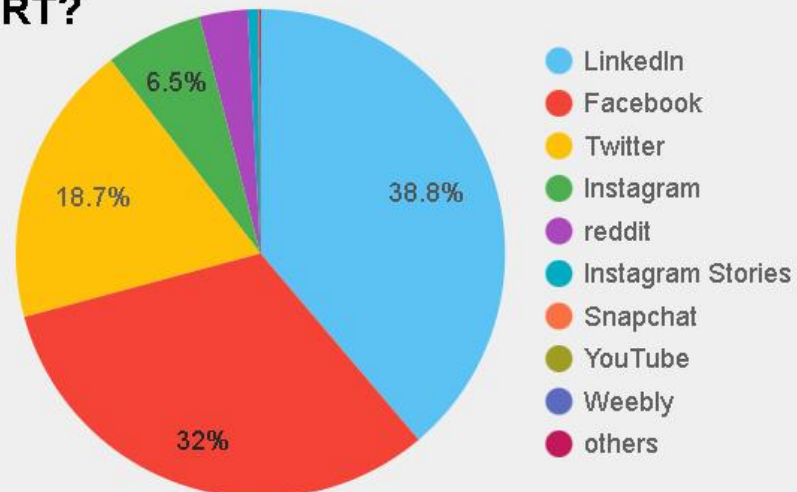


Owned Media Detail

Which channels are driving traffic to RT?



Which social networks are driving traffic to RT?



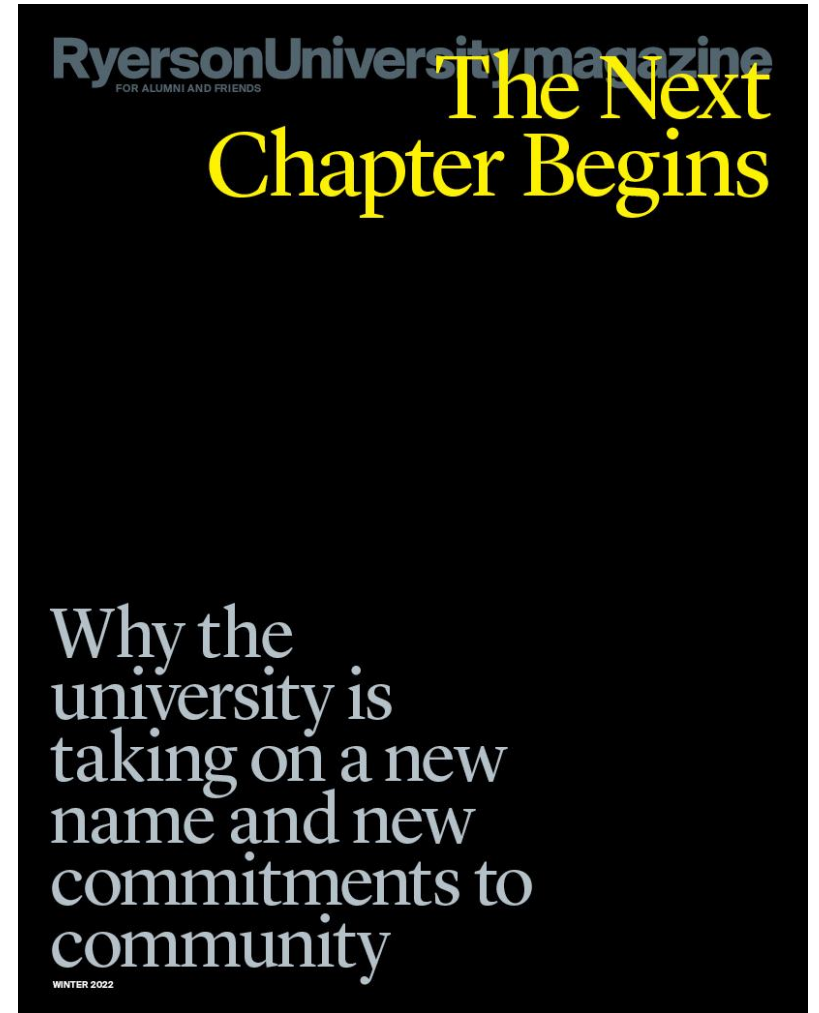
TorontoMet Today (TMT):

The university's recently renamed newsletter (formerly Ryerson Today) is emailed to over 65,000 staff, faculty and students three times a week during the school year.

- The best performing TMT story this quarter was “University announces new name” with 43,044 opens/clicks (a 248% percent increase over the best performing story last quarter)
- The newsletter edition with the most opens this quarter, was the Jan 17 issue, “[Message from President Mohamed Lachemi on winter term](#)” with a 65.8% open rate (a 13% increase over the top edition last quarter).
- The 18-24 demographic lead readership.
- 56.6% increase in page sessions this quarter over the previous period and a 34.2% increase over the same period last year.

Alumni Magazine Detail

- The January 2022 print edition of *Ryerson University magazine* was mailed to 154,000 alumni. The cover feature examined the decision to change the university name.
- Through the fall of 2021, the team managed the planning and development of a new, more attractive and user-friendly [magazine website](#), which was launched in January with the latest print magazine.
- The digital edition went out to 4,343 recipients, and was opened by 55.25% of them, with a 9.8% click through rate.
- The new magazine site generated 11,519 page views in the first few weeks after launch.
- Top three most read stories:
 - “Understanding the past to shape an inclusive future”
 - “The decision to rename the university fosters hope”
 - “How everyone can participate in reconciliation.”
- A more robust marketing campaign will launch with the summer edition and the magazine will adopt the new name of the university



Organic Social Media Detail



- 48.2K followers
- 95.9K engagements



- 61.3K followers
- 86.8K engagements



- 274K followers
- 6.2K engagements



- 64K followers
- 65.3K engagements
- 1.5M video views



- 82.2K followers
- 521K engagements

Highlights



- Reached 1.2M likes on TikTok
- Maintained position as top Canadian higher ed institution on TikTok for following and engagement

Top Social Posts

Me thinking I failed my midterm and wanting to drop out:

cc: I'm erasing myself from the narrative

@ryersonu · 2021-10-20

When you end up getting a better mark than you thought 😅 #midterms #midter... See more

original sound - bigboyjuicej

46.5K likes, 205 comments, 835 shares

ryerson_u Toronto, Ontario

View Insights Boost Post

Liked by soniasdigitalblog and 4,174 others

ryerson_u Toronto just got its first real snowfall of the season ❄️

Ryerson University 276,176 followers 1mo • Edited •

This grad just landed a deal on Dragons' Den. <https://lnkd.in/dwcqhcwN>

Ted Rogers School of Management at Ryerson University #app #entrepreneurship #innovation #dentalcare #healthcare

BTM graduate lands deal on Dragons' Den for dental app

ryerson.ca • 4 min read

Tharujan Ravitharan and 1,924 others 26 comments

Paid Media Details

Managed In-house Campaigns:

- Rogers Cybersecure Catalyst ACTP Recruitment
- FEAS Indigenous and Black Engineering and Technology Momentum Fellowship Program
- Advancement Spring Appeal 2022
- Alumni Generous Futures Season 2 & 3
- Advancement Will Power Campaign
- YSGS MA Immigration & Settlement Studies
- SciXchange, Science Rendezvous 2022
- Athletics & Recreation Summer Day Camps 2022
- Ryerson Magazine Winter 2022 Edition
- TRSM MBA & BComm social ads campaigns

In partnership with agencies:

- Launch of the Renaming Campaign, announcing the new name
- Office of the Registrar, domestic undergraduate recruitment
- TRSM MBA and BComm Recruitment Campaigns
- FEAS MEIE Campaign

Toronto Metropolitan University
Sponsored · 🌐

This marks the first page of a new chapter in our university's history. Welcome to Toronto Metropolitan University!

ryerson.ca/next-chapter
A new name for our institution

[Learn more](#)

Ryerson University
282,393 followers
Promoted

Meet the grad who found a better way to help Canadians book their vaccines.
<https://lnkd.in/dhBHR96i>

Connecting community - Ryerson University Magazine
magazine.ryerson.ca

34 2 shares

TikTok
@ryersonu

3 ways BComm Support Services can help you

🔊

GENEROUS FUTURES

Ending Gender-Based Violence
Apr. 19, 1 pm ET

[Register Today](#)

Web Traffic Detail

Comparisons are Q1 2022 and Q1 2021

- **11.8% increase** in sessions
7.42 million (2022) vs 6.63 million (2021)
- **14.2% increase** in users
3.40 million (2022) vs. 2.98 million (2021)
- **17.8% increase** in pageviews
23.1 million (2022) vs. 19.6 million (2021)

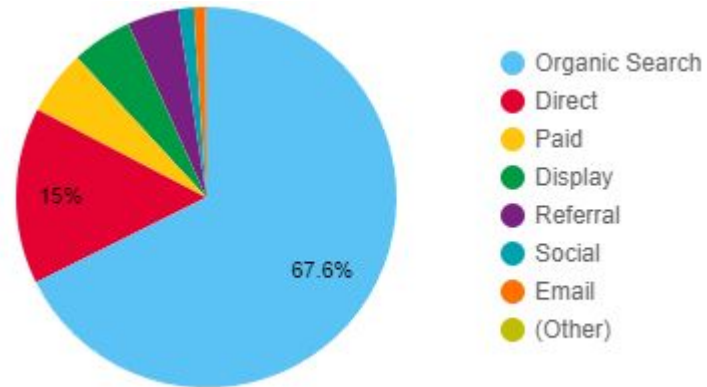
Top Countries by Sessions

1.	 Canada	5,362,297 (72.29%)
2.	 India	476,577 (6.42%)
3.	 Bangladesh	277,404 (3.74%)
4.	 United States	221,608 (2.99%)
5.	 Pakistan	145,926 (1.97%)
6.	 Nigeria	85,423 (1.15%)
7.	 Vietnam	73,501 (0.99%)
8.	 United Arab Emirates	52,507 (0.71%)
9.	 Iran	50,197 (0.68%)
10.	 China	48,968 (0.66%)

Top Pages by Pageviews

Page Title ?	Pageviews ?	↓
	23,062,178	% of Total: 100.00% (23,062,178)
1. Ryerson University Home - Ryerson University	1,588,510	(6.89%)
2. Choose>Ryerson Login - Admissions - Ryerson University	1,188,112	(5.15%)
3. International Undergraduate Admissions - International Applicants - Ryerson University	588,325	(2.55%)
4. Undergraduate Programs - Programs - Ryerson University	339,854	(1.47%)
5. RU4U - Ryerson University	295,885	(1.28%)
6. my.ryerson Portal - Computing and Communications Services - Ryerson University	274,016	(1.19%)
7. Program Details - Ryerson Recreation	268,586	(1.16%)
8. Programs - Graduate - Ryerson University	245,756	(1.07%)
9. How to Apply - Admissions - Ryerson University	243,413	(1.06%)
10. After Applying - Admissions - Ryerson University	206,984	(0.90%)

How visitors got to our website by % of Pageviews



Creative Examples

School of Medicine Announcement



Athletics - Study Moves



Toronto Metropolitan University



International Student Testimonials



The Chang School Recruitment



REPORT OF ACADEMIC STANDARDS COMMITTEE**Report #S2022–1; June 2022**

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

- A. FEAS – New Program Proposal for Mechatronics Engineering (BEng)
- B. ARTS - Co-op - Expansion to Include Department of Philosophy
- C. CHANG SCHOOL - Review, discontinuation, and new proposal for certificates in Accounting/Finance
- D. CHANG SCHOOL - Proposal for a new Full Stack Developer certificate
- E. PERIODIC PROGRAM REVIEW – RTA New Media – The Creative School
- F. PERIODIC PROGRAM REVIEW – Philosophy – Faculty of Arts
- G. TRSM - Business Technology Management Co-op Option - Amended Work Term Number and Sequencing Proposal
- H. For Information: CHANG SCHOOL CERTIFICATES – Revisions (April/May 2022)
- I. For Information: 1-year follow-up report for Periodic Program Review: School of Business Management

A. FEAS – New Program Proposal for Mechatronics Engineering (BEng)**Introduction****Description of the Program****Program and Degree Information**

Program Name: **Undergraduate Program in Mechatronics Engineering**
 Degree Designation: **Bachelor of Engineering (BEng) in Mechatronics Engineering (Full-time, four-year program)**
Bachelor of Engineering (BEng) in Mechatronics Engineering Co-operative (Full-time, five-year co-op program)
 Academic Units: **Mechanical and Industrial Engineering & Electrical, Computer, and Biomedical Engineering, Faculty of Engineering and Architectural Science**

Principal Faculty: *Thomas Duever* (Dean),
Liping Fang (Associate Dean- Undergraduate Programs and Student Affairs)

(Involved in Program

Development) *Farrokh Janabi-Sharifi* (Lead Faculty Member), Mechanical and Industrial Engineering
Kourosh Zareinia, Mechanical and Industrial Engineering
Sajad Saedi, Mechanical and Industrial Engineering
Vincent Chan, Mechanical and Industrial Engineering

Dontaus Oguamanam, Chair of Mechanical and Industrial Engineering

John Chen, Electrical, Computer and Biomedical Engineering

Fei Yuan, Electrical, Computer and Biomedical Engineering

Dimitri Androutsos, Chair of Electrical, Computer and Biomedical Engineering

Naming and nomenclature for the program follows the principles of degree nomenclature¹ as follows.

- i) The name of the program (Mechatronics Engineering or MTE) is consistent with national and international norms.
- ii) The degree is named according to the broad discipline to which it belongs, i.e., Bachelor of Engineering (BEng).
- iii) Since the program is an extension of the existing Mechatronics option within Mechanical Engineering, it is familiar to many students in Engineering. Also, because some universities offer a similar program, many program applicants are expected to be familiar with the name of the program.
- iv) The name of the program conforms to related accreditation (Canadian Engineering Accreditation Board (CEAB)) body guidelines. For example, Mechatronics Engineering program has already been accredited for McMaster University (2009), and University of Waterloo (2008).
- v) The abbreviation (MTE) does not use full stops, commas, or other punctuation marks.

The completion of the program requires taking 45 courses (each having 1 Billing Unit) including 11 courses in mathematics, natural sciences, material science and computer science, 13 courses specific to Mechatronics Engineering (including 2 Capstone Project courses and 2 being offered by Electrical Engineering program), 8 courses from Mechanical Engineering, 1 course from Electrical Engineering, 4 core electives courses, and 4 courses in Liberal Studies. The rest of the courses will be 2 Common Engineering courses (CEN), 1 Communications course (CMN), and 1 Engineering Economics course from the Department of Economics (ECN). Passing of a Writing Skills Test is also required. The program will be offered in the format of a full-time four-year or a full-time five-year cooperative program.

Mechatronics is a relatively new multidisciplinary discipline that combines *synergistically* knowledge and skills from mechanical engineering, electrical engineering, and computer science (Figure 1). The main focus is on the design and implementation of engineering cybernetic equipment such as robots, production systems and consumer electronics. The process of synergistic design involves more than design of mechanical, electrical and software systems. The American Society of Mechanical Engineers (ASME) describes Mechatronics Engineering as “where electronics meets mechanical engineering, computing, optics, actuators, sensors, digital controls,

¹ <https://www.adelaide.edu.au/learning/program-approval/development/nomenclature/>

and robotics. From its inception in computer-controlled machining and factory automation, mechatronics has incorporated these engineering disciplines and more, plus bioengineering and nanotechnology.”²

The program in mechatronics engineering equips students to deal with the range of problems and challenges within the field. The program is based on a rigorous foundation in mathematical and scientific practices that lead to training in mechatronics engineering design processes. Mechatronics is dedicated to the design of many current and emerging devices. “Mechatronic devices are ubiquitous and range from imaging systems to antilock brakes. Their complexity drives the development and evolution of the engineering discipline.”²

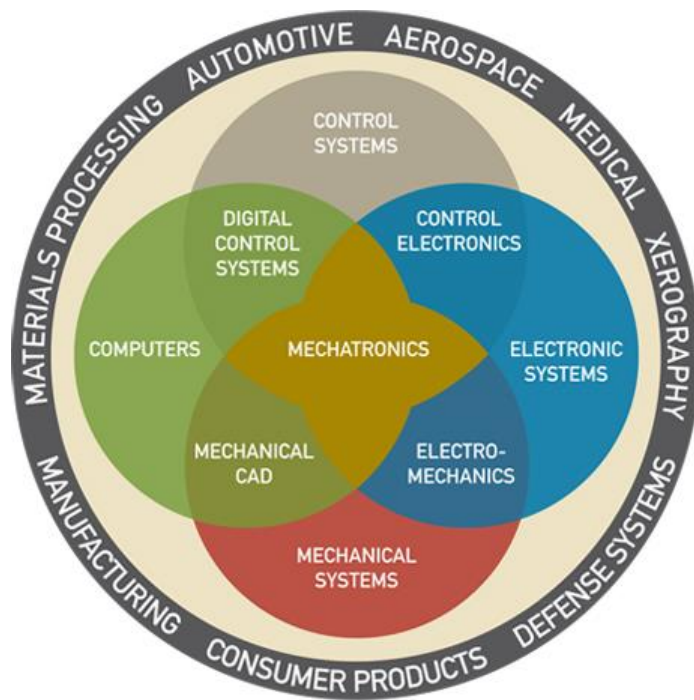


Figure 1 Systematic view of Mechatronics Engineering

Program Designated Unit and the Governance Structure

The program will be housed in the Department of Mechanical and Industrial Engineering. An Associate Chair, Mechatronics Engineering, will be reporting to the Chair of the department. It is the policy that all issues involving curriculum go through that program's curriculum committee before being discussed in the department meetings and/or Department Council meetings. It is the policy that all hiring of faculty, administrative staff, or technical officers require a committee: Department Hiring Committee (DHC) for faculty hiring, a committee that includes the reporting person for staff hiring and faculty representation, and a committee that includes the Technical Manager for technical officer hiring and faculty representation. The compensation for faculty is negotiated by the Dean on behalf of the university, and that of the staff and technical

² <https://www.asme.org/engineering-topics/mechatronics>

officers are guided by Human Resources (HR). Course assignment/loading is the purview of the Chair, who generally consults the appropriate Associate Chair and related faculty when situations are unclear, but the Dean is the final decision maker.

Discussion of Overlap

Due to its multidisciplinary nature, and to optimize economy and sustainability of the program, the program will share some of the courses from Mechanical Engineering and Electrical Engineering programs in all years. Similar to the other existing BEng programs in the Faculty of Engineering and Architectural Science (FEAS), the first semester is designed to be common with other BEng programs while the second semester is common with the Mechanical and Industrial Engineering programs.

Evidence of Societal Need

Evidence of societal need and labour market demand

As we move into 2020, the ability to understand, use, and innovate new technologies is becoming a much sought-after skill in the engineering industry. According to *Educating the Engineer of 2020*³, a work compiled by the National Academy of Engineering (NAE) in 2005, “scientific and engineering knowledge presently doubles every ten years.” As a university with strong technical background in Canada, it is important for Ryerson University to recognize trends in undergraduate education and to consistently respond in a timely manner to ensure that its graduates never lack basic skills as engineers and scientists in industry and in academia. Ryerson University needs to address fundamental changes in the engineering process, changes that have materialized due to an increase in the complexity of technology. In the analysis shown in *Educating the Engineer of 2020*³, Mechatronics Engineering has received significant emphasis as an emerging and rapidly growing discipline to meet increasing societal and industrial demand.

As put by the ASME (American Society of Mechanical Engineers), “Mechatronics are all around us, from computer hard drives and robotic assembly systems to washing machines, coffee makers, and medical devices. Electronics that control mechanical systems account for much of the value of the average automobile, managing everything from autonomous driving, stability control and antilock brakes to climate control and memory-adjust seats.”⁴

A brief from Ernst and Young suggests that the use of mechatronics maximizes throughput, reduces lead time, eliminates set up time, enables addition of features, and enhances productivity. “*Leveraging on its increasing relevance, mechatronic engineering finds application across a number of industries such as aerospace, automotive, chemical processing, health care, manufacturing and mining.*”⁵

³ National Academy of Engineering (NAE). *The Engineer of 2020: Visions of Engineering in the New Century*. 2004. 13 April 2006.

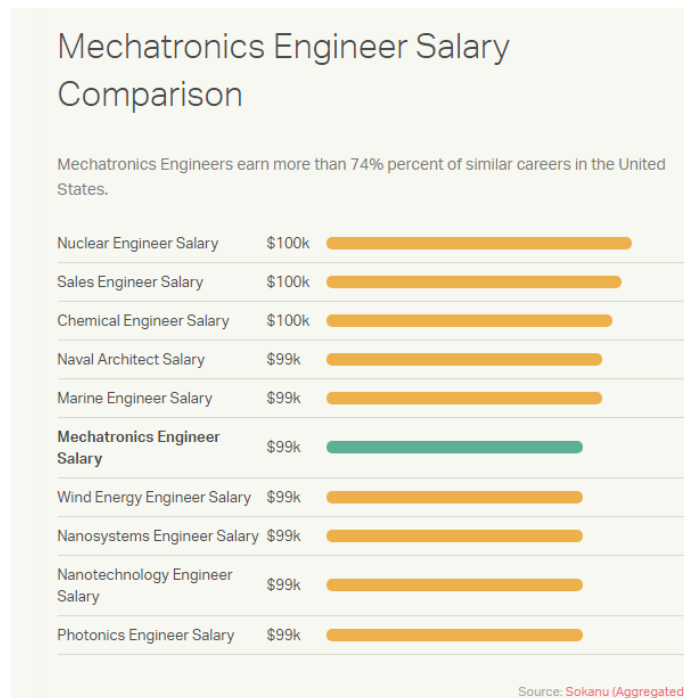
⁴ <https://www.asme.org/engineering-topics/articles/mechatronics/mechatronics-and-the-role-of-engineers>

⁵ Devendra Parulekar, Why does your company need Mechatronics? Ernst and Young Brief.

“The implementation of mechatronics solutions requires strong integration among the mechanical, electronic and software engineering teams that are working toward a common goal. This requires better coordination between specific-discipline teams through effective communication and clear ownership. More often than not, they bring with them natural silos of knowledge that they must overcome, in order to work together.”⁶

Various skills are required for Mechatronics Engineers to work in a wide variety of industries such as professional and technical services, to computer and electronic manufacturing, and aerospace and defense. As a matter of fact, Mechatronics Engineers are employed in a wide range of industries, hospitals, research facilities, and government agencies.

This diverse industry spectrum forms a bright future for graduates of mechatronics programs. They must understand how mechanical, electrical, and computer components interact to design/operate an overall system within the technologically advanced products demanded in today’s marketplace. Courses in modern control theory, microcontrollers, and robotics are core of a mechatronics program. Systems Engineer is also an alternative description of many similar titles for mechatronics engineering positions worldwide. A closer look at Sokanu database⁷ reveals that Mechatronics Engineers are among the top 10% highly paid engineering positions as shown in Figure 2.



⁶ Devendra Parulekar, Why does your company need Mechatronics? Ernst and Young Brief.

⁷ www.sokanu.com

Figure 2 Highly paid positions in the field of mechatronics engineering, all in US\$ (courtesy of www.sokanu.com)

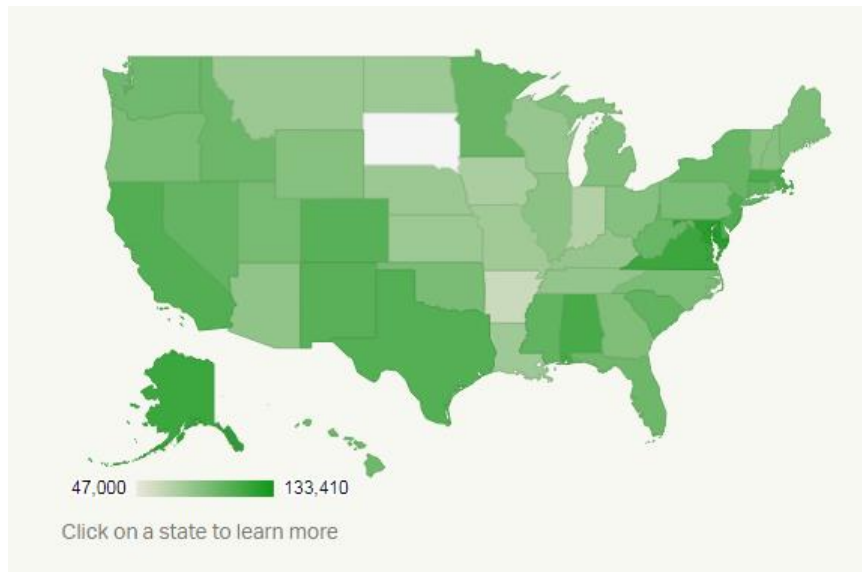


Figure 3 Job advertisement distribution among different states for mechatronics position (courtesy of www.sokanu.com)

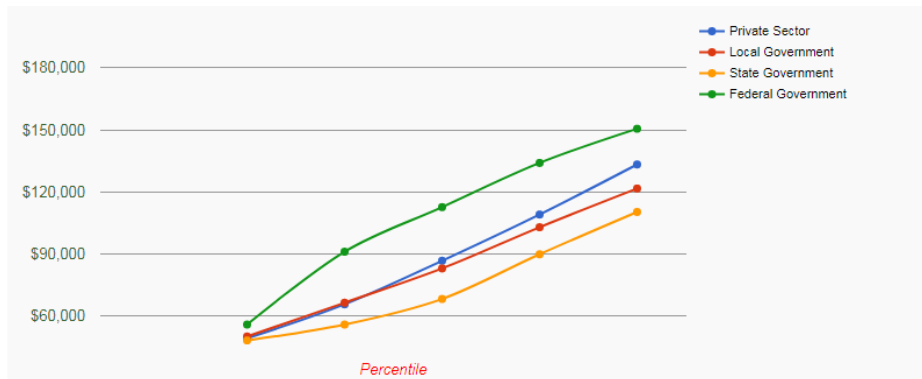


Figure 4 Annual salaries of companies in different sectors for mechatronics positions. Salaries in US\$ (courtesy of U.S. Bureau of Labor Statistics).

A distribution of job advertisements for Mechatronics Engineers in US is shown in Figure 3. These ads are distributed unevenly across different states in US, helping individuals target where they plan to seek job in the future. The federal government is the highest paying sector as in any salary range for mechatronics positions across the US as depicted in Figure 4. The U.S. Bureau of Labor Statistics has also predicted 5% growth for Mechatronics Engineers from 2014 to 2024 compared to (-1%) growth for electrical engineer jobs in the same time span. These figures reveal that a Mechatronics Engineer gets an average compensation ranging from \$64,000 and \$96,000 based on tenure level. Mechatronics Engineers can expect an average pay level of \$88,800 on an annual basis. Mechatronics Engineers are paid most highly in the District of Columbia, where they get job

pay of approximating \$116,420. Employees with these job titles have the highest pay levels in Public Administration, where they can earn a compensation of \$103,380⁸. Burning Glass (www.burning-glass.com), a company specialized in the use of web spidering to report the latest job markets, recently reported that Mechatronic Engineering job postings experienced 130 percent growth in the recent years.

To find out what the hiring situation and job opportunities for Mechatronics Engineers are in Canada, a job search was specifically conducted in early January 2017 using the keyword search box for “Mechatronic Engineers” on the job search site <https://www.indeed.ca>. This site finds and consolidates employment positions from online job boards, newspaper listings, classified ads and company websites. The nationwide search included jobs from across Canada. The search was limited to postings appearing within a 15-day period prior to January 11th, 2017. The search yielded 26 positions. Eliminating for duplication and co-op or internship positions, the number of discrete and relevant jobs advertised for this period was 19. These were captured in the table provided in the January 2017 report⁹.

In order to update the scan, the identical search (nationwide, 15-day period, keyword search using “Mechatronics Engineers”) was repeated on <https://www.indeed.ca> on April 11th, 2019. This time 61 jobs were found. Examination of the individual postings eliminated some jobs for duplication and position (co-op). This process yielded 53 discrete positions that asked for education that included a degree in Mechatronics Engineering or equivalent. Figure 5 to Figure 10 are graphical depictions of our findings which can be summarized as follows.

- Assuming that job postings are not clustered within specific times of the year, it shows that the availability of jobs in the field more than **doubled**.
- The jobs usually indicated a degree at the **bachelor’s level**. Only a few indicated that a master’s level education was preferable.
- Most of the jobs were in **Ontario**.

To get a further insight into job opportunities a search was done on Burning Glass Insights/Jobs <https://labourinsight.burning-glass.com/jobs/can#snapshots/filter>. The search conducted April 9th, 2019, used the Regional Scan workflow.

Query conditions:

Last 12 months AND Nationwide AND Burning Glass Occupation (BGT OCC): Mechatronics Engineer)

Filters Applied

Time Period:	Last 12 months	April 1, 2018- March 31 st 2019
Location:	Canada	Nationwide
BGT OCC:	Mechatronics Engineer	

⁸ <https://www.recruiter.com/salaries/mechatronics-engineers-salary/>

⁹ Jean de Sousa-Hitzler (January 2017), Research to Support the proposal for a degree in Mechatronics Engineering. See table on Page 15 of that report.

Findings:

A total of 53 jobs were found specifically for the Job Title “Mechatronics Engineer.” Note that this number would actually be greater because a more manual search (on electronic job boards) indicated that alternate names are often used for the positions that do require a degree in Mechatronics Engineering.

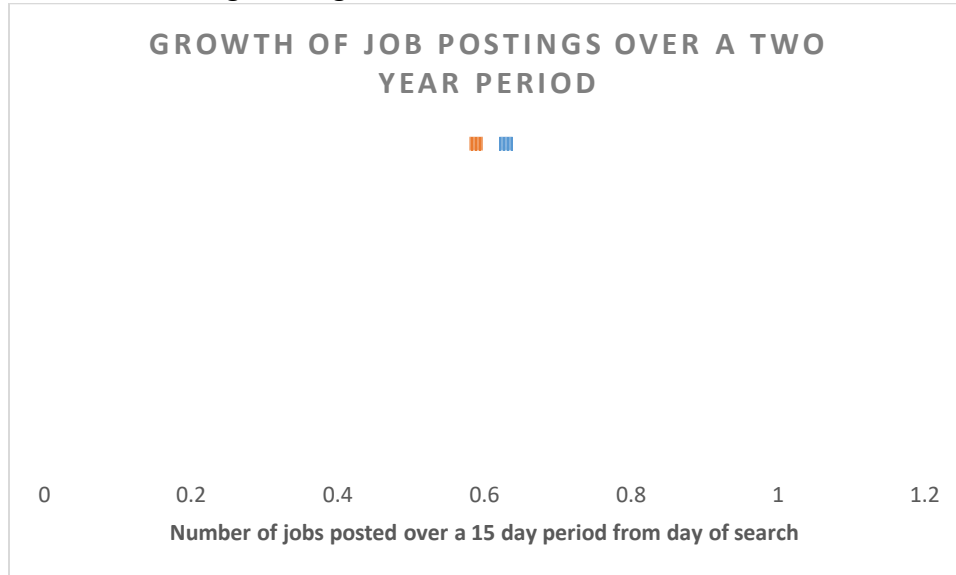


Figure 5 Job growth in two years in Canada.

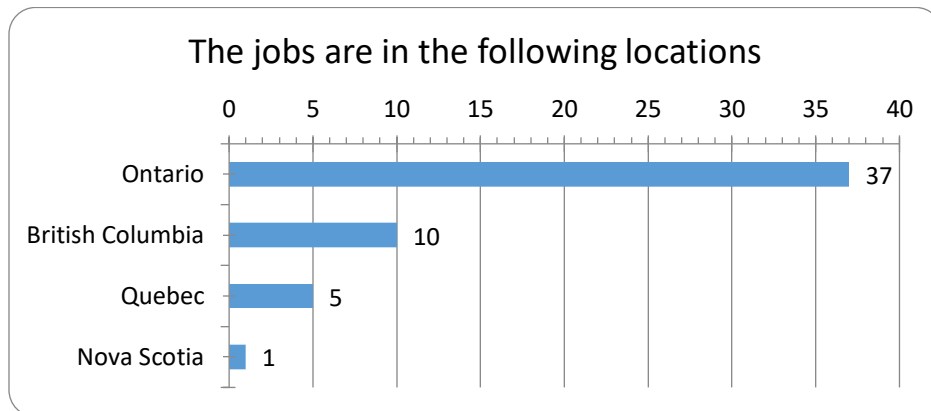


Figure 6 Job postings across Canada.

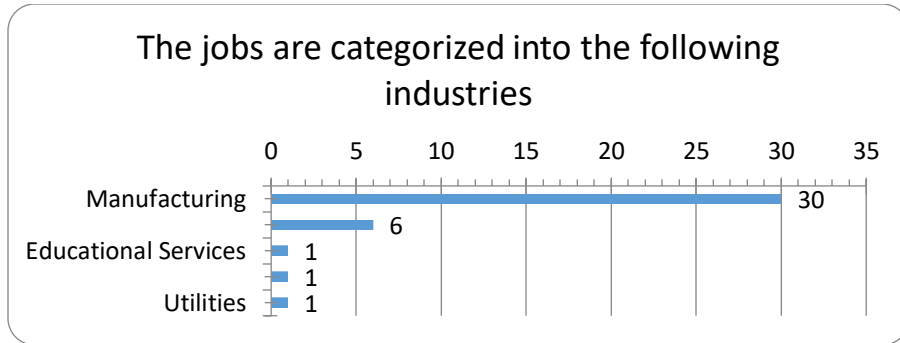


Figure 7 Job postings for different industries in Canada.



Figure 8 Samples of employers in Canada.

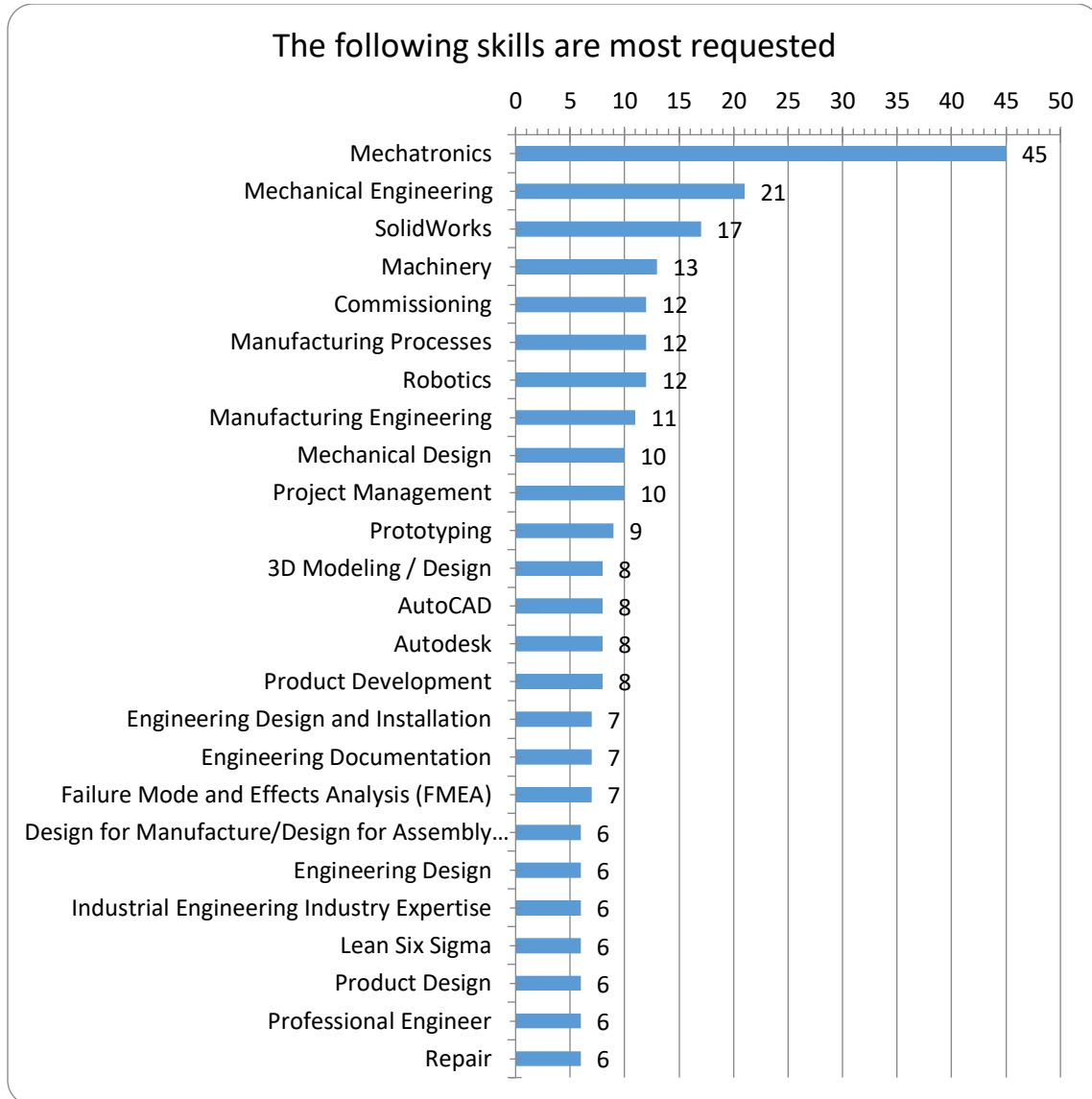


Figure 9 Requested skills distribution in Canada.

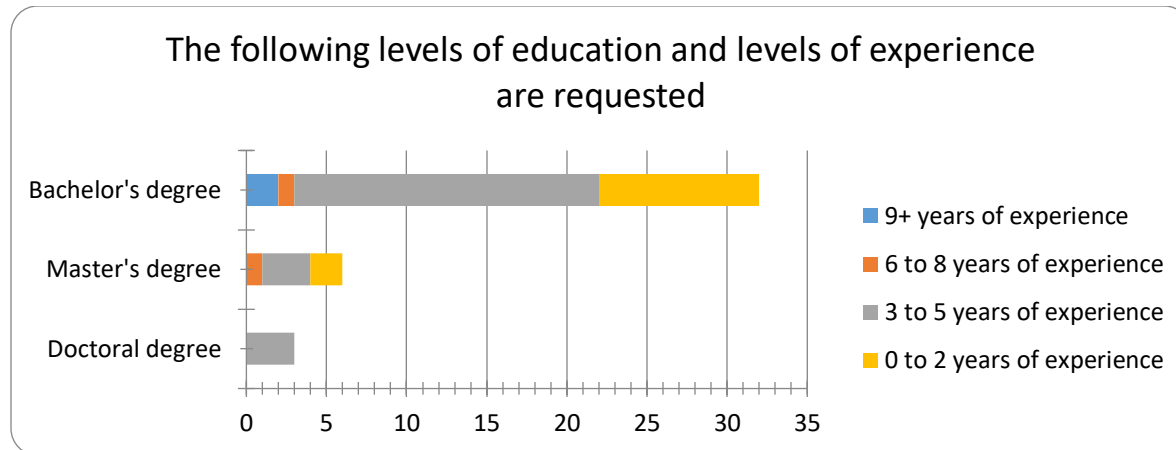


Figure 10 Levels of education requested in Canada.

In summary, given the above analysis for Canadian and US industries, several key observations can be made regarding the growing need for mechatronics engineers.

- The market analysis shows that there will be a significant shortage of engineers, and particularly Mechatronics Engineers, in the future. Engineers Canada forecasts¹⁰ steady growth of engineering skills shortage for the next 5 years. “Though the number of engineering jobs available is on the rise, the number of candidates to fill them is not growing at the same pace. This continues the trend seen over the last few years. Currently 30% of engineers are 55 or older, with 56% of those being over 65. This is a concerning trend, which indicates the skills shortage is on track to worsen as older engineers opt to retire.” As stated by US Bureau of Labor Statistics,¹¹ there will be steady growth of labor market for mechatronics engineering and mechanical engineering during the coming years. The number of mechatronics job postings has grown substantially since 2010 (e.g., 130% during 2010-2012)¹².
- Some mechatronics related training might be available through graduate schools to focus on specialized fields such as actuators or robot control, but the wide spectrum of industry (ranging from professional and technical services to computer and electronic manufacturing, to aerospace and defence) requiring mechatronics engineering skills necessitates broad systems-level knowledge to adequately prepare them for a range of industries. This is possible through an undergraduate level training. Only a small proportion of mechatronic engineering job postings demand a graduate degree, and postings frequently require four or more years of experience¹⁰. Therefore, a graduate program training would not suffice for this growing demand and a four-five years training and experience through a Bachelor of Engineering degree would be a proper response to such a demand (Figure 11).

¹⁰ *Engineering Labour Market in Canada, Projections to 2025*, Engineers Canada, June 2015.

¹¹ https://study.com/articles/Mechatronics_Engineer_Salary_Duties_Outlook_and_Requirements.html

¹² *Market Demand for Master’s Degree in Mechatronics Engineering-Analysis of Industry Trends and Competitor Programs*, Education Advisory Board Company, COE Forum, 2013.

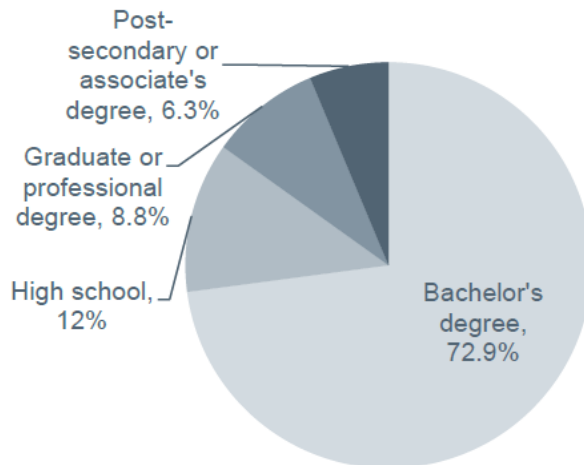


Figure 11 Advertised educational requirements for Mechatronics Engineering job postings (n = 671,356 job postings with 179,822 unspecified. *Source: Burning Glass Labour/Insight™*)

In addition to meeting the societal needs, the proposed program will also benefit the university in several ways.

- The small number of Mechatronics BEng offerings in North America may enable the new program to attract not only many domestic but also international students. Due to the lack of market saturation in Mechatronics Engineering, Ryerson University will be able to attract more students to the new program compared to the traditional engineering disciplines. This will provide a steady source of income and additional resources to the university.

The quality of students entering the program is expected to be higher compared to many current engineering disciplines at Ryerson University. This is the trend in other universities which have already implemented the program. This is also indicated by the higher CGPA of current students who choose the Mechatronics Option at Ryerson University. This will create a larger pool of highly qualified alumni, elevating the Ryerson University brand in the society, and potentially increasing the support the University receives through alumni.

Evidence of student demand and need for Mechatronics education

The need for mechatronics education has been described in the feasibility study reports of a few universities across north America. For example, 2015 report of the University of Southern California reports that: *“Due to the accelerated growth of electronics, computers and information technology industries, a gap has emerged between the teachings of traditional non-Electrical Engineering education (e.g., Mechanical Engineering, Civil Engineering, Chemical Engineering, etc.) and the skills expected of non-EE graduates entering the job market. A deluge of computers, sensors, microcontrollers, actuators has permeated present-day society. Microcontroller-based devices and appliances are found in all aspects of our everyday life. Even the auto industry, a traditional mechanical engineering fiefdom, is putting tens of microcontrollers in a modern*

automobile, and plans to increase this number multifold as new technologies are being introduced.”¹³ Similarly, the objective of Southern Polytechnic State University (SPSU) in Georgia establishing a Mechatronics Engineering Degree program was to meet the identified “industry requirements for graduates with knowledge of integration of mechanical engineering, electrical engineering, and control systems.” They envisioned that their graduates could “select from a wide spectrum of industries for career choices and can also contribute in a variety of roles including design engineer, software engineer, project planner, product designer, and project manager.” In addition, they could “select from jobs as Mechatronics specialists in a variety of industries. Opportunities will also be available to graduates in smaller companies that need generalists who can perform both mechanical and electrical engineering functions.”

In Canada, demand for engineering degree programs is high, as undergraduate applications to engineering programs have grown by 90 per cent over the last decade and entrance averages into the 90s¹⁴. To meet this demand, Canadian universities need to expand their engineering programs while maintaining the balance between long-term needs for engineering skills and the current labor market. Presently, Canadian universities are undergoing a significant transformation that is being shaped by socioeconomic factors, demographics, accountability, internationalization, faculty renewal, and investment strategies of provincial and federal governments. Shifting economic, societal, and cultural conditions require new emphases. Demographic forces are placing new demands on universities to open their programs to larger numbers of students without significant investment in operating and infrastructure requirements. In many instances, this has led faculties and universities to develop new academic models for undergraduate and graduate education and to align research priorities around key strategic areas. Internationalization, continuing, part-time and distance education, co-operative education, full-cost recovery programs (undergraduate and graduate), and broad-based multi-disciplinary programming are at the forefront of academic restructuring. A key indicator of success lies with excellent and well-resourced programs that are attractive to undergraduate and graduate students. The concluding remark could not be better put than what Sandro Perruzza, CEO of the Ontario Society of Professional Engineers offers: “If you look at where the jobs are in Canada, it’s all around technology. Do we need to expand programs? I think we do, but we need to do it in emerging technology, in mechatronics, in nanotechnology, things you will need in five to 10 years”.¹⁵

A Mechatronics Specialization was started in the Department of Mechanical and Industrial Engineering at Ryerson University in 2003, followed by Mechatronics option in 2008, starting with

¹³ V. Giurgiutiu et al. Mechatronics/microcontroller education for mechanical engineering students at the University of South Carolina, Mechatronics 15 (2005) 1025–1036

¹⁴ <http://www.theglobeandmail.com/news/national/engineering-programs-in-ontario-universities-look-to-expand/article29307185/>

¹⁵ <http://www.theglobeandmail.com/news/national/engineering-programs-in-ontario-universities-look-to-expand/article29307185/>

a class of 20 students. Since then, the number of enrolling students has quintupled, now reaching about 100 per year (Table 1). This growth is correlated with the increasing market demand for Mechatronics Engineering skills. Unfortunately, based on the feedback received from students, faculty members, and industry, the limited scope of the current program (i.e., limited number of courses offered through the current option) does not meet the educational content and skills expected of Mechatronics Engineers. This clearly indicates the students' need for a full 4-5-year training program.

Table 1 Number of Ryerson students graduated in Mechatronics Option Annually during the last 8 years.

2014	2015	2016	2017	2018	2019	2020	2021
28	26	33	43	45	55	79	93
-	(-8%)	(+27%)	(+30%)	(+4.6%)	(+22%)	(+44%)	(+17.7%)

Comparison of the proposed program with the most similar programs

Currently, there are a few universities in Canada, and particularly in Ontario, that offer a 4-year bachelor's degree in Mechatronics Engineering. These universities, ordered according to when their Mechatronics program started, are: University of Waterloo, Simon Fraser University, McMaster University, University of Ontario Institute of Technology, and Western University (Table 2). Due to the high demand for Mechatronics Engineers, as demonstrated in section 2.2, the number of programs is expected to rise in the future, as it is seen in the recent growth of programs in Canada during the last 5 years. Studying the Mechatronics Engineering curricula of the above institutions reveals that the curricula of University of Waterloo and Ryerson University both emphasize **laboratory, hands-on, and design experience**. However, the **Ryerson University Mechatronics Engineering program has more emphasis on design** compared to the other universities offering Bachelor's program in Mechatronics Engineering. Also, only a few programs, the proposed program included, include **co-operative education and internship option**. The Ryerson University program stands **high in terms of experiential learning indicated by the number of laboratory/tutorial hours (61)** compared to the others.

Apart from the aforementioned differences, as described in the previous sections (Societal Needs and Need for Mechatronics Education), due to the significant and immediate need for Mechatronics Engineers (that cannot be fully met by the existing programs), even the duplication of the programs (similar to many traditional engineering programs such as Mechanical Engineering, Electrical Engineering, and Civil Engineering) will lead to significant contributions and successful results.

Table 2 Total number of courses in different BEng/BASc Mechatronics Programs.

Ryerson University	University of Waterloo	Western University	McMaster University	Ontario Tech (UOIT)	Simon Fraser University	Mean (STDEV)

45	42	48	46	46	44	45.1 (2.01)
----	----	----	----	----	----	----------------

Program Objectives

Program's Goals and Consistency with the University's Mission and Academic Plan

The Ryerson University Act of June 1993 specifies Ryerson's *mandate* as follows:

- The advancement of learning and the intellectual, social, moral, cultural, spiritual and physical development of the University's students and employees, and the betterment of society.
- The advancement of applied knowledge and research in response to existing and emerging societal needs and in support of the cultural, economic, social and technological development of Ontario.
- The provision of programs of study that provide a balance between theory and application, and that prepare students for careers in professional and quasi-professional fields.

The updated Ryerson *mandate* outlined in Strategic Mandate Agreement between Ryerson University and Ministry of Advanced Education and Skills Development (2017-2020)¹⁶ is as follows:

"Ryerson University is a leading institution of innovation and entrepreneurship that responds to societal need through high-quality, professional, and career-related bachelor, masters, and doctoral programs, and relevant scholarly, research, and creative activities. Ryerson is student focused, providing an emphasis on experiential learning, creativity, entrepreneurship, adult learning, and transfer pathways from colleges and other universities. Ryerson is an inclusive, diverse learning community. In its role as a City Builder, Ryerson enhances access and civic engagement, and has a positive, transformative effect on its neighborhood and the broader community."

The special *mission* of Ryerson University (2017-2020)¹⁷ is also summarized as: "the advancement of applied knowledge and research to address societal need, and the provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and quasi-professional fields.

As a leading center for applied education, Ryerson is recognized for the excellence of its teaching, the relevance of its curriculum, the success of its students in achieving their academic and career objectives, the quality of its scholarship, research and creative activity and its commitment to accessibility, lifelong learning, and involvement in the broader community."

¹⁶ www.ryerson.ca/content/dam/about/accountability/documents/RU-SMA-2017-2020.pdf

¹⁷ www.ryerson.ca/about/accountability/mission/
www.ryerson.ca/content/dam/about/accountability/documents/RU-SMA-2017-2020.pdf

Based on this mandate and in accordance with the University's mission, the proposed Mechatronics Engineering program is a proper response to the societal needs (as will be shown in the following sections) and has been designed to excel in innovation and in professional and career-oriented education. The proposed program objectives are well-aligned with the values and priorities of the University outlined in 2020-2025 Academic Plan. In particular, the **program objectives** (aligned with Mechanical Engineering program) are:

- To provide an educational experience of the highest quality to its students, a stimulating professional environment for its faculty and staff, and service to the wider community.
- To develop students' professional knowledge and skills, self-confidence, critical inquiry, creativity, commitment to lifelong learning, management and leadership skills, capacity to contribute to the engineering profession and to apply their knowledge to real-world problems.
- To provide a fully accredited educational experience which includes:
 - Excellence and commitment to teaching, with an emphasis on innovative and traditional teaching methods that encourage students to take an active role in their learning.
 - A curriculum which, through a combination of professional education and liberal studies, offers the breadth and depth required to appreciate society's broader problems and issues, and the basic human understanding and knowledge necessary for professional leadership.
 - A program with emphasis on experiential learning through the provision of a variety of design studios and laboratories, as well as co-operative and internship option.
 - An academic program which combines a rigorous theoretical and analytical foundation and practical, real-world problem solving skills.
 - An intellectual and physical environment with support services which encourages and enables faculty and students to engage in scholarly, research and creative activities in the form of undergraduate design and graduate thesis projects in basic and applied research topics.
- To undertake scholarly, research and creative activities which contribute to and enhance the quality, currency, and relevance of the professional program's learning experience.
- To provide motivated, responsive, and responsible academic leadership which ensures the continuous development and improvement of the academic program, and which facilitates the dissemination and transfer of new knowledge and technology to and from the profession, industry, business, government, and the community.

The outlined objectives are consistent with the priorities of the University Academic plan related to:

- (1) *Student Experience*, e.g., by fostering “interdisciplinary and experiential learning opportunities that bring students and faculty together to address real-world problems,” and “use of open educational practices, flexible and active learning strategies, inclusive curriculum design and technology- enhanced learning.

- (2) *Scholarly, Research and Creative Activities*, e.g., by promoting critical thinking, creativity, and life-long learning, for example through undergraduate design opportunities in basic and applied research topics.
- (3) *Innovation*, e.g., by nurturing “an environment that instils creativity, critical thinking and useful skills across disciplines.”

The new program has also taken serious considerations for *Equity, Diversity, and Inclusion* (EDI) in curricular design. Inclusion of diverse perspectives, students, and faculty will play key roles in not only design but also implementation of the proposed program. Our design and execution plans for the new program will be aligned with the existing efforts of Faculty of Engineering and Architectural Science (FEAS) to transform the programs for EDI. It is well understood that the proposed Mechatronics Engineering discipline and existing disciplines of Mechanical and Industrial Engineering are among numerous STEM disciplines and professions which continue to face a significant challenge with respect to equity, diversity and inclusion in student population. When FEAS (and other partner universities) were awarded funding from Hydro One in 2012 to attract and retain more women to the profession, we had already engaged in over 20 years of programming that had failed to move the needle. The Hydro One University Partnership came at a time that coincided with a larger cultural shift in public awareness about how identity issues such as race, disability, sexual identity and class—or broadly speaking: issues of privilege, play a more significant role in marginalization than gender alone. FEAS realized we needed to change our perspective. We needed to diversify our understanding of diversity.

Our faculty (FEAS) has taken several steps in the recent years to transform a traditional focus on Women in Engineering (WIE) towards a holistic view of Equity, Diversity and Inclusion (EDI). For example, Dean Thomas 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 and at the ‘Navigating the Glass Obstacle Course’ Conference. The faculty also took a few surveys in 2017 that led to development of a new Office of Equity, Diversity and Inclusion to replace what was formerly called the Women in Engineering Office. The appointed Manager of the FEAS Equity and Community Inclusion Office is a past recipient of Ryerson’s Alan Shepard Equity, Diversity and Inclusion Award.

The new Mechatronics Engineering program will also take advantage of different activities designed to reach audiences representing identity-based groups traditionally marginalized from engineering programs and are offered as part of a larger strategy managed by the FEAS Equity, Diversity and Inclusion Office. This Office is currently working with Ryerson’s Student Pow Wow Committee which is distributing five engineering workshop videos to their stakeholders in the Indigenous community.

Examples of FEAS outreach initiatives include:

- Eureka (<http://www.ryersonsummerdaycamps.com/portfolio-item/eureka/>)

- Engineering Badge Day (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/girl-guides-ontario-engineering-badge-day/>)
- Engineering Experience (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/engineering-experience/>)
- Go CODE Girl (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/go-code-girl/>)
- Go ENG (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/go-eng/>)
- Pitch Black (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/pitch-black/>)
- WEMADEIT (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/we-made-it/>)

The proposed Mechatronics Engineering program will also benefit from the other programs in place for recruitment and admission of students with serious considerations given to EDI. For instance, with respect to undergraduate student recruitment, the Engineering Admissions team has been conducting 70+ virtual school visits/events in addition to the current Schools Ryerson visits posted on FEAS site currently. The team also liaises with the Aboriginal Outreach and Recruitment Officer, Thunder Alphonse in Aboriginal Student Services when it comes to providing application support and admission academic counselling applicants who self-identify as Indigenous. In 2018, the Faculty began the process of intentional culture change by adopting the All-In Approach to Education (AIA), which articulates the Faculty's vision to develop critical, collaborative and imaginative leaders equipped to engage in ethical, sustainable and democratic practice. In 2020-2021, the All-In Approach is a driving force in the Faculty's strategic planning, advancement goals, student recruitment and retention, curricular and co-curricular programming, internal culture change and community engagement. The All-In Approach is a philosophy and pedagogical framework rooted in our commitment to developing creative and ethical leaders who are ready to co-create transformational futures. At its core, the AIA is a response to the societal call for a culture shift in engineering and architectural science. This ethos is demonstrated by the faculty's on-going commitment to improve engineering outreach and recruitment and work toward a more inclusive and diverse culture and community.

Understanding the University priority (outlined in 2020-2025 Academic Plan) for *advancing indigenous initiatives*, the proposed program will highly emphasize growing and retaining indigenous faculty and staff, and recruiting and supporting indigenous students.

Additionally, to foster *access* (as the core value of the University), the new Mechatronics Engineering program is committed to "providing access to educational and employment opportunities for students, faculty, and staff, particularly those from marginalized and equity-seeking groups". For this purpose, in addition to inclusive curriculum design, the program will

promote open educational practices, active and experiential learning strategies, and innovative/technology- enhanced learning.

As it will be shown in Sections 5.2 and 5.3, the program's courses have been designed to promote EDI principles.

Clarity and Appropriateness of the Program's Requirements and Associated Program Learning Outcomes

The admission requirements are listed in the next section and are the same as existing requirements for other engineering programs at Ryerson University. The requirements are also similar in clarity to those of similar programs in other universities.

The program learning outcomes have clearly been identified in association with the Curriculum Development consultants from the Office of the Vice Provost Academic. The learning outcomes have been listed in Appendix XI along with their Canadian Engineering Accreditation Board (CEAB) and Undergraduate Degree-Level Expectation (UDLE) attributes, and measures for assessing CEAB attributes during the program.

Rationale for Degree Nomenclature

Naming and nomenclature for the program follows the principles of degree nomenclature as follows.

- i) The name of the program (Mechatronics Engineering or MTE) is consistent with national and international norms.
- ii) The degree is named according to the broad discipline to which it belongs, i.e., Bachelor of Engineering (BEng).
- iii) Since the program is an extension of the existing Mechatronics option within Mechanical Engineering, it is familiar to many students in Engineering. Also, because some universities offer a similar program, many program applicants are expected to be familiar with the name of the program.
- iv) The name of the program conforms to related accreditation (CEAB) body guidelines. For example, Mechatronics Engineering program has already been accredited for McMaster University (2009), and University of Waterloo (2008).
- v) The abbreviation (MTE) does not use full stops, commas, or other punctuation marks.

Admission Requirements

Academic Requirements

The same requirements as other engineering programs at Ryerson University will be applied. That will include Ontario Secondary School Diploma (OSSD) or equivalent with a minimum of six Grade 12 U or M courses including the following program specific requirements:

- English/Anglais (ENG4U/EAE4U preferred)
- Advanced Functions (MHF4U)
- Physics (SPH4U)
- Chemistry (SCH4U)

- Calculus and Vectors (MCV4U)

Note: The grades required in the subject prerequisites (normally 70%) will be determined subject to competition. Admission average calculation is provided in

<https://www.ryerson.ca/admissions/undergraduate/requirements/ontario/>

English as a Second Language studies or Tests for English Language Proficiency cannot be used as a substitute for Grade 12 U English/Anglais (or equivalent). Applicants whose first language is not English may be required to submit Proof of Proficiency in English.

The requirements are also very similar in clarity to those of similar programs in other universities. Typically, a minimum overall average of 70% establishes eligibility for admission consideration; subject to competition, the program may require higher pre-requisite grades and/or higher overall averages.

Non-Academic Requirements

None.

Structure

Presentation of the Program

The full-time four-year Mechatronics Engineering program is summarized in the tabular form in Table 3 to Table 4.

(Please see Appendix I for course outlines of the courses with prerequisites and Appendix XI for learning outcomes including CEAB and UDLE attributes).

Table 3 List of the courses proposed for the program.

Notes: (1) The items in *italic* are new courses or existing courses with new MTE codes. The *italic* items in *RED* indicate new MTE courses which will potentially require resources.

YEAR 1 (First Year Common) ¹⁸				
TERM	COURSE	TITLE	Lecture hrs	Lab/ Tutorial hrs
Semester 1 (Fall)	CEN 100	Introduction to Engineering	2	1
	CEN 199 ⁺	Writing Skills (milestone course)	0	1 ⁺
	CHY 102	General Chemistry	3	1
	MTH 140	Calculus 1	4	2
	MTH 141	Linear Algebra	4	1
	PCS 211	Physics: Mechanics	3	1/1
		One Lower Level Liberal Studies Course	3	0
Semester 2	CPS 188	Computer Programming Fundamental	4	2

¹⁸ Identical to Mechanical Engineering Program

(Winter)	ECN 801	Principles of Engineering Economics	3	0
	MTH 240	Calculus 2	4	1
	MEC 222	Engineering Graphical Communications	2	2
	PCS 125	Physics: Waves and Fields	3	1/1
	MTL 200	Material Science Fundamentals	3	1
	Total Hours (12 courses)*			38

+ CEN 199 is not counted in the total hours and course numbers.

YEAR 2				
TERM	COURSE	TITLE	Lecture hrs	Lab/ Tutorial hrs
Semester 3 (Fall)	CMN 432	Communication in the Engineering Professions	2	2
	MEC 323	Statics and Mechanics of Materials	4	1
	MEC 325	Introduction to Engineering Design	3	2
	MTH 425	Differential Equations and Vector Calculus	4	2
	<i>MTE 302</i>	<i>Programming Fundamentals for Mechatronics Engineering (new)</i>	3	1
Semester 4 (Winter)	MEC 311	Dynamics	3	1
	<i>MTE 444*</i>	<i>Introductory Analysis of Electric Circuits (new)</i>	4	2
		One Lower Level Liberal Studies Course	3	0
	MEC 511	Thermodynamics and Fluids	3	1
	MEC 322	Manufacturing Fundamentals	3	2
	MTH 410	Statistics	3	1
	Total Hours (11 courses)			35

* To be offered by Electrical Engineering

YEAR 3				
TERM	COURSE	TITLE	Lecture hrs	Lab/ Tutorial hrs
Semester 5 (Fall)	EES 612*	Electric Machines and Actuators	3	2
	MTH 510	Numerical Analysis	3	1
	MEC 713	Project Management	3	1
	<i>MTE 532*</i>	<i>Signals and Systems for Mechatronics Engineering (new)</i>	4	2
	<i>MTE 500</i>	Microprocessor Systems	3	2

	(MEC 733)			
Semester 6 (Winter)	MEC 709	Control Systems	3	1/1
	MTE 602	<i>Machine Mechanics and Design (new)</i>	3	1
	MTE 751 (MEC 751)	Measurements, Sensors and Instruments	3	1
	MTE 666	<i>Electromechanical Systems Modelling and Design (new)</i>	3	2
	MTE 600	<i>Introduction to Robotics (new)</i>	3	1
	MTE 644	<i>Introduction to Computer Structures and Real-Time Systems (new)</i>	3	2
	Total Hours (11 courses)			34

* To be offered by Electrical Engineering.

YEAR 4				
TERM	COURSE	TITLE	Lecture hrs	Lab/ Tutorial hrs
Semester 7 (Fall)	MTE 70A (former MEC 830)	<i>Mechatronics Capstone Design (new)</i>	1	3
		One Impact of Engineering and Technology on Society Upper Level Liberal Studies Course	3	0
	MTE 701	<i>Real-Time Digital Control Systems Design (new)</i>	3	2
		2 Core Elective courses: refer to Table I for courses	6	2
Semester 8 (Winter)	CEN 800	Law and Ethics in Engineering Practice	3	0
	MTE 70B	<i>Mechatronics Capstone Design (new)</i>	1	3
		One Upper Level Liberal Studies Course	3	0
	MTE 800	<i>Hardware in the Loop and Rapid Control Prototyping (new)</i>	3	2
		2 Core Elective courses: refer to Table II for courses	6	2
	Total Hours (11 courses)			29

Core Elective Courses (Technical Electives): Table I

TERM	COURSE	TITLE	Lecture hrs	Lab/ Tutorial hrs
Semester 7	MTE 705	<i>Fundamentals of Microelectromechanical Systems (new)</i>	3	1
	MEC 617	Manufacturing System Controls	3	1
	MTE 829*/ ELE 829	System Models and Identification	3	1
	MTE 792*/ ELE 792	Digital Signal Processing	3	2
	MTE 711	<i>Sensor Fusion (new)</i>	3	1
Core Elective Courses (Technical Electives): Table II				
Semester 8	MTE 888*/ ELE 888	Intelligent Systems	3	1
	MTE 819*/ ELE 819	Control of Robotic Manipulators	3	1
	MTE 882*/ ELE 882	Introduction to Digital Image Processing	3	1
	MTE 801	<i>Design of Modern Control Systems (new)</i>	3	1
	MTE 803	<i>Autonomous Robots and Vehicles (new)</i>	3	1
	CEN 810	Selected Topics in Engineering	3	1

* This course is offered in Electrical Engineering.

Table 4 Summary of the proposed program.

Number of Courses	45*		
Number of Billing Units	45		
Weekly Contact Hours	Lectures: 136	Labs/Tutorial: 61	

*CEN 199 (Writing Skills, a milestone course is not counted).

Core Courses Needed to be Developed (9): MTE 302, MTE 444, MTE 532, MTE 602, MTE 666, MTE 600, MTE 644, MTE 701, MTE 800 (MTE 70A and 70B as Capstone Projects).

Technical Elective Courses to be Developed (4): MTE 705, MTE 711, MTE 801, MTE 803.

Co-operative Program

After completing the first three years of the regular curriculum, a student in the Mechatronics Engineering Program will enroll in the Mechatronics Engineering Co-operative program after

obtaining a 12 to 16-month Co-op job offer. After completing their co-operative job placement, a student in the Mechatronics Engineering Co-operative program will return to the program to complete their degree requirements. The length of the Mechatronics Engineering Co-operative Program is five years.

The following table shows the sequence of academic and work terms for this program. Students must successfully complete a minimum of three WKT courses before graduation.

Table 5 Sequence of academic and work terms for co-operative program

	Fall	Winter	Spring/Summer
Year 1	1st Semester	2nd Semester	--
Year 2	3rd Semester	4th Semester	--
Year 3	5th Semester	6th Semester	Work Term I – WKTxxa
Year 4	Work Term I or II WKTxxa or WKTxxb	Work Term II or III WKTxxb or WKTxxc	Work Term III or IV WKTxxc or WKTxxd
Year 5	7th Semester	8th Semester	--

WKT courses are graded on a pass/fail basis. Students are expected to follow the sequence prescribed for their program. The FEAS Co-op Office, Department Co-op Faculty Advisor, and Department Office Staff administer the co-operative program and eligibility criteria.

Optional Internship Program:

After completing the first three years of the regular curriculum, students in the Mechatronics Engineering Program with CLEAR Academic Standing may be eligible to enrol in the Optional Internship Program. If they are selected by one of the partner corporations, they spend a period of 8 months as engineering interns at the corresponding corporations. After the completion of the Internship, students return to the academic program to complete their final year of studies. Enrolment in the Internship Program extends the program length to five years. Academic and work term sequence for the regular Mechatronics Engineering program with 8-month internship option is shown in Table 6.

Table 6 Illustration of the academic and work term sequence for optional Internship Program, 8-month placements.

	Fall	Winter	Spring/Summer
Year 1	1st Semester	2nd Semester	--
Year 2	3rd Semester	4th Semester	--
Year 3	5th Semester	6th Semester	Work Term I – WKT88A
Year 4	Work Term I – WKT88A or Work Term II – WKT88B	Work Term II – WKT88B	--
Year 5	7th Semester	8th Semester	--

The FEAS Co-op Office, Department Co-op Faculty Advisor, and Department Office Staff administer the Internship program and eligibility criteria.

Appropriateness of the Program to Meet Learning Objectives

In the recent years, there has been a paradigm shift from focusing on the body of knowledge to what students have learned and are able to demonstrate at the end of their training. Therefore, Ontario universities adopted a learner-centered, outcome-based educational model. The learning outcomes of the proposed program has been summarized in Appendix XI along with the assessment mechanisms. There are 21 learning outcomes considered for the program, matched with the attributes defined by the Canadian Engineering Accreditation Board CEAB and according to UDLEs by Ontario Council of Academic Vice-Presidents (OCAV). For this purpose, CEAB Graduate Attributes and Indicators (version Aug. 18, 2017), prepared by FEAS CEAB Coordinator Group and Senate Policies 2, 110 and 112 were utilized and consulted to ensure compliance with the Ryerson Institutional Quality Assurance Process (IQAP). The goal is to ensure that the new program will offer students learning experiences that are transformational, inspiring, and intellectually challenging, and aligned with the societal needs. As it is observed from Appendix XI, the program is well-balanced and meets the UDLEs and CEAB-based learning outcomes. The proposed program “provides the breadth and depth required to appreciate society’s broader issues and problems,” “combines theory and practice” in relation to the emerging field of Mechatronics to meet societal needs, and promotes “interdisciplinary studies.”

Rational for Deviations

The program is compliant with Ryerson University Senate Policy # 2 in terms of quality and currency, EDI, and in particular dealing with emerging trends. In terms of number of courses (units), it includes 45 courses with total number of weekly hours being 136 (Table 4). As it is observed in Table 7, the number of courses is complaint with the norm (average number of courses offered by similar programs in other universities and the engineering programs at Ryerson University). Also, the hours and the number of courses of the proposed program are compatible with those of other engineering programs at Ryerson University (Table 7). As it can be seen from this table, the proposed program structure is very comparable with other engineering programs.

Table 7 Comparison of the number of courses and hours with other engineering programs at Ryerson University.

Item	Mechatronics Engineering	Mechanical Engineering	Electrical Engineering	Industrial Engineering	Mean/STDEV
Number of Courses	45*	45*	45*	45*	45*/0
Weekly Lecture Hours	136	140	138	134	137/±2.58
Weekly Lab/Tutorial Hours	61	56.5	69	57	60.875/±5.78

* CEN 199 (Writing Skills, a milestone course) is not counted.

As with the rest of Engineering programs (Table 8) at Ryerson, to meet the standards of professional accreditation, the proposed Mechatronics Engineering program seeks a program balance exception to Policy 2 (no open electives), in accordance with Senate Policy 2. The other eight engineering programs' request was approved by Ryerson Senate in November 2021.

Table 8 Program balance.

Discipline	Mechatronics Eng.	Mechanical Eng.	Industrial Eng.	Electrical Eng.
Total number of courses	45*	45*	45*	45*
Core Studies	41 (91.1%)	41 (91.1%)	41 (91.1%)	41 (91.1%)
Liberal Studies	4 (8.9%)	4 (8.9%)	4 (8.9%)	4 (8.9%)

* CEN 199 (Writing Skills, a milestone course) is not counted.

Each engineering program in Canada accredited by the Canadian Engineering Accreditation Board (CEAB) is required to include the following minima for each of its curriculum components:

- Mathematics: Minimum 195 Accreditation Units (AU);
- Natural sciences: Minimum 195 AU;
- Mathematics and natural sciences combined: Minimum 420 AU;
- Engineering science: Minimum 225 AU;
- Engineering design: Minimum 225 AU;
- Engineering science and engineering design combined: Minimum 900 AU;
- Complementary Studies: Minimum 225 AU;
- Laboratory experience and safety procedures instruction.

Each program must have a minimum of 1,850 AU. The accreditation unit is defined as follows: one hour of lecture (corresponding to 50 minutes of activity) = 1 AU, and one hour of laboratory or scheduled tutorial = 0.5 AU. Complementary studies include humanities, social sciences, arts, languages, management, engineering economics and communications.

To meet the standards of professional engineering accreditation by CEAB, the curriculum of each engineering program at Ryerson is organized and categorized in the aforementioned components and each curriculum component exceeds the required minimum AU.

In terms of the complementary studies curriculum component, each engineering program at Ryerson at least contains a course each on engineering economics (ECN 801), communications (CMN 432), and law and ethics in engineering practice (CEN 800), and four Liberal Studies courses (as authorized by Senate Policy 2 in Footnote No. 7).

In terms of the engineering science and engineering design curriculum components, each engineering program at Ryerson has required core studies courses and core elective courses.

In terms of comparator programs at other universities in Canada, as noted earlier, every Canadian engineering program accredited by CEAB is required to meet the curriculum structure constraints and minimum curriculum component contents established by CEAB.

The following table shows the degree to which the Mechatronics Program vary from Senate Policy 2.

Table 9 Variations from Senate Policy 2

	Senate Policy 2: Expected Range (%)	# Courses in Mechanical Engineering Program	% Courses in Program
Core Studies (required + core elective)	60-75	41*	91
Open Electives	10-25	0	0
Liberal Studies	15-20	4	9
Total	100	45	100

Program Content

Addressing Current State of the Discipline

The program has been designed to address the needs of rapidly growing electromechanical systems industry. Mechatronic systems are ubiquitous in industry as well as in consumer products. Market demand for skills in designing, analyzing and maintaining these systems have created new opportunities for engineers with mechatronics expertise.

The proposed program provides students with an opportunity to gain knowledge and understanding of Mechatronics engineering design and analysis principles through a series of core and program-specific courses as well as experiential learning opportunities. Through technical electives, the students can get training in more focused areas such as Robotics and Automation. Additionally, the students have the option of enriching their practical and hands-on experience through co-operative education and internship program embedded into the curriculum. As shown in Appendix XI, the proposed program equips the students with a diverse set of skills to meet not only the current but also the future needs of rapidly growing discipline. Such skills include: modeling, analysis, and designing Mechatronic systems (including problem definition, solution and evaluation); providing feasible solutions complying with technology, environmental, societal and professional standards; communicating effectively within and across the discipline; teamwork and professionalism that incorporates ethical conduct, accountability and equity; and project management.

Analysis of the Program's Curriculum Content

The successful completion of this program requires passing thirty-seven (37) core courses, four (4) technical electives, and four (4) liberal studies courses. The milestone course on English Writing Skills (CEN 199) is not counted. These courses are listed in Table 3. That includes 11 first year common-engineering courses followed by 30 area-related courses and 4 liberal studies courses (Table 3) as follows:

- i) 11 Mathematics, Natural Science, Material Science, and Computer Science courses from Departments of Mathematics (MTH), Physics (PCS), Chemistry and Biology (CHY), Mechanical and Industrial Engineering (MTL), and Computer Science (CS);
- ii) 2 Common Engineering courses plus a Writing Skills milestone course (CEN);
- iii) 1 course from School of Professional Communications (CMN);
- iv) 1 course from Department of Economics (ECN);
- v) 4 Liberal Studies courses;
- vi) 22 Specialized core courses including 1 from Electrical Engineering (EES), 8 from Mechanical Engineering (MEC), and 13 courses (including two Capstone project courses and two courses offered by Electrical Engineering) from Mechatronics Engineering (MTE) programs; and
- vii) 4 core elective courses from Common Engineering, Mechanical Engineering, Electrical Engineering, and Mechatronics Engineering programs. The set of core elective courses may increase over time as new courses are developed, and increasing enrolment numbers and available teaching resources, and other factors.

As explained after Table 4, the curriculum includes development of nine new core courses and four new technical elective courses to provide a skill set that relates to the current and future state of discipline and emerging needs of industry. In addition to existing Electrical Engineering courses (such as EES 612), some fundamental courses from Electrical Engineering such as MTE 444, MTE 532, and MTE 644 have specifically been designed for Mechatronics Engineering students to facilitate integration of fundamental knowledge from Electrical and Computer Engineering discipline, providing interdisciplinary skills and add depth to the students' knowledge base. These courses have also been designed to circumvent the obstacle of prerequisites existing in similar courses of Electrical Engineering discipline. Advanced courses such as MTE 701 and MTE 800 have been designed in close consultation with industry to meet the emerging needs of the related industry.

The Capstone Design project (MTE 70A/70B) has been designed to promote close collaboration with the industry (to address their existing technical problems) and provides the opportunity for the students to engage with industry professionals and build a network of future employers. As with other existing Capstone Design Courses in engineering programs, the subject librarian will be invited to deliver a session in support of the Capstone Design course. The Co-op and Internship place students in real-world industrial and business environments such that they can closely relate their knowledge to the real industrial problems, and learn the inner workings and dynamics of an enterprise.

The curriculum also includes a good number of core electives, giving students the opportunity to choose courses from Mechanical Engineering, Mechatronics Engineering, and Electrical Engineering. These courses enable the students to define more focus on their training (e.g., in Robotics) or bring an element of holism to their education by taking variety of courses from different areas.

Another element of the proposed curriculum has been the incorporation of equity, diversity, and inclusion (EDI) considerations. Understanding and practicing EDI is a critical skillset for Mechatronics Engineering graduates to gain in order to meet the demands of increasingly multicultural environment¹⁹. For this purpose, an emphasis is placed in teamwork-related EDI training early in the program until final capstone courses. The value of such approach has been demonstrated in the recent studies related to engineering education²⁰. Through such practice, the students learn about EDI concepts and also experience situations where these concepts come into life and should be dealt with in team contexts. It is, therefore, strongly suggested to the course instructors to incorporate EDI learning as part of the course teamwork training. Being a multidisciplinary engineering discipline, Mechatronics Engineering will definitely benefit from diversity of perspectives particularly related to Mechanical Engineering and Electrical Engineering ones. Apart from that, some courses have been designed to incorporate diversity of perspectives. For instance, Introduction to Engineering Design (MEC 325) has been designed to incorporate human factors and ergonomics into engineering design practice. Also, the variety of perspectives will further be promoted through involvement of teammates who will differ by gender, nationality, ethnicity, cultural background, age, etc. for the major team project of the course. As another example, Project Management (MEC 713) trains the students to consider a diverse set of perspectives including human, mathematical, engineering and managerial issues surrounding project management to equip them with tools to effectively manage engineering projects. Furthermore, the new Mechatronics Engineering courses involving group projects, have been designed to include discussions and training pertaining to EDI considerations and have team compositions which will ideally differ by gender, nationality, ethnicity, cultural background, etc. These courses include:

- MTE 302- Programming Fundamentals for Mechatronics Engineering
- MTE 600- Introduction to Robotics
- MTE 644- Introduction to Computer Structures and Real-Time Systems
- MTE 666- Electromechanical Systems Modeling and Design
- MTE 701- Real-Time Digital Control Systems Design
- MTE 711- Sensor Fusion
- MTE 800- Hardware in the Loop and Rapid Control Prototyping
- MTE 801- Design of Modern Control Systems
- MTE 803- Autonomous Robots and Vehicles

Similarly, in Capstone Design project (MTE 70A/70B), the diversity of disciplines and perspectives will be practiced through the multidisciplinary nature of the program (involving electrical and

¹⁹ Delaine, D.A., Williams, D.N., Sigamoney, R., and Tull, R.G. (2016). Global diversity and inclusion in engineering education: Developing platforms toward global alignment. *International Journal of Engineering Pedagogy*, 6(1), 56-71. <http://dx.doi.org/10.3991/ijep.v6i1.5372>

²⁰ Chromik, R. R. et al., (2020). Teamwork training as a means of mastering more equitable, diverse, and inclusive practice in engineering curricula, in *Proc. 2020 Canadian Engineering Education Association Conf.*,

mechanical engineering disciplines), considerations given to subjects such as ergonomics, and composition of teams who will differ by gender, nationality, ethnicity, cultural background, etc.

As explained in section 4.2 and Appendix XI, the program has been designed to meet all 21 learning outcomes of the program, matched with the attributes defined by CEAB and according to UDLEs by OCAV. The new program has been designed to ensure that it will offer students learning experiences that are transformational, inspiring, and intellectually challenging, and aligned with the societal needs. As it is observed from Appendix XI, the proposed program develops core competencies to enable students to: apply fundamental and interdisciplinary specialized knowledge to model, analyze and design for mechatronics problems (O1-O6), meeting societal and professional standards and expectations related to environmental impacts (O7); investigate complex mechatronics engineering problems and validate the conclusions through both simulations and experiments (O10-O11); use related computer software and program them effectively (O14-O15); plan and apply project management techniques and tools (O20-O21); develop creative and critical thinking, and engage in life-long learning and self-leadership strategies responding to emerging technologies in a rapidly changing world (O16, O19); communicate effectively across multiple disciplines (O8-O9, O12); work effectively and professionally within multidisciplinary teams incorporating public interest and requirements of the profession (O17-O18); and yet realize the limits of their knowledge in the management of projects (O13). The courses move from *introductory* to *reinforcement* to *advanced* levels and are balanced to prepare students for careers in the emerging mechatronics-related industries and/or to move on to graduate studies. This curricular design follows the “three levels of inclusion” cited in “The Ontario Universities Council Quality Assurance Framework”²¹. Also, as it is noted from Appendix XI, sufficient number of mechanisms have been provided to assess the fulfillment of the learning objectives. In short, the proposed program is well-balanced and meets the UDLEs and CEAB-based learning outcomes.

In summary, the proposed curriculum has been carefully designed to meet the (CEAB) accreditation requirements and address the needs of the related industry and its future employees, entrepreneurs, and practitioners. The core curriculum provides the specific skill set and knowledge base that modern mechatronics engineering professionals must have, while the technical electives bring added depth in areas of specialization, and serve to round out students’ education.

²¹ <http://oucqa.ca/wp-content/uploads/2018/10/Quality-Assurance-Framework-and-Guide-Updated-Guide-Oct-2018-Compressed-Version.pdf>

Creative Components of the Curriculum

The proposed program is distinct and timely because it not only meets the growing demand for Mechatronics Engineering but also focuses on aspects not fully covered by many Canadian universities. The program is well aligned with the leading role of our university in blending traditional education with experiential learning opportunities into industry-relevant program offerings. The program has also a distinct emphasis on equity, diversity, and inclusion training.

Laboratory and Hands-on Experience- As it was mentioned earlier, when compared with Mechatronics Engineering programs in other universities, our proposed program distinctively emphasizes laboratory, hands-on, and design experience. Our proposed program stands high in terms of experiential learning indicated by the number of laboratory/tutorial hours (61) compared to the other ones.

Co-operative and Internship Program- Co-op or Internship program option will be available to students entering Mechatronics Engineering program. Preparing students for careers and the workplace following an undergraduate degree has been an important tradition of undergraduate education at Ryerson University. Co-op placements and Internships engage industry in the education of our students and allows our university to develop meaningful relationships with partners. At this time, approximately one third of the students enrolled in the Mechatronics option participate in Co-op or Internship placements.

Equity, Diversity, and Inclusion (EDI) Training- The proposed curriculum has been designed to emphasize EDI training. Particular considerations are given to subjects such as ergonomics, inclusive design, and composition of teams in course and capstone projects. The involved team members will differ by gender, nationality, ethnicity, cultural background, etc.

Social and Industrial Relevance- Interdisciplinary skills related to Mechatronics are necessary to meet the requirements of the constantly evolving industries such as automobile, aerospace, defense, and energy. Many opportunities and success paths today are not solely dependent on traditional engineering skills. A broader skill set encompassing mechanical and electrical-computer engineering disciplines is required. The proposed curriculum has been designed to prepare students with these mindset and competencies for success. Our specialized courses and laboratories have been carefully designed in close consultation with the industry. The exposure to a breadth of courses will help create well-rounded interdisciplinary engineers, and future managers, entrepreneurs and researchers. The study of higher-level courses such as robotics, autonomous vehicles, digital control systems, intelligent systems, and hardware-in-the-loop will put our graduates in a leading position to meet the emerging needs of industry and will resonate with young talented students eager to find modern engineering education within a degree-granting university. The two-semester Capstone Project course has also been designed to promote close collaboration with industry, placing the focus on solving real-industrial problems.

After completion of undergraduate education in mechatronics, program graduates can get positions such as a systems engineer, application engineer, product development engineer,

quality and safety engineer, research and development engineers, project supervisors and managers in the industries and research institutes and pursue graduate studies in mechatronics and related fields. The program will be **the first full-fledged Mechatronics Engineering program in GTA.**

Mode of Delivery

Curriculum delivery is appropriately balanced with lecture and lab-based courses, and experiential settings. As indicated in Table 7, the program will be delivered through 136 weekly lecture hours, 61 weekly laboratory hours and 3 weekly tutorial hours, designed for four years. The program will also include 12 to 16 months Co-operative education and 8-month Internship programs.

Delivery of the core curriculum flows smoothly from lecture-based courses with lab-based components in the early and middle stages to experiential, project-based courses in the later stages. This allows students to learn the basics of Mechatronics Engineering, and mechatronic systems modeling, design and analysis, and reinforce and complement this learning in upper-level labs, design studios and project-based courses as they approach completion of the program. In particular, two-term Mechatronics Capstone Design course (MTE 70A & 70B) has been incorporated into the curriculum to reinforce experiential learning through mainly laboratory and design studio. The outcome of Capstone Design course is expected to enable integration of the gained interdisciplinary mechatronics knowledge and appropriate tools to model, analyze and design mechatronics systems (including problem definition, solution, and evaluation). Further experiential learning is facilitated through co-op or internship opportunity. The co-op or internship opportunity, monitored by an academic coordinator and FEAS Co-op Office, gives students real-life work experiences and opportunities to network with industry professionals. Students can also choose from a wide range of Core Electives (ten courses) that fall within a chosen field of study, and are also delivered in lecture, lab, and project-based environments.

As shown in Appendix XI, the program adopts modes of delivery that is appropriately balanced with content-based, skill-based and experiential components to meet intended program Learning Outcomes and Degree Level Expectations.

Assessment of Teaching and Learning

Appendix XI summarizes the target program learning outcomes, related CEAB (Canadian Engineering Accreditation Board) graduate attributes and indicators for each outcome, related UDLEs (Undergraduate Degree Level Expectations), the list of the courses reinforcing the target outcome, and methods of assessment to measure each CEAB graduate attribute.

Students will be assessed through the use of assignments, labs and examinations for both the depth and breadth of their knowledge. Engineering methodologies will be demonstrated and practiced through the use of hands-on labs. Applications of engineering knowledge will be reinforced through the application of open-ended project based learning. Communication skills will be assessed through a variety of lab and project reports, class presentations and the capstone

project. Open ended problems, simulations, modelling and projects will help students realize their limits of their and science's knowledge. Courses, such as CEN800 Engineering Law and Ethics and the Mechatronics Capstone (MTE 70A and MTE 70B) will demonstrate their professional responsibilities and their capacity within our society.

Many of the planned courses are currently being taught in the Mechanical and Electrical programs. New courses will assess students in a similar manner. Student outcomes will be assessed in accordance with Ryerson's Undergraduate Degree-Level Expectations (UDLEs) and with Canadian Engineering Accreditation Board (CEAB) requirements. Current use of Graduate Attributes, as used by the CEAB will be used to document, assess and demonstrate student achievement. Working with University Advancement, student success will be followed up 1 and 5 years post-graduation.

The level of performance of students, consistent with Ryerson's Undergraduate Degree Level Expectations, will be documented and demonstrated by tracking the grade spread of graduating cohorts and comparing that to the data across the Faculty of Engineering and Architectural Science and the university. The alumni body will be surveyed for their experience and insights. The retention rates across the program will be tracked and compared to the data across the faculty and the university. Finally, the program learning outcomes will be measured using the Canadian Engineering Accreditation Board (CEAB) criteria.

A number of engineering programs at Ryerson, including Mechanical, Electrical, Computer, and Industrial Engineering programs, have the following approved grading variation for most of their courses.

In order for a student to pass a course included in the departmental lists, in addition to earning 50% or more of the overall course mark, the student must pass:

- the weighted combination of the quiz, midterm and final exam marks by earning 50% or more, AND
- the laboratory component by earning 50% or more, if there is a laboratory component.

In the respective course outline, the quiz, midterm test, final exam, and laboratory components should be clearly designated and the weight for each component should be given.

The Mechatronics Engineering program proposes to have the same grading variation applied to the following Mechatronics courses:

MTE 302, MTE 444, MTE 500, MTE 532, MTE 600, MTE 602, MTE 644, MTE 666, MTE 751, MTE 701, MTE 705, MTE 711, MTE 792, MTE 800, MTE 801, MTE 803, MTE 819, MTE 829, MTE 882, MTE 888

The rationale for the grading variation is as follows. The majority of courses offered by the engineering departments have three major groups of assessment:

- Group A - assessments of explicit knowledge (e.g., quizzes, midterm tests, and final exam),
- Group B - assessments of hands-on practical knowledge (e.g., laboratory work and reports), and
- Group C - other assessments (e.g., assignments, presentations, and project reports).

The licensure requirements for an applicant to practice professional engineering in Canada normally include: meeting the stipulated academic requirements, fulfilling the engineering work experience requirements, and successfully completing the Professional Practice Examination. Holding an undergraduate engineering degree from a Canadian Engineering Accreditation Board (CEAB)-accredited program will meet the stipulated academic requirements for licensure. Each of Ryerson's existing eight engineering programs (Aerospace, Biomedical, Chemical, Civil, Computer, Electrical, Industrial, and Mechanical Engineering) is accredited by the CEAB and the proposed Mechatronics Engineering program will seek accreditation by the CEAB. Therefore, to ensure that each graduate meets the academic requirements, it is necessary to require a student to pass the assessments in explicit knowledge (Group A) and hands-on practical knowledge (Group B) separately. A student has to demonstrate minimal competency on both. The primary purposes of other assessments (Group C) are to advance learning.

Like the other engineering programs at Ryerson, the Mechatronics Engineering program proposes the following academic standing variation. In addition to the general criteria used to determine Academic Standing, students in this program must also meet the following conditions:

All students in undergraduate Engineering programs have an additional condition for Clear academic standing. In addition to students needing a cumulative grade point average (CGPA) of 1.67 or higher, students also need to have a term grade point average (TGPA) of 1.33 or higher, based on at least two reported grades for that term (not including Pass, DEF, INP or AEG grades). Students who have a TGPA less than 1.33 will be given PROBATIONARY Academic Standing. Students with only one reported grade for that term will be evaluated based on CGPA only.

Students with a cumulative grade point average (CGPA) less than 1.67 will be assigned a Probationary or Required to Withdraw (RTW) standing. See Academic Standings in Ryerson University Undergraduate Calendar for information about the process and consequences.

Resources

Although the program is a collaborative and multi-disciplinary program between Mechanical Engineering and Electrical and Computer Engineering programs, the program will be hosted in the Department of Mechanical and Industrial Engineering (MIE). The program is a significant extension of the Mechatronics Engineering Option currently offered in the Mechanical Engineering program. Upon approval of the proposed BEng program, the current Mechatronics Engineering Option within the Mechanical Engineering program will be discontinued for the entering students. The existing students enrolled in the option will be allowed to complete their program with the option.

Assume that the Mechanical Engineering program maintains the current intake and the first-year intake for the Mechatronics Program is 100 students per year. The proposed commencement date for the program is Fall 2023.

Human Resources

Many of the courses in the curriculum exist in the Mechanical and Industrial Engineering and Electrical and Computer Engineering programs. To accommodate the influx of the new students, increased teaching, technical support, and administrative levels will have to be addressed.

To provide evidence of the intended participation of a number of quality faculty who are competent to teach/supervise in the program, the list of faculty members who are currently teaching in the mechatronics option are shown in Table 10.

Table 10 FEAS faculty members with related expertise

Name	Program	Areas of Expertise	Teaching MTE-related courses	
			Past & Current (existing option-specific courses in bold)	Potential
Chan, Vincent	Mechanical Engineering	Machine Vision, Rapid Prototyping	MEC 222, MEC 322, MEC 325, MEC 617, MEC 733 (MTE 500), MEC 830 (MTE 70A), MEC 825 (MTE 70B), ME 8107 (some overlap with MTE 888)	MEC 222, MTE 302, MEC 322, MEC 325, MEC 617, MTE 602, MTE 500, MTE 70A, MTE 70B, MTE 751
He, Siyuan	Mechanical Engineering	Microelectro-mechanical systems, Micro-Actuators, Sensors	MEC 733 (MTE 500), ME 8146 (overlap with MTE 705)	MTE 500 (MEC 733), MTE 751 (formerly MEC 751), MTE 666, MTE 70A, MTE 70B, MTE 800, MTE 705
Janabi-Sharifi, Farrokh	Mechanical Engineering	Robotics and Automation,	MEC 322, MEC 830(MTE 70A), MEC 709, ME	MTE 532, MTE 600, MTE 602, MTE 751, MTE

		Control Systems, Optomechatronics	8130, ME 8130 (good overlap with MTE 600)	70A, MTE 70B, MTE 666, MTE 701, MTE 711, MTE 800, MTE829, MTE 888, MTE 819, MTE 801
Ghasempoor, Ahmad	Mechanical Engineering	Advanced Manufacturing	MEC 322, MEC 751(MTE 751), MEC 825(MTE 70B)	MTE 602, MTE 751(formerly MEC 751), MTE 70B
Saeedi, Sajad	Mechanical Engineering	Robotics and Automation, Computer Vision, Robot/Machine Learning	MEC 830 (MTE 70A), MEC 721, MEC 311, MEC 713	MTE 302, MTE 444, MTE 532, MTE 500 (formerly MEC733), MEC 709, MTE 751 (formerly MEC 751), MTE 600, MTE 644, MTE 70A, MTE 70B, MTE 701, MTE 800, MTE 829, MTE 792, MTE 888, MTE 819, MTE 882, MTE 803
Zareinia, Kourosh	Mechanical Engineering	Robotics and Automation, Haptic interfaces, Control Systems	MEC 323/BME 323, MEC 411 (some overlap with MTE 602), ME 8130 (good overlap with MTE 600)	MTE 302, MTE 444, MTE 532, MTE 500 (formerly MEC733), MEC 709, MTE 751 (formerly MEC 751), MTE 600, MTE 602, MTE 70A, MTE 70B, MTE 701, MTE 800, MTE 829, MTE 792, MTE 819

Li, Jamy	Industrial Engineering	Robotics and Automation, Human-Robot Interaction	Human-Robot Interaction (University of Twente)	MEC 713
Beheshti, Soosan	Electrical Engineering	System theory and modeling, Control Engineering	BME 532/ELE 532 (good overlap with MTE 532)	MTE 532*, MTE 792/ELE 792*, MTE 829/ELE 829*
Chen, John Yao-Chon	Electrical Engineering	Robot Control, Optimal Control	ELE 719, ELE 809, ELE 819	MTE 819/ELE 819*
Xiao-Ping Zhang	Electrical Engineering	Human-Computer Interaction, Image Processing, Machine Learning Signa/Multimedia Processing and IoT	ELE 882 (MTE 882), ELE 888 (MTE 888),	MTE 882/ELE 882*, MTE 888/ELE 888*
Yuan, Fei	Electrical Engineering	Microsystems, Bio-Sensors and Actuators, Wireless Communication Systems	ELE 700 (some overlap with MTE 70A)	MTE 444*, EES 612*

*Taught by Electrical Engineering

The required teaching resources in different programs are as follows:

Mechanical Engineering (9 courses): MEC 222, MTL 200, MEC 323, MEC 325, MEC 311, MEC 511, MEC 322, MEC 713, MEC 709

Mechatronics Engineering (11 required courses): MTE 302, MTE 500 (now MEC 733), MTE 602, MTE 751 (now MEC 751), MTE 666, MTE 600, MTE 644, MTE 70A, MTE70B, MTE 701, MTE 800

Electrical Engineering (3 required courses): MTE 444, EES 612, MTE 532

Mechatronics Engineering (10 core elective courses): MTE 705, MTE 801, MTE 711, MTE 803, MEC 617, MTE 829/ELE 829, MTE 792/ELE 892, MTE 888/ELE 888, MTE 819/ELE 819, MTE 882/ELE 882

The proposed curriculum requires students to take two core electives in each of the 7th and 8th semesters, respectively. Therefore, initially, elective offerings can be planned as follows: four Mechatronics specific courses will be new offerings and six double-listed courses (one with

Mechanical and five with Electrical) will be offered with the existing courses. It is assumed that the six double-listed courses will not require new instructor resources.

New Teaching Hires: In summary, Mechanical and Mechatronics Engineering (MME) will require teaching resources for 24 new courses/sections, equivalent to eight (8) RFA faculty positions. Electrical Engineering (Department of Electrical, Computer and Biomedical Engineering-ECBE) will require three new courses/sections, equivalent to one (1) RFA faculty position. Sessional and part-time instructors will fulfill additional teaching requirements, while maintaining the appropriate RFA to CUPE teaching allocation ratio.

New Technical Support Hires: Mechanical and Mechatronics Engineering will require two additional technical support staff members.

New Administrative Support Hires: The Mechatronics Engineering program will also require one additional administrative support staff member.

In addition to delivering the core curriculum, Science, Liberal Studies, Economics, Professional Communication, and FEAS Dean's Office will require incremental teaching resources.

Plan for hiring RFA faculty and staff members: Upon approval on the new Mechatronics Program, the involved departments start to hire the above-mentioned personnel. The Mechanical and Mechatronics Engineering will require (8) new RFA faculty positions. A proposed plan for hiring is given in Table 11.

Table 11 Plan of hiring

Year	RFA	Technical officer/Staff
2022/23	1 MME	1 Staff
2023/24	2 MME and 1 ECBE	1 Technical officer
2024/25	3 MME	1 Technical officer
2025/26	2 MME	

Physical and Library Resources

Space

Office Space: Additional office space will be required for the new RFA faculty. For nine RFA faculty positions, office space requires 9×110 sq. ft. = 990 sq. ft. and research space requires 9×500 sq. ft. = 4,500 sq. ft.

Office space for service to Mechatronics Engineering undergraduate students and for the administrative support staff member's working space is required (200 sq. ft).

Lab Space: In addition to the current available undergraduate lab space, an addition undergraduate lab with a size of 2,000 sq. ft. is required.

Working Space: Working space is required for two technical support staff members (220 sq ft).

Classrooms: All the classrooms will be scheduled by the university (based on our discussions with University Planning Office). A typical mechatronics-only course would have a lecture class size of between 80 and 90 students and a lab/tutorial size of 25 students. Courses that are common with mechanical engineering students would have a lecture class size of between 100 and 120 students and a lab/ tutorial size of 25 students. The class sizes of the Year 1 courses typical varying from 200 to 400 students. Note that Year 1 has many courses common across the engineering programs.

Library

The University Library's response to the proposed BEng program in Mechatronics Engineering is included as Appendix X. It concludes that the University Library is adequately equipped to support the proposed BEng Program in Mechatronics Engineering program and additional resources will be required to create a more robust collection to fully address the needs of students and the quality of the program.

Equipment

Some of the new program courses can rely on existing laboratory and teaching facilities.

The students will have access to all necessary hardware labs and computer labs. They will have access to specialized commercial software packages for mechatronics and mechanical engineering.

For the purchase of the equipment, it is estimated that an investment of \$750 K will suffice. Some negotiations have been undertaken with the mechatronics lab equipment suppliers for significant educational discounts.

Samples of existing facilities to support our courses are given in Table 12.

For computing support, the students will have access to several lab spaces on campus, and some software remotely via VAPP. There are three undergrad computer labs for Mechanical and Industrial Engineering (MIE) department that can be used to support Mechatronics Engineering students in the department. Those are located in KHE137, KHE137a and KHE139. MIE computing administration is supported by 9 servers, two supporting PCs, UPS and several switches. Similar to all MIE undergraduate students, Mechatronics Engineering students will have 24/7 access to KHE137 and KHE139; Capstone students will have 24/7 access to KHE137a. Virtual application for remote access is possible through VAPP.

In addition to these three departmental computer labs, similar to MIE students, Mechatronics Engineering students will also have access to Ryerson wide computer labs supported by CCS. They include five general-purpose teaching and drop-in computer labs (KHW71A, KHW71C, KHW377,

KHW379 and LIB393); three general-purpose drop-in only labs (KHW71, KHW71F and LIB386L); and one specialized lab (KHW71B).

Table 12. Existing laboratories to support MTE program

Supporting Course(s)	Room Number	Student Capacity	Equipment
EES 612*: <i>Electrical Machines and Actuators</i>	ENG 309	18 (9 stations with 2 student/station)	AC/DC Power Supply-Lab Volt EMS8821 Transformer Module-Lab Volt EMS8341 DC Motor-Lab Volt EMS8211 Dynamometer-Lab Volt EMS8911 3 Phase AC Motor-Lab Volt EMS8231 L298 H-Bridge Driver Module Bench-top power supply Function Generator
MTE 532*: <i>Signals and Systems for Mechatronics Engineering</i>	ENG 409	22 (23 benches with 1 students/bench and one spare bench)	PCs with signals and systems software. Texas Instruments 6713 DSP Spectrum digital boards. Matlab. Systems are configured with sound cards to generate audio sequences and for sampling. The TI 6713 is leveraged for basic sampling tools.
ELE 829*: <i>System Models and Identification</i>	ENG 413	22 (12 benches with 2 students/bench and one spare bench)	PCs with Matlab software
ELE 792*: <i>Digital Signal Processing</i>	ENG 409	22 (12 benches with 2 students/bench and one spare bench)	Texas Instruments 6713 DSP Spectrum digital boards. Students use Matlab with Code Composer Studio running in a VM environment to design FIR/IIR filters and deploy them on the TI DSP boards.

ELE 888*: <i>Intelligent Systems</i>	ENG 409	22 (12 benches with 2 students/bench and one spare bench)	PCs with Matlab and Xerion Back propagation neural network software.
ELE 819*: <i>Control of Robotic Manipulators</i>	ENG 413	22 (12 benches with 2 students/bench and one spare bench)	PCs. Servo setups that are attached to Linux based systems to provide simple motor control. Haptic manipulators installed which are controlled through a Virtual machine environment with the Quanser software tools. 2 wheel and 3 wheel robots that are configured with Lidar, sonar and room mapping tools.
MTE courses with computing labs/tutorials/components	KHE 137 (MIE Computer Lab)	40	32 PCs with software, remote access is possible, overhead projector and a printer
MTE courses with computing labs/tutorials/components	KHE 137a (MIE Computer Lab)	40	12 PCs with software, , remote access is possible, overhead projector and a printer
MTE courses with computing labs/tutorials/components	KHE 139 (MIE Computer Lab)	40	32 PCs with software, , remote access is possible, overhead projector and a printer
MTE courses with computing labs/tutorials/components	KHW 337 (CCS Labs)	45	45 PCs with software, remote access may be possible
MTE courses with computing labs/tutorials/components	KHW 379 (CCS Labs)	45	45 PCs with software, remote access may be possible
MTE courses with computing labs/tutorials/components	LIB 393 (CCS Labs)	61	61 PCs with software, remote access may be possible
MTE courses with computing labs/tutorials/components	KHW 71A (CCS Labs)	31	31 PCs with software, remote access may be possible
MTE courses with computing labs/tutorials/components	KHW 71B (CCS Labs)	32	32 PCs with software, remote access may be possible
MTE courses with computing labs/tutorials/components	KHW 71C (CCS Labs)	30	30 PCs with software, remote access may be possible

MTE courses with computing labs/tutorials/components	LIB 386L (CCS Labs)	41	41 PCs with software, remote access may be possible
MTE courses with computing labs/tutorials/components	KHW 71F (CCS Labs)	20	20 PCs with software, remote access may be possible
MTE courses with computing labs/tutorials/components	KHW 71 (CCS Labs)	72	72 PCs with software, remote access may be possible
MEC 511	KHE 31	24 (2 stations used from MEC516 for this course)	Hydrometer Micrometer Thermometer Graduated cylinder Venturi flow meter Manometer
MEC 511	KHE 27	24 (2 stations used from MEC309 for this course)	WL204 Steam pressure lab apparatus Steam quality measurement lab apparatus
MEC 322	EPH 343	25(5 stations in room)	Precision measuring instruments Starrett HE400 optical comparator Starrett KineMic KMR-XGA video microscope Sharpe Micro-Hite CMM
MEC 322	KHE 25	25	HB500 toolroom lathe and PC
MEC 733 (MTE 500) MEC 709 MEC 751 (MTE 751) MEC 617 MEC 830 (MTE 70A) MEC 813	EPH 309	24 (12 stations 2 persons per)	Mechbots 12 PCs & workstations Robot maze 12 Lego robot kits with EVshield 12 PID Trainers & cables Pressure vessel boards & cables Thermocouple boards & cables Strain gauge boards & cables 12 PLC trainer boards 12 PLC controller boards 12 DoBot robot arms
Currently not assigned	EPH 309	24 (12 stations 2 persons per)	12 Rigol oscilloscopes 12 fluke multimeters 23 Duckiebots 15 Intel neural stick

			15 Intel lidar cameras 15 Intel depth cameras 13 YDLidar sensors
--	--	--	--

*Offered by Electrical Engineering

Quality and Other Indicators

There is sufficient data to support teaching and research capabilities of the participating faculty members in this proposal, as evidenced by their CV included in Appendix V. The data covers areas such as research, teaching, and industry experience and expertise. All faculty members involved have demonstrated strong records in scholarly research activities, evidenced by the grants they have acquired, papers they have published, and HQP they have trained. In summary, the members compose a strong team in mechatronics research and teaching as well as entrepreneurship and developing connections with industry. The proposal suggests that the unique combination of academic and industrial expertise in areas such as robotics, advanced manufacturing, sensors, actuators, machine vision, haptics, MEMS, etc. is well-suited to support and develop the proposed program in Mechatronics Engineering at Ryerson University. Further information about the qualifications is provided below.

Qualifications

All participating faculty members hold PhD degrees in the core areas related to their expertise. They also hold PEng license from PEO (Professional Engineers Ontario) required by CEAB (Canadian Engineering Accreditation Board). Exceptions are new faculty hired in the last years who plan to apply for licensure (indicated by # in the following list). The research areas of the member, which covers all key topics of the proposed mechatronics program are listed below. These areas cover the core areas of mechatronics, i.e., mechanical engineering, electrical engineering, and computer science

Chan, Vincent: Machine Vision, Rapid Prototyping

He, Siyuan: Microelectro-mechanical systems, Micro-Actuators, Sensors

Janabi-Sharifi, Farrokh: Robotics and Automation, Control Systems, Optomechatronics

Ghasempour, Ahmad: Advanced Manufacturing

Saeedi, Sajad#: Robotics and Automation, Computer Vision, Robot/Machine Learning

Zareinia, Kourosh: Robotics and Automation, Haptic interfaces, Control Systems

Li, Jamy#: Robotics and Automation, Human-Robot Interaction

Beheshti, Soosan: System Theory and Modelling, Control Engineering

Chen, John Yao-Chon: Robot Control, Optimal Control

Zhang, Xiao-Ping: Signal and Multimedia Processing

Yuan, Fei: Microsystems, Bio-Sensors and Actuators, Wireless Communication Systems

Research, Innovation, and Scholarly Records

The attached CVs of participating faculty members are good indication of solid contributions of the members to various fields of the proposed mechatronics program. Significant number of refereed publications, conference presentations, and books all attest to the quality of the

involved faculty members. As examples, the Google citation profile (September 24, 2021) of five of the members are listed below, indicating the core competency of the members:

1. **He, Siyuan:** All citations: 1245, h-index: 18, i10-index: 26
2. **Janabi-Sharifi, Farrokh:** All citations: 5412, h-index: 34, i10-index: 87
3. **Saeedi, Sajad:** All citations: 2071, h-index: 20, i10-index: 23
4. **Zareinia, Kourosch:** All citations: 857, h-index: 17, i10-index: 24
5. **Li, Jamy:** All citations: 1344, h-index: 17, i10-index: 19
6. **Zhang, Xiao-Ping:** All citations: 5603, h-index: 34, i10-index: 99

Students' Training Record

All participating faculty members have strong highly qualified personnel (HQP) training records, both at undergraduate and graduate levels. The list below summarizes samples of the HQP training records:

1. **Chan, Vincent:** more than 209 students including 9 graduate students and more than 200 undergraduate research assistants and capstone project students.
2. **He, Siyuan:** more than 120 HQP including 25 graduate students and more than 80 undergraduate research assistants and capstone project students.
3. **Janabi-Sharifi, Farrokh:** more than 220 HQP which a large percentage of the personnel belong to racial minorities which shows his dedication to the core principles of equity, diversity, and inclusion (EDI).
4. **Ghasempoor, Ahmad:** more than 70 HQP including master's and PhD students and undergraduate Capstone project students.
5. **Saeedi, Sajad:** more than 35 HQP during the past five years at various levels including undergraduate students, master's, PhD, and post-doctoral levels.
6. **Zareinia, Kourosch:** more than 48 HQP at various levels from undergraduate capstone projects students to master's and PhD students and postdoctoral fellows.
7. **Li, Jamy:** 25 HQP in all levels from undergraduate RAs to PhD students at Ryerson University and the University of Twente (The Netherlands).
8. **Beheshti, Soosan:** 30 HQP at various levels from undergraduate capstone projects students to master's and PhD students and postdoctoral fellows
9. **Zhang, Xiao-Ping:** more than 40 HQP including master's and PhD students and undergraduate Capstone project students.
10. **Yuan, Fei:** more than 140 HQP including undergraduate RAs, Capstone Project students, and master's and PhD students.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this New Program Proposal for Mechatronics Engineering (BEng) – Faculty of Engineering and Architectural Science.***

B. ARTS - Co-op - Expansion to Include Department of Philosophy

Executive Summary

This document provides an outline of an optional co-operative education program being proposed for the Philosophy BA Honours degree. This proposal is an addendum to the [Faculty of Arts Co-op Proposal \(2020\)](#), approved by Ryerson Senate in Fall 2020. Included in this document is information specific to co-op for the Department of Philosophy.

Philosophy is one of several programs that Arts and the Career & Co-op Centre have identified as best positioned to continue the rollout of co-operative education across the Faculty. The addition of a co-op option was the number one recommendation to come out of the recent BA Philosophy program review (PPR).

As has been demonstrated in many disciplines, having a co-op option will support the Department's objectives related to increasing student recruitment and supporting students' employability upon graduation. Philosophy will also benefit from the existing infrastructure of the Arts Co-op Programs, and both the Faculty and Career & Co-op's experience in running the programs since their official launch in September 2021.

Faculty of Arts Co-op Program

All of the information, policies and processes outlined for the Arts Co-op Program in the [original program proposal](#) will be applicable to co-op in the Department of Philosophy.

Important sections of the proposal which outline the co-op program structure include:

- **II. Co-operative Education at Ryerson** - including the noted benefits for students, employers & academic programs.
- **III. Roles and Resources** - including the division of labour between the Faculty of Arts and Career & Co-op Centre in running the co-op program, as well as resource needs and commitments, and co-op fees.
- **IV. General Co-op Program Information** - including explanations of co-op admissions, work term requirements and scheduling, types of work opportunities, rules on student compensation, co-op degree length, exiting the co-op program and risk management.
- **VI. Documentation and Evaluation** - including work term reports and site visits, employer evaluations, deadlines and penalties, and academic integrity and discipline.

Additional information most relevant to the addition of Philosophy to Arts' roster of co-op programs includes:

- [Appendix C: Competitive Analysis](#) - an analysis of other Ontario universities who offer co-op for Arts programs, including Philosophy
- [Appendix I: Faculty Advisor Role & Responsibilities](#) - an overview of the role of Faculty Advisor, which will be filled for Philosophy by January 2023
- [Appendix G: Ryerson Consultations](#) - an updated list of consultations for the addition of Philosophy, located on page 2.

Department of Philosophy Co-op Program Start Date and Enrolment Projections

The intent is to start offering co-op to Philosophy students in Fall 2023. Eligible students who are admitted to Ryerson in Fall 2022 will therefore be able to apply to co-op through the Career & Co-op Centre in the Spring of 2023, at the end of their first year of studies.

Keeping with the original proposal in addition to running co-op for Arts programs since September 2021, we anticipate seeing approximately 10 students enroll in co-op annually. This is a conservative estimate, with the ability to facilitate more participation in co-op if student demand is there. The enrollment projections are as follows:

Program	Co-op Cohort (Begin Year 2)	Academic Year				
		2023/24	2024/25	2025/26	2026/27	2027/28
Philosophy	Fall 2023	10	10	10	Graduate	
	Fall 2024		10	10	10	Graduate
	Fall 2025			10	10	10
	Fall 2026				10	10
	Fall 2027					10
	Total	10	20	30	30	30

Co-op enrollment for the Faculty of Arts overall has been updated to include Philosophy in the Arts Co-op Proposal in [Appendix B: Projections for Student Intake by Program Major / Year](#).

Departmental Proposal

Work Term Sequence

Undergraduate students will begin their work terms during their second year, and will be required to complete three work terms, with an optional fourth work term.

Given that two of three work terms will take place in the fall and winter semesters, students may be advised to take elective courses in the Spring/Summer semester after third and/or fourth year. Electives in the Spring/Summer will be taken through the Chang School, at least initially.

Students will return to campus for a final study term in the fall of their fifth year, and will be able to complete the program in 4.5 years, though some may opt for the full 5 years.

1st Year			2nd Year			3rd Year			4th Year			5th Year	
F	W	S	F	W	S	F	W	S	F	W	S	F	W

Study	Study	Off	Study	Work	Off or Study	Work	Study	Work	Study	Study	Off, Study or Work	Study	Off or Study
-------	-------	-----	-------	------	--------------	------	-------	------	-------	-------	--------------------	-------	--------------

Program Learning Outcomes

The Philosophy program goals and learning outcomes most directly enhanced through the addition of a co-op include:

- **Program Goal 5:** Students possess a superior set of “career-ready” skills and know how to apply them to professional situations as well as post-graduate study opportunities.
 - *Outcome 5.1:* Graduates will be able to locate, appraise, and apply information gained from a variety of resources.
 - *Outcome 5.2:* Graduates will be able to manage their own learning in changing circumstances through a range of activities, including meeting deadlines; organising their research using a variety of means; and working effectively both independently and collaboratively.
- **Program Goal 6:** Students possess foundational skills across the Arts (Common Arts Platform).
 - *Outcome 6.1:* Graduates will be able to apply foundational, theoretical, and methodological approaches in the humanities and social sciences, including cultural literacy and diverse ways of knowing.

Industry Engagement

Philosophy students are well positioned to take on work opportunities that require skills such as critical, independent thinking, effective and persuasive communication, creative problem solving and ethical deliberation.

Leveraging existing relationships through the program’s alumni network, Program Advisory Council, and the Career & Co-op Centre’s extensive employer network will be key in sourcing co-op job opportunities.

Provided here are lists of existing and potential industry relationships, as well as specific co-op work opportunities for which Philosophy students could apply.

Existing Relationships:

- UHN Bioethics Program
- Canadian Border Services Agency
- Ontario Ministry of Education
- Riipen

Potential Relationships:

- Ontario Public Service
- RBC Royal Bank
- Department of Justice Canada
- Trillium Health Partners

Co-op Work Opportunities

Work opportunities will be available for Philosophy students in a range of positions

requiring critical thinking, writing, research and problem solving skills. Positions which have been recently posted on Ryerson's co-op platform to which Philosophy students could apply include:

- Communications & Engagement Intern, Nature Conservancy of Canada
- Research Analyst, Ontario Ministry of Infrastructure
- Privacy and FOI Co-op Student, Workplace Safety & Insurance Board (WSIB)
- Event Intern, Covenant House Toronto
- People and Culture Coordinator, D2L
- Academic Integrity Outreach Assistant, Ryerson University
- Fundraising Officer, Love Builder Non-profit Society
- Assistant Educator, Green Apple Kids
- Museum Assistant (Educator), Marine Museum of the Great Lakes at Kingston
- Learn To Camp/Fish Program Leader, Ontario Public Service (OPS)

Curriculum Overview

Regular Course Sequence		Co-op Course Sequence		
Year I		Year I		
Fall: SSH105 PHL201 Table 1 (Humanities) Table 1 (Social Sciences) Open Elective	Winter: SSH205 Required Group 1 (PHL 101, PHL333, PHL366) Table I (Humanities) Table I (Social Sciences) Open Elective	Fall: SSH105 PHL201 Table 1 (Humanities) Table 1 (Social Sciences) Open Elective	Winter: SSH205 Required Group 1 (PHL 101, PHL333, PHL366) Table I (Humanities) Table I (Social Sciences) Open Elective	Spring/Summer <i>Students off</i>
Year II		Year II		
Fall: PHL503 PHL708 Table I or Open Elective Table A Table II	Winter: Table II (3) Table A SSH301	Fall: PHL503 PHL708 SSH104 (Co-op Prep Course)* Table II Table A <i>*Counts as a Core Course</i>	Winter: Work Term 1	Spring/Summer <i>Students off or could take some electives</i>
Year III		Year III		
Fall: PHL600 or PHL601 Table II (2) Table B Open Elective	Winter: Table II (3) Table B Open Elective	Fall: Work Term 2	Winter: Table II (3) Table A SSH301	Spring/Summer: Work Term 3
Year IV		Year IV		
Fall: PHL600 or PHL601 PHL802, PHL803 or PHL700 Table II Table B Open Elective	Winter: Table II (3) Table B Open Elective	Fall: PHL600 or PHL601 Table II (2) Table B Open Elective	Winter: Table II (3) Table B Open Elective	Spring/Summer <i>Students off or could take some electives</i>
		Year V		
		Fall: PHL600 or PHL601 PHL802, PHL803 or PHL700 Table II Table B Open Elective	Winter (if necessary): Table II (3) Table B Open Elective	Graduation

New Courses for Philosophy Co-op Program

SSH 104: Co-op Program Preparatory Course

All Arts students in co-op will be required to take a mandatory preparatory course before their first work term. The course was first offered in Fall 2021. SSH 104 was added to Table I for all programs, which co-op students will access during second year as a Core Required Course, replacing the choice between a Table 1 Core Elective or Open Elective course. As a Table I course, SSH104 will be counted as an Core course, with enrollment approved by Departmental Consent as part of a student's acceptance into the co-op program. Should a student not continue with the co-op option, completion of the course will still count in their degree as an Open elective. For a full course outline, including assignments and grading summary, weekly activities, topics and readings, see the most recent [SSH 104 course outline](#) (Fall 2021).

Calendar Description

[SSH104 - Co-op Program Preparation](#) (as posted on the 2022-2023 Undergraduate Calendar).

This course will help students prepare for their co-op work terms. Students will develop career development and job search skills including resume and cover letter writing, interviewing, and networking. Students will critically reflect on the components that ensure healthy, inclusive, and safe workplaces and will actively and collaboratively define personal strategies for cultivating them. This course will be graded and must be taken before students go out on their first work term.

Weekly Contact:

Lecture: 3 hrs. GPA

Weight: 1.00

Course Count: 1.00

Billing Units: 1

Consent: Departmental consent required

Proposed Learning Outcomes

By the end of this course students will be able to:

1. Understand core and necessary components of the Ryerson co-op student experience, including:
 - a. The co-op program timeline
 - b. Expectations of ethical and professional workplace conduct
 - c. One's rights as an employee and/or worker in Canada (as framed within the Employment Standards Act, the Labour Relations Act, and the Occupational Health and Safety Act)
 - d. The roles and responsibilities of all parties involved in planning and delivering the co-op program, including the student, employer, and Co-op Program Specialist
2. Understand and demonstrate fundamental skills in career planning and career management, including the ability to:
 - a. Understand and begin developing strategies for how to conduct labour market research
 - b. Find and use labour market information to develop strategies for

- securing co-op work terms and setting self-determined career goals
- c. Describe and define crucial labour market distinctions, including the formal and informal economy, employment and self-employment, and the hidden labour market
- d. Design and develop effective career- and profile-related materials and/or portfolio documents
- e. Understand and demonstrate effective interviewing and networking strategies
- 3. Evaluate key aspects of undergraduate Liberal Arts scholarship in relation to co-op program participation, including the ability to:
 - a. Describe and demonstrate existing and emerging skill in scholarly and interpersonal communication, project design and planning, empirical research, data analysis, critical thinking among other relevant discipline-specific and/or social sciences and humanities competencies
 - b. Describe and demonstrate existing and emerging skill in contextualized and transferable workplace competencies, such as essential skills and 21st century skills
- 4. Understand and apply elements and principles of equity, diversity, and inclusion to a workplace setting by developing the ability to:
 - a. Identify and discuss strategies and formal policies for achieving accessibility, belonging, fairness, and justice in the workplace
 - b. Identify and discuss strategies and formal policies for eliminating discrimination, harassment, and hate in the workplace
 - c. Identify and map systems of power that contribute to structural barriers, systemic inequalities, and the complex ways they impact the lives and well-being of workers from equity seeking groups in and beyond workplace settings

Arts Co-op WKT Courses

Students will register in the following WKT courses for their co-op work terms. Proposed calendar descriptions are included below.

WKT 150 - Work Term I

For students enrolled in the Co-op Program option. The co-op position must be related to the humanities and/or social sciences. Positions should involve project work but some routine work is acceptable. This course is graded on a pass/fail basis. *Prerequisite: SSH 104*

WKT 250 - Work Term II

For students enrolled in the Co-op Program option. The co-op position must be related to the humanities and/or social sciences. Positions should involve project work but some routine work is acceptable. This course is graded on a pass/fail basis.

WKT 350 - Work Term III

For students enrolled in the Co-op Program option. The co-op position must be related to the humanities and/or social sciences. Positions should involve project work but some routine work is acceptable. This course is graded on a pass/fail basis.

WKT 450 - Work Term IV (Optional)

For students enrolled in the Co-op Program option. The co-op position must be related to the humanities and/or social sciences. Positions should involve project work but some routine work is acceptable. This course is graded on a pass/fail basis.

Alignment with Policy 169: Experiential Learning

The co-operative program fulfills and aligns with the [Policy 169](#) in the following ways:

1. By offering a fully curated opportunity for students to experience working in their intended professions. Students work in 'real-world' roles in companies and other organizations for periods of up to twelve weeks at a time (for a minimum of three placements). They are immersed in the workplace and can sometimes be appointed to relatively senior roles, depending on their level of experience. Students are supervised and managed by their employers while employed, but the university (through the Career & Co-op Centre) maintains contact with the students and will conduct on-site visits to ensure that the placement is working for both the employer and the student.
2. On completion of their work placements, students are required to complete a reflective essay detailing their role and what they learned from it. This essay also allows students to reflect on their experience and how it relates to both their academic program and their future careers. Employers also complete an assessment of the student, allowing students to better understand their strengths as well as areas for improvement. This process is completed in an open manner.
3. Applications, interviews and appointments for all placements are all carried out within the purview of the university. There is an administrative and an academic contact for the students. There are contracts, job descriptions and insurance for all students on co-op work terms, and a named individual in the workplace who will supervise/manage them. Any matters of academic misconduct (or general misconduct) are dealt with either by the employer (in consultation with the university) or the Department of Philosophy.
4. All health and safety issues are the responsibility of the employer, but the university ensures that the employer has appropriate policies and controls in place and is aware of their responsibilities. The Career & Co-op Centre does a pre-screening of all employers that speaks to the health and safety policies that students will be trained on while working at an organization. Employers are also sent an 'Employer Responsibility' sheet that outlines the expectations of employers that work with Ryerson. Additionally, Co-op Program Specialists conduct site visits with employers and students every semester to ensure the working relationship is positive, while also checking in on the health and safety of the student.

Updated Copy for Ryerson Calendar

The following updates are to be made for the 2023-2024 undergraduate calendar. Co-operative Program Overview

An optional co-operative education program is available which provides students with 12 months of work experience which will complement their classroom studies and support the development of essential employability skills required for the workforce, including communication, collaboration and problem-solving.

Although the Career & Co-op Centre cannot guarantee placements, they provide assistance in locating suitable positions and counselling students in their search for suitable jobs. This co-op program enables students to earn competitive wages to offset the costs of a university education.

Students who have completed the first semester of the regular program must apply through the department for admission to the co-operative program before the end of the first year. Enrolment in the co-op program is limited. Admission will be based on a portfolio which includes the student's grade point average, a resume and a statement of intent.

The sequencing of academic and work terms is shown below:

	Fall	Winter	Spring/Summer
Year 1	1st semester	2nd semester	--
Year 2	3rd semester	WKT 150	--
Year 3	WKT 250	4th semester	WKT 350
Year 4	5th semester	6th semester	--
Year 5	7th semester	8th semester	

Students must successfully complete a minimum of three work terms in order to graduate from the co-op program.

In most cases the co-op program requires five years to complete the degree in Philosophy. Students will have the option to fast track if they choose to take electives during the Spring/Summer. The regular program can be completed in four years.

All co-op placements must be approved by the Career & Co-op Centre and the Faculty Advisor for the Philosophy co-op program.

Full-Time, Five Year Co-op Program

In addition to the regular curriculum, Philosophy Co-operative Program students must complete **SSH 104**, **WKT 150**, **WKT 250**, and **WKT 350** before graduation. **SSH 104** is a Core course, which students must take prior to enrolling in **WKT 150**.

The only difference to the calendar will exist during the 3rd & 4th semesters:

3rd & 4th Semester
Begins 2023-2024

REQUIRED:

PHL 503	Ancient and Modern Ethics
PHL708	Introduction to Modern Philosophy
SSH 301	Research Design and Qualitative Methods
SSH 104	Co-op Program Preparation*

CORE ELECTIVES: Four courses from [Table II](#).

/OPEN ELECTIVE: SSH 104 satisfies this requirement.

LIBERAL STUDIES: Two courses from [Table A - Lower Level Liberal Studies](#).

*Departmental approval required.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this Co-op Expansion to Include Department of Philosophy – Faculty of Arts.***

C. CHANG SCHOOL - Review, discontinuation, and new proposal for certificates in Accounting/Finance

1. Review – Certificate in Accounting - Finance

Executive Summary

The Certificate in Accounting-Finance is a longstanding 8-course certificate offered by the Chang School in collaboration with the School of Accounting-Finance at the Ted Rogers School of Management. While many iterative changes and improvements have been made to the certificate courses over the course of its life-cycle, this study represents the first formal review undertaken in 15 years.

The Certificate in Accounting-Finance is financially viable and ranks high in drawing overall enrollments at the Chang School. It attracts a diverse student population and prepares them for careers in a profession with favourable employment prospects. Delivery format, the frequency of course scheduling and OSAP eligibility enhance accessibility of the certificate courses to the target audience. Student feedback (collected via student and alumni surveys conducted since 2019) shows a high level of satisfaction with the offering (as reflected by the propensity to recommend the certificate to others).

Most of the courses in the certificate are approved by the Chartered Professional Accountants of Canada (CPA) as prerequisites for their Professional Education Program (CPA PEP). While students enrolled in the certificate have a range of professional and learning goals, most students have indicated that they have plans to pursue the CPA designation.

An analysis of competitor programs has revealed that other institutions offer the CPA prerequisites through fewer courses. Their courses align more directly with the required CPA subject area competency map and this enables efficient completion of the prerequisites and a clearer pathway to the credential. Feedback from our students has suggested that closer alignment to the CPA competency map is preferable.

The review findings, student feedback and curriculum committee discussions have formed the basis for the following recommendations:

- Explore ways to optimize alignment to CPA competencies (CPA PEP prerequisite subject areas)

- Explore the development of an alternate certificate model/s with less courses per certificate to enhance student motivation to graduate
- Delete courses from the certificate that demonstrate low uptake and are not approved as CPA PEP prerequisite courses
- Draft the certificate goals and learning outcomes (in consultation with the PAC) to align with student and industry needs
- Consider removing Finance from the certificate name
- Create a functioning Program Advisory Council (PAC) to inform program development and maintain currency and quality

Rationale for Review

The Certificate in Accounting-Finance is one of Chang School's most successful certificates, ranking 7th out of a total of 84 Chang School certificates (over the 5-year period 2014-2019). A recent financial analysis of the certificate demonstrates its viability, attracting approximately 230 new students per year and associated revenue.

While the Certificate in Accounting-Finance has proven highly successful, it has been offered for more than 15 years without formal review. Since the courses are degree credit, they have been kept up to date through academic oversight of the School of Accounting-Finance at the Ted Rogers School of Management. Many of the courses are also recognized by the Chartered Professional Accountants (CPA) Canada as meeting the education prerequisite courses needed to write the CPA examination. These courses are evaluated regularly by the professional association. Over the years, the overall structure of the certificate has remained relatively consistent, with only a few deletions of electives that had low enrollments.

The certificate review process is an opportunity to examine the certificate in a more comprehensive way and assess whether improvements beyond minor curricular structure changes and periodic course revisions could be undertaken. The review also prompts an examination of the target student population. This should enable more targeted marketing and better alignment of curriculum to meet the student's professional, career and personal goals.

In summary, the objectives of this certificate review are to:

1. Identify certificate student audiences and their goals
2. Ensure the curriculum structure and delivery mode continue to meet student and sector needs
3. Determine the effectiveness of the existing curriculum structure to offer a pathway for students to fulfill CPA PEP academic requirements, as well as enter into the Certificate in Advanced Accounting offered by the Chang School
4. Identify any areas of improvement in attracting and retaining certificate students

To support the review and the following research was undertaken:

- Industry and professional trends
- Labour Market Trends
- Competitive Landscape
- Certificate enrolment and graduation trends
- Student profile, educational and professional goals, preferences, satisfaction and feedback (derived from surveying active students and certificate alumni)

Introduction

The financial services sector in Canada, is nationally important in terms of the growth in employment and generating GDP. In the past five-year period, the sector growth has outpaced average growth when compared to all sectors in the local and national economy. Financial services are relevant in all areas of the Canadian economy, with the largest share of employees working in accounting, tax preparation, bookkeeping and payroll services. These roles are found in the private, public and non-profit sectors. While there are multiple pathways to becoming employed in the accounting field, corporate employers, including the largest professional services organizations in the world (commonly referred to as the “big four” - Deloitte, PwC, EY and KPMG) and all major banks require accounting professionals to hold a Chartered Professional Accountant (CPA) designation. The CPA designation is globally recognized and is the predominant professional accounting credential²².

To prepare adult learners interested in a career in the accounting field, The G. Raymond Chang School of Continuing Education offers an 8-course Certificate in Accounting-Finance. The Certificate in Accounting-Finance derives from a longstanding collaborative relationship with Ryerson University's School of Accounting and Finance (SAF). Many courses in the certificate are recognized by the CPA for meeting entry requirements (prerequisites) to its Professional Education Program (CPA PEP).

In 2016, The Certificate in Accounting-Finance was complemented with the introduction of the Certificate in Advanced Accounting. This advanced certificate was designed to provide adult learners with a program designed primarily to provide a more complete pathway to attaining the CPA PEP prerequisites.

Certificate Overview

Goals

The overarching goals of the Certificate in Accounting-Finance are to provide adult learners with the following:

- a solid understanding of current accounting principles and practices in Canada required for entry-level positions.
- a pathway for students in meeting the competencies required for the CPA designation.

Target Audiences

The Certificate in Accounting-Finance is most relevant to the following individuals:

- College or university graduates of non-accounting fields who want to pursue the CPA designation
- Newcomers to Canada who are seeking a Canadian university credential in accounting and finance to build their resumé
- Business owners or managers who want to enhance their accounting acumen
- Working professionals with the goal of pivoting their career into accounting or finance

Admission Requirements

Eligible applicants to the Certificate in Accounting-Finance must have the following:

- Ontario Secondary School Diploma (OSSD) or equivalent (with 6 Grade 12 U or M credits)

OR

- Mature student status

²² CPA Canada. Why become a CPA? (April 20, 2020). Available from: <https://www.cpacanada.ca/en/become-a-cpa/why-become-a-cpa>

Requirements for Graduation

Certificate requirements must be completed within five years from the time of admission into the certificate program.

The successful completion of 8 courses, with cumulative grade point average (GPA) of 1.67+, including 6 required courses* and 2 electives.

***Note:** Internationally educated professionals who have received a waiver from CPA Ontario for CACC 110 and CACC 410, may apply to the Academic Coordinator to waive these courses. If granted a waiver, students will need to complete 4 electives (instead of 2) to fulfill the certificate requirements.

Academic Quality Elements

Curriculum Structure

Currently, the Certificate in Accounting-Finance is an 8-course certificate. There are six (6) required courses and two (2) elective courses. The following is a course list of the required and elective courses. Course outlines can be found in Appendix A. Note that all of the required courses map to CPA competencies and are recognized by the CPA as preparatory courses for the CPA PEP.

**Table 1. Certificate/Curriculum Structure
Required courses (6)**

COURSE	PREREQUISITES
CACC 110 Financial Accounting	None
CACC 410 Management Accounting	CACC 110
CACC 414 Intermediate Accounting I	CACC 410 or CACC 333
CACC 514 Intermediate Accounting II	CACC 414
CFIN 300 Managerial Finance I	CACC 100 or CACC110 AFA 100 Antirequisites AFF 210, CECN 320, HTA 602
CFIN 401 Managerial Finance II	CFIN 300 or AFF 210 or CECN 320 or HTA 602 Antirequisite AFF 310

Elective Courses (selection of 2)

COURSE	PREREQUISITES
CACC 504 Accounting Cases and Concepts I	CACC 514 (corequisite)
CACC 521 Auditing	CACC 514
CACC 522 Taxation for Managers and Financial Planners	CACC 110
CFIN 502 Personal Financial Planning	Prerequisite: <u>CFIN 300</u> or HTA 602 or AFF 210 Antirequisite: AFF 502
CITM 102 Business Information Systems I	Antirequisites: <u>CITM 100</u> , ITM 101, ITM 277
CLAW 122 Business Law	None
CQMS 210 Applied Statistics or Business	Antirequisites: CQMS 202, QMS 230

The curriculum structure has remained relatively consistent over the past 15 years, with only the following changes:

1) Deletion of electives:

- **CACC605: Public Sector Accounting (Fall 2008):** Course is no longer offered by the faculty in alignment with removal from CPA requirements and therefore could no longer be offered as an elective.
 - **CACC 507 Accounting for Managers and CACC 607 Accounting for Small Business (Fall 2017); CACC621 Internal Auditing (Fall 2018):** These courses are not applicable to the CPA preparatory program, nor are they prerequisites for courses in the Accounting-Finance or Advanced Accounting certificates. They have also experienced low enrollments.
- 2) **Replacement of elective CQMS 102 Business Statistics I with CQMS 210 Applied Statistics for Business to align with the undergraduate course offerings (Fall 2020):** CQMS102 and the follow up course, CQMS202, were discontinued and replaced with CQMS210.
 - 3) **Replacement of CACC 100 with CACC 110 and CACC 406 with CACC 410 (Fall 2009) to align with changes in the undergraduate program:** ACC100 and ACC406 did not meet the knowledge requirements for the CPA "entry into PEP" for the first-year level of financial (ACC100) and managerial (ACC 406) accounting. They were subsequently replaced by ACC 110 and ACC 410 (courses that do meet the knowledge requirements).
 - 4) **Course Exemption of CACC 110 and CACC 410 for CPA approved Internationally Educated Professionals (IEP) who have an accounting background (Fall 2017):** Students receiving waiver(s) for CACC 110 and for CACC 410 still must complete a total of 8 courses to earn the certificate.

Certificate learning outcomes

The certificate was developed prior to 2008. Since then, it has not been formally reviewed and no documentation of learning outcomes was found. Learning objectives for each course can be found in the course outlines (See Appendix A).

Mapping of Courses to CPA Competencies

As mentioned earlier, the certificate includes many of the preparatory courses (approved by the CPA) that support admission to the CPA PEP. By completing the Certificate in Accounting – Finance (required courses and electives that may be used towards CPA preparatory course requirements), as well as the Certificate in Advanced Accounting, certificate students will have the majority of courses needed to start the CPA Professional Education Program (CPA PEP). Three courses (CFIN 502, CACC 522 and CITM 102) currently electives in the certificate are not required by the CPA. Other CPA required courses, i.e. Economics courses (CECN 104 Introductory Microeconomics and CECN 204 Introductory Macroeconomics) and the Strategic Management course CBUS 800 are offered by the Chang School but not included in the certificate.

Note that in December 2021, post secondary institutions received a communication that the profession will be changing the IT course from a non-core to a core prerequisite requirement for admission to the CPA PEP, effective May 1, 2022.

Course mapping for the Accounting-Finance certificate to the CPA competencies are captured in the table below.

Table 2: Course descriptions and mapping to CPA Prep Subject Areas

Course	Calendar Description	Mapping to CPA PREP Subject Areas
REQUIRED COURSE		

Course	Calendar Description	Mapping to CPA PREP Subject Areas
<u>CACC 110</u> Financial Accounting	Designed to prepare students for an Accounting Minor, this course will introduce you to the interesting and challenging field of Financial Accounting. This is a language designed to capture, summarize, and communicate the economic facts about an organization in a set of financial statements and the related descriptive notes. The principles of accounting and reporting to various users that are external to the organization and emphasize the decision-makers or users. Financial statement content and the uses and limitations of this information.	Financial Reporting
<u>CACC 410</u> Management Accounting	Designed to prepare students for an Accounting Minor, this course introduces the basic management accounting concepts to business students. Topics covered provide a good balance between the concepts and procedures used in the accumulation and use of data by management accountants to facilitate planning and decision making. Cost behaviour and its implications for planning, reporting to management and control is stressed.	Management Accounting
<u>CACC 414</u> Intermediate Accounting I	This course reviews and embellishes the financial reporting requirements as presented in generally accepted accounting principles (GAAP). The topics will include revenue recognition and the asset side of the balance sheet. Students should expect to use and expand on the application of all the generally accepted accounting principles and concepts covered in introductory financial and management accounting courses. To be successful in the course, students should be prepared to work independently outside the class sessions.	Financial Reporting
<u>CACC 514</u> Intermediate Accounting II	This course continues from the CACC 414 coverage of the financial reporting requirements as presented in generally accepted accounting principles. The topics will include liabilities, share capital transactions, earnings per share calculations, adjustments, correction of errors, income taxes, leases, pensions and financial statement analysis. Students should expect to use and expand on the application of generally accepted accounting principles and concepts covered in CACC 414 and introductory financial and management accounting courses. To be successful in the course, students should be prepared to work independently outside the class sessions.	Financial Reporting
<u>CFIN 300</u> Managerial Finance I	Students are introduced to the major concepts in finance and investments which are the time value of money, discounted cash flows, and risk and return. Students are given a thorough introduction to the mathematics of asset	Finance

Course	Calendar Description	Mapping to CPA PREP Subject Areas
	valuation. In addition, students learn how individual investors assess and reduce the risk associated with their investment decisions. The course examines how firms make investment decisions. The investment decision allocates scarce resources to projects in the firm, and involves financial forecasting, asset valuation, capital budgeting, risk management, working capital management and performance assessment.	
<u>CFIN 401</u> Managerial Finance II	This course builds on the material in Finance 300. Students learn how firms assess risk when making investment decisions. Students also examine how firms decide to finance projects they assess as being worthwhile. This decision involves capital structure, dividend policy, financial instruments, risk-return trade-offs, financial planning and the cost of capital. In addition, students are introduced to derivatives, and their uses in investments, risk-management, and capital structure. Firm management in an international context is integrated into the topics covered in the course.	Finance
ELECTIVE COURSES		
<u>CACC 504</u> Accounting Cases and Concepts I	This course begins with a conceptual review of accounting principles, and reviews issues studied in earlier courses such as revenue recognition, the treatment of research and development cost, and insolvency. Students are also introduced to accounting in the not-for-profit sector, and issues in international accounting. This course emphasizes the role of communication in the accounting profession. Critical thinking and problem-solving skills are developed through extensive use of case analysis.	Financial Reporting
<u>CACC 521</u> Auditing	An introduction to the auditing standards and procedures developed by the accounting profession. Topics covered include: auditing standards, the audit report, materiality, risk, gathering of evidence and sampling. The course is useful to the student who is interested in the profession of auditing or developing a manager's understanding of auditing.	Audit and Assurance
<u>CACC 522</u> Taxation for Managers and Financial Planners	Since taxation has an important effect on business decision-making in this course students will study the fundamental principles of the Canadian income tax laws and examine their effect on business decisions and financial planning. The tax treatment of various sources of income, as well as the legislation affecting small businesses will be included in the course. The student will	n/a

Course	Calendar Description	Mapping to CPA PREP Subject Areas
	develop decision making skills through numerous situational examples and case analysis.	
<u>CFIN 502</u> Personal Financial Planning	This course introduces a framework of basic principles and the financial planning techniques used in professional practice. Topics include setting goals and budgeting, family life cycle, taxation, insurance, managing credit and debt, home ownership and investment principles and types.	n/a
<u>CITM 102</u> Business Information Systems I	This course introduces students to the role of information technology in the modern enterprise with a focus on applying technology to achieve and maintain competitive advantage. The main premise is the introduction of information technology infrastructure and services to support operational efficiency, decision-making, and digital business. Emphasis is on the development of critical thinking and analytical skills through real-life applications and case studies. During the lab component, students gain hands-on experience with Microsoft Excel.	n/a, but is a prerequisite course for CITM696, Accounting Information Systems, which is recognized by the CPA and is a required course in the Certificate in Advanced Accounting
<u>CLAW 122</u> Business Law	This is an introductory course, prerequisite to further studies in law. The course begins with a discussion of the nature and sources of law and an examination of the court system in Canada, the Charter of Rights and Freedoms, and a survey of the more important aspects of the law of torts. The course then concentrates on the legal requirements for the formation of a valid contract. Other major contract law topics include interpretation, privity, discharge, breach, and special types of contracts. Selected cases will be examined.	Other General Business Topics – Law
<u>CQMS 210</u> Applied Statistics for Business	This course introduces both descriptive and inferential statistics. Students learn to use descriptive data, in both numeric and graphic formats, as well as inferential statistics to support managerial decisions in applied business contexts. Topics include grouped frequency distribution, measures of central tendency and variability, probability theory, sampling distribution, confidence intervals, hypothesis testing, and linear and multiple regression.	Other General Business Topics – Statistics

Teaching and Assessment Methods

Students in this program are encouraged to “learn by doing” in various ways, including collaborative group activities, analyzing real-world case studies, practice questions, and using professionally relevant software. Over the past several years, efforts to increase student engagement in the online format have been undertaken in several courses. For example, the recent redevelopment of CACC 410 has incorporated over 50 videos with related worksheets to guide note taking and readings, and to reinforce the concepts learned through the videos. Self-testing quizzes, which follow the videos, have also been added. Discussion board postings and Zoom sessions focus on problem based-learning and represent approaches to enhance engagement. Similarly, CACC 414 and 514 have incorporated several open educational resources (OERs), many of which are videos relevant to the learning objectives and topics. CACC 504 incorporates group work.

The certificate courses employ multiple modes of evaluation, including problem-based homework assignments (requiring written and numerical analysis), case-study assignments, graded discussion board activities, midterms and final examinations. The course assessments place emphasis on the practical application of course concepts in order to ensure competence is achieved. Assessments test both technical and enabling competencies (as defined by the CPA competency map) such as communication and teamwork.

Course Revisions and Redevelopment

Individual certificate courses have generally been revised and updated regularly. The table below tracks online course revision and redevelopment. The rationale for revision is often to reflect changes in the textbook, pedagogical approaches or professional practice. This serves to show that iterative changes are made to maintain curriculum quality and currency.

Table 3. Course revision and redevelopment history

Course	Redevelopment and Revision History
CACC 110	Has been revised and redeveloped 3 times since Winter 2010 with the most recent redevelopment scheduled for Spring 2022
CACC 410	Has been revised and redeveloped 6 times since Winter 2010 with the most recent redevelopment done in Fall 2021
CACC 414	Has been revised and redeveloped 8 times since 2004 with the most recent redevelopment done in Fall 2020
CACC 514	Has been revised and redeveloped 7 times since 2004 with the most recent redevelopment done in Spring 2021
CACC 521	Introduced as a new course in Winter 2020 and a Minor revision done in Fall 2021
CFIN 300	Since being introduced as a new course in 2006, the course underwent Major revision in Winter 2018
CFIN 401	Underwent Major revision in Winter 2018
CFIN 502	Underwent a major revision in Spring 2019
CITM 102	Since being developed in 2005, the course has been revised and redeveloped 7 times with the most recent redevelopment done in Fall 2018
CLAW 122	Since Fall 2007, the course has been revised and redeveloped 3 times with the most recent redevelopment done in Winter 2019
CQMS 210	Developed as a new course in Fall 2020, the course has had a minor revision in Winter 2021

Academic Management

Governance and Academic Home

The Academic Home of the Certificate in Accounting-Finance is the Accounting Department in the Ted Rogers School of Management (TRSM). The Accounting Department is responsible for the overall academic quality of the certificate.

Standing Curriculum Committee

Following Senate Policy No. 76, the Accounting Department establishes a Curriculum Committee, consisting of RFA members, at the beginning of each academic year. This committee is responsible for all curricular changes which impact certificate courses offered through the Department. The Curriculum Committee reports to the Accounting Department's School Council, which approves or rejects the recommendations of the Curriculum Committee.

The Curriculum Committee in 2021 included:

Dr. Shadi Farshadfar, Associate Professor and Chair of Accounting

Daria Sydor, Professor

Dr. Oliver Okafor, Assistant Professor

Romi-Lee Sevel, Assistant Professor and Certificate Academic Coordinator

The Committee engaged in discussing the curriculum, courses and certificate model for the review on May 7th, 2021 and July 14th, 2021. Following a discussion of CPA competencies, the target audience, competitor curriculum and models, the Accounting Department's curriculum committee also provided feedback via email. This input informed the review.

The following table captures discussion and feedback received from the curriculum committee.

Table 4. Curriculum committee feedback relevant to the certificate review

Topics discussed	Curriculum committee insights/suggested next steps/research/action items	Findings/recommendations
Aligning the courses in the certificate more closely to CPA competencies/ requirements	<ul style="list-style-type: none"> Explore how other institutions align curriculum to meet CPA requirements Examine course outlines from other institutions to determine if cases are integrated into Intermediate level technical accounting courses (how many?) and how is Information Technology (IT) and analytics covered Eliminating CACC 504 may result in limiting in-depth exposure to cases 	<ul style="list-style-type: none"> Competitive intelligence revealed that other universities incorporated case studies in technical courses and designed structural models to deliver PEP prerequisite courses in the most efficient manner (fewer courses than The Chang School model) CACC 414 and 514 are very comprehensive and best kept as two courses to manage workload and optimize learning Integrating CACC 504 into other courses may result in excessive workload and

		<p>assimilation for students and instructors to handle</p> <ul style="list-style-type: none"> ● ITM 595 and CITM 696 will be merged (Fall 2022) into a new course to deliver required IT and analytics content ● Inquire whether economics courses can be amalgamated into a single course
Eliminating non-CPA recognized elective CACC522 and CFIN502	<ul style="list-style-type: none"> ● CACC522 overlaps with CACC742. CACC522 was intended to be less in-depth and geared towards financial planners (now a discontinued certificate). ● Demand for CACC522 and CFIN502 is very low among Accounting certificate students 	<ul style="list-style-type: none"> ● Deletion of CACC522 and CFIN502 from the Certificate in Accounting-Finance is recommended, as the courses are not viable.
Alternative models for the Accounting Certificate	<ul style="list-style-type: none"> ● The development of a 3-certificate model was explored with stand-alone CPA PEP courses incorporated into the structure ● Remove Finance from the certificate name 	<ul style="list-style-type: none"> ● The development of a 3-certificate model was well received and recommended as a potential way to map out a clear pathway for CPA PEP students ● Incorporate courses (like those in Economics and Performance Management) that are currently stand alone but still needed for the CPA PEP, into the new certificate model ● Certificates with less than 8 courses were regarded as better suited in motivating students to complete their program and promote overall retention.

Academic Coordinator

The Academic Coordinator works with the Chang School and oversees many aspects of program management. The coordinator for the Accounting-Finance certificate is assumed to have the following key responsibilities:

Chang School Instructor Supports

- Posting and selection process
- Instructor performance reviews
- Instructor mentorship

Program Support

- Calendar updates
- Certificate and course descriptions updates
- Certificate reviews analysis
- Course development reviews
- Promoting CNED enrollment - Certificate/Course marketing and promotions
- Program website and flyer updates

Student Support

- Participate in Information Sessions and other events
- Respond to student queries
- Evaluating students' prior learning

Program Advisory Council

The Program Advisory Council (PAC) provides input to ensure that the certificate responds to sector needs. The PAC advises on the following:

- curriculum development to help ensure that graduates possess the competencies, knowledge, and skills required by the certificate
- matters related to outside recognition, where appropriate
- current and projected demand for program graduates
- ways in which the program can most effectively meet societal needs
- promoting the program to the target audience and those in the broader community.

For many years, the certificate has not had an active Program Advisory Council specific to the certificate. However, as described earlier regular updates to individual courses has occurred to maintain currency and CPA recognition.

Certificate Elements related to EDI and Student Accessibility**Equity, Diversity and Inclusion**

Courses offered through The Chang School typically attract a diverse student body of full-time undergraduates and part-time adult learners. Continuing education adult learners are usually working, often over the age of 30, and have diverse cultural backgrounds. Many courses are attractive to internationally educated students, and anecdotal evidence from our academic advising for the Certificate in Accounting-Finance indicates that several students come with this background.

This diversity of student type enhances the learning experience of all students, as it provides opportunities for working professionals and undergraduates to learn from one another and exchange perspectives.

Accounting courses are offered both in-class and online to appeal to various learning preferences of our students. In recent years, a priority for the Certificate in Accounting-Finance has been to improve the student experience with regard to creating accessible, inclusive and engaging learning environments for the diverse student population. To help reduce barriers to participation, the majority of courses in the certificate are available online, providing access for people who cannot attend classroom courses for a variety of reasons (for example, they may have a work schedule that conflicts or live remotely). During the pandemic, some of the accounting courses were virtualized. This ensured that students who needed the in-class only courses were still able to complete them in a time where classroom delivery was paused. In addition, online courses developed by The Chang School are AODA compliant.

Recognizing that our students are diverse and come with different learning styles, the approach to designing online accounting courses in recent years has emphasized the integration of varied learning elements, and in particular, the use of multimedia (e.g. YouTube videos) and multiple opportunities to practice applying the weekly concepts. In the redevelopment of CACC414 and CACC514, curated Open Educational Resources (OERs) have been heavily incorporated into the learning path for students (rather than simply serving as an occasional supplement to the textbook). The multiple formats of OERs allows us to offer richer content in multiple formats without extra cost to the students.

In addition to exploring new approaches to online course content design, a weekly live session is held online in many of the accounting certificate courses, giving the class the opportunity to work through or review difficult concepts together with the instructor and ask questions about assigned exercises and activities. Students who require additional assistance may also take advantage of TRSM’s tutoring services for select courses (CFIN300, CFIN401 and CQMS210). With these improvements, the aim has been to create a supportive learning environment to foster inclusivity and success for all students.

OSAP Eligibility

In order to overcome financial barriers to education, students in the certificate are eligible to apply for financial assistance under the Ontario Student Assistance Program (OSAP). Eligibility is needs based and depends on full time or part time status. To qualify for full time OSAP, students must take 3 or more courses. To receive OSAP on a part time basis, students must take 1-2 courses.

Evidence of students accessing education with OSAP support is available from the Fall 2020 semester. In this particular term, 12 certificate students received assistance approval. Of the 12 students, the Fall 2020 course load was as follows:

- 10 students took 3 courses,
- 1 student took 4 courses, and
- 1 student took 5 courses.

This indicates that the course scheduling permits access to OSAP funding under current eligibility criteria.

Delivery Mode and Scheduling

Course scheduling is sensitive to the needs of non-traditional students and therefore, the majority of courses in the certificate are offered online as well as in class. To support remote learning during the pandemic, the two courses that were previously offered in-class only, CACC 522 and CACC 504, have been adapted for offer in the virtual environment for Winter 2021.

Students may take up to five years to complete the Certificate in Accounting-Finance, however, because the courses are offered with regularity, students are able to complete it within two years or less by taking two or more courses per term. The table below provides a record of course offering over 3 recent academic years (2018-2020). It documents how most courses (especially required courses) are offered in the classroom as well as online and in some cases, students have the convenience of multiple sections they can choose from.

Table 5: Number of sections offered by Term (Fall, Spring/Summer and Winter) by delivery format

C = Classroom delivery, O= Online delivery, n/o= not offered.

Course	F 20	SS 20	W20	F 19	SS 19	W19	F 18	SS18	W18

Required Courses									
CACC110	2 O	1 O	1 C 1 O	1 C 1 O	1 C 1 O	1 C 1 O	1 C 1 O	1 C 1 O	1 C 1 O
CACC410	3 O	1 O	1 C 1 O	1 O	1 O	1 C 1 O	1 O	1 O	1 C 1 O
CACC414	1 O	1 O	1 C 1 O	1 C 1 O	1 C 1 O	1 C 1 O	1 C 1 O	1 C 1 O	1 C 1 O
CACC514	1 O	1 O	1 O	1 C 1 O	1 O	1 O	1 C 1 O	1 O	1 C 1 O
CFIN300	3 O	7 O	2 C 1 O	3 C 1 O	6 C 2 O	3 C 2 O	3 C 1 O	7 C 2 O	3 C 1 O
CFIN401	2 O	5 O	1 C 1 O	2 C 1 O	7 C 2 O	1 C 1 O	3 C 1 O		2 C 1 O
Elective Courses									
CACC504	n/o	n/o	1 C	n/o	1 C	1 C	1 C	1 C	1 C
CACC521	1 O	1 O	1 O	1 C	1 C	1 C	1 C	1 C	1 C
CACC522	n/o	n/o	n/o	n/o	1 C	n/o	n/o	n/o	1 C
CFIN502	1 O	2 O	1 O	1 C 1 O	1 C 1 O	1 O	1 C 1 O	1 C 1 O	1 C 1 O
CITM102	2 O	5 O	1 C 1 O	1 C 2 O	1 C 3 O	1 C 2 O	1 C 2 O	1 C 2 O	1 C 1 O
CLAW122	4 O	6 O	2 C 2 O	3 C 2 O	5 C 3 O	3 C 2 O	4 C 2 O	5 C 3 O	2 C 3 O
CQMS210	2 O	4 O	1 O						

CQMS 102				1 C 1 O	4 C 1 O	4 C 1 O	3 C 1 O	5 C 1 O	3 C 1 O
-----------------	--	--	--	------------	------------	------------	------------	------------	------------

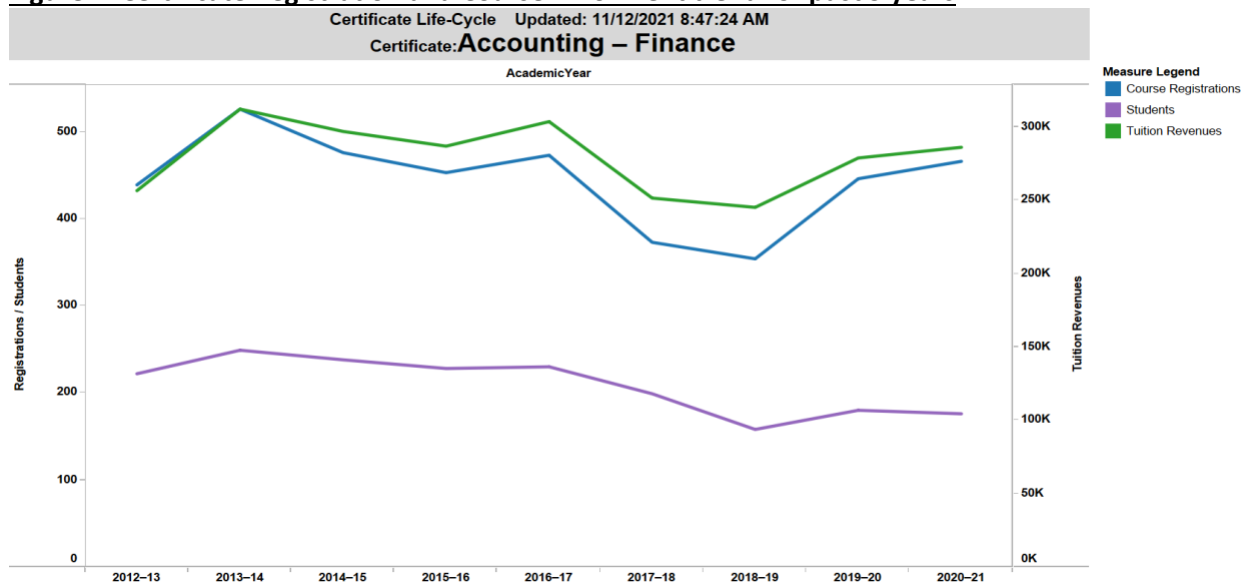
Note: CQMS 210 has replaced CQMS 102 since Winter 2020.

Certificate Enrollment Trends

Certificate Life Cycle Pattern for the Past Nine Years

The life-cycle plot below shows the uptake in the Certificate in Accounting-Finance for the past 9 years (since 2012-13). The pattern shows that course registrations peaked in 2013-14 and then stayed relatively stable. The moderate decline observed from 2017-2018 seems to reverse by an uptick in student registrations and course enrollments recorded for the past 2 academic years.

Figure 1: Certificate Registration and Course Enrollment trend for past 9 years



The numbers in the table below show that certificate registrations (new students) peaked in 2014-15. Since 2014-15, 179 students have graduated from the 8-course certificate. From analysis of the average timespan it takes from admission to the certificate to graduation, students are taking about 3.3 years to complete the certificate.

Table 6: Student Status in the Accounting-Finance Certificate

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
New certificate students	287	222	215	244	187	250	218
Number of graduates	37	22	19	31	16	24	30
Number discontinued	187	41	109	109	70	180	101
Number cancelled	17	28	34	34	30	21	39

Data source: Tableau, accessed Nov. 2021

Since 2014-15, a total of 1623 students have registered in the certificate. Over that same time 797 have discontinued from the certificate and 203 have cancelled their registration. This represents an attrition of about 60%. It is important to note that retention analysis is more complex than a simple calculation based on certificate registrations and graduations. Recent analysis has revealed that over the past 5 years, a notable proportion of students (about 100) transitioned from the certificate to a degree program at Ryerson. While the data does not track how many laddered into a degree program at another institution, it clearly shows that the certificate program provides an important and accessible pathway for students to pursue a degree and represents an efficient way for undergraduate programs (full and part-time) to attract new students.

The enrollment for required and elective courses by all student types (Continuing education (CNED), full-time and part-time) students is described in Table 7. Note that only CACC 414 and CACC 514 are required courses that are unique to this certificate. All of the required courses are well subscribed to by CNED students and certificate students make up considerable proportion of these.

The electives are shared by many certificates. This explains why Accounting-Finance certificate students contribute to a relatively smaller proportion of the total elective course enrollment. Note that very few certificate students take CACC 522 and CFIN 502.

Table 7: Student Enrollment in Accounting-Finance Courses

Academic Year		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Course	Student Type						
REQUIRED COURSES							
CACC 110	All	193	202	180	167	197	209
	CNED	173	171	152	131	175	176
	Certificate	77	59	65	53	81	77
CACC 410	All	93	99	80	41	86	100
	CNED	87	79	64	28	59	86
	Certificate	62	50	43	21	57	62
CACC 414	All	264	180	98	121	95	106
	CNED	104	119	67	73	70	76
	Certificate	59	68	39	44	52	54
CACC 514	All	129	129	82	77	86	87
	CNED	84	91	62	59	60	69
	Certificate	37	49	35	31	34	48
CFIN 300	All	821	799	709	686	695	665
	CNED	208	164	157	144	140	102
	Certificate	57	51	39	45	61	53
CFIN 401	All	621	626	616	579	472	507
	CNED	110	97	93	100	83	63
	Certificate	47	33	30	37	38	36
ELECTIVE COURSES							
CACC 504	All	104	62	45	34	26	52
	CNED	24	32	30	28	15	42

Academic Year		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Course	Student Type						
	Certificate	5	14	14	14	4	19
CACC 522	All	62	30	36	9	0	14
	CNED	26	19	22	5	0	22
	Certificate	7	10	6	5	0	9
CACC 521	All	90	84	44	41	64	62
	CNED	79	61	34	29	50	47
	Certificate	9	28	12	10	20	20
CFIN 502	All	225	169	205	224	238	195
	CNED	29	22	23	31	20	19
	Certificate	8	9	8	11	9	11
CITM 102	All	321	308	384	442	507	411
	CNED	174	159	153	145	126	153
	Certificate	14	18	17	19	25	3
CLAW 122	All	908	903	788	826	870	953
	CNED	316	337	310	260	236	234
	Certificate	31	38	38	32	39	45
CQMS 201 (new course)	All						559
	CNED						74
	Certificate						9

Source: Tableau worksheets generated by the Finance Department (last accessed Nov. 2021)

Legend: All=Full-time, Part-time and CNED students, CNED= Continuing education students (from any certificate and non-certificate), Certificate=Enrollments Active in the Acc-Fin certificate

Financial Viability

The Certificate in Accounting-Finance was assessed for financial viability by the Finance Strategies and Planning Group. The assessment examined enrollment, revenue generation and certificate profitability over a 5-year period (2014-15 to 2018-19). Analysis conducted by the group was captured in a report generated in May 2020.

In summary:

- The analysis showed that over a 5-year period the certificate generated healthy tuition revenue
- In terms of enrollment numbers, the certificate is ranked 7th out of all (84) Chang School certificates by the number of enrollments. This has been consistent over the 5-year period examined.
- The financial viability report provided concludes that the *“Certificate enjoys strong, continued enrollments and revenues. In our opinion, this certificate was and is financially viable.”*

Insights from Student and Alumni Surveys

To find out more about students, learn about their goals and to obtain feedback about the Accounting-Finance certificate, this review relies on data generated from the 2019 Student Satisfaction Survey, a survey sent out to active certificate students and alumni in May 2020 and in-course surveys conducted in January 2021.

Student Profile

A student demographic profile from the 2019 Student Satisfaction Survey indicated that the students were mostly female, relatively young with 50% aged between 30-39 years old and a large proportion had origins outside of Canada. The students were well educated with over 75% already having a college diploma, undergraduate degree or above. While 36% were employed full-time, their income (mostly below \$50,000 suggests that they are career builders.

Table 8. Student Demographic Profile

Demographic Profile, % (n=14)		%
Gender	Female	71
	Male	29
Age	20 to 24	14
	25 to 29	7
	30 to 34	36
	35 to 39	14
	40 to 44	14
	45 to 49	14
Origin	Canada	29
	Other	64
	Prefer not to answer	7
Income	Under \$29,999	43
	\$30,000 to \$49,999	29
	\$50,000 to \$74,999	7
	\$75,000 to \$99,999	0
	\$100,000 to \$124,999	7
	\$125,000 or over	7
Education	High school graduate	7
	Apprenticeship or trades certificate or diploma	14
	College diploma	14
	Bachelor degree	50
	University certificate above bachelor level	7
	Professional degree (e.g., MD, DC, DDS, LLB)	7
	Prefer not to answer	7
Employment Status	Employed FT	36
	Employed PT	29
	Studying FT	21
	Studying PT	14
	Unemployed or laid off	14
	Doing something else (e.g. looking after dependents)	7
	Voluntary position/co-op/Internship	14

Data source: Derived from respondents to 2019 Chang School Student Satisfaction survey.

The May 2020 survey confirmed that the educational level of the learners in the certificate was high. As shown in Table 9, the educational profile showed that majority of the students had completed a post-secondary education.

Table 9. Student Educational Profile

Educational level	Current Students n=63	Alumni n=26
Have a post-secondary degree or diploma	86%	77%
Do not have a post-secondary degree or diploma	14%	23%

A large proportion of the respondents had completed their post-secondary at a university in Canada but the proportion that were internationally educated was notable.

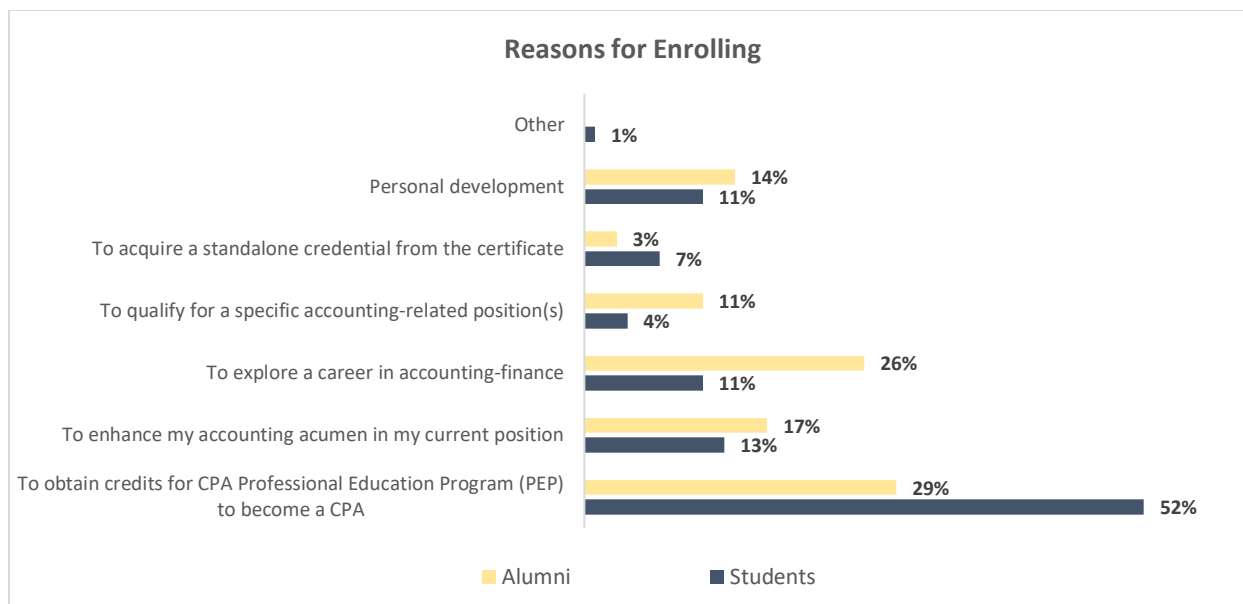
Table 10. Source of post-secondary credential

Source of post-secondary credential	Current Students n=54	Alumni n=19
From a Canadian University	48%	37%
From a Canadian College	11%	5%
From an International Institution	41%	58%

Motivation for Enrolling in the Certificate

Obtaining credits towards a CPA qualification was the main reason (note that respondents could choose more than one reason) for enrolling in the accounting courses for both current students (52%) and the largest minority of alumni (29%). Career-related motivators were also evident for alumni (exploring a career in accounting-finance, 26%). n=67 (students) n=27 (alumni).

Figure 2. Motivation for Enrolling in the Certificate



Data Source: May 2020 survey

When current students in accounting courses were asked about their goals and aspirations in 2021, their free-text answers included the following themes:

- Attain credits for CPA designation
- Build knowledge of accounting
- Gain new skills and understanding of concepts that can be applied at work
- Build business acumen
- Build on undergraduate degree/get undergraduate degree
- Seek employment with a government agency
- Update and refresh my knowledge in the field
- Increase credibility
- Refresh accounting skills or gain qualifications (degree) for promotion at work
- Attain Canadian credentials and to build resume and career in Canada (new Canadians)

Motivation for taking Specific Accounting Courses

To enable us to supplement data collected in 2019 and 2020, and get a deeper and a more accurate insight into why current students were taking specific accounting courses, yet another short survey was conducted during the first week of classes in January, 2021. Links to google forms were posted on online or virtual course shells running in the Winter 2021 term. Instructors requested students to respond. The questions probed student motivation for pursuing the course and plans to get the CPA credential and preferences for curricular structure. Note that the free text format of this questions explains unique answers for some courses.

Table 11. Main motivation for taking specific courses

Course	Response Rate	Main Motivation
CACC 110	74% n=66	Working on getting CPA 38% ACC-FIN certificate 17%

Course	Response Rate	Main Motivation
		Career Building/Interest 17% Requisite for another certificate 9% For Minor/degree completion 8% Degree entry 6% Acquiring credits 3% Other credentials 3%
CACC 410	85% n=39	Working on getting CPA 59% ACC-FIN certificate 22% Career Building/Interest/knowledge 15% For Minor 2.5% CFP 2.5%
CACC 414	42.3% n=11	Working on getting CPA 45% ACC-FIN certificate 45% Other 10%
CACC 514	35.1% n=13	Working on getting CPA 69% ACC-FIN certificate 7.5% Both CPA and ACC-FIN certificate 15% Interest/knowledge 7.5%
CACC 521	100% n=17	Working on getting CPA 76% ACC-FIN certificate 12% For Minor/degree completion 12% Career Goals 6%
CACC 522	68.1% n=13	ACC-FIN certificate 33% Career building/ Interest 27% Working on getting a CFP 20% Working on getting a CPA 13% Minor/degree 7%
CACC 801	73.3% n=11	Working on getting CPA 100%

Data source: January 2021 survey

For the majority of the courses (except CACC 522) working towards the CPA designation was the primary motivation.

Current Plans for Obtaining Professional Designation (CPA)

While the above question probed motivations for taking the courses, this question directly sought to determine what the students' current plans were for pursuing the CPA. For most courses, except CACC 110 and CACC 522, students were focused on pursuing the CPA. It should be noted that CACC 110 is an introductory course and students responding to the survey include individuals with diverse student career status (full-time, Part-time, CNED and certificate). CACC 522 is not a prerequisite course for the CPA PEP.

Table 11. Plans for pursuing professional designation

Course	Focused on pursuing CPA	Not Pursuing CPA	May consider CPA in the future
CACC 110	36.4%	18.2%	45.5%
CACC 410	38.5%	2.6%	59%
CACC 414	54.5%	9.1%	36.4%
CACC 514	76.9%	-	23.1%
CACC 521	82.4%	-	17.6%
CACC 522	13.3%	26.7%	60%
CACC 801	81.8%		18.2%

Data source: January 2021 survey

Preference for curricular structure/alignment

Table 12. Preference for curricular structure

Course	% of students indicating that they would like courses/curriculum directly aligned to the CPA PEP competency areas.
CACC 110	57%
CACC 410	92%
CACC 414	82%
CACC 514	85%
CACC 521	76%
CACC 522	53%
CACC 801	73%

Data source: January 2021 survey

Notable feedback for certificate design and focus:

- Many respondents would like to see courses aligned to all CPA competency areas in one certificate
- It is perceived that one-on-one course alignment will:
 - maximize value for courses taken
 - provide convenience for busy working professionals
 - keep learners on track to acquiring the CPA credential and encourage progression through the program
 - save time and money
 - provide assurance that the curriculum is providing knowledge required for the CPA
 - help them identify their particular interest in CPA competency areas
 - make it easier to manage requirements and workload
 - provide the necessary motivation and discipline to follow the CPA path.
- One student perceived close alignment already in existence and was the reason they chose the Chang School program.
- One student had mixed sentiments about one-on-one alignment as they perceived splitting competencies into 2 courses would allow for time to absorb and understand material better.

Reasons for choosing The Chang School's Accounting-Finance certificate

When asked to select up to 3 reasons for choosing to register in the Chang School's Certificate in Accounting-Finance, both current students and alumni indicated that the top reasons valued were flexibility in program delivery, scheduling options and university level education and degree-credit status. From comments provided, flexibility, online delivery and scheduling options were attractive to working adult students. The university level courses were cited as being important by those with goals to progress to a degree or CPA credential.

Table 13. Main reason for choosing the certificate as an educational option

Reasons	Students n=64	Alumni n=26
Affordable tuition fees	33%	23%
Flexibility in program delivery	73%	73%
Scheduling options (i.e., offered on a frequent, ongoing basis)	45%	31%
Degree-credit status of courses	30%	27%
OSAP eligibility	23%	15%
Credential (CPA link)	9%	15%
University-level education	41%	62%
Quality of courses	8%	15%
Other	6%	

Data Source: May 2020 survey

Competitor programs considered for CPA PEP requirements

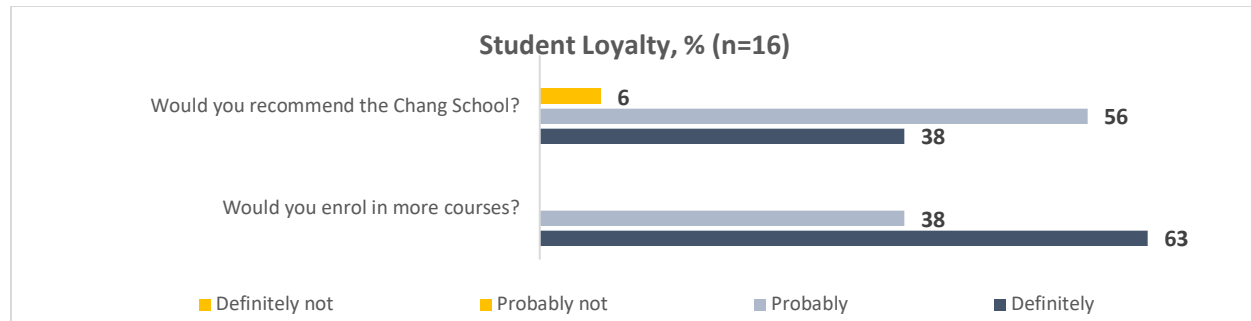
Respondents from the May 2020 survey who were pursuing the CPA were asked if they had considered any other institution to take their CPA PEP courses. The majority (85%) has not considered another institution. The number (15%) of respondents who enrolled in other institutions was small (n=5), yet it is interesting to note that most had enrolled in a course offered by CPA Ontario.

There is anecdotal evidence that some students find the CPA offerings of inadequate length for the amount of material needing to be covered. In October 2021, a student emailed the Academic Coordinator to say that the CPA accounting *"courses are too short and it's really tough to grasp all the materials"*. This particular student indicated that she would like to complete the rest of the CPA PEP courses at The Chang School.

Overall satisfaction with the certificate

Student loyalty is a surrogate indicator of satisfaction. Overall, loyalty is high. Respondents indicated that they would unanimously enrol in more courses. When asked, 94% indicated that they would probably or definitely recommend the program to others.

Figure 3. Propensity to recommend program and late more courses



Data source: 2019 Student satisfaction survey.

In the May 2020 survey, students and alumni expressed overall satisfaction through comments such as these:

- *Really enjoyed working through the certificate over a number of years. Highly recommended*
- *Currently I am pretty much satisfied with the course outline and course schedule which I had opted for this term. I also found all instructors are supportive. So overall experience after taking this course is satisfactory*
- *I have recently enrolled in the certificate program and am enjoying the courses I'm currently taking. The online delivery is ideal for me as I pursue my CPA designation.*
- *I liked the quality of the instructors, all of them have experience and shared their knowledge with the students.*
- *I really enjoyed this certificate. The lecturers were excellent and were always available to answer questions. Most of them have a ton of real life experience and you can see that in their teaching style. I am proud to say I completed this certificate (I finished my last course this semester)*
- *My experience is good so far.*
- *Thank you, it is an incredible opportunity which has enabled me, personally as well as professionally. I look forward to continuing my studies at ru!*
- *Fantastic Professors, Great school, Exemplary Certificate! Worth every penny!*
- *Experience was great. Instructors (professors) were great. Very helpful and always willing to answer questions. Online delivery system was easy to use and working with the university to obtain the certificate was easy. People at Chang School were great.*
- *It was a good experience overall.*

Room for Improvement

Student feedback did point to areas for improvement:

- Instructor consistency and qualifications –overall instructors were commended for being outstanding in pedagogical approach and class engagement, yet, it was noted by some respondents that their learning was marred by some instructors who provided a suboptimal experience (communication and responsiveness).
- Administrative support with providing information, scheduling conflicts, exams, payment, etc.
- Course and exam scheduling.
- Online assessments – online exams designed for in-class format, heavily weighted final exams.
- Enhancing interactive delivery of online courses.
- Provide a clear path (map) to work towards the CPA PEP

Student outcomes – alumni satisfaction with reaching learning goals/professional aspirations

When assessing whether the certificate allowed them to reach their professional goals there was a high level of satisfaction among alumni. Overall 88% percent of the alumni who responded, indicated that they were satisfied that the certificate helped them reach their goals.

Table 14: Alumni satisfaction with achieving goals

Level of satisfaction	Alumni n=25
Very satisfied	48%
Satisfied	40%
Neutral	4%
Very dissatisfied	8%

Data Source: May 2020 survey

Free text comments (provided verbatim) expressing satisfaction included:

- *I am getting there, it is a big undertaking to change your career! I want to continue my education and keep learning and working.*
- *I was able to apply what I learned studying in class at work.*
- *Was able to find a job in the field even before completing the course. And have been able to give(sic) similar work since*
- *Extremely happy of my choice to obtain this certificate! It has allowed me to completely change career streams and now has accelerated my progression in my current job.*
- *Broadens my area of expertise when auditing*
- *Gives an good overall idea of how accounting works and how to use various softwares*
- *Helped me have a bigger understanding of the accounting principals. Also a good asset for my resume.*
- *I believe it will be very helpful. The required courses, and depth of knowledge were incredible. It provided me with all of the fundamentals of full-cycle accounting to perform bookkeeping services for many clients.*
- *It assisted me in qualifying for multiple positions and obtaining interviews which then landed me a bunch of job-offers! I am know (sic) a Level 2 Credit Underwriter at EDC*
- *It has assisted me greatly. I did a full 180 from a degree from a career in the arts- it brought a tangible skill set to my resume.*
- *It helped me gained more credibility.*
- *It provides de(sic) knowledge needed for accounting roles plus they always ask for certificates on your resume.*
- *It showed any potential employer that I know my job.*
- *It was a general introduction into the field as a whole.*
- *this course updated me regarding accounting issues.*
- *This enhance and refreshing my accounting and finance skills*
- *To get knowledge of accounting principles and processes*

Comments that pointed to room for optimization of curriculum to meet current digital accounting practices were:

- *Certificate in Accounting-Finance was a good experience for me, I think it is a very useful course for someone starting in accounting as well as looking to earn CPA credits. I think, having an option for accounting software exposure (either a full credit course or a part of another course like CACC110 as added resources) would make lot of graduates ready and confident in starting accounting jobs.*
- *In the current market, software in each industry and profession are play an important role. So, if the program's courses included current market software, I think they would be much more efficient.*

Outcomes – where alumni work and what they do

Sectors where alumni are currently (May 2020) employed include:

- Software development
- Banking
- Healthcare/research administration
- Municipal government
- Architecture
- Not for profit sector

Positions:

- *Accountant; Underwriter; Financial Planner*
- *Accounting adjacent (management positions with budgeting responsibilities etc)*
- *accounting manager*
- *Accounts Payable/Receivable*
- *Bookkeeper*
- *Financial Analyst*
- *I am exploring - I am currently working in tax at a very nice firm. I enjoy working with clients — so hope to continue this as I learn and grow into the field. I am more interested in finance at this point however.*

Preferred Course Delivery Mode

When asked what the preferred course delivery mode was both current students and alumni indicated a strong preference for a hybrid delivery model.

Table 15. Preferred Course delivery mode

Delivery Mode	Students	Alumni
In-class	25%	24%
Online	35%	24%
A combination of in-class and online	40%	52%

Data Source: May 2020 survey

Notable student comments related to virtual/online delivery reflect the mixed preferences observed above. Students expressed a preference for more online delivery but also suggested the desire for more interaction, pointed to areas for improvement and a hybrid approach:

- *I believe there should be more to the online classes*
- *More online courses to accommodate busy life.*
- *Can be more interactive*

- *I think the online program worked well when there were some (even a little bit) of online live instruction. In-Class final exam writing should still be mandatory.*
- *online courses should have webinar videos with instructor lectures instead of just written content*
- *I find that doing only online classes is not a great option. It was fine for 110 as it was fairly introductory, but as the courses become more challenging, I feel that some sort of in-person teaching is helpful. My current 414 class is online, but my teacher is offering a lab over ZOOM every Thursday evening where he reviews the materials and asks questions. This is very helpful and I hope that this trend continues.*

Societal Need

Alignment to Professional Designation - External Recognition

As identified earlier, the Certificate in Accounting-Finance includes courses that support admission to the **CPA Professional Education Program**.

Comparator Analysis

There are several comparator programs in accounting and finance within Toronto/GTA and Ontario. Many programs are also offered nation-wide, and some of these are aligned with the professional body requirements (CPA). The most likely contenders for the Chang School program in Accounting-Finance are the continuing studies programs available at York University (two levels and flexible delivery formats) and the University of Toronto (U of T).

Accounting-finance programs comparable to the Chang School option are largely university-based. The comparable certificate analysis will therefore focus on the two primary comparators in which The Chang School's program most closely aligns with in terms of program objective, structure, output, delivery and target audience. A full comparator scan can be found in **Appendix B**.

Both primary competitor programs offer courses that meet the CPA required competencies. A key difference between these competitor programs and the certificate program at the Chang School is that there are fewer courses required (and thereby, a lesser cost and time investment) to meet the CPA course requirements. Table 16 provides a comparative overview between CPA Ontario course offerings at U of T, York University and The Chang School.

Note that when students and alumni were asked if they had considered or taken courses towards the CPA elsewhere, CPA Ontario was most mentioned.

Table 16: Comparator Programs – Number of courses required to meet prerequisites for the CPA PEP

CPA Ontario	The Chang School	UofT Continuing Studies	York Continuing Studies
14 individual courses	20 courses individual courses OR 2 certificates (8 courses; 6 courses) +	14 individual courses OR 2 certificates (3 courses; 4 courses) + 7 courses	17 courses in 2 certificates (14 CPA Preparatory courses + Business Communication and applied capstone in each certificate)

	6 courses		
--	-----------	--	--

Update Note: As of February 2022, the University of Toronto offers 5 certificate programs with a total of 19 courses

Industry/Sector Outlook

*Canadian Industrial Profile for Accounting*²³ provides a positive outlook for the sector. Following a generally weaker growth of Canadian business in the 2015-2017 period, new business in the country has started to grow, and with it, the demand for accounting services as well. Short-term forecast suggests robust profits, while long-term trend indicates strong profits and healthy production.

The Conference Board of Canada industry report states:

Mergers and acquisitions—Thanks to the legalization of cannabis, weaker oil prices, and the ongoing recovery of the mining sector, we expect a rise in mergers and acquisitions this year, supporting demand for specialized accounting services.

Labour demand—The number of job vacancies for auditors, accountants, and investment professionals has trended upward since 2015, increasing labour pressures for accounting services.

Top companies in this industry (in 2017 based on revenues) were Deloitte, PwC, KPMG and Ernst & Young. Ontario is positioned very well for educational and training provisions related to accounting needs – over 41% of GDP in accounting services are generated in the province.

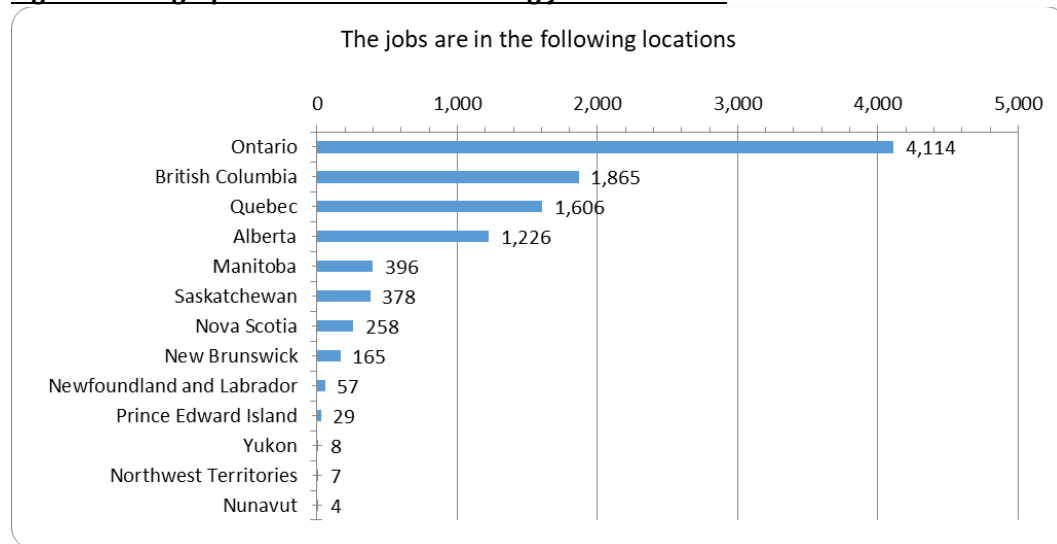
Labour Market Information

To obtain real-time snapshot of jobs available for potential graduates of this program, a search was done in 2020 on Burning Glass Insights/Jobs²⁴ a real-time jobs database for the Financial Auditors and Accountants (NOC 1111). The following findings describe the job location, job titles, salaries and job postings.

In Canada the majority of the jobs are located in Ontario, British Columbia and Quebec and the employment outlook is positive.

²³Canadian Industrial Profile: Accounting—2019. Ottawa: The Conference Board of Canada, 2019.

²⁴ Burning Glass Insights/Jobs database. [Retrieved April 2, 2020]. Available from: <https://labourinsight.burning-glass.com>

Figure 4: Geographic location of Accounting jobs in Canada

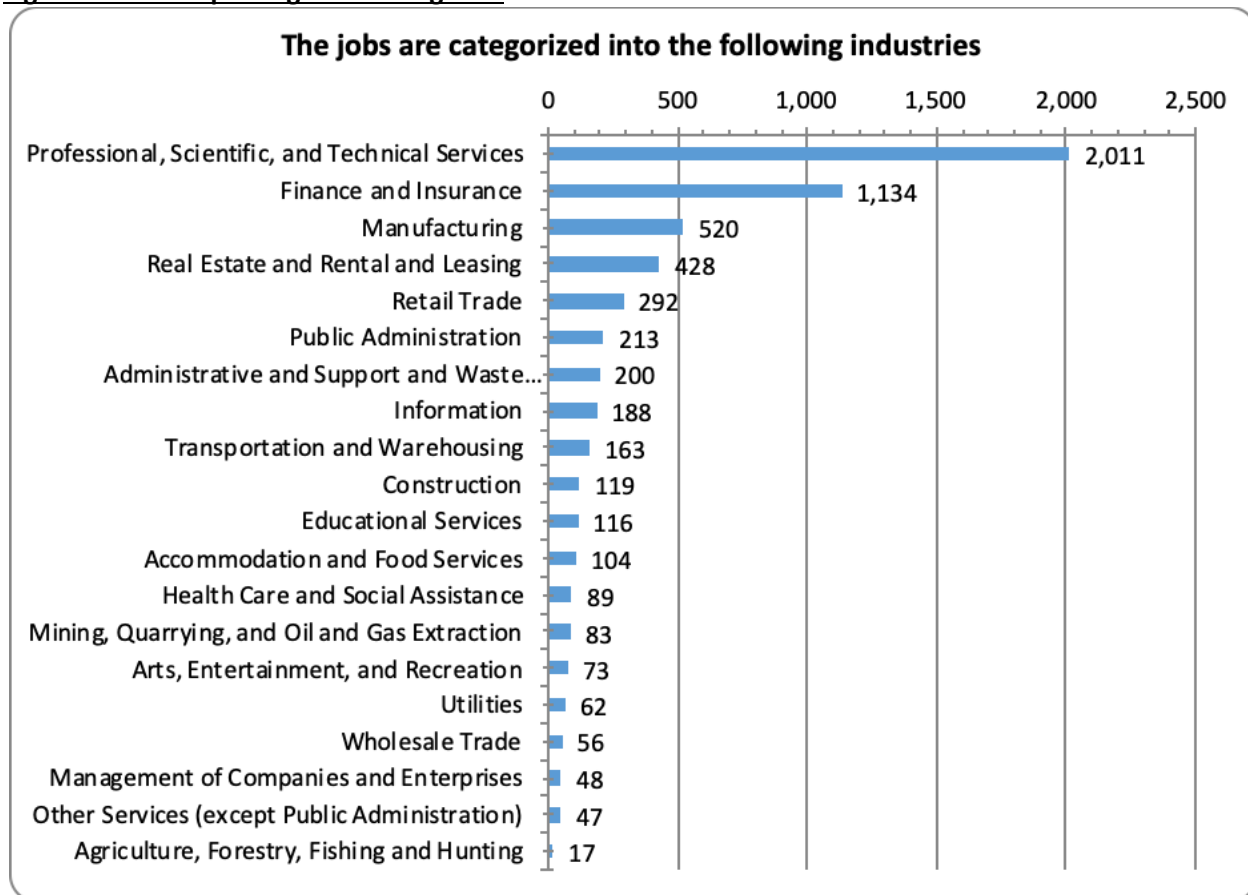
Industry sectors seeking employees were mainly identified from accounting firms, consultancies and financial institutions (Figure 5). Note that accounting and management consultancies fall under Professional, Scientific and Technical Services.

The top job titles that are in demand include: Accountant (including Senior and Junior), Internal auditor; Financial Accountant; Staff Accountant; Project Accountant; Audit Manager and Tax Analyst.

The most typical salary (when specified) suggests professionals are earning between \$50,000 and \$74,999, indicating that students will be preparing for career that potentially has a reasonable wage.

Educational requirements: A bachelor's degree was most requested.

In Ontario, Accounting is a regulated profession. A professional credential is required for practice. When specified in the job postings, a CPA professional designation is most frequently requested. This suggests that the certificate fulfills the need for preparing learners for practice in an in-demand professional field.

Figure 5. Sectors posting Accounting Jobs

Job Requirements & Skills

The primary employment groups have the following identified job requirements and skill sets²⁵:

Financial auditors

- Examine and analyze journal and ledger entries, bank statements, inventories, expenditures, tax returns and other accounting and financial records, documents and systems of individuals, departments within organizations, businesses or other establishments to ensure financial recording accuracy and compliance with established accounting standards, procedures and internal controls
- Prepare detailed reports on audit findings and make recommendations to improve individual or establishment's accounting and management practices
- Conduct field audits of businesses to ensure compliance with provisions of the Income Tax Act, Canadian Business Corporations Act or other statutory requirements
- May supervise other auditors or professionals in charge of accounting within client's establishment.

Accountants

- Plan, set up and administer accounting systems and prepare financial information for individuals, departments within organizations, businesses and other establishments

²⁵ Government of Canada. Job Bank. [2 April 2020]. Retrieved from: <https://www.jobbank.gc.ca/marketreport/occupation/113/ca>

- Examine accounting records and prepare financial statements and reports
- Develop and maintain cost finding, reporting and internal control procedures
- Examine financial accounts and records and prepare income tax returns from accounting records
- Analyze financial statements and reports and provide financial, business and tax advice
- May act as a trustee in bankruptcy proceedings
- May supervise and train articling students, other accountants or administrative technicians

Common skill sets to support employment in the above stated areas include:

- Ensuring accuracy and compliance to accounting standards, procedures and internal control
- Preparing reports and audit findings
- Recommending improvements to accounting systems and management practices
- Conducting field audits of businesses to ensure compliance with provisions of the Income Tax Act, the Canadian Business Corporations Act or other statutory requirements
- Examining accounting records
- Planning, set up and administer accounting systems
- Preparing financial information for individuals, departments or companies
- Preparing financial statements and reports
- Developing and maintaining cost findings, reporting and internal control procedure
- Preparing income tax returns from accounting records
- Analyzing financial documents and reports
- Providing financial, business and tax advice
- Examining accounting records
- Acting as trustee in bankruptcy proceedings

Accounting Tech Trends

Technology advances are affecting and altering almost every industry and sector, and accounting is not an exception. In 2020, the most prominent digital trends predicted²⁶ for the accounting field were:

- The blockchain boom
- Cloud-based accounting software will become ubiquitous, such as: QuickBooks Online, Sage Accounting, Wave Accounting, Zoho Accounting, FreshBooks, Xero, PCLaw by LexisNexis, ZipBooks, NetSuite, and Kashoo Online Accounting²⁷.
- Extended reality (XR) to enhance learning and skills development.
- Artificial intelligence - in an explorative stage when it comes to streamlining business operations.
- Advanced analytics are becoming essential to all business operations. Accounting will move to higher amount of automation that reduce labour-intensive tasks thus enabling more complex, strategic and advisory tasks – a trend which will likely lead to new jobs and evolving responsibilities for CPAs.
- Cybersecurity at a forefront of all business operations.

There is also a perception that accounting education needs a revision that would introduce greater focus on technology in the curriculum and teaching, more relevant and contemporary topics²⁸.

²⁶ Five Accounting Tech Trends for 2020. CPA Resources for Members. December 2019. Accessed at: <https://www.cpacanada.ca/en/members-area/profession-news/2019/december/five-accounting-tech-trends-for-2020>

²⁷ Intended as examples, see full blog at: https://www.techprevue.com/accounting-software-for-business/#Top_10_Accounting_Software_for_Business_Growth

²⁸ Ackerman, J.L. (October 2019). The Accounting Curriculum Needs a Complete Overhaul. The CPA Journal. Accessed at: <https://www.cpajournal.com/2019/10/22/the-accounting-curriculum-needs-a-complete-overhaul/>

SWOT Analysis

Strengths
<ul style="list-style-type: none"> ● An established certificate that is financially viable, it generates enrolments and revenue and ranks #7 (out of 84) in enrolments when compared to other Chang School certificates ● Prepares students for employment in the field with good employment prospects ● Courses are aligned to a professional credential and recognized by the CPA as covering competency areas needed to prepare individuals for the CPA Professional Education Program ● Courses are degree credit and the certificate can serve as a pathway program to an undergraduate degree (a feature that is rare among competitor programs) ● Students perceptions of quality teaching and instructor efforts share valuable professional experience ● Collaborative model with TRSM ● Both online and classroom delivery options to provide flexible learning options for the mature student ● Frequent year-round course scheduling facilitates student progression in a timely way ● Due to the degree credit courses within the certificate the program is OSAP eligible (allowing for differentiation from competitors).
Weaknesses
<ul style="list-style-type: none"> ● In a few instances, students identified a need for improved instructor communication and timely feedback in the online environment ● The certificate is long (8 courses) which may be a deterrent to completion ● The certificate does not include some courses that are pre-requisites for the CPA (they are available at the Chang School but are currently available as stand-alone offerings) ● The certificate currently includes some courses with limited demand from certificate students
Opportunities
<ul style="list-style-type: none"> ● Better defining target audience for streamlining curriculum and designing targeted marketing ● Continue making online delivery more interactive ● Optimizing alignment of course curriculum to CPA competency areas ● Determining the needs of and serving a subset of students that are internationally educated ● Developing curriculum to cover emerging areas of professional practice ● Conduct more events to engage current and prospective students to discuss emerging issues in the accounting profession
Threats
<ul style="list-style-type: none"> ● Competition from programs that may be cheaper or more efficiently aligned to the CPA competency areas (1:1) ● Economic and employment fluctuations or global events (e.g. pandemic) that influence motivation and demand for continuing education and professional development ● The need for rapidly evolving skills and competencies - the accounting profession is experiencing change resulting from factors such as new technology (like artificial intelligence, blockchain, machine learning) requiring frequent reskilling

Findings and Recommendations

The findings of the report show a successful and viable certificate that prepares students to enter a profession for which there are jobs. Various findings of this review need consideration in order to ensure that the certificate continues to be a program of choice in the competitive landscape.

Aligning to Student Goals

Students in the certificate and courses have revealed a variety of goals for taking the certificate. However, the majority indicate that they are currently working towards the CPA designation, or planning to do so in the future. They also valued alignment to the CPA subject areas to stay motivated and on track. Having a clear pathway to the CPA designation enhances the value proposition of the certificate for the learner. However, as the review has shown, students valued the high quality and this should remain a design priority.

Delivery and Engagement

Learners clearly indicated that flexible delivery is an attractive feature of Chang School courses. Most courses are offered online and virtualization of some courses during the pandemic has exposed students to synchronous online delivery with live sessions as well. Student feedback pointed to a preference for interactive elements, increased engagement and a hybrid format. Over recent course revisions and online redevelopment, videos, OERs, real-life problems, quizzes, optional synchronous sessions and other interactive features have been added. This review validates that it is practice to be continued.

Technology trends

The research conducted for this review, highlights the use of current accounting software, analytics and emerging trends in professional practice. Learner feedback also cites the value of exposure to current accounting software to ensure readiness for professional practice and confidence building. The pandemic has accelerated the adoption of digital technology and its utilization for all enterprises. The accounting industry is no exception. Proactively exposing students to the imminent adoption of blockchain, artificial intelligence and increased use of analytic software would ensure Chang School students are well prepared.

Based on review findings, the following **recommendations** have emerged to enhance the Certificate in Accounting-Finance:

Review findings	Recommendation
Students prefer certificate courses more closely aligned to CPA requirements to provide a clear pathway to the professional designation	Explore ways to optimize alignment to CPA competencies (CPA PEP prerequisite subject areas)
The certificate is relatively long and may inhibit retention	Explore the development of an alternate certificate model/s with less courses per certificate to enhance student motivation to graduate
Certificate student uptake in some courses (CACC 522 and CFIN 502) is low and renders the courses non-viable	Consider deleting courses CACC 522 and CFIN 502 from the certificate
Certificate goals are unavailable (no documentation)	Draft the certificate goals and learning outcomes (in consultation with the PAC) to align with student and industry needs

The certificate title includes Finance but is more focused on developing competencies for the Accounting profession	Consider removing Finance from the certificate name
Industry trends indicate that rapidly emerging technological change will contribute to professional evolution. This will and create the need for students to be equipped with the right skills for employment or practitioners who need to upskill	Create a functioning Program Advisory Council (PAC) to inform program development and maintain currency and quality

2. Discontinuation – Certificate in Accounting - Finance

Introduction:

The Certificate in **Accounting-Finance** has been offered through The G. Raymond Chang School in collaboration with the School of Accounting for more than 15 years. Although it is a successful program, the development of four new certificates in accounting will render it redundant. Since the courses in the Accounting-Finance certificate will be incorporated into the new accounting certificates currently in development, we are proposing that the certificate be discontinued.

Rationale for discontinuation:

The courses contained in the Accounting-Finance Certificate will be included in one of four new Certificate programs launching in Fall, 2022:

- Certificate in Foundations for Accounting
- Certificate in Intermediate Accounting I
- Certificate in Intermediate Accounting II
- Certificate in Advanced Accounting

Existing certificate structure: Eight courses (6 required and 2 electives).

Required Courses:

COURSE	PREREQUISITES
CACC 110 Financial Accounting	None
CACC 410 Management Accounting	CACC 110
CACC 414 Intermediate Accounting I	CACC 410 or CACC 333
CACC 514 Intermediate Accounting II	CACC 414
CFIN 300 Managerial Finance I	CACC 100 or CACC110 AFA 100 Antirequisites AFF 210, CECN 320, HTA 602
CFIN 401 Managerial Finance II	CFIN 300 or AFF 210 or CECN 320 or HTA 602 Antirequisite AFF 310

Elective Courses:

COURSE	PREREQUISITES
CACC 504 Accounting Cases and Concepts I	CACC 514 (corequisite)
CACC 521 Auditing	CACC 514
CACC 522 Taxation for Managers and Financial Planners	CACC 110
CFIN 502 Personal Financial Planning	Prerequisite: CFIN 300 or HTA 602 or AFF 210 Antirequisite: AFF 502
CITM 102 Business Information Systems I	Antirequisites: CITM 100, ITM 101, ITM 277
CLAW 122 Business Law	None
CQMS 210 Applied Statistics or Business	Antirequisites: CQMS 202, QMS 230

Completion plan for current students

If approved, the discontinuation of the certificate would take effect in **Fall 2022**, with the last admit term in the certificate being Spring 2022.

Students would receive a clear and comprehensive communication informing them about the discontinuation, their options for completing the certificate program and a schedule for relevant course offerings so that they can plan accordingly.

Student transfer requests

It is further recommended that students who wish to transfer to one of the new accounting certificate programs from the discontinued 8 course program, and who have completed more than 50% of courses, be granted an exemption from the rule that they must register prior to completing 50% of the new program. It is noted that students who have completed less than 50% of courses required in a new certificate program can transfer and still meet the 50% rule without having to request an exception.

3. Discontinuation – Certificate in Advanced Accounting**Introduction:**

The Certificate in **Advanced Accounting** has been offered through The G. Raymond Chang School in collaboration with the School of Accounting since 2016. The Advanced Accounting certificate was introduced as a complement to the certificate in Accounting-Finance in order to provide adult learners with a more complete pathway to attaining the CPA PEP prerequisites. Since the courses in this certificate will be incorporated into the new accounting certificates currently in development, we are proposing that the certificate be discontinued.

Rationale for discontinuation:

The courses contained in the Advanced Accounting Certificate will be included in one of four new Certificate programs launching in Fall 2022:

- Certificate in Foundations for Accounting
- Certificate in Intermediate Accounting I
- Certificate in Intermediate Accounting II
- Certificate in Advanced Accounting

Existing certificate structure: Six courses (6 required).

Required Courses:

COURSE	PREREQUISITES
CACC 703 Advanced Financial Accounting	Prerequisites: CACC 504 and CACC 514
CACC 742 Canadian Business Taxation I	Prerequisites: CACC 514
CACC 801 Intermediate Cost and Management Accounting	Prerequisite: CACC 414
CACC 842 Canadian Business Taxation II	Prerequisite: CACC 742
CACC 696 Accounting Information Systems	Prerequisite: CITM 102
CLAW 603 Advanced Business Law	Prerequisite: CLAW 122

Completion plan for current students

If approved, the discontinuation of the certificate would take effect in **Fall 2022**, with the last admit term in the certificate being Spring 2022.

Students would receive a clear and comprehensive communication informing them about the discontinuation, their options for completing the certificate program and a schedule for relevant course offerings so that they can plan accordingly.

Student transfer requests

It is further recommended that students who wish to transfer to one of the new accounting certificate programs from the discontinued 6 course program, and who have completed more than 50% of courses, be granted an exemption from the rule that they must register prior to completing 50% of the new program. It is noted that students who have completed less than 50% of courses required in a new certificate program can transfer and still meet the 50% rule without having to request an exception.

4. Proposal – Four New Accounting Certificates: Foundations in Accounting, Intermediate Accounting I, Intermediate Accounting II, Advanced Accounting

Executive Summary

The primary goal of the proposed 4 certificates in accounting is to provide adult learners with programs that support their pursuit of the Chartered Professional Accountants (CPA) designation. In total, the certificate series will consist of 19 courses from the areas of accounting, finance, business and economics, offered by the Ted Rogers School of Business Management and the Faculty of Arts through the G. Raymond Chang School of Continuing Education.

Background

The current Certificate in Accounting-Finance is a longstanding 8-course certificate offered by the Chang School in collaboration with the School of Accounting-Finance (SAF) at the Ted Rogers School of Management (TRSM). While many iterative changes and improvements have been made to the individual certificate courses over the course of its life-cycle, within the past 15 years, the first formal certificate review was completed just recently in January 2022.

The Certificate in Accounting-Finance is financially viable and ranks high in drawing certificate student registrations and course enrollments at the Chang School. It attracts a diverse student population and prepares them for careers in a profession with favourable employment prospects. Delivery format, the frequency of course scheduling and OSAP eligibility enhance accessibility of the certificate courses to the target audience. Student feedback (collected via student and alumni surveys conducted since 2019) shows a high level of satisfaction with the offering (as reflected by the propensity to recommend the certificate to others). Most of the courses in the certificate are approved by the Chartered Professional Accountants of Canada (CPA) as prerequisites for their Professional Education Program (CPA PEP). While students enrolled in the certificate have a range of professional and learning goals, most students have indicated that they have plans to pursue the CPA designation.

An analysis of competitor programs has revealed that other institutions offer the CPA prerequisites through fewer courses. Their courses align more directly with the required CPA subject area competency map and this enables efficient completion of the prerequisites and a clearer pathway to the credential. Feedback from our students has suggested that closer alignment to the CPA competency map is preferable.

Recommendations emerging from the review were:

1. Explore ways to optimize alignment to CPA competencies (CPA PEP prerequisite subject areas)
2. Explore the development of an alternate certificate model/s with less courses per certificate to enhance student motivation to graduate
3. Delete courses from the certificate that demonstrate low uptake and are not approved as CPA PEP prerequisite courses
4. Consider removing Finance from the certificate name
5. Create a functioning Program Advisory Council (PAC) to inform program development and maintain currency and quality
6. Update certificate goals and learning outcomes (in consultation with the PAC) to align with student and industry needs

To address the review findings and recommendations, The Chang School engaged with the Accounting Curriculum Committee at the SAF and formed a new Program Advisory Council (PAC). Review findings and subsequent discussions with the relevant committees have led to the submission of this proposal.

Certificate Goals and Ryerson Mission

The primary goal of this proposed certificate series is to support adult learners who are working towards accreditation with the Chartered Professional Accountants (CPA). Accordingly, the courses that comprise the certificates correspond directly to CPA preparatory curriculum requirements.

Some of the courses are also used by undergraduates pursuing a minor in Accounting or Finance through the Ted Rogers School of Business Management. The courses are not applicable to the School of

Accounting and Finance (SAF) major. The CPA accepts all courses in these certificates towards completion of the required preparatory courses.

Upon completion of the CPA preparatory courses, students may apply to the CPA PEP program. Therefore, the proposed four certificates in accounting serve as an integral step on the pathway to CPA accreditation.

Curriculum Structure Overview of the Four certificates in Accounting

Level 1 Certificate in Foundations for Accounting	Level 2 Certificate in Intermediate Accounting I	Level 3 Certificate in Intermediate Accounting II	Level 4 Certificate in Advanced Accounting
CACC110 CLAW122 CECN210 CQMS210	CACC410 CFIN300 CLAW603 CITM102	CACC414 CFIN401 CACC514 CACC504 CACC801	CACC703 CACC521 CACC742 CACC842 CACC696* CBUS800

*Pending formal approval by the accounting department, CACC696 is a new undergraduate course that will become available in 2023-24.

Students working towards completing the CPA preparatory courses can do so by taking individual courses either through Ryerson or from the CPA. However, there are advantages in including the courses as part of a certificate. The value proposition around the certificates is clearly defined. The certificates enable:

- The completion of prerequisite coursework for entry to the CPA PEP the program as the courses are accredited by the Chartered Professional Accountants of Ontario (CPA Ontario)
- Access to financial aid through OSAP, since the courses are university degree credit and are offered on a regular basis
- The completion of post-secondary level credentials before receiving the CPA designation
- A clear pathway to encourage progression and track achievement
- Logical and sequential knowledge acquisition and effective progression of learning

The proposed 4 certificates align with Ryerson's core mission of serving a societal need by providing career-related and professional education. It builds on existing curriculum offered by the Ted Rogers School of Management and the Faculty of Arts.

The overarching goals of the 4-certificate series in accounting is to provide adult learners with the following:

- A pathway for students in meeting the competencies required for the CPA designation.
- A solid understanding of current accounting principles and practices in Canada required for entry-level positions.
- Technical skills in managerial accounting, finance, taxation, and using accounting information systems.
- Enabling skills as outlined for subject areas by the CPA

Target Audience

The four certificates in accounting are relevant to the following individuals:

- College or university graduates of non-accounting fields (or those who possess an Accounting Minor and want to pursue the CPA designation)
- Newcomers to Canada who are seeking a Canadian university credential in accounting to build their resumé or to enter the accounting field in Canada
- Business owners or managers who want to enhance their accounting acumen
- Working professionals with the goal of pivoting their career into accounting

Curriculum Structure and Learning Outcomes

The certificate series will consist of 4 individual certificates which progress in level from introductory to advanced (1- 4). The four certificates and the learning goals outcomes for each are as follows:

Level 1. Foundations for Accounting (4 courses)

Required Courses	Alignment to CPA PEP competencies delivered
CACC 110 Financial Accounting	Financial Reporting
CLAW 122 Business Law	Other General Business Topics
CECN 210 Understanding Economics	Other General Business Topics
CQMS 210 Applied Statistics for Business	Other General Business Topics

Goals for Level 1	<p>To provide adult learners with:</p> <ul style="list-style-type: none"> ● A fundamental understanding of current accounting standards and procedures ● An exposure to basic knowledge in general areas relevant to business practice
Value Proposition for Level 1	<p>The certificate will be of interest to learners who wish to:</p> <ul style="list-style-type: none"> ● Take courses accredited by the CPA and count towards the association's PEP prerequisites ● Acquire foundational accounting methods and current business knowledge that can be applied immediately to a business or entry level job ● Seek employment in entry-level accounting roles such as Bookkeeper, Accounting Technician, Accounting Clerk

Level 2. Certificate in Intermediate Accounting I (4 courses)

Required Courses	Alignment to CPA PEP competencies delivered
CACC 410 Management Accounting	Management Accounting

CLAW 603 Advanced Business Law	Other General Business Topics
CFIN 300 Managerial Finance 1	Finance
CITM 102 Business Information Systems 1	Data Analytics and Information Systems

Goals for Level 2	To provide adult learners with: <ul style="list-style-type: none"> ● Technical and enabling competencies required by CPAs, such as Management Accounting, Finance, Other General Business Topics and Data Analytics and Information Systems
Value Proposition for Level 2	The certificate will be of interest to learners who wish to: <ul style="list-style-type: none"> ● Take courses accredited by the CPA and count towards the association's PEP prerequisite ● Follow a curriculum structure that keeps their studies on track towards the CPA designation ● Build on financial and managerial competence and business confidence in relevant practice areas ● Seek employment in roles such as Bookkeeper, Accounting Technician, Accounting Clerk, Accounts Receivable or Accounts Payable Clerk, and Accounting Assistant.

Level 3. Certificate in Intermediate Accounting II (5 courses)

Required Courses	Alignment to CPA PEP competencies delivered
CACC 414 Intermediate Accounting 1	Financial Reporting
CFIN 401 Managerial Finance 2	Finance
CACC 514 Intermediate Accounting 2	Financial Reporting
CACC 504 Accounting Cases and Concepts	Financial Reporting
CACC 801 Intermediate Cost and Management Accounting	Management Accounting

Goals for Level 3	To provide adult learners with: <ul style="list-style-type: none"> ● Technical and enabling competencies required by CPAs, such as Financial Reporting, Finance and Management Accounting at an intermediate level ● Communication, critical thinking and problem-solving skills through extensive use of case analysis and writing strategies
Value Proposition for Level 3	The certificate will be of interest to learners who wish to: <ul style="list-style-type: none"> ● Take courses accredited by the CPA and count towards the association's PEP prerequisite

	<ul style="list-style-type: none"> ● Follow a curriculum structure that keeps their studies on track towards the CPA designation ● Build their understanding of financial information and accounting practices ● Expand accounting applications to a wide variety of business and financial settings ● Acquire knowledge equivalent to a college diploma ● Seek employment in roles such as Bookkeeper, Accounting Technician, Accounting Clerk, Accounts Receivable or Accounts Payable Clerk, and Accounting Assistant.
--	--

Level 4. Certificate in Advanced Accounting (6 courses)

Required Courses	Alignment to CPA PEP competencies delivered
CACC 703 Advanced Financial Accounting	Financial Reporting
CACC 521 Auditing	Audit and Assurance
CACC 742 Canadian Taxation 1	Taxation
CACC 842 Canadian Taxation 2	Taxation
CACC 696 Accounting Info. Systems*	Data Analytics and Information Systems
CBUS 800 Strategic Management	Management and Governance

*Pending formal approval by the accounting department, CACC696 is a new undergraduate course that will become available in 2023-24.

Goals for Level 4	<p>To provide adult learners with:</p> <ul style="list-style-type: none"> ● Technical and enabling competencies required by CPAs, such as Financial Reporting, Audit and Assurance, Taxation, Management and Governance and Data Analytics and Information Systems ● Skills necessary to evaluate accounting and reporting methods, examine audit processes ● A detailed overview of the federal income tax laws concerning income and taxes payable of individuals, corporations, and trusts, as well as practical tax planning considerations ● An understanding of tax compliance obligations ● Develop the analytical skills necessary to evaluate accounting and reporting methods
Value Proposition for Level 4	<p>The certificate will be of interest to learners who wish to:</p> <ul style="list-style-type: none"> ● Take courses accredited by the CPA and count towards the association’s PEP prerequisite

	<ul style="list-style-type: none"> ● Complete the final prerequisite courses towards the CPA PEP program ● Build a comprehensive understanding financial information and accounting practices ● Progress/apply to intermediate or more senior level employment opportunities that require a diploma or certificate in Accounting from a post-secondary institution. ● Expand accounting applications to a wide variety of business and financial settings ● Apply tax concepts to routine situations ● Seek employment in roles such as Accounting (Entry Level), Accounting Clerk, Junior Accounting Analyst, Staff Accountant, Tax Specialist, Accounting Analyst, Internal or External Auditor
--	---

More detailed learning outcomes for each course are provided in the Course Outlines (see Appendix A).

Course Description and Prerequisite Table

The proposed certificate courses have prerequisites as indicated in the tables below.

Level 1. Foundations for Accounting (4 courses)

Courses	Course Description	Prerequisite
CACC 110 Financial Accounting	Designed to prepare students for an Accounting Minor, this course will introduce you to the interesting and challenging field of Financial Accounting. This is a language designed to capture, summarize, and communicate the economic facts about an organization in a set of financial statements and the related descriptive notes. The principles of accounting and reporting to various users that are external to the organization and emphasize the decision-makers or users. Financial statement content and the uses and limitations of this information.	None
CLAW 122 Business Law	This is an introductory course, prerequisite to further studies in law. The course begins with a discussion of the nature and sources of law and an examination of the court system in Canada, the Charter of Rights and Freedoms, and a survey of the more important aspects of the law of torts. The	None

	<p>course then concentrates on the legal requirements for the formation of a valid contract. Other major contract law topics include interpretation, privity, discharge, breach, and special types of contracts. Selected cases will be examined.</p>	
CECN 210* Understanding Economics	<p>This lower level liberal studies course introduces the economic way of thinking. Economists seek objective ways to analyse how humans act in social settings. Economic models or theories are used to understand economic behaviour. The course uses basic supply and demand theory to analyze a range of economic issues such as how university fees are set or the effect of the minimum wage on unemployment. At a microeconomic level, students will learn how to analyse markets under different structures such as perfect competition and monopoly. At a macroeconomic level, students will learn how to analyse how the Canadian economy works and how the major problems of unemployment and inflation can be dealt with. Other topics covered are fiscal and monetary policy and the overall role of government in the economy.</p>	None
CQMS 210 Applied Statistics for Business	<p>This course introduces both descriptive and inferential statistics. Students learn to use descriptive data, in both numeric and graphic formats, as well as inferential statistics to support managerial decisions in applied business contexts. Topics include grouped frequency distribution, measures of central tendency and variability, probability theory, sampling distribution, confidence intervals, hypothesis testing, and linear and multiple regression.</p>	None

*Note that as of Jan. 2022, CECN 210 has been approved by the CPA as a course that will cover the Economics (Other Business enabling subject area) competency. This is not yet reflected in the list of Chang School courses accredited by the CPA

Level 2. Certificate in Intermediate Accounting I (4 courses)

Courses	Course Description	Prerequisite
CACC 410 Management Accounting	Designed to prepare students for an Accounting Minor, this course introduces the basic management accounting concepts to business students. Topics covered provide a good balance between the concepts and procedures used in the accumulation and use of data by management accountants to facilitate planning and decision making. Cost behaviour and its implications for planning, reporting to management and control is stressed.	CACC 110
CLAW 603 Advanced Business Law	This course begins with an examination of the law governing business relationships and forms of business organizations, including the legal requirements for the formation of the corporation and partnership. Special contractual relationships affecting business are studied followed by an examination of the law pertaining to secured transactions and bankruptcy procedures. The course also surveys the law of real property, including the leasehold interest and mortgages. Relevant statutes and selected cases are examined.	CLAW 122
CFIN 300 Managerial Finance 1	Students are introduced to the major concepts in finance and investments which are the time value of money, discounted cash flows, and risk and return. Students are given a thorough introduction to the mathematics of asset valuation. In addition, students learn how individual investors assess and reduce the risk associated with their investment decisions. The course examines how firms make investment decisions. The investment decision allocates scarce resources to projects in the firm, and involves financial forecasting, asset valuation, capital budgeting, risk management, working capital	CACC 110

	management and performance assessment.	
CITM 102 Business Information Systems 1	This course introduces students to the role of information technology in the modern enterprise with a focus on applying technology to achieve and maintain competitive advantage. The main premise is the introduction of information technology infrastructure and services to support operational efficiency, decision-making, and digital business. Emphasis is on the development of critical thinking and analytical skills through real-life applications and case studies. During the lab component, students gain hands-on experience with Microsoft Excel.	None

Level 3. Certificate in Intermediate Accounting II (5 courses)

Courses	Course Description	Prerequisite
CACC 414 Intermediate Accounting 1	This course reviews and embellishes the financial reporting requirements as presented in generally accepted accounting principles (GAAP). The topics will include revenue recognition and the asset side of the balance sheet. Students should expect to use and expand on the application of all the generally accepted accounting principles and concepts covered in introductory financial and management accounting courses. To be successful in the course, students should be prepared to work independently outside the class sessions.	CACC 410
CFIN 401 Managerial Finance 2	This course builds on the material in Finance 300. Students learn how firms assess risk when making investment decisions. Students also examine how firms decide to finance projects they assess as being worthwhile. This decision involves capital structure, dividend policy, financial instruments, risk-return trade-offs, financial planning and the cost of capital. In addition, students are	CFIN 300

	introduced to derivatives, and their uses in investments, risk-management, and capital structure. Firm management in an international context is integrated into the topics covered in the course.	
CACC 514 Intermediate Accounting 2	This course continues from the CACC 414 coverage of the financial reporting requirements as presented in generally accepted accounting principles. The topics will include liabilities, share capital transactions, earnings per share calculations, adjustments, correction of errors, income taxes, leases, pensions and financial statement analysis. Students should expect to use and expand on the application of generally accepted accounting principles and concepts covered in CACC 414 and introductory financial and management accounting courses. To be successful in the course, students should be prepared to work independently outside the class sessions.	CFIN 414, CACC 504 corequisite
CACC 504 Accounting Cases and Concepts	This course begins with a conceptual review of accounting principles, and reviews issues studied in earlier courses such as revenue recognition, the treatment of research and development cost, and insolvency. Students are also introduced to accounting in the not-for-profit sector, and issues in international accounting. This course emphasizes the role of communication in the accounting profession. Critical thinking and problem-solving skills are developed through extensive use of case analysis.	CACC 514 (corequisite)
CACC 801 Intermediate Cost and Management Accounting	This course will provide a comprehensive study of costing for decision making, planning and performance evaluation. Emphasis will be placed on cost allocation methods, capital budgeting and transfer pricing.	CACC 414

Level 4. Certificate in Advanced Accounting (6 courses)

Courses	Course Description	Prerequisite
CACC 703 Advanced Financial Accounting	This course is designed for students pursuing a professional accounting designation, and covers the more complex aspects of financial accounting. The course includes coverage of Long-Term Intercorporate Investments, Consolidations, Foreign Currency Translations and Reporting of Foreign Operations in accordance with International Financial Reporting Standards (IFRS). Accounting Standards for Private Enterprises (ASPE) relating to course topics will also be reviewed. A case analysis approach is emphasized.	CACC 514 and 504
CACC 521 Auditing	An introduction to the auditing standards and procedures developed by the accounting profession. Topics covered include: auditing standards, the audit report, materiality, risk, gathering of evidence and sampling. The course is useful to the student who is interested in the profession of auditing or developing a manager's understanding of auditing.	CACC 514
CACC 742 Canadian Taxation 1	A detailed examination of the federal income tax law concerning income of individuals from employment, business and property. The implementation of the law and its effects, and issues in tax planning and other practical matters are explored, as well as legal interpretations of the law, through examination of a wide variety of practical problems and cases. Related rules in the Goods and Services Tax Act are also examined. Students should have a knowledge of accounting and business law, and be prepared to spend a minimum of two hours outside of class for every hour in class. (Formerly first half of ACC 042.)	CACC 514
CACC 842 Canadian Taxation 2	A further examination of the federal income tax law, dealing with its implementation and effects on both large	CACC 742

	and small corporations, their shareholders, and their business and financial decisions. Practical tax planning issues are explored, as well as interpretations of the law, in a wide variety of problems and cases. Taxation of partnerships, trusts, and the Goods and Services Tax are also examined. (Formerly second half of ACC 042.)	
CACC 696 Accounting Info. Systems*	Most people are affected by computer-based systems. The students will be involved in the management of computing resources and information such that business problems can be dealt with effectively. This course will focus on the use of information and computing resources in the business community. This will enable students to create their own business information systems or participate with others in the analysis and design of solutions for corporate business problems.	CITM 102
CBUS 800 Strategic Management	Strategic Management is a challenging and exciting course. The problems and issues of strategy management cover the whole spectrum of business. Weighing the pros and cons of strategy requires a total enterprise perspective and a talent for judging how all of the relevant facts add up. To keep the discussions down to earth, each week real companies will be examined. In addition, the course uses some experiential exercises which may include a simulation.	CFIN 401 or Business Management special student

*Pending formal approval by the accounting department, CACC696 is a new undergraduate course that will become available in 2023-24.

Equity, Diversity, and Inclusion

Courses offered through The Chang School typically attract a diverse student body of full-time undergraduates and part-time adult learners. Continuing education adult learners are usually working, often over the age of 30, and have diverse cultural backgrounds. Many courses are attractive to internationally educated students, and anecdotal evidence from our academic advising for the existing Certificate in Accounting-Finance indicates that several students come with this background.

This diversity of student type enhances the learning experience of all students, as it provides opportunities for working professionals and undergraduates to learn from one another and exchange perspectives.

Accounting courses are offered both in-class and online to appeal to various learning preferences of our students. In recent years, a priority has been to improve the student experience with regard to creating accessible, inclusive and engaging learning environments for the diverse student population. To help reduce barriers to participation, the majority of courses in the proposed certificates are available online, providing access for people who cannot attend classroom courses for a variety of reasons (for example, they may have a work schedule that conflicts or live remotely). During the pandemic, some of the accounting courses were virtualized. This ensured that students who needed the in-class only courses were still able to complete them in a time where classroom delivery was paused. In addition, online courses developed by The Chang School are AODA compliant.

Recognizing that our students are diverse and come with different learning styles, the approach to designing online accounting courses in recent years has emphasized the integration of varied learning elements, and in particular, the use of multimedia (e.g. videos) and multiple opportunities to practice applying the weekly concepts. In the redevelopment of CACC414 and CACC514, curated Open Educational Resources (OERs) have been heavily incorporated into the learning path for students (rather than simply serving as an occasional supplement to the textbook). The multiple formats of OERs allows us to offer richer content in multiple formats without extra cost to the students.

In addition to exploring new approaches to online course content design, a weekly live session is held online in many of the accounting certificate courses, giving the class the opportunity to work through or review difficult concepts together with the instructor and ask questions about assigned exercises and activities. Students who require additional assistance may also take advantage of TRSM's tutoring services for select courses (CFIN300, CFIN401 and CQMS210). With these improvements, the aim has been to create a supportive learning environment to foster inclusivity and success for all students.

Development Plan

All of the courses are currently offered by the Ted Rogers School of Management or the Faculty of Arts (Department of Economics) through The G. Raymond Chang School of Continuing Education. No new curriculum needs to be developed.

The current Certificate in Accounting Finance and the Certificate in Advanced Accounting will be discontinued. A transition plan for students in these certificates will be drafted and implemented to reflect this change.

Delivery Mode

The majority of courses in the proposed certificates have been developed through Digital Education Strategies for full online delivery. A few courses that were delivered in-class only prior to the COVID-19 pandemic have recently been offered virtually (i.e. live online sessions as the main teaching method). Some of these (e.g. CECN210, CACC504) may be considered for full online development in the future. In-class offerings will be added as warranted according to student demand. If offered in the classroom format in the post-pandemic period, courses will be offered in downtown Toronto on the Ryerson campus.

Academic Management

Academic Home

The Academic Home for the four proposed accounting certificates is the Accounting Department in the Ted Rogers School of Management (TRSM). The Accounting Department is responsible for the overall academic quality of the certificate.

Governance

Standing Curriculum Committee

Following Senate Policy No. 76, the Accounting Department establishes a Curriculum Committee, consisting of RFA members, at the beginning of each academic year. This committee is responsible for all curricular changes which impact certificate courses offered through the Accounting Department. The Curriculum Committee reports to the Accounting Department's School Council, which approves or rejects the recommendations of the Curriculum Committee.

The Curriculum Committee in 2021 included:

Dr. Shadi Farshadfar, Associate Professor and Chair of Accounting

Daria Sydor, Professor

Dr. Oliver Okafor, Assistant Professor

Romi-Lee Sevel, Assistant Professor and Certificate Academic Coordinator

The Committee engaged in discussing the curriculum, courses and certificate model for the review of the Certificate in Accounting-Finance on May 7th, 2021 and July 14th, 2021. Following a discussion of CPA competencies, the target audience, competitor curriculum and models, the Curriculum Committee also provided feedback via email.

The Curriculum Committee also met on January 17th 2022 to discuss the findings of the certificate review and was consulted on various aspects of revising the certificate offerings. Based on review findings and recommendations, the Committee:

- Expressed support for a 4-certificate model, which would enable each certificate to be shorter than the current 8-course certificate in Accounting-Finance
- Supported the focus on delivering the CPA competencies
- Suggested that the 4 certificates be given a name that was reflective of the learning outcomes and level. Both level and name were deemed important for conveying progression (to encourage students towards completion) and effectively market the certificates to students and employers.
- Suggested that an overarching credential/recognition could be awarded for all 4 of the individual certificates. This was perceived as a strong incentive to encourage completion.

Program Advisory Council

The Program Advisory Council (PAC) provides input to ensure that the certificate responds to sector needs. The PAC advises on the following:

- curriculum development to help ensure that graduates possess the competencies, knowledge, and skills required by the certificate
- matters related to outside recognition, where appropriate
- current and projected demand for program graduates
- ways in which the program can most effectively meet societal needs
- promoting the program to the target audience and those in the broader community.

For many years, the Certificate in Accounting-Finance had no active Program Advisory Council specific to the certificate. Regular updates to individual courses had occurred to maintain currency and CPA

recognition. However, to inform the development of the proposed certificate series, a PAC was formed. The newly formed PAC met on January 12th 2022. The PAC members have extensive expertise in accounting and all teach accounting courses at The Chang School. The members are:

Matthew Roman, CPA, B.Com., MTax., Senior Manager, National Tax Centre, KPMG Canada

Sharlene McDevitt, CPA, CMA, B.Comm., MBA., Vice President, Treasury & Securities, J.P. Morgan Chase

Else Grech, CPA, CA, OCT, B.Comm., B.Ed., MA., Instructor, Ryerson University, University of Toronto (prior industry experience at PWC and in entrepreneurship)

Input from the January 14th Curriculum Committee meeting was shared with the PAC via email. In addition to the January 12th meeting, the PAC submitted input regarding target audience and the value proposition via email. In summary, the PAC:

- Expressed support for the 4-certificate model
- Discussed and suggested strategies for certificate progression and marketing that included clear levels, names for certificates, adoption of digital badges and microcredentials.
- Provided validation for the value proposition and certificate goals outlined in this proposal.
- Provided ideas for maintaining currency and relevancy to the evolving workplace (use of technology, sustainability, ethics, diversity and inclusion)

Accounting Curriculum Committee and PAC Committee Consensus

Discussions at the January 2022 meetings of the Curriculum Committee and the PAC indicated that both committees had clear consensus on the following points:

- The certificates be focused on preparing students for the CPA designation, and
- The certificates be shorter in length than the certificates they are replacing.

Please see Appendix B for the Accounting Curriculum Committee feedback.

Academic Coordination

The Academic Coordinator works with the Chang School and oversees many aspects of program management. The coordinator for the 4 certificates is assumed to have the following key responsibilities:

Chang School Instructor Supports

- Posting and selection process
- Instructor performance reviews
- Instructor mentorship

Program Support

- Calendar updates
- Certificate and course descriptions updates
- Certificate reviews analysis
- Promoting CNED enrolment – Certificate/Course marketing and promotions
- Program website and flyer updates

- Course development reviews

Student Support

- Participate in Information Sessions and other events
- Respond to student queries
- Evaluating students' prior learning

Admissions Policy

Admission Criteria

Eligible applicants to the four certificates must have the following:

Ontario Secondary School Diploma (OSSD) or equivalent (with 6 Grade 12 U or M credits)

OR

Mature student status

Applicants to Level 2-4 should have the appropriate prerequisite for each of the certificate courses.

Student Advising

Prospective students who are seeking to register in and complete this certificate program or have specific questions will be directed to contact the Academic Coordinator.

Registration and Graduation Requirements

Certificate Registration

Students may be registered in only one Certificate Program at any one time. To allow maximum flexibility in crediting external courses and/or courses previously taken at Ryerson, students should register in the Certificate at the beginning of their first course. Students pursuing a Certificate must formally register in the Certificate program prior to the completion of 50% of the curriculum requirements for the Certificate. For complete details on the advantages of early registration, registration deadlines, and transfer credit restrictions, all students should read the information on Registration and Graduation in Certificate Programs on The Chang School web calendar: <https://continuing.ryerson.ca/>. Students should be aware that, while they may obtain course credits prior to registration in courses in the Certificate, those courses will not count toward the student's GPA. Courses taken while formally registered in the Certificate will be calculated in the GPA for graduation purposes.

Transfer Credits

Students who have completed courses in the Certificate may be eligible for transfer credits from other programs in universities and/or colleges (up to 50% of coursework), as approved by the Certificate's Academic Coordinator. Students must be aware, however, that only those courses taken while formally registered in the Certificate will be calculated in the GPA for graduation purposes.

Graduation

In order to graduate, students must successfully complete the Certificate requirements within a time span from first enrolment to graduation that does not exceed the number of years calculated by the number of required single-term courses (or equivalent) divided by 2, plus one year. The successful completion of the defined curriculum, with a cumulative grade point average of 1.67 or higher, is required for award of the Certificate. Students must also complete and submit an Application to Graduate with a Certificate Form, prior to the appropriate deadlines (see the information on Registration and Graduation from Certificate

Programs at www.continuing.ryerson.ca). Students must register in the Certificate before they have taken 50% of the Certificate requirements (i.e., before the completion of their third course). For information regarding the courses featured in the Certificate (including date/time/fee information), please refer to the listings in the course information section of the web calendar, www.continuing.ryerson.ca.

Certificate Resources (Library Resources)

Library Resources

No additional library resources are required.

Societal Need

Alignment to Professional Designation - External Recognition

As identified earlier, the four proposed certificates include courses that support admission to the **CPA Professional Education Program**. The certificates provide a well mapped pathway to a professional credential in a field for which there are good employment prospects.

Industry/Sector Outlook

*Canadian Industrial Profile for Accounting*²⁹ provides a positive outlook for the sector. Following a generally weaker growth of Canadian business in the 2015-2017 period, new business in the country has started to grow, and with it, the demand for accounting services as well. Short-term forecast suggests robust profits, while long-term trend indicates strong profits and healthy production.

The Conference Board of Canada industry report states:

Mergers and acquisitions—Thanks to the legalization of cannabis, weaker oil prices, and the ongoing recovery of the mining sector, we expect a rise in mergers and acquisitions this year, supporting demand for specialized accounting services.

Labour demand—The number of job vacancies for auditors, accountants, and investment professionals has trended upward since 2015, increasing labour pressures for accounting services.

Top companies in this industry (in 2017 based on revenues) were Deloitte, PwC, KPMG and Ernst & Young. Ontario is positioned very well for educational and training provisions related to accounting needs – over 41% of GDP in accounting services are generated in the province.

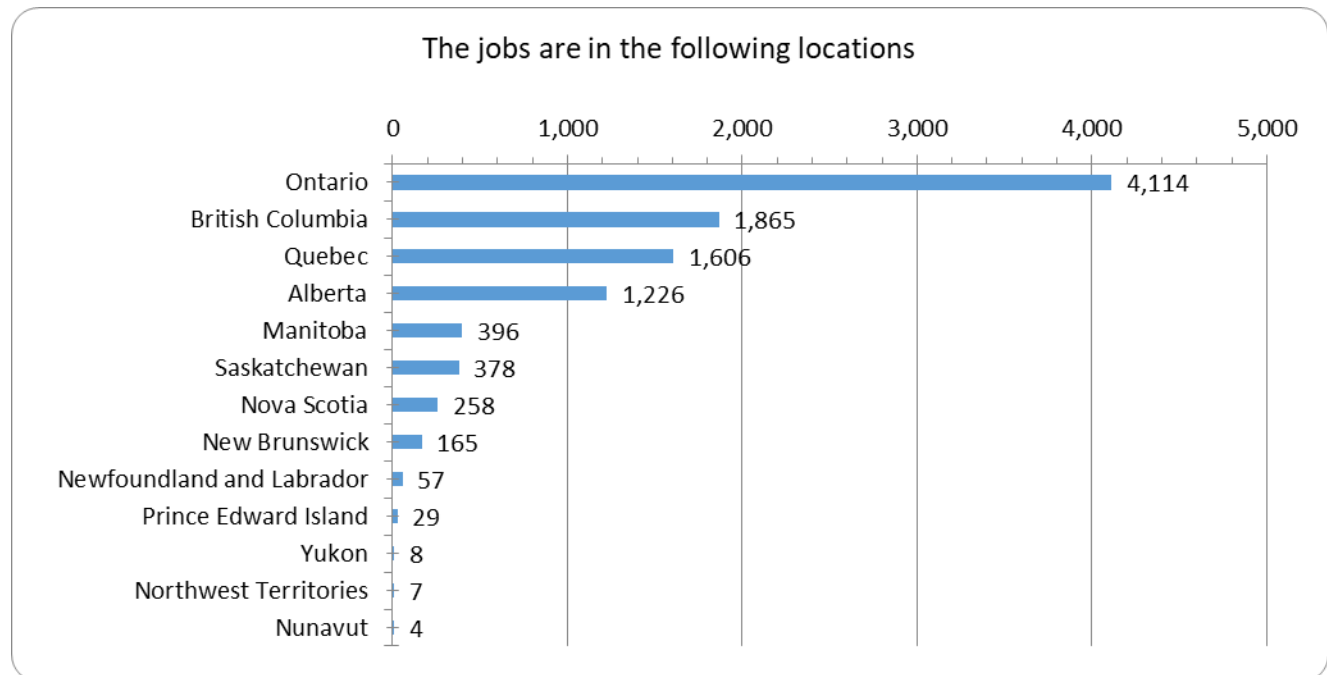
Labour Market Information

To obtain real-time snapshot of jobs available for potential graduates of this program, a search was done in 2020 on Burning Glass Insights/Jobs³⁰ a real-time jobs database for the Financial Auditors and Accountants (NOC 1111). The following findings describe the job location, job titles, salaries and job postings.

In Canada the majority of the jobs are located in Ontario, British Columbia and Quebec and the employment outlook is positive.

²⁹Canadian Industrial Profile: Accounting—2019. Ottawa: The Conference Board of Canada, 2019.

³⁰Burning Glass Insights/Jobs database. [Retrieved April 2, 2020]. Available from: <https://labourinsight.burning-glass.com>

Figure 1: Geographic location of Accounting jobs in Canada

Industry sectors seeking employees were mainly identified from accounting firms, consultancies and financial institutions (Figure 2). Note that accounting and management consultancies fall under Professional, Scientific and Technical Services.

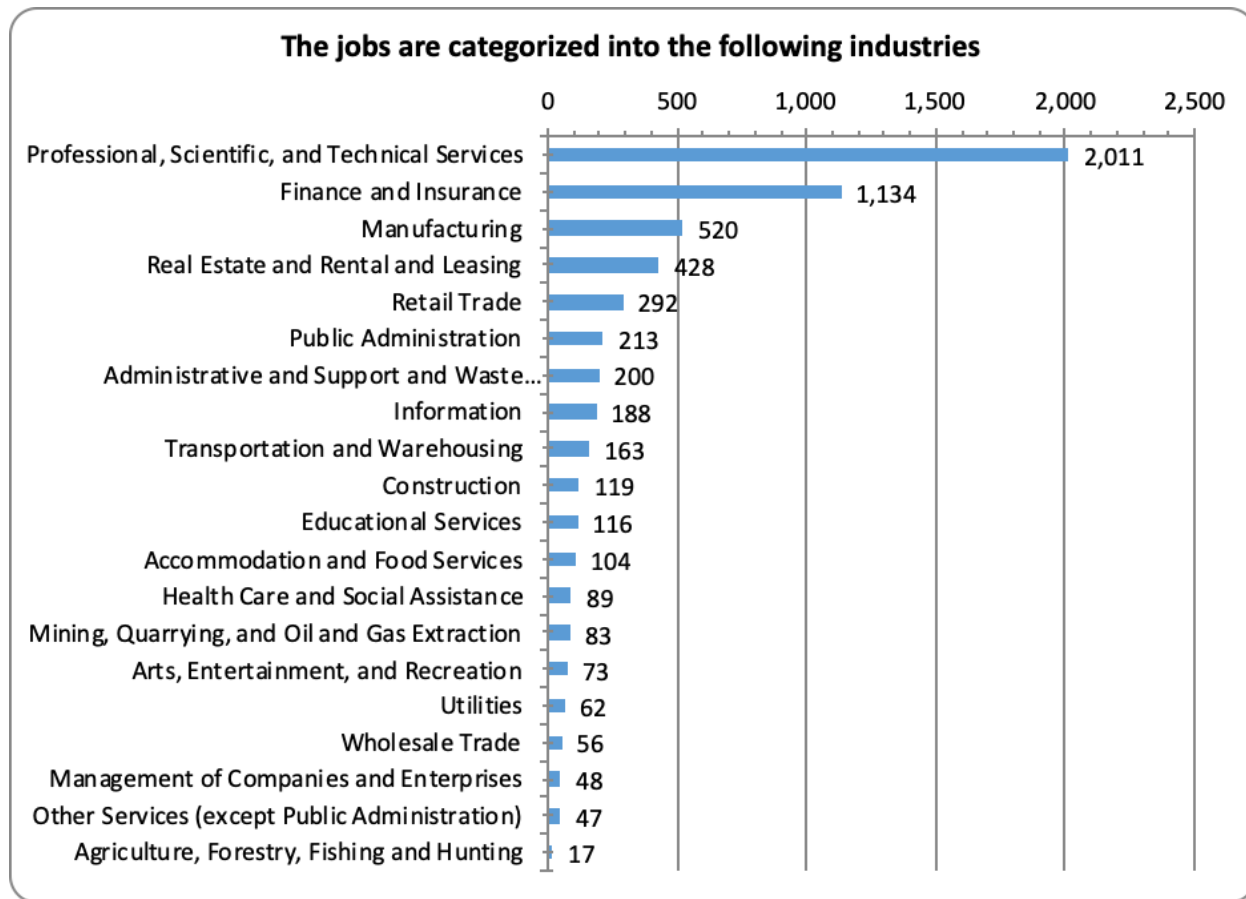
The top job titles that are in demand include: Accountant (including Senior and Junior), Internal auditor; Financial Accountant; Staff Accountant; Project Accountant; Audit Manager and Tax Analyst.

The most typical salary (when specified) suggests professionals are earning between \$50,000 and \$74,999, indicating that students will be preparing for a career that potentially has a reasonable wage.

Educational requirements: A bachelor's degree was most requested.

In Ontario, Accounting is a regulated profession. A professional credential is required for practice. When specified in the job postings, a CPA professional designation is most frequently requested. This suggests that the certificate fulfills the need for preparing learners for practice in an in-demand professional field.

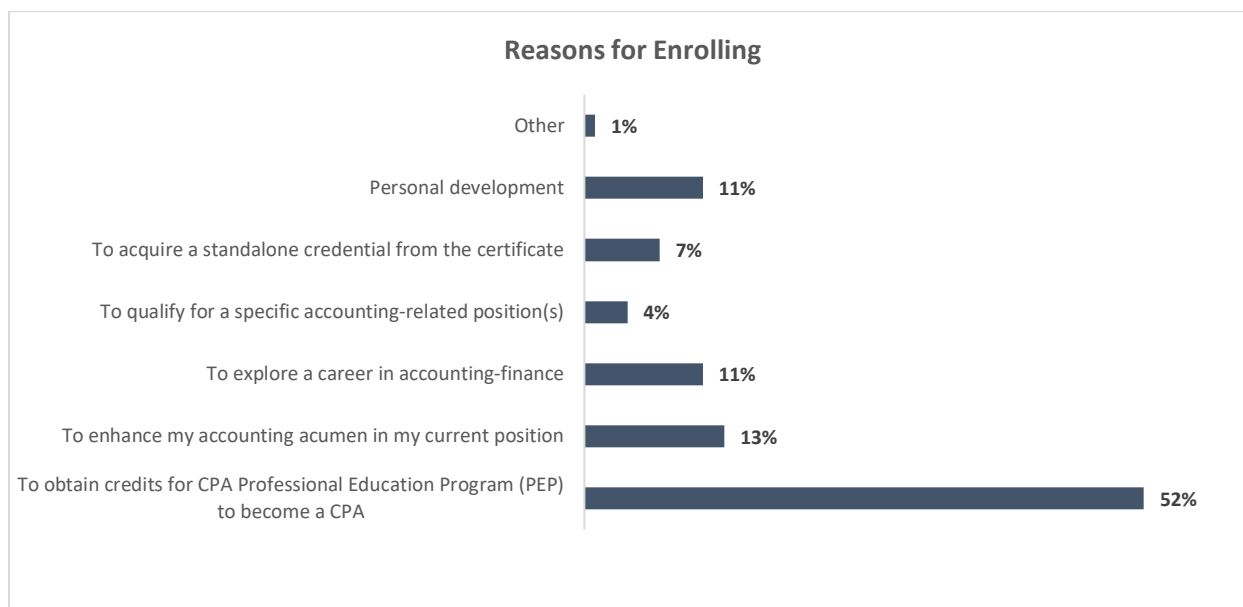
Figure 2 Sectors posting Accounting Jobs



Current Student Motivation for Taking the Certificate

Obtaining credits towards a CPA qualification was the main reason (note that respondents could choose more than one reason) for enrolling in the accounting courses for current students (52%). See Figure 3 below. Aligning the certificates to those on the CPA track meets the goals of these individuals.

Figure 3. Reasons for enrolling in the Accounting-Finance Certificate



Source: May 2020 Survey of certificate students (n=67).

Comparator Certificate Programs

There are several comparator programs in accounting and finance within Toronto/GTA and Ontario. Many programs are also offered nation-wide, and some of these are aligned with the professional body requirements (CPA). The most likely contenders for the proposed Chang School certificates in accounting are the continuing studies programs available at York University and the University of Toronto (U of T).

Accounting programs comparable to the Chang School option are largely university-based. The comparable certificate analysis will therefore focus on the two primary comparators in which The Chang School’s program most closely aligns with in terms of program objective, structure, output, delivery and target audience. A full comparator scan can be found in Appendix C.

Both primary competitor programs offer courses that meet the CPA required competencies. A key difference between these competitor programs and the proposed certificate programs at the Chang School is that there are fewer courses required (and thereby, a lesser cost and time investment) to meet the CPA course requirements. The table below provides a comparative overview between CPA Ontario course offerings at U of T, York University and The Chang School.

Note that when students and alumni were asked if they had considered or taken courses towards the CPA elsewhere, CPA Ontario was most mentioned.

Comparator Programs – Number of courses required to meet prerequisites for the CPA PEP

CPA Ontario	The Chang School – proposed certificates	UofT Continuing Studies	York Continuing Studies
	4 certificates (4 courses; 4 courses; 5 courses; 6 courses)	5 certificates (3 courses; 5 courses; 4 courses; 3 courses; 4 courses)	2 certificates (14 CPA Preparatory courses + Business Communication and

14 courses	19 courses in total	19 courses in total	applied capstone in each certificate) 17 courses in total
------------	---------------------	---------------------	--

Financial Viability

The proposed certificates are essentially derived from the Certificate in Accounting-Finance and the certificate in Advanced Accounting.

The certificate in Accounting-Finance was reviewed recently and assessed for financial viability by the Finance Strategies and Planning Group. The assessment examined certificate student enrollment, revenue generation and certificate profitability over a 5-year period (2014-15 to 2018-19). Analysis conducted by the group was captured in a report generated in May 2020.

In summary:

- The analysis showed that over a 5-year period the certificate generated healthy tuition revenue
- In terms of enrollment numbers, the certificate is ranked 7th out of all (84) Chang School Certificates by the number of certificate student enrollments. This has been consistent over the 5-year period examined.
- The financial viability report provided concludes that the *“Certificate enjoys strong, continued enrollments and revenues. In our opinion, this certificate was and is financially viable.”*

The certificate in Advanced Accounting is a more recently developed offering (2016). The certificate has not had a dedicated budget for marketing and any promotion has been limited to the website. However, the courses are well subscribed to by students of all careers types and are therefore financially viable when (see the table below).

Total student enrollment in the courses in the Certificate in Advanced Accounting for the past 3 years.

Courses	Enrollment* for Fiscal Year		
	2018/19	20/19/20	2020/21
CACC 703	81	46	33
CACC 742	42	29	29
CACC 801	31	34	51
CACC 842	41	27	33
CITM 696	29	33	4
CLAW 603	175	181	240

*’ Enrollment for students of all career types (continuing education, full-time and part-time)

Incorporation of these advanced courses into the proposed certificate series will enhance opportunities for promotion and provide a pathway to motivate students to pursue registration and motivate completion.

Conclusion

It is perceived that the development of these four proposed certificates to replace the Certificate in Accounting-Finance and the Certificate in Advanced Accounting is needed to stay competitive in the continuing education landscape. The proposed certificates in accounting will be offered by the Accounting department at TRSM and through the Chang School. They will prepare learners to complete the prerequisites to enter the CPA Prep program. Offering the courses within a certificate will benefit adult CE students by providing a relevant credential, as well as access to university resources and OSAP.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this review, discontinuation, and new proposal for certificates in Accounting/Finance – The Chang School.***

D. CHANG SCHOOL - Proposal for a new Full Stack Developer certificate

Chang School Certificate in Full Stack Developer – Proposal (New)

The focus of the new Certificate is to upskill job seekers and existing workers across public and private sectors, who do not necessarily have a degree in Computer Science. In terms of gainful employment and earnings well beyond a living wage, one of the fastest growing labour markets with a shortage of workers in Canada is for Full Stack Developers. Full Stack Developers are, and over the next 10 years will continue to be, in-demand across all segments and at all levels of job positions. The Certificate's proposed curriculum is comprised of four required courses, all of which emphasize workplace scenario projects to hone professional communication, project management and digital Full Stack developer skills. The academic home for this Certificate is the Department of Computer Science. That said, the trans-disciplinary courses included in the curriculum are existing courses that are taught at The Chang School, in collaboration with the Faculty of Science, the Faculty of Engineering and Architectural Science, and Professional Communication at The Creative School.

History of Certificate offerings with the Department of Computer Science

The Department of Computer Science has a long history of collaboration with The Chang School. Successful programs include the Certificate in Cybersecurity and Digital Forensics (updated in 2020), Certificate in Computer Coding (updated in 2022), and the Certificate in Emergency Management, Threat and Response Planning (updated in 2021). That said, the trans-disciplinary courses included in the curriculum are existing courses taught at The Chang School, in collaboration with the Faculty of Science, the Faculty of Engineering and Architectural Science, and Professional Communication at The Chang School.

The proposed, new certificate has a number of strengths. The skills developed through the four, certificate-credit courses in this certificate fulfil an important societal need. Increasingly, organizations of varying sizes, and across sectors, seek to employ individuals who are able to demonstrate their possession of the triad of "skill clusters" that employers emphasize they need in every Full Stack Developer they employ; that is, comprehensive technical skills to build a responsive website from end-to-end, proficiency in professional communication and agile project management skills. Through employer consultations and extensive market research, it is clear that a market need for a compact, hands-on, university-level certificate credential exists. The proposed 4-course, certificate-credit, fully online Certificate in Full Stack Developer is positioned to address current, and projected, labour market-driven shortages and existing employer needs.

The four-course Certificate is flexible in that no courses have prerequisites; continuous learners may take the courses in any order and combination, or they may “fast track” their learning by taking all four courses concurrently or within a calendar year if they wish.

Certificate Goals

The Department of Computer Science, in collaboration with The Chang School, is proposing a four-course Certificate curriculum that is designed to meet the need for a new generation of professionals who are equipped with the advanced technical and analytical skills that are in demand in Canada’s and the world’s Full Stack Developers and allied roles. The proposed certificate provides students with the most critically important and current best practices, as well as the applied knowledge and skills in the field. To integrate learnings across the Certificate’s three curricular knowledge foci, Certificate candidates in CKCS149 Programming Python and CKCS145 Full Stack Developer technical courses and in CTEC210 Fundamentals of Project Management course will share their real-work completed projects by presenting them to guest panelists who are communication and project management practitioners and instructors together with employers in each term to receive insights that will help them be well-rounded Full Stack Developers. The Certificate in Full Stack Developer over-arching goals equip certificate candidates with a range of knowledge and skills including:

- Acquisition of the practical Python and JavaScript programming language skills, the technical SQL skills and the applied database skills to execute, from inception to successful completion, websites at the highest level of sophistication of multi-device connectivity and compatibility with dynamic embedded database pipelines.
- Attainment of the professional communication (including visual communication), project management and interaction skills as they apply to stakeholder communications within new and existing web products’ and services, associated public-facing communications and virtual user experiences.
- Upskilling in hybrid and agile project management for web and mobile deployments.

Program Learning Outcomes

The following learning outcomes make linkages across inter-professional, transversal competencies (digital skills, professional communication and project management) and across employment sectors (private and public) and multiple levels of job positions. Upon successful completion of the program, graduates will have acquired the technical, management and communication skills:

- Construct fully functional websites and mobile applications, from end-to-end, by using various languages and tools. (CKCS145, CKCS149):
 - Front-End development and production (CKCS145, CKCS149): create and customize responsive web pages using a variety of languages (SQL, JavaScript) and Full Stack developers' tools (Git, GitHub, Unix Shell). (CKCS145, CKCS149):
 - Back-End development and deployment (CKCS145, CKCS149): design a dynamic database/datastore for retrieval of data using SQL and embed SQL statements in Python code that is supporting the middleware. (CKCS145, CKCS149):
 - Effectively leverage Middleware to achieve web-development project goals: Architect the middleware in Python with support libraries such as Flask from Pallets Project. (CKCS145, CKCS149)
 - Perform Beta Testing for Full Stack website related product improvement (CKCS145, CKCS149): Leverage tools, libraries, apps and various software to perform a number of tiered, technical activities required to deliver a polished end-to-end website or mobile application.

- Perform and deploy both agile and hybrid project management processes and functions. (CTEC210)
- Effectively leverage verbal, written and visual presentation skills to communicate ideas and recommendations to internal and external stakeholders. (CCMN279)
- Work collaboratively and virtually with colleagues on complex projects. (CTEC210, CCMN279)

Overall, the certificate courses will build the applied, demonstrable acquisition of the triad “skill cluster” that employers emphasize they need in every Full Stack Developer they employ.

Target Audience

The certificate program targets adults working across sectors who have mature student status, or an OSSD (or equivalent) or post-secondary coursework.

The rich mix of students that the admissions criterion of the certificate provides an opportunity for instructors to take advantage of the wide range of expertise and experience of the certificate candidates by providing informal mentorship opportunities through course shell discussion board and networking exchanges.

Curriculum Structure

This 4-course Certificate is flexible in that no courses have prerequisites; continuous learners may take the courses in any order and in any combination or “fast track” their learning by taking all four courses concurrently in the same semester.

Required Courses:

CKCS149 – Programming Python

CKCS145 – Full Stack Developer

CCMN279 – Introduction to Professional Communication

CTEC210 – Fundamentals of Project Management

Equity, Diversity and Inclusion

The proposed Certificate meets the objectives of Ryerson University’s Office in Equity, Diversity and Inclusion (EDI) by fostering the importance of web- and mobile-facing communications that engender celebration of inclusion, and the respect for cultural diversity necessary for an enlightened, educated citizenry and a socially progressive innovation economy.

EDI principles will be integrated through **Delivery Mode, Student Support and Curriculum Updates**.

Equity:

To promote the creation of digital job opportunities and removal of barriers that may inhibit an adult's continuing education, the proposed Certificate consists of only four online courses, allowing flexibility for continuous learners who wish to pursue their studies while continuing to work.

As a fully online offering, students from anywhere in the world who have a stable internet connection - including remote regions - may benefit from this program.

An equitable learning environment is woven into the fabric of this program; in the technical courses, students will access expert practitioner educators and an online tutor via email, pre-scheduled Zoom weekly class sessions, and one-on-one tutor sessions upon request. This ensures learners from all backgrounds will receive support customised at the level of the individual learner to bias for success in skills attainment. As a result, employers and community engagement partners who are supporting workers’ upskilling will find it appealing to engage with The Chang School for the benefit of their workers.

Diversity:

To demonstrate respect for diversity in knowledge, worldviews and experiences, the Certificate appeals to a diverse audience across life/career stages and disciplines, and private and public sectors. Furthermore, through the final project-based courses, continuous learners have the opportunity to contribute their personal and professional experiences within their course projects.

Inclusion:

Given the University's commitment to valuing equitable, intentional and ongoing engagement of diversity, the Certificate's Program Advisory Council and Subject Matter Experts demonstrate diversity across professional experiences in the practical application of digital and technical proficiencies, agile project management and professional - including intercultural - communications.

Societal Need

This proposed four-course curriculum, with no prerequisite structure, helps job-seekers close targeted skills gaps and increase their marketability to employers in a short period of time; it also ensures The Chang School's program is highly competitive with programs offered by other continuing education providers in terms of value-per-dollar.

Admission Criteria

Recommended:

- Ontario Secondary School Diploma (OSSD) or equivalent

OR

- Mature student status

Comparator Certificate Programs

Comparative market research indicates that our nearest continuing education university (eg. University of Toronto) and college competitors offer certificates of three or fewer courses in length. This proposed four-course curriculum, with no prerequisite structure, helps job seekers close targeted skills gaps and increase their marketability to employers in a short period of time; it also ensures The Chang School's program is highly competitive with programs offered by other continuing education providers in terms of value-per-dollar.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this proposal for a new Full Stack Developer certificate – The Chang School.***

E. PERIODIC PROGRAM REVIEW - RTA New Media – The Creative School

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 **New Media** 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 NEW MEDIA PROGRAM

The New Media program submitted a self-study report to the Vice-Provost Academic on September 17, 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, alumni and employer 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 New Media and other faculty who have recently taught core courses (required and/or elective).

Two arm's-length external reviewers, Simone Jones, Professor, Faculty of Art, OCAD University, and Michael Longford, Associate Professor, School of the Arts, Media, Performance & Design, York University, were appointed by the Dean of the Creative School from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a virtual site visit via video conferencing (Zoom) on December 7, 8 and 10, 2021.

The visit included meetings with the Provost and Vice-President Academic, Vice-Provost Academic; Dean of the Creative School; the Associate Dean Undergraduate Education and Student Affairs, the program Chair, representatives from the New Media faculty, staff, and students, as well as the Chief Librarian, and the subject librarian. The Peer Review Team (PRT) also had a virtual tour of the Makerspace, the Fabrication Workshop, the Equipment Distribution Centre, the Digital Technology Lab (DTL), program specific classrooms and project spaces.

In their report, dated January 31, 2022, the PRT provided feedback that describes how the New Media program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The PRT acknowledged the rich curriculum conversations that took place with the program faculty which were fully engaged throughout the process of the review. The main areas of strength identified by the PRT include:

- **Program Learning Outcomes.** The learning outcomes for New Media are supported and consistent with the with the University's mission and priorities in the academic plan in a number of significant ways. The New Media program provides students with flexibility and multiple pathways in years one through four to achieve PLOs. The PLOs leading to a Bachelor of Fine Arts in New Media are clearly articulated, and appropriate to the interdisciplinary and hybrid outcomes of the program, and are aligned to institutional UDLEs.
- **Societal Need.** The hybrid skills development, knowledge production and cultural concerns at the center of the New Media program are critical to society as we continue to embrace digital technologies in every aspect of our lives. Experimenting with new modes of interaction for non-screen-based interfaces, treating computer programming as creative expression, and engaging with the poetics of data are at the leading edge of digital technology development today. The New Media program, with its emphasis on creative thinking, DIY experimentation and innovation coupled with critical and social awareness ensures students will carry these attributes into the workplace contributing to the growth of digital media in the culture industries, as well as, the information and communications, user experience design, health and education sectors in Canada.
- **Currency and faculty SRC.** The program is structured to be responsive to the evolving field of new media practice. It does this through design. The first three semesters are composed of core, required courses followed by four semesters that provide students with numerous elective choices (both core and open elective offerings). The final two semesters of study are devoted to the development of a "New Media Thesis" project and "New Media Master Class". This ensures that students are provided with the opportunity to produce a self-directed project at an advanced level.

Finally, curriculum is actively informed by faculty research and is developed in a collegial and mutually supportive environment.

- **Innovation.** The interdisciplinary nature of the New Media Program is supported by access to non-curricular spaces that encourage the integration of making with thinking in the pursuit of self-directed work. This enables experiential learning that exemplifies X University's motto: "With mind and skill".
- **Resources.** The PRT acknowledged a strong interdisciplinary core of faculty members, full-time support staff, and several dynamic physical learning and innovation spaces within the program.
- **Quality Enhancement.** Overall, it is clear the New Media program has acted on and benefited from the recommendations of the Previous Program Review. The success of many of these initiatives were reiterated in our interviews with faculty, staff, students and alumni. They also highlighted areas for continued improvement, many of which informed the proposed recommendations in the SSR. It was noted that work on some of those recommendations is already underway. The willingness of the New Media faculty, staff, and students to work collegially in annual curriculum and resource development, as well extra-curricular activities and community building is to be commended and will continue to serve the program well.

The self-study also identified areas of improvement, such as:

- **Student Engagement.** A sizable subset of each cohort wants more design and industry focused training. This group of students tend to not engage with many of the creative extracurricular and makerspace-related opportunities we offer. This creates a pedagogical challenge. How to foster creative excellence in engaged students while needing to teach to the least engaged students. These divergent needs create a structural dichotomy within the program, one that currently restricts our ability to push the boundaries of Fine Art education.
- **Space Resources.** At the time of the program's move from IMA to RTA, we had a small gallery and a large studio. The makerspace has allowed us to expand the production aspects of our capabilities. However, we lost our dedicated exhibition space. The lack of exhibition space has meant that core courses could not put emphasis on exhibition. As a consequence, for many students, META (our fourth year show) is the only opportunity to share work publicly.
- **Student Course Selection.** As a side effect of the openness of the curriculum, students are often unsure of how to strategically pick their electives. Students have also identified confusion regarding the way course selection is determined and the frequency of course offerings, making it difficult for them to plan their pathways.

The Chair of New Media submitted a response to the PRT Report on March 14, 2022. The response to both the PRT Report and the Program's Response was submitted to the Vice-Provost Academic by the Dean of the Creative School on April 6, 2022.

The Academic Standards Committee completed its assessment of the New Media Program Review on May 5, 2022. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the implementation 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 follow-up report, as follows:

1. The mandated One-Year Follow-up Report be submitted by June 30, 2023 to include:
 - a. An update on the status of the recommendations in the Implementation Plan
 - b. A review of course outlines to ensure policy alignment

Presented to Senate for Approval: **June 7, 2022**

Start date of next Periodic Program Review: **2026-27**

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

RECOMMENDATION 1. *New Hire.* There is a strong opportunity to implement a targeted hiring approach to increase faculty diversity within the program while addressing program growth and curricular need.

Department's Response: Advocate for a new hire with a strong EDI targeted approach. Request a position for the NM program that will support its expansion and actively recruit candidates from equity-deserving groups. A new hire with a strong EDI targeted approach. Request a position for the NM program that will support its expansion and actively recruit candidates from equity-deserving groups.

Dean's Response: The Dean's office supports the School's plan to propose a new faculty hire and will work with the program to maintain a manageable faculty to student ratio within the New Media program.

RECOMMENDATION 2. *Increase staff support hours of the Makerspace.* Adding another staff position and increasing staff support hours would help to ensure student access to necessary technical expertise, and strengthen opportunities for mentorship, peer support, and structured learning in the space.

Department's Response: Advocate to increase in staff support for facilities and activities. New skillsets are required to support the new curricular initiatives in gaming and interaction design. At least one of the tech staff job descriptions will need to be developed to ensure adequate support from the program's new areas of expertise.

Dean's Response: The Dean will work with the School and Human Resources to conduct a review of staff in 2022/23. A new staff hire will be considered as part of this process.

RECOMMENDATION 3. *Balance of introductory courses to advanced courses.* We recognize that a program that values interdisciplinarity is sometimes challenged to offer advanced courses to a cohort that has divergent interests. One option may lie in the creation of an advanced "container" course that could respond to student and faculty research interests. Another option could be the creation of a summer "intensive" that is offered as an elective where students can take a "deeper dive" into a particular topic.

Department's Response: Consider changes to the curriculum to allow greater specialization that will provide opportunities for students to delve deeper into their areas of interest and proceed to a more advanced level.

Dean's Response: The Dean's office supports the redesign and reorganization of the curriculum and will work with the Program to present these changes to Academic Standards for assessment and approval by Senate. The Program also submitted curriculum modifications to add a new required studio course in second year, which was the only year of the program that did not have a required studio course. This curriculum modification was approved by Academic Standards. The addition of a second-year studio course will ensure that a curricular pathway focused on studio-based production and experiential learning is embedded in all four years of the program

RECOMMENDATION 4. Increase courses with an emphasis on Indigenous knowledge and learning. The program can align with the values of this University wide initiative by embedding Indigenous knowledge and learning into its curriculum. In addition, the acknowledgement of land and the recommendation to recognize the important role of public space in the community provides an opportunity for program faculty and students to engage with the interactive public art installation space that is being proposed for the campus.

Department's Response: Program will review course outlines to identify areas for integrating content highlighting contributions by Indigenous artists and supporting the development of Indigenous knowledge creation. Offer additional courses that focus on Indigenous creators and knowledge.

Dean's Response: The Dean's office supports the redesign and reorganization of the curriculum and will work with the Program to present these changes to Academic Standards for assessment and approval by Senate. We support the Program's plan to enhance the integration of Indigenous knowledge and learning through the review of existing course outlines and through the addition of courses focusing on this important area.

RECOMMENDATION 5. Expand curriculum to include gaming and/or interaction design. Offering courses in interaction design and/or gaming would enable the program to build critical mass in student numbers and make a case for additional faculty hires and computing resources in these areas.

Department's Response: New Media has developed a set of proposed curricular changes that will allow students to complete modules in gaming, interaction design or new media art and has prepared the curricular paths for each.

Dean's Response: The Dean's office supports the redesign and reorganization of the curriculum and will work with the Program to present these changes to Academic Standards for assessment and approval by Senate. The School indicates in its response to the PRT that it has prepared a set of curriculum modifications that will be submitted to Academic Standards once the PPR process is complete. These curriculum changes will allow students to complete modules in gaming, interaction design or new media art. The Program has also prepared the curricular paths for each of these areas. The Dean's office supports this initiative and applauds the prompt action taken by the Program to prepare the curriculum changes and curricular paths.

RECOMMENDATION 6. Increase advising to point students to curricular pathways within the program. Student course selection is identified as a "weakness" in the SWOT Analysis. This is supported by students who indicated that they had difficulty planning their elective choices and were unclear about the curricular pathways that could be explored in the program. Students also identified frustration in wanting to take courses that were listed in the program guide yet were not offered over multiple years.

In addition to increasing formal advising touchpoints for students, we recommend strategic and targeted messaging about program pathways and elective offerings via the core required courses in first and second year.

Department's Response: Support academic advisors by providing updated information and instruction on how to guide students through the new curriculum. Revise and redesign the information offered online.

Dean's Response: The Dean's office supports the Program's plan to enhance the way curricular pathways are communicated to students through academic advising and through revisions of the Program's website.

RECOMMENDATION 7. *Strengthen opportunities for communicating program narrative for New Media and possible outcomes.* Finding ways to highlight a range of program outcomes could contribute to strengthening program identity, recruitment, and post-graduation pathways for students.

Department's Response: Program will work in collaboration with marketing team of Dean's office to create targeted communications for recruitment.

Dean's Response: We support the Program's plan to strengthen the communication of the program's narrative and look forward to working with the Program on the development of new recruitment materials.

RECOMMENDATION 8. *Dedicated Exhibition/Presentation Space.* Providing students with an opportunity to professionally present their work, ups the ante for their project outcomes and raises the standards for the program as a whole. Concurrently, an archive of student work could be created from the documentation of projects that are exhibited in the space. This would benefit the program from a curatorial and historical perspective.

Department's Response: We will prepare a study of needs and potential collaborations with programs such as Interior Design and Fashion to identify opportunities within Creative School facilities.

Dean's Response: The Dean's office supports the Program's plan to work towards a presentation space in The Creative School's facilities for the display of student work in a way that is sustainable and financially viable.

RECOMMENDATION 9. *Strengthen engagement with Library and the Zone Learning network.* Work with the library to increase holdings (print and other media) connected to New Media topic areas supporting resources for student research. In addition, explore opportunities for increased engagement with specialized services such as The Collaboratory providing additional access to space and technology resources supporting team and project-based research.

Department's Response: We will review curriculum to ensure these important university resources are referenced and utilized. Similarly, encourage faculty to utilize their support and resources.

Dean's Response: The program agrees with this recommendation and plans to review its curriculum to ensure these important university resources are referenced and utilized. As part of this effort, the Program will encourage faculty to utilize the support and resources of the Library and Zone Learning.

RECOMMENDATION 10. Increase connections to industry (co-ops, field placement, internships) and the larger Toronto community. Many students indicated that the program could do more for job preparedness. We have noted that “Community and Urban Partnerships” is one of X University’s Five Priorities. (AP, 24) As a downtown campus, there are numerous opportunities for the program to strengthen its connections to industry. Individual faculty do not need to take this on – this could be part of a university initiative. Students could engage with opportunities such as summer placements as elective offerings.

Department’s Response: Suggest that the program establish a program-specific PAC that creates valuable conversations amongst our professional partners.

Dean’s Response: The Dean’s office supports the creation of a program-specific PAC. We also support an in-depth appraisal of co-op, placement and internship options through an examination of exemplars from other programs in The Creative School as well as consultation with the university’s Career and Co-op Centre.

IMPLEMENTATION PLAN

Priority Recommendation #1: <i>Expand curriculum to include Gaming and Interaction Design</i>
<p>Rationale: (short description of information from the self-study that supports the recommendation)</p> <p>The new media technologies that were once niche and experimental now permeate many aspects of culture and society. The expanded field of new media includes areas of specialisation such as interactive design and gaming that are interwoven with the core practices that have evolved from within fine art. Our current students are the first generation to have grown up in this iteration of interactive new media spaces. As a result, they understand society from within these mediated spaces and live within the overlapping art, design, and gaming spaces.</p>
<p>Implementation Actions:</p> <ul style="list-style-type: none"> • Develop a proposal for an expanded New Media curriculum that allows students to focus on interactive design and gaming while building on the existing New Media Fine Art curriculum. • Request a new hire to support the expansion into Gaming
<p>Timeline: (What are the estimated timelines for acting on implementation of the recommendation?)</p> <p>2021-22 academic year with submission of proposal to VPA by end of Spring 2022, and a planned start with the Fall 2023 cohort.</p>
<p>Responsibility for</p> <p>a) leading initiative: <i>Program Director</i></p> <p>b) approving recommendation, providing resources, and overall monitoring: <i>Curriculum Committee, School Council, Faculty Dean, UPO, VPA</i></p>

Priority Recommendation #2 : Better balance between introductory and advanced courses.**Rationale: (short description of information from the self-study that supports the recommendation)**

This is tied to Recommendation #1. Currently, students primarily develop depth in the area of New Media Fine Art. The proposed curricular expansion will address the need for more advanced courses by providing alternative pathways in the 3rd year of the program.

Implementation Actions:

- Develop a proposal for an expanded New Media curriculum that allows students to focus on interactive design and gaming while building on the existing New Media Fine Art curriculum required and elective courses.

Timeline: (What are the estimated timelines for acting on implementation of the recommendation?) e.g.

2021-22 academic year with submission of proposal to VPA by end of Spring 2022, and a planned start with the Fall 2023 cohort.

Responsibility for

a) leading initiative: *Program Director*

b) approving recommendation, providing resources, and overall monitoring: *Curriculum Committee, School Council, Faculty Dean, VPA*

Priority Recommendation #3 : Increase emphasis in the curriculum on Indigenous knowledge and learning.**Rationale: (short description of information from the self-study that supports the recommendation)**

To align with the values of this University wide initiative by embedding Indigenous knowledge and learning into its curriculum.

Implementation Actions:

- *Review course outlines to identify areas for integrating content highlighting contributions by Indigenous artists and supporting the development of Indigenous knowledge creation*
- *Offer additional courses that focus on Indigenous creators and knowledge.*

Timeline: (What are the estimated timelines for acting on implementation of the recommendation?)

Begin curriculum review in Fall 2022 by examining current offerings, with an eye towards developing future offerings.

Responsibility for

a) leading initiative: *Program Faculty*

b) approving recommendation, providing resources, and overall monitoring: *Curriculum Committee, School Council*

Priority Recommendation #4 : Implement a strong EDI targeted approach for new hires actively recruit candidates from equity-deserving groups.

Rationale: (short description of information from the self-study that supports the recommendation)

In alignment with the current values and initiatives of the School, the New Media program continues to work on improving representation from equity-deserving groups within the Faculty.

Implementation Actions:

- *Request a replacement hire to provide continuity when current Indigenous faculty retires*

Timeline: (What are the estimated timelines for acting on implementation of the recommendation?)

New hires to support Indigenous curriculum and the program's expansion into gaming will be requested for the 2022/23 hiring cycle.

Responsibility for

a) leading initiative: Program Director, DHC

b) approving recommendation, providing resources, and overall monitoring: *Department Chair, Faculty Dean*

Priority Recommendation #5 : Increase in staff support for facilities and activities.

Rationale: (short description of information from the self-study that supports the recommendation)

New skillsets are required to support the new curricular initiatives in gaming and interaction design. At least one of the tech staff job descriptions will need to be developed to ensure adequate support from the program's new areas of expertise.

Implementation Actions:

- Work with departmental staff to review tech staff positions and future needs

Timeline: (What are the estimated timelines for acting on implementation of the recommendation?)

Begin technical needs review starting Fall 2022, with the goal of having additional support in place by Fall

2023.
Responsibility for a) leading initiative: Program Director, Operations Manager b) approving recommendation, providing resources, and overall monitoring: Department Chair, Faculty Dean

Priority Recommendation #6 : Increased student advising
Rationale: (short description of information from the self-study that supports the recommendation) <p>Students have identified confusion regarding course selection and frustration over the frequency of some course offerings. Students need help understanding how to use their electives to create a personalized educational pathway and consider prerequisites and other constraints such as alternate year elective offerings. This support becomes even more critical with the implementation of the new Open Elective Policy.</p>
Implementation Actions: <ul style="list-style-type: none"> • Support academic advisors by providing updated information and instruction on how to guide students through the new curriculum. • Revise and redesign the information offered online. • Launch a Winter orientation focused on curriculum
Timeline: (What are the estimated timelines for acting on implementation of the recommendation?) <p>2022/2023 academic year</p>
Responsibility for a) leading initiative: Program Director, department staff b) approving recommendation, providing resources, and overall monitoring: <i>Department Chair</i>

Priority Recommendation #7 : Strengthen engagement with the Library and the Zone Learning network.
Rationale: (short description of information from the self-study that supports the recommendation)
Implementation Actions: <ul style="list-style-type: none"> • Review curriculum to ensure these important university resources are referenced and utilized. • Encourage faculty to utilize their support and resources.
Timeline: (What are the estimated timelines for acting on implementation of the recommendation?)

2022/2023 Academic year
Responsibility for a) leading initiative: Program Director, Program Faculty b) approving recommendation, providing resources, and overall monitoring: Department Chair

Priority Recommendation #8 : Creation of a dedicated public presentation space.
Rationale: (short description of information from the self-study that supports the recommendation) <p>Public presentation is an essential part of the lifecycle of a creative project. It allows a creative project to find its audience and provides the creator with valuable feedback from that audience. Such encounters are also essential for the mobilisation of innovation.</p> <p>Many students in New Media have the opportunity to exhibit their work only in their final year, which limits their creative development. An exhibition space would allow students and faculty to share their work publicly and connect the New Media program community with those of the surrounding sector.</p>
Implementation Actions: <ul style="list-style-type: none"> • <i>Prepare a study of needs and potential collaborations with programs such as Interior Design and Fashion to identify opportunities within Creative School facilities.</i>
Timeline: (What are the estimated timelines for acting on implementation of the recommendation?) <p>Begin development of study starting Fall 2022. Follow up on study in 23/24 academic year.</p>
Responsibility for a) leading initiative: Program Director b) approving recommendation, providing resources, and overall monitoring: Department Chair, Faculty Dean

Priority Recommendation #9 : Strengthened program narrative to better communicate professional opportunities.
Rationale: (short description of information from the self-study that supports the recommendation) <p>Defining New Media can be a challenge given it is a relatively new discipline in part tied to rapidly changing technologies. However, finding more opportunities for communicating and reinforcing a</p>

<p>program narrative, one that is cumulative (years 1 - 4) and that embraces the curricular paths through the program would help to address what some students described as ambiguity in program identity. Moreover, the program acknowledges as a strength the “diversity of student interests” and the ways in which they apply their critical, technical and creative skills through employment in a number of fields. Finding ways to highlight a range of program outcomes could contribute to strengthening program identity, recruitment, and post-graduation pathways for students.</p>
<p>Implementation Actions:</p> <ul style="list-style-type: none"> • <i>Work in collaboration with marketing team of Dean’s office to create targeted communications for recruitment.</i>
<p>Timeline: (What are the estimated timelines for acting on implementation of the recommendation?)</p> <p>Being a review of New Media’s marketing strategy starting Spring 2022</p>
<p>Responsibility for</p> <p>a) leading initiative: Program Director</p> <p>b) approving recommendation, providing resources, and overall monitoring: Department Chair</p>

<p>Priority Recommendation #10 : Increase connections to industry (co-ops, field placement, internships) and the larger Toronto community.</p>
<p>Rationale: (short description of information from the self-study that supports the recommendation)</p> <p>In alignment with the University’s “Community and Urban Partnerships” priority, the program must continue to strengthen its relationships within the sector, particularly at a local level.</p>
<p>Implementation Actions:</p> <ul style="list-style-type: none"> • Re-establish connections with local partners such as artist-run centers and cultural organizations • Establish a program-specific PAC that creates valuable conversations amongst our • professional partners.
<p>Timeline: (What are the estimated timelines for acting on implementation of the recommendation?)</p> <p>We will examine the implementation of a program-specific PAC starting Fall 2022, with the goal of having it in place by the end of the 2022/23 academic year.</p>

Responsibility for

a) leading initiative: Program Director

b) approving recommendation, providing resources, and overall monitoring: 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 RTA – New Media, Bachelor of Fine Arts - The Creative School.***

F. PERIODIC PROGRAM REVIEW - Philosophy – Faculty of Arts

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 **Philosophy** 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 PHILOSOPHY PROGRAM

The Philosophy program submitted a self-study report to the Vice-Provost Academic on September 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, alumni and employer 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 Philosophy and other faculty who have recently taught core courses (required and/or elective).

Two arm's-length external reviewers, Dr. Alice MacLachlan, Associate Professor, Department of Philosophy, York University, and Dr. John Hacker-Wright, Associate Professor, Department of Philosophy, University of Guelph, were appointed by the Dean of Arts from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a virtual site visit via video conferencing (Zoom) on October 27 and 28, 2021.

The visit included meetings with the Provost and Vice-President Academic, Vice-Provost Academic; Dean of Arts; the Associate Dean of Arts, Undergraduate Studies, the program Chair, the Undergraduate Program Director, representatives from the Philosophy faculty, staff, and students, as well as the Chief Librarian, and the subject librarian. The Peer Review Team (PRT) also met with recent graduates.

In their report, dated November 25, 2021, the PRT provided feedback that describes how the Philosophy

program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The PRT acknowledged the rich curriculum conversations that took place with the program faculty which were fully engaged throughout the process of the review. The main areas of strength identified by the PRT include:

- **Outstanding Program.** Its most notable strength lies first and foremost, in the superb level of instruction happening throughout the program. We heard uniform praise from current students and alumni for passionate instructors who offer engaging courses and make themselves available to their students.
- **Innovative Experiential Learning.** A second noteworthy strength is the innovative experiential learning curriculum, the flagship of which is PHL 803, "Philosophy Engaging Communities." Not to rest content with this significant achievement, the department is pioneering a co-op program in philosophy that shows promise to be an exemplary experiential learning experience, unique among philosophy BA programs.
- **Pluralism.** The program has one of the strongest representations of Continental philosophy of any program in Canada, and this is important as it is a vibrant tradition that engages undergraduates with exciting philosophical reflection in areas such as existentialism and phenomenology, which many programs treat only begrudgingly. But the pluralism of this program does not stop there; recent hires have expanded the pluralism along other dimensions, including non-Western philosophy and soon, Indigenous philosophy. This is crucial for any philosophy program, but especially for one with such a diverse student body.

The PRT also identified areas of improvement, such as:

- **Cohesion.** Perhaps the foremost challenge is finding ways of offering opportunities for majors to form cohesion early in the program and have more educational experiences that are focused on them. We heard from students and alumni who noted that they went through an entire year without meeting a fellow philosophy major. The students find themselves early on in large classes serving students across the university and hence have a fairly anonymous place as majors within the larger student body.
- **Lack of Specialist in Logic.** The department lacks a specialist in logic and therefore has sparse offerings in that area, which is certainly noticed by some students. This is a core area that the department recognizes as an area of weakness.
- **Lack of Physical Space.** There is a noted lack of physical space, which is especially important given that the department is continuing to expand. Incoming faculty and increasing enrollment will call for more offices and space for majors to congregate, not to mention classrooms.

The Chair of Philosophy submitted a response to the PRT Report on December 10, 2021. The response to both the PRT Report and the Program's Response was submitted to the Vice-Provost Academic by the Dean of Arts on April 20, 2022.

The Academic Standards Committee completed its assessment of the Philosophy Program Review on May 26, 2022. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the implementation 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 follow-up report, as follows:

2. The mandated One-Year Follow-up Report be submitted by June 30, 2023 to include:
 - a. An update on the status of the recommendations in the Implementation Plan

Presented to Senate for Approval: **June 7, 2022**

Start date of next Periodic Program Review: **2026-27**

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

RECOMMENDATION 1. *Co-op Study Program.* Launch a co-op study program option for Philosophy students starting in the academic year 2023-2024 as part of the overall Faculty of Arts co-op development in partnership with the Ryerson Career and Co-op Centre. The program will include an alternative curriculum stream with 3 work terms.

Department's Response: We agree that a co-op program may help with retention, and with the perception that philosophy does not adequately prepare students for a career, and appreciate the initiative and dedication of the Ryerson Career and Co-op Centre as well as its institutional supporters. The Philosophy Department will reinforce this initiative by way of our regular career nights series with guest speakers, the evolution of our experiential courses, the advice and leads from our PAC, as well as our new alumni network. While the co-op process for students will be coordinated principally by the Career & Co-op Centre, we expect that there might be additional support work needed from our Department such as helping to identify new placement sites.

Dean's Response: The Office of the Dean of Arts unequivocally supports this career-integrated learning initiative. Increasingly, the Faculty of Arts has promoted career-integrated learning through such initiatives as job-shadowing (e.g. SSH 500), placements and the new co-op program. The recommendation is also overwhelmingly supported by program students, the PRT members and Program Advisory Council members.

RECOMMENDATION 2. *Investigate options for dedicated tutorials, sections, or courses for Philosophy students in years 1 and 2.* This recommendation, to establish dedicated tutorials or sections for philosophy students, seems especially crucial to us. Current students and alumni both expressed strong desire to see dedicated tutorials or sections. This will help address the sense of lack of cohesion with fellow philosophy majors felt among many first and second year students which no doubt contributes to the problems with retention.

Department's Response: With no cost except for organization, the program could foster a greater sense of community by way of dedicated tutorials for SSH 105 and PHL 201, as well as a dedicated fundamentals course as discussed in Recommendation #3. It would also be possible to run dedicated sections of PHL 503 and PHL 708 (or equivalent courses) in the third semester since both courses are run in each term. These are low-cost ways to build community. As well, the Department will consider establishing a dedicated course in ancient philosophy (Recommendation #5). There is more consideration given to community building under Recommendations #5 and #9.

Dean's Response: The Office of the Dean is certainly willing to discuss these options with members of the Philosophy Department, although there are some concerns as to how such initiatives would align with the

First Year Common Platform. Along with 11 other programs in the Faculty of Arts, the Philosophy program is part of the First Year Common Platform, a structure that recognizes that first-year university students often arrive at university without a clear understanding of their options for a major and that they may wish to explore their options in the Social Sciences and Humanities with the possibility of transferring seamlessly from one program to another at the end of first year without having to make up any additional credits. For this reason, in their first year, Arts students typically find themselves in classes with other members of their program cohort along with students from a number of other programs in the Social Sciences and Humanities. We consider this to be an important strength of our curriculum. It provides the basis for a rich and flexible transitional year for our first year students. One of the core courses for the common platform is SSH 105 Critical Thinking I, taught by instructors in the Philosophy Department. This course is taken not exclusively by Philosophy students but also all other students from the Faculty of Arts. Other lower level Core courses such as PHL 101, 201, 333 and 366 are also Liberal Studies courses that are offered to students from all Ryerson Faculties. This use of Liberal Studies courses as Core courses reflects a decision made at the inception of the program to offset the cost of the original, relatively low, enrolment target of approximately 30 students (now grown to 45-50 students per year). To create community and increase retention, the Department would like to create a greater sense of cohort in first and second year by having sections of SSH 105 and the Liberal Studies Philosophy courses dedicated to its own program students.

RECOMMENDATION 3. *Fundamentals course for incoming philosophy students. This would be a mandatory pass/fail course that meets throughout one semester (number of hours to be determined) for writing workshops, an introduction to discipline-specific research and methods, and to discuss career options with guest speakers from various professions.*

Department's Response: We appreciate the PRT's recognition of the possible benefits of a fundamentals course for first year students. This will be planned in consultation with students, who first suggested this idea after a number of discussions with the Philosophy UPD and PA about the challenging leap from high school to university. It will also address the need for more cohesion in the Philosophy undergraduate program.

Dean's Response: This recommendation is based on similar mandatory pass/fail courses such as SCI 180 Orientation, in the Faculty of Science and BUS 100 Strategies for Success, formerly in Ted Rogers School of Management (TRSM). The Department will need to review the benefits of such a credit course carefully. Its goal would be to increase the cohort effect and to ensure that students truly understand the Philosophy program and the potential for careers early on in their studies. A mandatory pass/fail course would necessarily be a degree credit Core course that would have to fit into the existing 40-credit program. The Department must also decide on the semester in which they would position such a course, given the recommended flexibility of the first year in the Common platform. I note that the current double majors in Philosophy are already beyond the maximum percentage of Core courses so that this new Core course should replace another Core course rather than add to the overall number of Core courses. The Department should also ensure that there is no substantial overlap between the Fundamentals course and SSH 104 Co-op Preparation. There may be other more effective ways to ensure that Philosophy students have the cohort experience and build community, such as peer mentors, workshops and speaker series, many of which appear in the PPR and the PRT report. The Department should also note that the Office of the Dean of Arts

is developing new Faculty-wide supports for student success within the next year, which should reduce the need for Departments to provide such support.

RECOMMENDATION 4. *Increase the diversity of the curriculum and the program.* This program has made considerable strides in this direction already, and we are strongly supportive of its continuing efforts in this direction. Even though this program is surely ahead of its comparison programs in diversity, it clearly needs to be, having a very diverse student body that would be understandably dismayed by the continuance of a white male centred canon. This was mentioned by some of the students we spoke to. The proposals enumerated under this recommendation are well-conceived and should be enacted, in our view.

Department's Response: The Philosophy faculty are keen to review the curriculum with the values of EDI in mind. A new course on a female philosopher has been added for 2022. For the next round of calendar changes, our descriptions will be altered to be more inclusive, and courses will be added in social and political philosophy that are diverse in content (with the expertise of the newest faculty member, Dr. Mulaj, in mind). The 2022 job search for an Indigenous scholar will also further the goals of Recommendation #4. Furthermore, the newly established Committee for Diversity and Inclusion (formerly the Equity committee), as well as the TRC Committee, are hosting events with Indigenous speakers, women philosophers, and thinkers from diverse philosophical traditions. One faculty member has launched a new scholarly society on women thinkers (Society for Women of Ideas), with events open to the Ryerson community. As well, the Canadian Philosophical Association and the Diversity Institute in conjunction with the Philosophy departments in the GTA are planning to co-host a week of professional, academic, and social events for 12-18 Indigenous students in the final years of their undergraduate degrees from across Canada in June of 2021. This will hopefully be the first of such events in the GTA.

Dean's Response: From the point of view of the Office of the Dean, the initiative to increase the diversity of the curriculum and the program is an essential element of the PPR and should be one of its highest priorities. There is support available from the Dean's office, particularly in the form of consultation with the Dean's Advisor on Indigenous Education, Dr. Hayden King and the Dean's Advisor on Blackness and Black Diasporic Education, Dr. Mélanie Knight, to open up the curriculum to a greater diversity of perspectives, in particular, decolonization, anti-racist thought and action. The Dean's Office also offers curriculum development grants in the areas of Indigenous Studies, Black Studies and Experiential education. Faculty members in the Philosophy Department are encouraged to take advantage of such resources. It is crucial that the whole Department be involved in broadening perspectives in curriculum and research and that equity commitments are not imposed as a burden on racialized faculty only. It is not clear what role a new administrative position would play in achieving this objective, one that should be embraced by all faculty members who are involved in teaching and research. As the PRT members have noted it is important to avoid reinforcing the traditional approach of a curricular canon focused on "dead white men."

RECOMMENDATION 5. *Review program requirements and address curriculum gaps.* This recommendation calls for a curriculum review, but more substantively the suggestion seems to be that there could be additional requirements in history and possibly social and political philosophy. It also recognizes the need for more offerings in logic.

Department's Response: The lack of logic courses has been partially remedied with PHL 650: Beyond Classical Logic, which is a more advanced logic course than PHL 597: Formal Logic. Starting in winter 2022, PHL 650 will be available to Philosophy, Mathematics and Computer Science students on the open elective table with prerequisites: PHL 597, MTH 110 or MTH 714. Political philosophy is coming together as a supported objective of the Department and will surely grow. As for a shortage of history requirements, a required course in ancient philosophy would provide the roots our program students need for their studies, and we now have the expertise to deliver it. If a course in ancient philosophy is to be required, we could make it a dedicated section for program students in the lower years of the program to help build a sense of community. The cost seems reasonable given the usual intake of roughly fifty students per year. As well, a suite of required courses in history would provide some assurance of a shared background in the student body coming into the seminars in their third and fourth years. These could include a required course in non-Western philosophy, or women in the history of philosophy.

Dean's Response: The Office of the Dean applauds the Department's commitment to review and revise its curriculum in a manner that respects and highlights the focus on diversity and inclusion in Recommendation #4, consistent with the advice of the PRT members. Department members have already added a new course on logic and plan to add courses on Ancient Philosophy and on Social and Political Philosophy. In emphasizing new requirements in the history of philosophy, logic, and social and political philosophy, the Department must take care to integrate the goals of diversity, equity and inclusion into the entire curriculum rather than relegating these issues to specific courses highlighting neglected, marginalized voices.

RECOMMENDATION 6. *Establish an alumni network.* The recommendation is to build an alumni network, and this is a great idea. It will help to measure the effectiveness of efforts to bridge philosophy majors into work roles, and, assuming that those efforts are successful, the alumni can help to recruit majors and possibly mentor them in the proposed new orientation course and the metaphilosophy course. We recommend the hiring of an additional staff person to facilitate this effort (among other tasks).

Department's Response: Efforts are underway to utilize LinkedIn to create a student alumni networking group.

Dean's Response: The Dean's Office, the Department and the PRT members are all in agreement regarding the importance of an alumni network. The Department has taken the step of consulting Laura MacKinnon, the Career Engagement specialist assigned to the Faculty of Arts, as this is an area where she has considerable expertise. The Dean's Office provides expertise in social media through the Arts Communications Strategist, Riannon John.

RECOMMENDATION 7. *Investigate and monitor retention data from 2021 until next PPR and strengthen recruitment efforts.* This recommendation is to measure the extent of the program's retention problem, to determine whether there is a distinctive problem for philosophy or whether it is part of a general university-wide problem. If there is a distinctive problem for philosophy, the goal is to gather data about its causes and to track whether measures taken arising from this program review have an impact.

Department's Response: The Department will investigate a more speculative proposition as well: we might have more students getting out of phase because a disproportionate number of our students do not come

into the program by way of direct entry. They have been out of high school for awhile and some did not finish. Their reading and writing skills might be rusty and some students must support themselves. The foundation course will help address some of the skills-based issues that might be affecting retention or delaying graduation. We do have some survey data to consider concerning how much time students spend working outside their studies, and we will follow up in the next PPR. Our new bursary offerings might reveal that financial trouble is part of the problem.

Dean's Response: The Department highlights retention issues, especially in regard to students in second and third year. They propose to do research to add data regarding the fifth year. One proposed solution to these retention issues is to improve recruitment and ensure that students truly understand what is entailed in the study of philosophy as well as a deeper awareness of its benefits.. The PPR offers a number of solutions elsewhere, partly focusing on increasing the sense of cohort and community within the program and emphasizing career-integrated learning, notably through the introduction of co-op education. This recommendation recognizes that the problem needs greater analysis in order to determine the most effective solutions. The Department situates the responsibility for this work largely with the Undergraduate Program Administrator and a potential part-time staff member. Given the importance of this academic issue, the involvement of faculty members, including the UPD and the Curriculum Committee members, is vital.

RECOMMENDATION 8. Hire a part-time staff person. Recommendation seems essential to the fulfilment of other recommendations, which make additional administrative demands. The current Philosophy Administrator is universally admired by students and faculty. He knows the program thoroughly and even helps to guide the students to relevant resources. He surely already has a full plate and the additional demands made by, for example, the co-op program seem to pose the threat of over-burdening him.

Department's Response: We agree with the PRT's assessment. Ryan Walters is essential to the smooth operation of the Philosophy undergraduate program and given the growth of the BA Honours program, along with the other responsibilities of the Department, including overseeing courses in Religion and Music, RUIC, and the upcoming co-op program and alumni networking, as well as the implementation of the PPR recommendations, another staff member is essential.

Dean's Response: The Office of the Dean of Arts is open to a review of staffing requirements and roles in the Department of Philosophy. As part of this review, we must be aware of the need to maintain consistency and equity across all Departments in the Faculty. We commend the program for its growth from the initial intake of around 30 students to 45-50 students. At the same time, we must note that this intake still situates the Department in the lower percentile of program enrolments in Arts programs. It is not clear that additional staffing is needed based on the current size of the undergraduate program. Other departments with an intake of 40-60 students generally have only a single Undergraduate Program Administrator and a Departmental Administrator. Having said this, we note that the Department does have a Masters of Arts program and plays a significant role in service teaching at the undergraduate level. Furthermore, the staffing structure in the Philosophy Department is not aligned with that of other Faculty of Arts departments. While Philosophy has two staff positions, that is, a Department Administrator and Undergraduate Program Administrator, and a Department Administrator and Graduate Program Administrator, most programs with both an undergraduate and a graduate program have an Undergraduate Program Administrator, a

Departmental Administrator and a Graduate Program Administrator, the latter of which is in some cases shared with another Department. As mentioned, we support a review of the structure of staffing in the Philosophy Department more closely aligned with Faculty of Arts norms.

RECOMMENDATION 9. *Create more tutorial sections in more courses.* Currently tutorials are only offered in SSH 105 (Critical Thinking) and PHL 201 (Problems of Philosophy). This recommendation is to expand tutorials (beyond Recommendation #2) in courses including (but not limited to) PHL 101, PHL 333, PHL 366, PHL 503 and PHL 597. Dedicated tutorials for philosophy majors should be created where appropriate. The additional discussion time with TAs and fellow students will benefit all students in the program. Since staffing these tutorials is a challenge without a PhD program to draw from, SSH 105 could employ non-philosophy grads from other programs. Additionally, senior undergrads could be given TAships.

Department's Response: This is an expansion of Recommendation #2. We agree that dedicated tutorials in more of the large courses in years one and two will go a long way to addressing the students' concerns about the lack of cohesion or community in the Philosophy BA Honours program. We will look into the possibilities of hiring TAs from other departments for SSH 105 in order to save the Philosophy MA students for tutorials in other courses.

Dean's Response: The Office of the Dean and the Philosophy Department both see this recommendation as an expansion of the Department's second recommendation, which calls for dedicated tutorials specifically for first and second year students. The Faculty of Arts allows for tutorial sections in courses where a pedagogical argument can be made to justify their use. While we applaud any efforts to hire and to engage our own graduate and undergraduate students as TAs and GAs, we note that resource constraints make it infeasible to offer tutorial sections in all courses. Nonetheless, where a case can be made that a given course requires tutorials based on pedagogical requirements, the request will be considered. Another possibility is the creation of an upper level course that includes mentoring of junior students by advanced students, a model that has been successfully used in the Department of Sociology, for example.

RECOMMENDATION 10. *Work to resolve the issue of limited physical space for Philosophy faculty and students.* The PRT comments on the "noted lack of physical space" for the Department, mentioned by students who believe that a dedicated philosophy student lounge would help with community-building. There is also a faculty office shortage. New faculty must be accommodated, preferably on the same floor and building as their colleagues.

Department's Response: The space crunch is an ongoing issue for the Department, and we appreciate the PRT's recommendation for a student lounge and the guarantee of office spaces in proximity to current offices. With one new faculty member joining us this academic year (arriving on campus in January), and three more in July 2022 if the current searches are successful (one of the three is from our 2021 search), it is essential to procure four more offices. We will discuss this recommendation with the Dean's office.

Dean's Response: Space is an ongoing issue for the Faculty of Arts and for Ryerson University in general. The Office of the Dean recognizes the value of dedicated physical spaces for students yet it is a challenge to find space in light of our downtown location. We should note, however, that the Faculty of Arts benefits from a

general student lounge in POD 349 (currently under renovation) as well as two Faculty of Arts computing labs. The Office of the Dean also recognizes the importance of contiguous space for faculty offices to create and foster community and we are working to meet this need, even where it requires recourse to leased space. Some new campus buildings have been developed in recent years and we hope to benefit from the current backfill.

IMPLEMENTATION PLAN

RECOMMENDATION AND IMPLEMENTATION PLAN
Recommendation #1: Launch a co-op study program option for Philosophy students
Rationale: There is a strong need to help Philosophy students transition from the Philosophy program to the workforce. This has been identified in student surveys. Most Philosophy students enjoy the program but feel anxious and unprepared for the labour market.
Implementation and Timeline: <ol style="list-style-type: none"> 1. Approve at a Department Council meeting in Winter 2022 a modified curriculum stream that includes 3 co-op work terms as part of a proposal to go to the Academic Standards Committee. 2. Work with the Ryerson Career Centre to finalize a co-op proposal to the Academic Standards Committee for submission in Spring 2022. 3. Submit calendar changes by Fall 2022 for 2023-2024 implementation. 4. Open applications for the co-op stream in Spring 2023 for 2023-2024 year (first work term ideally in Winter 2024).
Responsibility for: <ol style="list-style-type: none"> a) Leading initiative: Department of Philosophy in partnership with the Ryerson Career and Co-op Centre. b) Responsibility for approving recommendation, providing resources, monitoring: Department of Philosophy, Dean, Academic Standards.

RECOMMENDATION AND IMPLEMENTATION PLAN
Recommendation #2: Investigate options for dedicated tutorials, sections, or courses for Philosophy students in years 1 and 2.
Rationale: Students have voiced a need to foster a stronger community among the student body. Philosophy students do not have a dedicated course until third year and many believe a dedicated course earlier in the program would go a long way towards community building. <p>The aim of a dedicated philosophy course in second year, and dedicated tutorials or sections in first year, is to foster community for philosophy majors, and to more freely focus on the methods and approaches of the discipline (for e.g. philosophy essay-writing). This should help improve retention rates.</p>

Implementation and Timeline:

1. The new plan calls for a dedicated section of PHL 201 in Fall 2022, switching in 2023-2024 to a new philosophy course listed only on Table 1 as the Dean suggested.
2. Strike an expanded curriculum committee for summer 2022 to review second year required courses and propose a dedicated course for Philosophy students in year two. (Options to be explored include: a new dedicated Ancient course; a philosophy specialist version of PHL 503 or PHL 708). The committee presents their recommendation for approval at a Department Council meeting in Fall 2022.
3. Submit calendar changes by Fall 2022 for implementation for the 2023-2024 academic year.

Responsibility for leading initiative: Department of Philosophy

Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Curriculum committee, Department of Philosophy, Faculty of Arts Dean's Office

RECOMMENDATION AND IMPLEMENTATION PLAN

Recommendation #3: Increase the diversity of the faculty and the curriculum.

Rationale: The discipline of philosophy is still predominantly focused on male, European, canonical thinkers, and needs to include more under-represented minorities including women, people of colour, and scholars working in non-Western philosophical traditions, including Indigenous philosophy. The objective is to foster greater inclusivity and expose students to a broader sense of what philosophy is and can be.

Specific Actions:

1. Establish a Committee for Diversity and Inclusion to propose and implement measures intended to diversify the program.
2. Revise the calendar descriptions to include female authors.
3. Propose a \$1000 bursary for Indigenous students entering the program with the possibility of renewal after the first year, funded by the Department.
4. Propose a \$1000 bursary for students entering the program with financial need, possibly renewable, funded by the Department.
5. Revise current course offerings with a view to incorporating more authors from under-represented minorities in philosophy.
6. Offer a course exclusively focused on a major female philosopher.
7. Organize a speaker series and reading group on Indigenous philosophy.
8. Organize a speaker series on women philosophers (through the Society for Women of Ideas).

Implementation and Timeline:

1. Committee for Diversity and Inclusion established May 2021.
2. Curriculum changes will be submitted in fall, 2022 for 2023 implementation.
3. The speaker series on women philosophers (through the Society for Women of Ideas) began 2021-2022.
4. The speaker series and reading group on Indigenous philosophy began in 2021-2022.
5. Diversification of curriculum is ongoing.
6. Set up Indigenous bursary and financial need bursary by 2022-23.

Responsibility for leading initiative: Philosophy Program Chair, Director and Administrator, Curriculum Committee, Committee for Diversity and Inclusion, Speaker Series Committees.

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

Department of Philosophy

RECOMMENDATION AND IMPLEMENTATION PLAN

Recommendation #4: Review program requirements and address curriculum gaps

Rationale: The Comparator Report reveals that Ryerson’s Philosophy program has fewer history requirements than all the other comparison programs but one. This means students lack foundational knowledge important for more advanced philosophy courses. Other program requirements need revision, and curriculum gaps need to be filled. In a series of focus group discussions with faculty, those teaching the “Classic Readings” seminars have complained that students do not have the relevant background for these seminars, including logic (important for PHL 600). Faculty discussions have furthermore revealed an interest in exploring the possibility of a social and political requirement, as well as offering more choices in experiential learning (e.g. a course on public philosophy, philosophy through media, or practical research).

Specific actions:

1. Review core requirements and address curriculum gaps with a view to strengthening the foundational knowledge of philosophy majors
2. Consult with faculty on whether to propose new requirements in history, logic, and social and political philosophy
3. Review all the program requirements in consultation with faculty members
4. Add dedicated required philosophy course in second year to strengthen foundational knowledge
5. Expand offerings in logic by adding an advanced course for students interested in further study
6. Explore more options in experiential learning

Implementation and Timeline:

1. Curriculum committee to consult with faculty members over summer 2022.
2. Make calendar changes in fall 2022 for 2023 implementation.

Responsibility for leading initiative: Philosophy Program Chair, Director and Administrator, Curriculum Committee

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

Department of Philosophy

RECOMMENDATION AND IMPLEMENTATION PLAN

Recommendation #5: Establish an alumni network

Rationale: It has been difficult to stay in touch with alumni of the program as alumni relations are managed centrally by a different administrative area of the University. However, alumni can and should form an important part of the broader program community and assist with enriching the experience of current students, for example by providing career mentorship. A better system for connecting with alumni could also help the department to get employer feedback.

Actions:

1. Investigate how to improve connections with program alumni and build a robust alumni network.
2. Consult with the Alumni Relations department to discuss objectives of this recommendation.
3. Investigate possible platforms or services that can assist with maintaining an alumni network (for example, Discord, Facebook, LinkedIn, etc.)
4. Consult current alumni.
5. As suggested by the Dean, consult Laura MacKinnon of the Career Engagement Office and Riannon John as the Arts Communications Strategist.

Implementation and Timeline: As soon as the PPR is approved with this recommendation (estimated by end of Summer 2022), the above actions can be started.

Responsibility for leading initiative: Philosophy Program Chair, Director and Administrator

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

RECOMMENDATION AND IMPLEMENTATION PLAN

Recommendation #6: Investigate and monitor retention data from 2021 until the next PPR and strengthen recruitment efforts.

Rationale: Investigate whether retention data is truly pointing to a trend of students prematurely leaving the program or if this is a matter of students getting out of phase. If so, investigate reasons why and whether these are particular to the Philosophy program. Assess whether recommendations implemented after the PPR have an effect on retention.

Implementation and timeline:

1. Study the effects of students being out of phase when it comes to our actual retention numbers for the sake of a better analysis in order to determine the nature of the problem for the sake of solving the problem. This work will take place during winter 2023.
2. As suggested by the Dean, this should be a collective effort shared by the UPD, PA, the curriculum committee and the Department as a whole.

Responsibility for leading initiative: Philosophy Program Chair, Director and Administrator

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

RECOMMENDATION AND IMPLEMENTATION PLAN

Recommendation #7: Formalize additional administrative support

Rationale: We believe that we are in line with departments who have the equivalent of 2.5 positions. It should be noted that the Department has already been hiring part-time support for the last 3 years. The Dean’s office initially covered this expense for the first year in recognizing a need for additional support, but the Department has paid for it since then out of its own budget.

Implementation and timeline:

1. Consult with the Dean's Office on making a request to the University over the summer of 2022.
2. Write up the job responsibilities and work with HR to formalize and grade the position.
3. Post and hire for the position for Fall of 2022.

Responsibility for leading initiative: Philosophy Program Chair and Administrator

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

RECOMMENDATION AND IMPLEMENTATION PLAN

(PRT) Recommendation #8: Create tutorial sections in more courses.

Rationale: Currently the program has limited tutorials (SSH 105 and PHL 201). Expanding tutorial sections in other first and second year courses would help build community in the program, assist students with discipline-specific skills, and help with retention.

Implementation and Timeline: Given the current lack of resources needed to expand the number of tutorial sections offered in the undergraduate program, there are no immediate plans to implement this recommendation; it will be explored in the coming years.

Responsibility for leading initiative: Philosophy Program Chair, Director and Administrator as well as curriculum committee

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

RECOMMENDATION AND IMPLEMENTATION PLAN

(PRT) Recommendation #9: Work to resolve the issue of limited physical space for Philosophy faculty. (The PRT also noted students' request for a dedicated Philosophy student lounge).

Rationale: There is an urgent need for more office space for 4 incoming faculty who are new or who have been teaching online.

Actions: Consult with the Dean.

Timeline: Offices need to be located by July 1, 2022.

Responsibility for leading initiative: the Dean and the 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 Philosophy, Bachelor of Arts (Honours) - Faculty of Arts.***

G. TRSM - Business Technology Management Co-op Option - Amended Work Term Number and Sequencing Proposal

Executive Summary

The purpose of this proposal is to provide the rationale behind dropping the 1st work term in the BTM Co-op program and aligning the number of work terms with all other Co-op programs at TRSM.

1.0 Introduction

This document proposes a framework for an amendment to the sequence of academic study and Co-operative education (Co-op) work terms in the BTM – Co-operative Education Program at TRSM, commencing in the 2023-2024 academic year.

The TRSM has as its mission the delivery of a relevant, applied, and up-to-date business curriculum that produces graduates who are ready to contribute to the business community.

The purpose of the Co-op option is to train students in all programs, including BTM, for applied work in the private and public sectors by offering students a combination of rigorous training in academic theory, and in an off-campus, work-based setting. Through past Co-op offerings, we know that students desire a degree that can provide a stronger background in an applied setting that is not ordinarily offered by a purely academic degree.

2.0 Rationale for Modification to Existing Co-op Education Sequence

Currently, students in the Co-op option of the BTM program, are required to complete five work terms before they graduate.

The proposed change of the Co-op work term sequence for BTM brings it in line with other Co-op program requirements, in that the number of work terms will be reduced to four. This will be accomplished by eliminating the 1st work term that takes place in the Summer following 2nd year. As a result, the first work term in the new proposed sequence will start in Fall of their third year.

In addition to aligning with other programs, another advantage of the new sequence resulting from the removal of the first work term is that students will now be starting their Co-op work terms in the Fall, and hence will be more likely to secure employment since in Fall terms, there are fewer students overall competing for roles.

The sequence of courses in the program will not be impacted by the proposed Co-op sequence. Course material covered prior to an initial work term is compatible with the demands of a Co-op option and needs of the employer community.

The proposed new sequence will continue to meet the program accreditation standards of Co-operative Education and Work-Integrated Learning Canada (CEWIL). As well, both the Director of Co-operative Education and Careers, TRSM, and the Manager of Co-operative Education fully support the proposed sequence of work and study.

3.0 Program Description Summary

Co-operative Education combines traditional, in-class education with hands-on experience. Co-op students in the BTM program alternate study terms with four-month work terms.

- BTM Co-op program is optional
- admission to the Co-op option is competitive
- the number of students admitted each year is determined by eligibility and job availability
- the student will request acceptance into the Co-op option by way of the application by June 1 following the completion of year one studies
- academic credits for the Co-op work terms will not be awarded; work term(s) will be additional to the basic requirements of the degree program
- the Co-op placement will be evaluated by the staff of the Co-op Programs unit at TRSM and a Faculty Advisor
- the Co-op work term is graded on a Pass or Fail basis

4.0 Enrolment and Enrolment Projections

As of April 13, 2022, there are currently 541 undergraduate students enrolled in the BTM Co-op program representing 22.02% of the total BTM enrolment and 24% of the Co-op enrolment at TRSM. Students register directly into the BTM co-op stream at the end of their 1st year by June 1st.

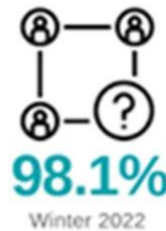
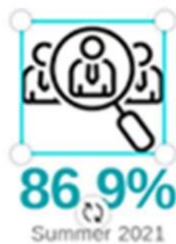
Table 1: BTM– Past Intake: 2017 – 2021

2017 2018 2019 2020 2021

Intake	79	120	149	239	148
--------	----	-----	-----	-----	-----

Current BTM Employment Rates by Semester

Average Employment Rate



Business Technology Management Employment Rate



5.0 Existing Co-op Sequence and Amended Co-op Sequence

Current BTM Co-op students will remain on the existing academic and work term sequence under which they entered the program, as outlined below.

Current BTM Work Term Sequence Schedule

	Fall	Winter	Spring/Summer
Year 1	1st semester	2nd semester	
Year 2	3rd semester	4th semester	WKT 1
Year 3	WKT 2	5th semester	WKT 3

Year 4	6 TH semester	WKT 4	WKT 5
Year 5	7 th semester	8 th semester	

Proposed BTM Work Term Sequence

The new sequence will be applied to all students accepted into the Co-op option as of June 2024.

	Fall	Winter	Spring/Summer
Year 1	1st semester	2nd semester	
Year 2	3rd semester	4th semester	
Year 3	WKT 1	5th semester	WKT 2
Year 4	6 TH semester	WKT 3	WKT 4
Year 5	7 th semester	8 th semester	

Specific Curriculum Changes

No changes to course sequencing or curriculum are required. WKT100 is moved to Fall semester in Year 3, and subsequent work terms are renumbered but remain in the current semesters..

6.0 Student Feedback

The Business Career Hub and TRSM Co-op Office encourage students to provide feedback about the job search process, work term experience, and quality of services provided.

A topic that routinely comes to the attention of our Co-op Office staff is that students find it more challenging to secure a 1st work term in the Summer, because they are competing with many more Co- op and non-Co-op students seeking work during the Summer semester.

Changing the first work term for BTM students from Summer to Fall, alleviates pressure on students and improves their ability to secure a work term earlier.

A survey of BTM Co-op students that was conducted prior to the COVID-19 pandemic revealed that at least 50% of the BTM Co-op students at the time were in favor of the proposed change. Informal feedback collected from students during the pandemic semesters indicates a similar, if not higher, level of support. In the past year, approximately 50% of the BTM Co-op students were given approvals to graduate with at least one missed Co-op work term. More often than not, the missed work term(s) includes the first work term (which is currently completed in the Summer term following the second year).

7.0 Additional Resources Required

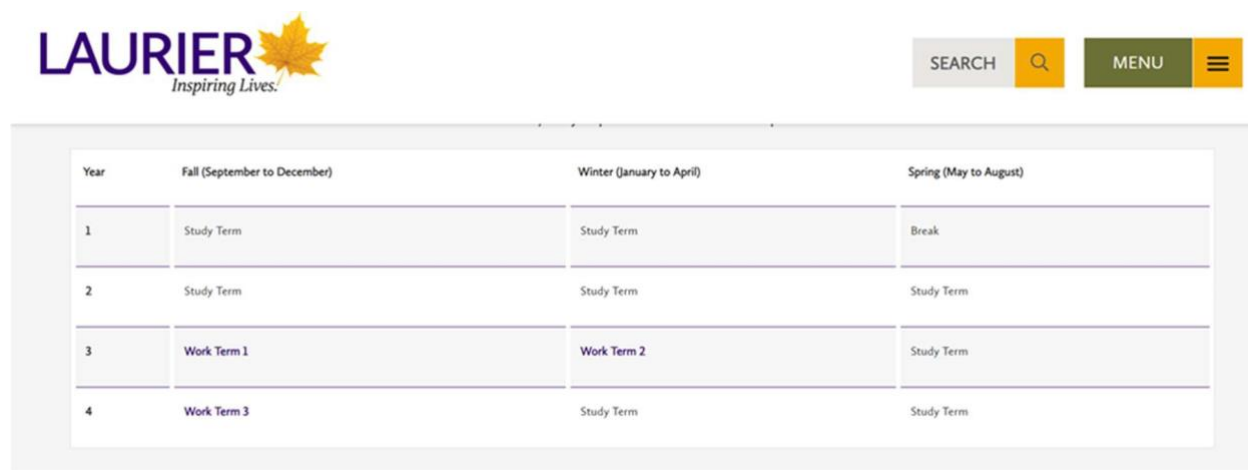
The BTM program does not anticipate requiring additional faculty resources to accommodate the proposed change.

We also rely on the Business Career Hub (BCH), and its complement of staff, to help our students find jobs and hone their professional skills. The BCH team currently have seven dedicated Co-op Coordinators on staff to support students in their job search and placement, in addition to three Co-op Administrators, and five Managers of Corporate Partnership (focused on employer development).

8.0 Comparator Program Sequences

When evaluating the Co-op sequencing of comparator schools in Ontario, Laurier offers a BTM program and offers three work terms, starting in the Fall of their 3rd year.

Laurier- Bachelor of Business Technology Management



Year	Fall (September to December)	Winter (January to April)	Spring (May to August)
1	Study Term	Study Term	Break
2	Study Term	Study Term	Study Term
3	Work Term 1	Work Term 2	Study Term
4	Work Term 3	Study Term	Study Term

Source: <https://www.wlu.ca/programs/assets/resources/btm-co-op.html>

9.0 Calendar Description

Please refer to Appendix A.

10.0 Consultations – Completed

Consultation Contact	Comments
School of ITM	April 19, 2022
Undergraduate Curriculum Committee (UCC)	April 26, 2022
Dr. Cynthia Holmes, Associate Dean, Faculty and Academic	April, 2022
Business Career Hub	Ongoing from 2020

11.0 How Will Changes to the Co-op Education Sequence be Communicated

We are requesting the proposed resequencing of Co-op work terms be reflected in the 2023-2024 University Calendar and effective for students admitted into Co-op in June 2024- their 1st work term will take place in Fall 2025.

We have several communication modes through which we will communicate these changes to employers and students:

- 1) Student and Employer Emails: contact data from our Salesforce and Orbis databases
- 2) Career Consultants and Co-op Coordinators will work closely with students and employers
- 3) Co-op Web-site
- 4) Co-op E-Newsletter

12.0 Implications for External Recognition and Professional Accreditation

The proposed resequencing of work term sequences for BTM continues to align with the requirements for CEWIL accreditation.

13.0 Approvals

ITM School Council: April 19, 2022

Undergraduate Curriculum Committee (UCC): April 26, 2022

TRSM School Council: May 11, 2022

Appendix A- Current Detailed Calendar Description

Source: https://www.ryerson.ca/calendar/2022-2023/programs/trsm/business_tech/

Full-Time, Five-Year Co-Op Program

The School also offers an optional co-op program which provides graduates with up to 20 months of work experience integrated into their academic program.

Students wishing to be considered for this program must apply for admission into the co-op option after the second semester of the program. Admission into the co-op program is based on the following three items:

1. A recommended CGPA of 2.8 (or higher), subject to competition
2. Evidence of superior oral and written communication skills
3. A Resume/Cover Letter and interview

Students begin work terms upon completion of second year of the program and the co-op program extends the BTM program to five years from four. The School cannot guarantee work term jobs, but the [Business Career Hub](#) (BCH) will prospect for employers and make every effort to locate suitable positions, as well as be available to advise students on their search for program-related jobs. The co-op program enables students to earn prevailing wages for the level of responsibility and contribution of the jobs they perform and thus finance at least part of their university education.

1st & 2nd Semester

1st Semester

REQUIRED:

- [CMN 279](#) Introduction to Professional Communication
- [GMS 200](#) Introduction to Global Management
- [ITM 100](#) Foundations of Information Systems
- [ITM 107](#) Managerial Decision Making
- [SSH 105](#) Critical Thinking I

2nd Semester

REQUIRED:

- [ECN 104](#) Introductory Microeconomics
- [ITM 207](#) Computer-Enabled Problem Solving
- [MHR 405](#) Organizational Behaviour
- [QMS 210](#) Applied Mathematics for Business

LIBERAL STUDIES:

One course from [Table A - Lower Level Liberal Studies](#).

3rd & 4th Semester

3rd Semester

REQUIRED:

- [ACC 100](#) Introductory Financial Accounting
- [ITM 200](#) Fundamentals of Programming
- [ITM 301](#) IT Infrastructure
- [MKT 100](#) Principles of Marketing

LIBERAL STUDIES:

One course from [Table A - Lower Level Liberal Studies](#).

4th Semester

REQUIRED:

- [ACC 406](#) Introductory Management Accounting
- [ITM 305](#) Systems Analysis and Design
- [ITM 500](#) Data and Information Management
- [LAW 122](#) Business Law

LIBERAL STUDIES:

One course from [Table A - Lower Level Liberal Studies](#).

5th & 6th Semester

For students admitted Fall 2019. Students admitted Fall 2020 and after, see revised curriculum below.

5th Semester (Offered in Winter Only)**REQUIRED:**

ECN 204 Introductory Macroeconomics
ITM 706 Enterprise Architecture
ITM 820 Information Systems Security and Privacy

LIBERAL STUDIES:

One course from Table B: Upper Level Liberal Studies

CORE ELECTIVE: One course from [Table I](#).

6th Semester (Offered in Fall Only)

Begins and is last offered Fall 2022

REQUIRED:

FIN 300 Managerial Finance I
ITM 618 Business Intelligence and Analytics
ITM 750 IS Project Management

LIBERAL STUDIES:

One course from Table B: Upper Level Liberal Studies

CORE ELECTIVE: One course from [Table I](#).

5th & 6th Semester

Revised curriculum begins 2022-2023 for students admitted Fall 2020 and after.

5th Semester (Offered in Winter Only)

Begins Winter 2023

REQUIRED:

ECN 204 Introductory Macroeconomics
ITM 706 Enterprise Architecture
ITM 820 Information Systems Security and Privacy

LIBERAL STUDIES:

One course from **Table B**: Upper Level Liberal Studies

CORE ELECTIVE: One course from [Table I](#).

6th Semester (Offered in Fall Only)

Begins Fall/ 2023

REQUIRED:

FIN 300 Managerial Finance I
ITM 618 Business Intelligence and Analytics
ITM 415* Business Process Management

CORE ELECTIVE: One course from [Table I](#).

LIBERAL STUDIES:

One course from **Table B**: Upper Level Liberal Studies

ITM 415 and ITM 706 **will be timetabled in either 5th or 6th semester.*

7th & 8th Semester

For students admitted Fall 2018 and Fall 2019. Students admitted Fall 2020 and after, see revised curriculum below.

7th Semester**REQUIRED:**

ITM 415 Business Process Management
ITM 707 Strategy, Management and Acquisition

CORE ELECTIVE: One course from Table I.

OPEN ELECTIVES: Two Open Electives

8th Semester**REQUIRED:**

ITM 900 Capstone Project

LIBERAL STUDIES:

One course from Table B - Upper Level Liberal Studies.

CORE ELECTIVE: One course from Table I

OPEN ELECTIVES: Two Open Electives

7th & 8th Semester

Revised curriculum begins 2023-2024 for students admitted Fall 2020 and after.

7th Semester**REQUIRED:**

ITM 707 Strategy, Management and Acquisition
ITM 750 IS Project Management

CORE ELECTIVE: One course from Table I.

OPEN ELECTIVES: Two Open Electives

8th Semester**REQUIRED:**

ITM 900 Capstone Project

LIBERAL STUDIES:

One course from Table B - Upper Level Liberal Studies.

CORE ELECTIVE: One course from Table I

OPEN ELECTIVES: Two Open Electives

Sequence of Academic and Work Terms

The sequencing of academic and work terms is shown below:

	Fall	Winter	Spring/Summer
Year 1	1st Semester	2nd Semester	
Year 2	3rd Semester	4th Semester	WKT 100 - Work Term I
Year 3	WKT 200 – Work Term II	5th Semester	WKT 300 - Work Term III
Year 4	6th Semester	WKT 400 - Work Term IV	WKT 502 - Work Term V
Year 5	7th Semester	8th Semester	

Work terms are graded on a pass/fail basis. Each work term is assessed by the Co-op Faculty Advisor on the basis of the student's comprehensive written report and the employer's evaluation of the student's performance on the job.

Students are expected to follow the sequence prescribed for their program. Deviation from the sequence requires the submission of a formal request to the School. With permission from the School, students may be allowed to graduate with the co-op designation with fewer than the prescribed work terms.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***That Senate approve Business Technology Management Co-op Option - Amended Work Term Number and Sequencing Proposal - Ted Rogers School of Management.***

H. For Information: CHANG SCHOOL CERTIFICATES – Revisions (April/May 2022)

- i) Certificate in Certificate in Digital Art Production: Course Deletions/Addition (Elective)
- ii) Certificate in Publishing: Course Addition (Elective)
- iii) Certificate in Project Management: Course Deletions (Elective)
- iv) Certificate in Project Management for Technical Professionals: Course Deletions (Elective)
- v) Certificate in Ethics: Course Deletion (Elective)
- vi) Certificate in Health Informatics: Course Deletion (Elective)
- vii) Certificate in Health Studies: Course Deletion (Elective)


I. For Information: 1-year follow-up report for Periodic Program Review: School of Business Management

Introduction

The School of Business Management is pleased to present its one-year follow-up report to the periodic program review that was completed and approved by the Senate in June 2021. Structured similarly to the self-study report, this report will begin with updates on the program-level recommendations, followed by updates from each of the Departments representing the seven Business Management majors. An appendix has been included for additional information and supporting documentation.

Progress Updates

Program Recommendations

RECOMMENDATION AND IMPLEMENTATION PLAN	
Recommendation # 1	
Recommendation: 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	
	Progress Update: The 40-course curriculum was approved by the TRSM Faculty Council and the Senate and successfully implemented in Fall 2021. The new curriculum is not retro-active, so it will take a minimum of four years for students to graduate from the program under the new requirements.
Recommendation # 2	
Recommendation: 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 Toronto Metropolitan University. (Currently, the SBM average is 37.9 and the Toronto Metropolitan University average is 27.9).	
Actions: Prepare hiring plan proposals for submission to the offices of the TRSM Dean and Provost.	

	<p>Timeline: Take consistent steps in making progress towards the objective every year, achieving the Toronto Metropolitan University average student-to-faculty level by 2026-2027.</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, TRSM and Toronto Metropolitan University Provost</p>
→	<p>Progress Update: The School of Business Management is in the process of hiring 6 new faculty, with a start date of July 1st, 2022. Future hiring will depend on direction given by the Provost's Office.</p>
	<p>Recommendation # 3</p>
	<p>Recommendation: Create new integrative learning opportunities at the reinforcement level for the program.</p>
	<p>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.</p>
	<p>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>
	<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>Progress Update: Related to Entrepreneurship Recommendation #5, a mid-level integrative strategy course (BUS 600) has been created and approved. The course will be offered as an open elective in 2022-2023 or the following year. The School will continue to investigate ways to reinforce business integration in the program curriculum.</p>
	<p>Recommendation # 4</p>
	<p>Recommendation: 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>

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.

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.

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: SBM Curriculum Sub-Committee, Dean's Office, Learning and Innovative Teaching Committee, Centre for Excellence in Learning and Teaching

➔ **Progress Update:** The School has addressed this recommendation through the creation of several new exciting courses. These courses include: GMS 630: Case Experiences (case analysis and presentations), REM 770: Global Real Estate (international travel experiences), BUS 777: Business Research Methods (development of practical research skills), and ENT 101 (student engagement and involvement with Toronto Metropolitan University's entrepreneurial ecosystem). Innovative course development represents an ongoing commitment to expanding experiential learning at the Ted Rogers School.

Recommendation # 5

Recommendation: In light of the curriculum mapping analysis, review and optimize program learning outcomes.

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.

Objective: Review and optimize program learning outcomes.

Actions: The SBM Curriculum Sub-Committee will meet to review and make changes to the program learning outcomes.

Timeline: 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: SBM Curriculum Sub-Committee

➔ **Progress Update:** The SBM Curriculum Sub-Committee met several times over the Fall semester (2021) to discuss the program learning outcomes. After extensive discussions, the committee elected to remove the subset of outcomes related to business functions and make several revisions to the remaining outcomes. The revised list of learning outcomes provides a more concise articulation of the skills, knowledge and values expected of our graduates. See Appendix A for the list of revised outcomes.

Recommendation # 6

Recommendation: Examine how to address Learning Outcome 8b (sustainability) at the reinforcement level in the curriculum.

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).

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.

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.

Timeline: 2021-2022

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; SBM Curriculum Sub-Committee

➔ **Progress Update: [Delayed]** As a result of prioritizing several other recommendations (e.g. reviewing program learning outcomes; vetting a new entrepreneurship course), the Curriculum Sub-committee has not yet had an opportunity to address this recommendation. With that in mind, TRSM has recently scored #1 in undergraduate and #3 in MBA in sustainability strength, in an arms-length rating by Corporate Knights. Drawing on our resources and professorial expertise will be key to identifying next steps for addressing LO 8b (e.g., adding more optional courses and/or boosting sustainability content in existing core courses).

Recommendation # 7

Recommendation: Investigate and implement strategies to integrate entrepreneurship into the program curriculum.

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.

Objective: The SBM Curriculum Sub-Committee will collaborate with the Entrepreneurship & Strategy Department to identify curricular opportunities that address Learning Outcomes 2g and 9a, and develop an appropriate and timely implementation plan.

Actions: Consult with the Entrepreneurship & Strategy Department and explore viable options for integrating more entrepreneurial content into the program curriculum.

Timeline: 2021-2022

Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic; Chair of the Entrepreneurship & Strategy Department

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 & Strategy Department

➔ **Progress Update:** The Entrepreneurship & Strategy Department has proposed a first-year course, ENT 101 Building an Entrepreneurial Mindset, that will be required for all Business Management students. The new course will be primarily focused on developing students' entrepreneurial and communication skills by using a flipped classroom format and utilizing the Tedpack communities already built into the first-year experience of the program. The course will replace CMN 279, which is currently taught by the School of Professional Communication.

The course has been approved by the TRSM Faculty Council (May 11th, 2022) and will be submitted to Undergraduate Publications later this year. A draft of the course outline can be found in Appendix B.

Recommendation # 8

Recommendation: Evaluate the effectiveness of QMS 110 in developing students' quantitative skills.

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 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

➔ **Progress Update:** Several updates have been made to QMS 110 in order to enhance student learning and better prepare students for course assessments. These updates included moving to a more stable homework platform and adopting a new textbook, both of which are supplied by Pearson Canada. In addition, the instructor has indicated that assignment difficulty will be re-calibrated to ensure that students are sufficiently prepared for examinations.

Student learning support is offered through the Academic Success Centre via peer learning as well as the Toronto Metropolitan University Math Centre. Math Kickstarters are also offered prior to the start of the fall semester, although uptake is typically low.

The School is satisfied with the development of students' quantitative skills through the completion of the QMS 110. The teaching department (Global Management Studies) will continue to monitor student performance and make adjustments as part of their standard course review process.

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 5th/6th semester. We propose replacing this requirement with ECN 702 (which is currently a Professional elective in 7th/8th semester). More specifically, we propose requiring ECN 702 in 7th semester, and therefore adding one Professional elective in 5th/6th semester (in place of QMS 702) and removing one Professional elective in 7th/8th semester (to accommodate the addition of ECN 702).

Rationale: In preparing the self-study, several issues with the major became apparent:

- 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.

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.

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 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 TRS (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).

➔ **Progress Update:** Replacing QMS 703: Business Forecasting Techniques with ECN 702: Econometrics II will be implemented in 2023-2024 for students admitted Fall 2021 and after. This change was noted in the 2021-2022 Undergraduate Calendar.

Entrepreneurship

RECOMMENDATION AND IMPLEMENTATION PLAN

Recommendation #1

Recommendation: 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 Toronto Metropolitan University 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: <ol style="list-style-type: none"> 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
Progress Update: Action steps #1-3 have been completed and resulted in the creation of a new core required course (ENT 101) for the Business Management program. ENT 101 has been supported by the Undergraduate Curriculum Committee and approved by the TRS Faculty Council in May 2022. Over the next year, Steve Gedeon (course lead/instructor) will be developing resources including new content creation, videos, instructional materials, quizzes, teaching notes and grading rubrics. The course will be first offered in Fall 2023 and delivered to approximately 2,000 students.
Recommendation #2
Recommendation: Investigate a change in the name of the Major from “Entrepreneurship” to “Entrepreneurship & Innovation”
Rationale: Toronto Metropolitan University 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 Toronto Metropolitan University 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

➔ **Progress Update:** The Department has approved this change and initiated consultations with the Vice-Provost Academic's Office to identify next steps in the process of re-naming the degree designation.

RECOMMENDATION AND IMPLEMENTATION PLAN

Recommendation #3

Recommendation: 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:

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

➔ **Progress Update:** The Entrepreneurship & Strategy Department presented a proposal in September 2020 to address the ratio of required core courses to core electives. The proposal was supported by the Undergraduate Curriculum Committee and approved by the TRS Faculty Council.

While the original objective of the department was to change the ratio of required to elective courses from 11:2 to 9:4, at this time the ratio has been modified to 10:3 (effective Fall 2021). As outlined in the original proposal, further dialogue with the School of Business Management would be required in order to make room in the curriculum for an additional core elective in the Entrepreneurship Major.

Recommendation #4

Recommendation: 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:

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

➔ **Progress Update:** The Entrepreneurship & Strategy Department presented a proposal in September 2020 to modify the core elective table. The proposal was supported by the Undergraduate Curriculum Committee and approved by the TRS Faculty Council.

The Department successfully removed MKT 504, 723 and 730, and added RMG 922, ENT 620, 630, and 710. These changes were implemented Fall 2021.

Recommendation #5

Recommendation: 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:

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

➔ **Progress Update:** The Entrepreneurship & Strategy Department has developed a new mid-level strategy course, BUS 600, which has been approved and is currently listed in the undergraduate calendar. This course supports Program Recommendation #3, which aims to add more integrative learning into the curriculum.

The course will be offered in 2022-2023 or the following year.

Global Management Studies

The Department of Global Management Studies did not make any recommendations in last year's periodic program review.

Human Resources Management

The Department of Human Resources Management did not make any recommendations in last year's periodic program review.

Law and Business

RECOMMENDATION AND IMPLEMENTATION PLAN
Recommendation #1
Recommendation: Move LAW534 into 3 rd year (and BUS223 into 2 nd) 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 <i>before</i> engaging in substantive upper year law 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.

<p>➔ Progress Update: The proposed changes relating to LAW534 and BUS223 were supported by the Undergraduate Curriculum Committee and approved by the TRS Faculty Council in 2021. Starting in 2022-2023, BUS223 will be required in the 2nd year of the program. In 2023-2024, LAW534 will be required in the 3rd year of the program. The change to the prerequisite for LAW534 is forthcoming.</p>
<p>Recommendation #2</p>
<p>Recommendation: Create a new, required course – LAW5XX – integrating legal and ethical frameworks & reasoning.</p>
<p>Rationale: Identified as desirable in PPR in order to further LO3 and LO4, which involve integration of ethical/social and legal thinking.</p>
<p>Objective: To ensure that all Law & Business majors acquire a sophisticated understanding of the differences and overlap between ethical and legal obligations of business.</p>
<p>Actions:</p> <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>
<p>Timeline: This is aimed to be in effect for the 2021-2022 academic year</p>
<p>Responsibility for leading initiative: <i>Chair</i></p>
<p>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.</p>
<p>➔ Progress Update: The creation of a new course, LAW573: “Understanding the Ethical-Legal Nexus”, was supported by the Undergraduate Curriculum Committee and approved by the TRS Faculty Council in 2021. It will be first offered in 2023-2024.</p>
<p>Recommendation #3</p>
<p>Recommendation: Renumber LAW533 as LAW733, and changed from required to elective.</p>
<p>Rationale: Supports LO3 and LO4 (integrating ethics and law) by making room for LAW5XX.</p>
<p>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.</p>
<p>Actions:</p> <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>
<p>Timeline: This is aimed to be in effect for the 2021-2022 academic year</p>
<p>Responsibility for leading initiative: <i>Chair</i></p>
<p>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.</p>

<p>➔ Progress Update: It was advised by Curriculum Management that course renumbering would not be possible. This aspect of the recommendation has been cancelled.</p> <p>LAW533 has been approved to move from a Required course to an Elective course, beginning 2024-2025. Pre-requisite change will be submitted in May 2023.</p>
Recommendation #4
Recommendation: 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.
<p>➔ Progress Update: These changes to the prerequisites for LAW 722 will be submitted in May 2023 and take effect in 2024-2025.</p>
Recommendation #5
Recommendation: 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.

<p>➔ Progress Update: In alignment with Program Recommendation #1, the Law and Business Department has removed one core elective course from the 3rd year of the program. This change will come into effect in 2023-2024.</p>
<p>Recommendation #6</p>
<p>Recommendation: ECN 321 to become a Group 2 Professional Elective course</p>
<p>Rationale: To enable Law and Business students access to this important course as a Professionally Related course.</p>
<p>Objective: ECN321 is currently included in the Law minor but <u>not</u> in the list of Professionally Related courses.</p>
<p>Actions:</p> <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>
<p>Timeline: This is aimed to be in effect for the 2021-2022 academic year</p>
<p>Responsibility for leading initiative: <i>Chair</i></p>
<p>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.</p>
<p>➔ Progress Update: ECN321 has been successfully added to the Group 2 Core Elective Table. The change was implemented in 2021-2022.</p>

Marketing Management

<p>RECOMMENDATION AND IMPLEMENTATION PLAN</p>
<p>Recommendation #1 Redesign Marketing 100</p>
<p>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</p>
<p>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.</p>
<p>Objective: To improve the quality of foundational marketing education for both TRSM and non-TRSM students</p>
<p>Actions:</p> <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.
<p>Timeline: Submission of proposal to VPA by Fall 2020; commences Fall 2021</p>
<p>Responsibility for leading initiative: <i>e.g. Program Chair</i></p>

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: *e.g.* Faculty Dean

➔ **Progress Update:** The Department has recently completed a redesign of MKT100 to include a new synchronous blended format as an alternative delivery format which received support from every program/department except for HR. Additionally, a new Open Education Resource textbook has been developed for this course, which includes a copyright free textbook, instructional videos as well as a test bank (the test bank is still in progress). The Department will be completing a pilot of the new synchronous blended format this semester (Winter 2022) and plan to introduce it more widely in Fall 2022 forward. Depending on the success of the revised course, it may be offered in additional sections to meet student demand.

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 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:

- 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 chose in-person or virtual participation in classes
- 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

➔ **Progress Update:** The Department has begun addressing this recommendation with the changes to MKT100 (see Recommendation #1). Similarly, the Department has approved an alternate delivery format for MKT802 to begin in the Fall of 2022 forward. MKT802 sections will be offered with both in-person for 4 of the 12 classes with the remainder offered in a virtual format. The pedagogical approach lends itself well to this delivery format.

As for other courses, the Department will be initiating a renewal of their curriculum this summer and expect to look at other alternate delivery methods as part of that process.

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
 Progress Update: The Department plans on reviewing the required courses for the Marketing Management Major when it begins the curriculum renewal planning process this summer. The process will determine whether or not it is necessary to increase the number of required courses for the Major.

Real Estate Management

RECOMMENDATION AND IMPLEMENTATION PLAN
Recommendation #1
Recommendation: 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.

➔ **Progress Update:** The REM Department has been working on this for some time and has discussed and constructed a number of new and area-specific learning outcomes. Further, the Department is in the process of embracing changes in the course content and/or delivery of some of the existing courses or new courses proposed to be introduced soon or in the near future.

We are expecting to complete a great proportion of our work on this recommendation in the Fall 2022.

Recommendation #2

Recommendation: 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.

➔ **Progress Update:** The Department has introduced an elective course, REM 770, and been building more international content into its courses. For example, REM 800 has several cases that cover several countries around the globe; REM 400 covers REITs, mortgage contracts and mortgage-backed securities by providing international comparisons; REM 620 also offer international discussions, among others. Lastly, the Department has approved a new Special Topics course that will allow students to undertake a major research/independent project related to industry trends.

Recommendation #3

Recommendation: 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 Toronto Metropolitan 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.

➔ **Progress Update:** The Department has been in touch with a colleague, with indigenous heritage in the Entrepreneurship & Strategy Department, Michael Mihalicz, and has asked for his guidance and assistance. Further, the Department invited an indigenous colleague, Cara Sanders, to a meeting so that she could provide a brief on various real estate related matters before the indigenous communities. It is the Department's hope that Ms. Sanders may join the PhD Program in Real Estate Studies in the near future. Finally, the Department is currently seeking an introduction to a University of Toronto professor, who has developed a course on the History of Indigenous Economies. It is the Department's hope that this introduction and ensuing conversations may be the seed of developing and integrating a similar course into the curriculum.

The Department is open-minded for all opportunities now and later to introduce, boost and/or bolster its offerings on real estate topics with indigenous content.

Recommendation #4

Recommendation: 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.

➔ **Progress Update:** The Department is currently working on crafting a number of Tri-Council research grant proposals. The introduction of the PhD Program with a track in Real Estate Studies gives a lot of incentives to the members of the Department to be active in this scholarly domain. We hope and also expect to share success stories in the near future.

Appendix A: Revised Program Learning Outcomes

Business Knowledge & Integration

- 1a. Describe the diverse understandings of markets, organizations, stakeholders and the role of business in society, locally and globally.
- 1b. Integrate and apply the functional areas of business into the strategic management process to support principal organizational objectives.

Quantitative Analysis

2. Analyze quantitative data to assess and solve business problems.

Critical Thinking

3. Critically evaluate multi-dimensional business problems by applying appropriate decision-making techniques.

Communication

- 4a. Demonstrate proficiency in the use of written English and designated citation styles by producing audience-appropriate business documents in a variety of formats.
- 4b. Deliver oral presentations to diverse audiences using relevant support technology.

Teamwork

5. Contribute, collaborate and work effectively with team members to accomplish goals.

Information Technology

6a. Utilize IT knowledge and tools to support business strategies and enable business processes.

Social Consciousness

7a. Make and justify decisions by engaging in ethical reasoning to assess complex business issues.

7b. Identify ideas and solutions to sustainability challenges in a global business and societal context.

Entrepreneurial Mindset

8. Demonstrate an entrepreneurial mindset by working proactively and independently to promote innovation within an organization and/or across sectors.

Appendix B: ENT 101 Course Outline (Draft)

Building an Entrepreneurial Mindset

ENT 101 – Fall 2023 DRAFT Outline

COURSE INFORMATION

Pre-requisites and/or Exclusions: none

CALENDAR COURSE DESCRIPTION

This course will introduce students to the university's student engagement and entrepreneurship eco-system and help them build entrepreneurial skills and attitudes such as professional communication, empathy, persuasion, curiosity, proactivity, self-direction, self-management, resiliency, adaptability and a growth mindset. This course is not primarily concerned with starting a business, it is about learning how to think and act entrepreneurially to identify and co-create new values.

Based on flipped classroom experiential learning techniques, students will be exposed to a range of entrepreneurial ideas, tools, experiences and resources using a modular approach. They will work within their TedPack communities to apply these concepts to explore and get involved in the world class entrepreneurial ecosystem at our university. Students will be expected to gain hands-on experience building their entrepreneurial mindset.

COURSE OVERVIEW

Toronto Metropolitan University is one of the world's leading entrepreneurship programs with over 75 different courses, 15 full-time entrepreneurship faculty, 10 on-campus incubators, significant funding programs, Canada's first Ashoka Changemaker Campus and one of the world's largest student-run social entrepreneurship clubs with over 50 regional and national championships for helping people in need through the positive power of entrepreneurship. The Ted Rogers School of Management at Toronto Metropolitan University is Canada's preeminent entrepreneurial-focused business school that is shaping the country's next generation of global innovators and leaders.

This course is designed to help you learn about and become a part of this entrepreneurial community of global citizens. This is an experiential, hand-on, learn-by-doing course where you gain course credit for getting involved in Toronto Metropolitan University's student engagement and entrepreneurial eco-system and writing about your experiences. Since each of you is unique with your own interests, talents and life goals, the course is designed to help you craft your own customized learning experience while receiving support on your own entrepreneurial journey. You get out what you put into this course!

This is a Flipped Classroom format where students are expected to read, watch and complete assignments each week BEFORE the in-class workshops. Each in-class session will primarily consist of getting feedback on the assignments with your fellow class members, and discussing challenges and opportunities to improve.

Key learning outcomes of this introductory class include written and oral communication skills. Before you can spot opportunities to improve the lives of customers, users and/or stakeholders you must first understand them using skills like curiosity, empathy and active listening. Before you can build a team to join you in your mission, company or community project you must be able to motivate and persuade them through effective networking and communication. This course will help you identify your communication strengths and weaknesses and point you towards various support, resources and/or remedial courses available as appropriate.

The goal of this course is to help you understand and practice entrepreneurial concepts, principles, skills and attitudes to guide your university experience, career and life. The assignments include discovering your interests, strengths and weaknesses; identifying potential career paths; spotting opportunities to get involved in your university; applying time management and goal-setting skills and proactively taking steps to enhance your own human capital, social capital and character.

It is intended that this course will help you learn about and practise an entrepreneurial mindset including professional communication, empathy, persuasion, curiosity, alertness, proactivity, creativity, self-direction, self-management, resiliency, adaptability and a growth mindset.

COURSE OBJECTIVES

Upon completion of this course, students will have achieved the following Learning Outcomes:

- Demonstrate an entrepreneurial mindset by working proactively and independently to promote innovation within an organization and/or across sectors.
- Explain key concepts and theories of innovation and entrepreneurship and the stages in launching and growing a business.
- Demonstrate proficiency in the use of written English and designated citation styles by producing audience-appropriate business documents in a variety of formats.
- Deliver oral presentations to diverse audiences using relevant support technology.
- Familiarity with key entrepreneurial and design thinking methods, tools, principles, skills, attitudes and mindsets.
- Communication skills including interviewing, empathy, active listening and reporting.
- Creativity and innovation skills including curiosity, alertness, opportunity spotting, visualization and brainstorming.
- Self-Management skills including self-awareness, self-direction, self-regulation, self-reflection, self-discipline, time management and goal setting.

EVALUATION

The grade for this course is composed of the mark received for each of the following components:

Method	Percent/Weight
Completion of all Assigned Modules and Quizzes	Required
Class Participation Based on Experiential Learning (TEDPoints)	20%
Short Written Assignments based on Experiential Learning (3% each for 6-10 assignments)	30%
In-Class Oral Presentation	10%
Video Presentation of a Personal Pitch	10%
Final Report	30%
TOTAL	100%
Bonus for up to two Additional Short Written Assignments based on Experiential Learning Activities	3% each

Completion of all Assigned Modules and Quizzes

The course textbook “Building an Entrepreneurial Mindset” and all assigned modules must be completed in a timely manner in order to pass this course. Interactive course reading and interactive video quizzes will be used to embed quizzes into these flipped classroom instructional materials. Students may only progress through this learning sequence by engaging with and correctly answering all quiz questions. This is a mandatory pass/fail course requirement and is not graded.

Class Participation Based on Experiential Learning Activities – 20% of Grade

Your Experiential Learning grade will be based on the accumulation of TedPoints according to a grading rubric to be determined in collaboration with TEDPacks leadership and other stakeholders. More TEDPoints will earn a higher grade up to a maximum of 20%. TEDPoints are tracked by TRSM staff using Salesforce and are acquired through activities such as attending events, joining student clubs and engaging in extra-curricular activities. Any experiential activity outside TRSM that is not already tracked by TEDPoints may be added to your score by making a request when you submit a Short Written Assignment for that activity. Work experiential activities may also potentially be counted toward this score by making a request when you submit a Short Written Assignment for that activity.

Short Written Assignments Based on Module Tools and Experiential Learning Activities – 30% of Grade

Several of the assigned Tools (e.g. self-analysis, self-reflection, goal-setting) require the submission of a short assignment of approximately 1-3 pages for in-class workshop discussion. For each experiential learning activity (e.g. those tracked through TEDPoints), you are also encouraged to write and submit a short, written Assurances of Learning (AoL) document of 1-3 pages (based on Tool 3). Each assignment must use the course communication technology software and be entirely free of any spelling, punctuation or grammar mistakes. Each acceptable assignment (meeting the standards normally associated with a B- or greater) will receive 3 points toward your final grade. Assignments that do not meet this university-level standard for written communication will receive feedback and the student is invited to revise and resubmit the assignment up to 2 additional times with no penalty.

Each acceptable Short Written Assignment is worth 3% of the final grade. Each student must complete a minimum of 6 of these assignments and may complete as many assignments as they desire for bonus points up to a maximum of 12 assignments.

In-Class and Video Oral Presentations – 20% of Grade (10% each)

Students will practice giving live in-class presentations and giving and receiving feedback during the in-class workshops. These will be worth 10% of the final grade. In addition, students will make a short video presentation with their personal pitch that will be peer reviewed as well as graded by the instructor. These will each be worth 10% of the final grade.

Final Report – 30% of Grade

Students will prepare a professionally-formatted final report that will include all written communication assignments along with a summary of their self-analysis and plans to grow their human capital, social capital and character during their university learning journey, in line with their overall career goals.

There is no midterm exam, no final exam and no pop quizzes.

TEACHING METHODS

This course has a 2-hour lecture and a 1-hour communications lab per week. The 2-hour lecture is virtual and asynchronous and is taught by the Lead Instructor. Interactive course reading and interactive video quizzes will be used to embed quizzes into some flipped classroom instructional materials. Students may only progress through this learning sequence by engaging with and correctly answering all quiz questions. The 1-hour

communications lab is focused on the collaborative development of communication skills in the entrepreneurial context.

COURSE MATERIALS

Course readings with embedded learning engagement technology and interactive quizzes, interactive learning videos and other materials will be developed by the Lead Instructor and will be available free of charge to students. Other readings, content and videos produced for the course and/or assigned by the course will be available either online or through the university library.

Students are required to purchase software to assist with grammar and writing style such as ProWritingAid or Grammarly (to be determined in collaboration with UCC Sub-Committee on Communications).

TENTATIVE TOPICS AND COURSE SCHEDULE [FOR DISCUSSION PUPOSES]

	Assignment
In Class Wk 1	Introduction to the Course Introduction to Using the Communications Technology Software Review of Course Outline, Deliverables, and Grading Rubrics Instructor Teaching Philosophy
To Do Prep Wk2	Read: Chapter 1 of Entrepreneurial Mindset Watch: Module 1 – Uncertainty, Risk and the Future of Work Watch: Module 2 – What is Entrepreneurship? Watch: Module 3 – University’s Student Engagement Eco-System Watch and Use Tool 1 – Self-Analysis
In Class Wk 2	Networking with the University’s Entrepreneurship Eco-System Feedback on Tool 1
To Do Prep Wk3	Read: Chapter 2 of Entrepreneurial Mindset Watch: Module 4 – What is an Entrepreneurial Mindset? Entrepreneurial Knowledge, Skills, Attitudes and Behaviours Watch: Module 5 – University’s Entrepreneurship Eco-System Watch: Entrepreneurship is like learning to Play the Guitar Watch and Use Tool 2 – Start Where You Are: The Bird-in-Hand Principle, Human Capital, Social Capital and Character
In Class Wk 3	Networking with the University’s Student Engagement Eco-System Feedback on Tool 2
To Do Prep Wk4	Read: Chapter 3 of Entrepreneurial Mindset Watch: Module 6 – Design Thinking and Human-Centric Methods Watch and Use Tool 3 – Professional Communication
In Class Wk 4	Communication Skills Development Exercise Getting Feedback and Collaboration on Experiential Learning Assignments
To Do Prep Wk5	Read: Chapter 4 of Entrepreneurial Mindset Watch: Module 7 – Radical Collaboration, Teamwork and Co-Creation Watch: Module 8 – The Startup Process and 100Steps2Startup Watch and Use Tool 4 – Self-Reflection
In Class Wk 5	Communication Skills Development Exercise Getting Feedback and Collaboration on Experiential Assignments
Study Week	
To Do	Read: Chapter 5 of Entrepreneurial Mindset

Prep Wk6	Watch: Module 9 – Intrapreneurship and Innovation: Being an Entrepreneurial Employee Watch: Module 9 – NetWORKING and your Personal Pitch Watch and Use Tool 5 – Goal-Setting
In Class Wk 6	Team-based Radical Collaboration and Peer-Review Exercise Feedback on Tool 5
To Do Prep Wk7	Read: Chapter 6 of Entrepreneurial Mindset Watch: Module 10 – Social Entrepreneurship and Changemaking Watch: Social Entrepreneurs and Innovators in Action Watch and Use Tool 6 – Time Management
In Class Wk 7	Team-based Peer-Review of Experiential Assignments
To Do Prep Wk8	Read: Chapter 8 of Entrepreneurial Mindset Watch: Module 11 – Curiosity, Alertness, Proactivity and Opportunity Spotting Watch: Resiliency and Adaptability Watch and Use Tool 7 – Presentations, Pitching and Public Speaking,
In Class Wk 8	12 students will deliver live presentations and receive feedback
To Do Prep Wk9	Read: Chapter 9 of Entrepreneurial Mindset Watch: Module 12 – Self-Direction, Agency and Internal Locus of Control Watch and Use Tool 8 – Re-Framing Failure, Resiliency and Growth Mindset
In Class Wk 9	12 students will deliver live presentations and receive feedback
To Do Prep Wk10	Read: Chapter 10 of Entrepreneurial Mindset Watch: Module 13 – The Individual Video Pitch Assignment
In Class Wk 10	12 students will deliver live presentations and receive feedback
To Do Prep Wk11	Read: Chapter 11 of Entrepreneurial Mindset Watch: Module 14 – Personal Empowerment through Career and Life Design Watch: Module 15 – Giving Feedback, Growth Mindset and Radical Candor
In Class Wk 11	12 students will deliver live presentations and receive feedback
To Do Prep Wk12	Watch and Read anything you missed previously
In Class Wk 12	Review of Draft Final Report Final Q & A
Prep	
End of Term	Final Report and any remaining Short Written Assignments are Due Date on D2L (11:30pm EST)

Respectfully Submitted,

Cynthia Holmes, Chair for the Committee

ASC Members:

Robyn Parr, Registrar

Donna Bell, Secretary of Senate

Cynthia Holmes, Chair and Interim Vice-Provost Academic

Marcia Glasgow, Office of the Vice President Equity and Community Inclusion

Jason Lisi, Director, Curriculum Quality Assurance

Andrea Migone, Faculty of Arts, Politics and Public Administration

Andrew Hunter, Faculty of Arts, Philosophy

Christopher Gibbs, The Creative School, Creative Industries

Abhay Sharma, The Creative School, Graphic Communications Management

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

Diane Pirner, Faculty of Community Services, Nursing

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

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

Hilary Evans Cameron, Lincoln Alexander School of Law, Law

Vadim Bostan, Faculty of Science, Chemistry and Biology

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

John Papadopoulos, Library

Linda Koechli, Chang School of Continuing Education

Kimberly Carter, Chang School of Continuing Education

Zaima Aurony, Student

Ambika Nicky Jaipersaud, Student



**Academic Governance and Policy Committee (AGPC)
Report #S2022-1 to Senate**

Academic Governance and Policy Committee Report – J. Simpson

1. Provost's Update
2. Lincoln Alexander School of Law – Grade, Promotion and Academic Standing Policy (J. Simpson)
3. Revised Policy 48: Undergraduate and Lincoln Alexander School of Law Academic Term (R. Parr)
4. Revised Policy 76: Development & Review of Continuing Education Offerings (J. Simpson)
5. Revised Policy 159: Academic Accommodation of Students with Disabilities (J. McMillen & C. Holmes)

Respectfully submitted,

J. Simpson, Chair,
Provost and Vice-President, Academic

On behalf of the Committee:

C. Holmes, Vice-Provost, Academic (*interim*)

J. McMillen, Vice-Provost, Students

R. Parr, Interim Registrar

D. Bell, Secretary of Senate

T. Duever, Dean, Faculty of Engineering & Architectural Science

D. Checkland, Faculty Senator, Faculty of Arts

R. Ott, Faculty Senator, The Creative School

E. Ignagni, Faculty Senator, Faculty of Community Services

R. Ravindran, Faculty Senator, Faculty of Engineering and Architectural Science

S. Sabatinos, Faculty Senator, Faculty of Science

C. Searcy, Vice Provost & Dean, Yeates School of Graduate Studies

A. McWilliams, Senate Chairs' Representative

S. Rakhmayil, Faculty Senator, Ted Rogers School of Management

A. M. Brinsmead, Program Director, G. Raymond Chang School of Continuing Education

A. S. Ali, Undergraduate Student Senator

H. S. Makawi, Undergraduate Student Senator

H. Brahmhatt, Yeates School of Graduate Studies Student Senator

Lincoln Alexander School of Law: Grading, Promotion, and Academic Standing Policy Executive Summary

The Lincoln Alexander School of Law (LASL) Grading, Promotion, and Academic Standing Policy consolidates grading and standing rules approved by the Toronto Metropolitan University Senate on [October 1, 2019](#) (see pp. 96-98). The policy includes some additions and improvements to these rules, based on two years' experience administering the JD program. We have also made several changes to align the policy with the grading and standing designations currently used by the Registrar's Office.

Changes to existing grading and standing rules are outlined below and are categorized as minor or moderate, relative to the rules approved by Senate on October 1, 2019.

A. Minor Changes:

1. *Course Performance Designations (ss. 5.3, 5.4)*: We have included "Incomplete" and "In Progress" designations to our standing policy. We have also amended the CRT designation to reflect the professional nature of our program and included a "PSD" designation.
2. *Grade Point Averages (s. 5.5)*: We have included an "Academic Year Grade Point Average" as we assess standing at the end of the Fall/Winter academic cycle rather than each term.
3. *Academic Standing and Performance (s. 6.3)*: We currently have only three standing designations: Clear, Failed, and Withdrawn. We have included an standing of "In Progress" to allow students to complete outstanding work without assigning either Failed or Clear standings.

B. Moderate Changes:

1. *Integrated Practice Curriculum ("IPC") (ss. 6.4, 7.1)*: We've expanded our definition of a failed course to include non-completion of Integrated Practice Curriculum ("IPC") assignments, whether these assignments are graded or ungraded. This means that students cannot pass a course unless they complete all IPC material. Our IPC is a professionally recognized alternative to the articling phase of the licensing process in Ontario. The Law Society of Ontario recognizes that students who graduate from the LASL are exempt from its articling requirements. The new rule ensures all our students are competent to join the Ontario Bar.
2. *Rules Governing Failed Years (s. 7.6)*: We have removed the option of writing special examinations for students who fail a course. The special examination is unnecessary as students can already appeal grades and request analogous remedies, including rewriting an exam. We have also designated the Associate Dean, Academic as the decision maker for reinstatement requests. This role was formally assigned to the Academic Standing Committee.
3. *Procedures*: We have added a range of procedures relating to incomplete grades, grade revisions, reinstatement, timespan requests/appeals, and graduation requirements.

TORONTO METROPOLITAN UNIVERSITY POLICY OF SENATE

LINCOLN ALEXANDER SCHOOL OF LAW: GRADING, PROMOTION, AND ACADEMIC STANDING POLICY

Policy Number	XXX
Approval Date:	Tentative upon approval of Senate
Implementation Date:	Fall 2022
Policy Review Date:	Fall 2027 (or sooner if required)
Responsible Office:	Lincoln Alexander School of Law

1. PURPOSE

The purpose of this policy is to establish a standard for determining acceptable overall academic performance in the Lincoln Alexander School of Law, to provide all students in the Juris Doctor program 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, SCOPE AND POLICY OBJECTIVES

This policy applies to all Juris Doctor students in the Lincoln Alexander School of Law ("the School"). This policy also applies to all the School's 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.

The objectives of this policy are:

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

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**

Academic Standing is a formal calculation based on the final course grades at the end of each academic year that determines overall academic performance in the student's program of study. It is used to determine a student's eligibility for progression, academic distinction, and graduation.

3.3. **Alternative Examination**

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

3.4. **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.

3.5. **Discontinued Status**

Juris Doctor students who do not have any completed courses for 6 (six) or more consecutive terms will be discontinued from their program of study. These students will no longer be active in their program.

3.6. **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.

3.7. **Graduate Requirement Variation**

In addition to fulfilling Ryerson's program-wide Graduation Requirements, students in the Juris Doctor must also meet extra academic conditions set out in specific Department/School Graduation Requirement Variations in order to be eligible to graduate.

3.8. **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.

3.9. 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 that official transcripts are a credible reflection of students' academic abilities and accomplishments.

3.10. 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 has security features that verify its authenticity.

3.11. Suspension Period

A period during which a student may not register in any Ryerson courses. A suspension period may result from a Disciplinary Suspension academic standing assigned in accordance with Policy 60.

3.12. Academic-Year Grade Point Average (AGPA)

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

3.13. 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 and School respect 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 and School support and advance 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).

5. ACADEMIC PERFORMANCE EVALUATION

5.1. Program Requirements

- 5.1.1 Students must complete all Juris Doctor courses in accordance with their program's curriculum requirements
- 5.1.2 All curriculum requirements are included in the Lincoln Alexander School of Law 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-
- 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. The final percentage grade in a course will be rounded to an integer as per standard mathematical practice before converting to a letter grade. For example, a 49.5 would be rounded to a 50% and a 49.4 would be rounded to a 49%

Grading scale and GPA scale conversion:

Performance Description	Letter Grade included in GPA	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. Other Course Performance Designations

Other course performance designations which may be assigned at the discretion of the Lincoln Alexander School of Law:

- 5.4.1. **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.
- 5.4.2. **AUD** – (Audit) - course attended as auditor only; no grade or 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.
- 5.4.3. **CRT** – (Credit) - transfer credit achieved through an acceptable grade in an equivalent course completed at an accredited Canadian law school program subject to the discretion of the Associate Dean (Academic).
- 5.4.4. **DEF** – (Deferred) - an interim grade assigned during the investigation of academic misconduct (as described in the Student Code of Academic Conduct). The DEF grade will be replaced by an official course grade upon resolution of the matter.
- 5.4.5. **FLD** – (Failure in a Pass-Fail course) - failure to meet the minimum satisfactory standards for a course with a pass/fail designation (as predefined 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.
- 5.4.6. **INC** – (Incomplete) - incomplete coursework or a missed final examination due to documented medical or compassionate grounds.
 - 5.4.6.1. 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.
 - 5.4.6.2. INC designations appear on the official transcript and

academic record. An outstanding INC may impact eligibility to graduate.

- 5.4.6.3. 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.
 - 5.4.6.4. 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.
 - 5.4.6.5. An outstanding INC will impact the ability to meet requirements to enroll in subsequent courses.
 - 5.4.6.6. If a student has 2 or more INCs outstanding at the start of a term, the School may apply restrictions around the number of courses a student can enroll in for the term.
 - 5.4.6.7. Students must petition their instructor to receive an INC grade within 3 working days, or as soon as reasonably possible, of the missed final examination or final assignment deadline
- 5.4.7. **INP** – (In Progress) - indicates course work in progress with at least one more term of formal course registration and study is required for completion (e.g. extended absence requires repeating the course, or a final thesis is still in progress); the designation INP is not included in calculating grade point averages, and is neither a credit nor a failed course attempt.
- 5.4.8. **PSD** – (Passed) - satisfactory performance in a course graded with a pass/fail designation (as pre-defined in the course outline).

5.5. **Grade Point Average (GPA)**

Academic-Year Grade Point Average (AGPA) is an indicator of overall academic performance during the entire academic year. AGPA is calculated as the sum of the products of course weights and earned grade points for graded course performance designations for the academic year, divided by the sum of the course weights, and rounded to the second decimal place using normal rounding rules.

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.

- 5.5.1. For purposes only 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 variation in the case of anomalies.
- 5.5.2. The grade point average is calculated as the sum of the products of course weights and earned grade points, divided by the sum of the course weights, and rounded to the second decimal place using normal rounding rules.
- 5.5.3. Grade point averages are calculated based on the 4.33 scale and rounded to the second decimal place using normal rounding rules. For example, a 2.875 is rounded to 2.88 and a 2.874 is rounded to 2.87.
- 5.5.4. The following course performance designations are NOT included in calculating the grade point average – AEG, AUD, CRT, DEF, FLD, INC, INP and PSD.
- 5.5.5. Courses completed prior to formal program admission will not be included in the calculation of grade point averages. A student may apply to have transfer credits recognized from an accredited Canadian law school program. Such courses may qualify for transfer credits towards the program and receive CRT designations
- 5.5.6. A student may not repeat a course, except in cases of readmission or reinstatement. The grade earned for a repeated course is substituted for the previous grade(s) in calculating subsequent grade point averages even if the newer grade is lower. All course attempts including repeated courses are recorded on the official transcript and cannot be removed. No course can be repeated more than once (two attempts in total).
- 5.5.7. The cumulative grade point average is calculated at the end of each academic term for which additional course grades have been recorded on the student's transcript, and is calculated on all of the student's formal Ryerson course grades in the program in which the student is registered.

6. ACADEMIC STANDING AND PERFORMANCE

Students enrolled in the Juris Doctor program are assigned an academic standing at the end of the Winter term in each academic year. The academic standing is an indication of academic performance in a program of study.

Academic standings are based on students' cumulative grade point average (CGPA), as well as grade point average across courses in the academic year and failed grades.

- 6.1. **Clear** - a clear standing will be assigned to students who achieve a cumulative grade point average (CGPA) of at least 1.67, and no failed grades in the academic year. Students with Clear standing may continue their program of study.
- 6.2. **In Progress** - an in progress academic standing will be assigned to students who have some remaining curriculum requirements for the current year of study due to one or more INC (incomplete) grades outstanding.
 - 6.2.1. Students who are assigned an *in progress* academic standing may continue in the program but will not progress to the next year of study until all curriculum requirements for the current year of study have been completed.
- 6.3. **Failed** - a failed academic standing will be assigned to students who have been deemed to have failed the academic year for any one of the following reasons:
 - a cumulative grade point average (CGPA) of less than 1.67;
 - a grade point average across all courses in the academic year of less than 1.67;
 - one (1) or more failed courses in the academic year;
 - failure to complete and submit all Integrated Practice Curriculum (hereinafter "IPC") assignments, whether graded or ungraded.
- 6.4. **Withdrawn** - a withdrawn academic standing will be assigned to students for any one of the following reasons:
 - A student has failed a year and has not been readmitted or reinstated (see Procedures, section 6);
 - any academic performance that would result in Failed standing for a second time;
 - failure of a required course for a second time.
 - 6.4.1. Students who are assigned a withdrawn standing will not be allowed to continue in the Juris Doctor program and are not eligible for reinstatement or readmission to the program.

7. PROGRESSION REQUIREMENTS

7.1. Definition of Failed Course

A failed course is any course (regardless of credit weight) where the student obtained a final grade of less than 50%. In courses with an IPC

component, a failed course also includes a course (regardless of credit weight) where the student failed to complete and submit all IPC assignments, whether graded or ungraded.

7.2. Definition of Failed Year

A student is deemed to have failed the year if: the student has failed one or more courses in a given year, or the student attained an overall AGPA of less than 1.67 in all courses taken in the year.

7.3. Passing First Year

To progress to second year, a first-year student must have:

- an overall AGPA of 1.67 or above in all twelve courses in the first-year program, and not have failed any course.

7.4. Passing Second Year

To progress to third year, a second-year student must have:

- an overall AGPA of 1.67 in all twelve courses in the second-year program (excluding elective courses designated as Pass/Fail) and not have failed any course.

7.5. Passing Third Year

To pass third year, a third-year student must have:

- an overall AGPA of 1.67 in all six courses (excluding elective courses designated as Pass/Fail) in the classwork semester of the year and successfully completed the professional placement.

7.6. Rules Governing Students Who Have Failed a Year

7.6.1. A student who has failed a year is eligible to apply to the Associate Dean, Academic for reinstatement or readmission to the Lincoln Alexander School of Law.

7.6.2. A student who has failed first year may apply for readmission. A student who has failed second or third year may apply for reinstatement.

7.6.3. Any application for reinstatement or readmission must be resolved prior to the start of the year of studies.

7.6.4. A student who is approved for reinstatement or readmission to repeat a year and fails for a second time in the Juris Doctor program will not be allowed to continue in the program.

7.6.5. A student who has failed the first year of the program must repeat

all first-year courses before progressing to second year.

- 7.6.6. A student who has failed the second year of the program must repeat all second-year courses before progressing to third year, except for elective courses in which a minimum mark of 60% was attained.
- 7.6.7. A student who fails the coursework semester of the third year must repeat all courses, except for elective courses in which a minimum mark of 60% was attained.
- 7.6.8. A student who fails the professional placement must repeat it in order to graduate.
- 7.6.9. No student may repeat more than one year of the program.
- 7.6.10. In the event a student fails a repeated year for a second time, their standing will change from “Failed” to “Withdrawn”.
- 7.6.11. Students in the Juris Doctor program are excluded from all probationary entitlements held by other Ryerson students pursuing undergraduate or graduate studies. For greater clarity, section 5.16 of Policy 168 (Grade and Standing Appeals) does not apply to students in the Juris Doctor program. No student in the Lincoln Alexander School of Law may enroll in courses until a final appeal decision on an application for reinstatement and readmission has been issued and the student’s standing has been assigned as Clear.

8. GRADUATION REQUIREMENTS

8.1. To satisfy the requirements for the Juris Doctor degree, a student must:

- maintain an overall CGPA of 1.67 throughout the three years,
- have passed all required courses, including the professional placement, **and**
- passed the required number of elective courses in the program.

8.2. Students shall normally complete the full-time program within 3 years.

8.3. Under extenuating circumstances, such as leaves of absence, readmission, re- instatement, or accommodations for disabilities under the Ontario Human Rights Code, students may be granted permission by the Dean of Law to extend these time limits, which cannot exceed 6 years. 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 Faculty in keeping with the

University's academic policies.

- 8.4. The student record is closed to changes once an academic credential (e.g., degree) is conferred.

TORONTO METROPOLITAN UNIVERSITY

POLICY OF SENATE

PROCEDURES: Policy XXX LINCOLN ALEXANDER SCHOOL OF LAW: GRADING, PROMOTION, AND ACADEMIC STANDING

The Grading, Promotion and Academic Standing Procedures (the “Procedures”) outline the processes to be followed in carrying out the Lincoln Alexander School of Law Grading, Promotion and Academic Standing policy and the roles and responsibilities of students, instructors/faculty, Dean or designate, 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.
- 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. Toronto Metropolitan University 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 Dean must retain a copy of the Incomplete Grade Request Form for the School's student file.
- 3.5. Once the outstanding course work is completed and submitted for grading by the student, the instructor or School 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. The School will determine their decision framework for enforcing restrictions on the number of courses a student can enrol in when students have 2 or more outstanding INCs at the start of a term. The factors that will be used to consider restrictions may include, but are not limited to, the number of INCs outstanding at the start of the term, the amount of work outstanding before each INC can be resolved, the number of courses the student is enrolled in for the term, the impact the INCs could have on the student's ability to academically progress, the student's past performance, history of previous INC grades and history of lapse grades.

- 3.7. The Registrar's Office will provide the School with reports that identify students with 2 or more INCs at the start of the term.
- 3.8. 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. Immediately after the last day to add courses 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. The Registrar's Office will provide the School with reports that include this information.
- 3.9. In extenuating circumstances, prior to the last day to enroll in a course for the term, a student may request special permission to remain enrolled in a course for which the INC is a prerequisite. Only the Dean may grant special permission, with agreement of the course instructor, for the student to remain enrolled in the course. When granting permission, the Dean will consider the remaining course work and the expected completion date, as well as outstanding curriculum requirements.
- 3.10. Students assigned a standing of Failed in a term in which they are assigned an INC, must resolve the INC prior to applying for readmission or reinstatement.
- 3.11 Students assigned a standing of Withdrawn due to their AGPA being less than 1.67 in a term in which they are assigned an INC but who have not failed any courses completed during that term, 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 and the student's AGPA is 1.67 or above..
- 3.12. In extenuating circumstances, the student may request approval from the instructor and the Dean for a one-time extension to the original INC completion date agreed to on the Incomplete Grade Request Form. When granting an extension, the Dean will consider the student's academic progress in their program of study as well as the relevance of the course to the curriculum. The extension must not exceed a date to allow the grade to be completed and finalized within three months of 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.
- 3.13. INC grades that have not been resolved and/or revised by the 3-month deadline for completion will lapse each term according to the following timeline: April 15 for Fall Term courses, August 1 for Winter Term courses and November 30 for Spring/Summer Term courses.

- 3.14. Students will be required to resolve outstanding INCs within published deadlines to clear outstanding academic graduation requirements in order to be considered for eligibility to graduate.

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 Dean 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. Calculating GPA: Academic-Year Grade Point Average (AGPA) and Cumulative Grade Point Average (CGPA)

- 5.1. The Lincoln Alexander School of Law's official grading system is alphanumeric (see Policy section 5.3). It must be applied to all courses except in approved cases (for example, where the expected learning outcomes of a course require a Pass/Fail grading scheme).
- 5.2. Academic-Year Grade Point Average (AGPA) is calculated as the sum of the products of course weights and earned grade points for graded course performance designations for the academic year, divided by the sum of the course weights, and rounded to the second decimal place using normal rounding rules.
- 5.3. 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.
- 5.4. 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.
- 5.5. Courses completed prior to formal program admission will not be included in the calculation of grade point averages.

- 5.6. The following course performance designations are NOT included in calculating the grade point average - AEG, AUD, CRT, DEF, INC, INP, FLD, and PSD.
- 5.7. 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.

6. Reinstatement to the Program

- 6.1 Students may be eligible for reinstatement as soon as their Withdrawn standing has been assigned, but before 24 months (6 terms) have elapsed from when the Withdrawn standing was assigned.
- 6.2 Students who wish to be considered for reinstatement must complete the Request for Reinstatement form and the Request for Reinstatement Supplementary form and submit the forms to the Associate Dean, Academic's office for evaluation.
- 6.3 Requests for Reinstatement will be considered by the School subject to past academic performance. Reinstatement is not guaranteed. Students will be notified of the outcome of this consideration by the School and the form will be forwarded to the Registrar's Office.
- 6.4 Students who have been denied reinstatement to their program twice may not reapply for reinstatement to that program. In this case, students will be permanently withdrawn from the JD program.

7. Timespan to Complete Degree

- 7.1. 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.
- 7.2. Under extenuating circumstances, students may petition the Dean or designate for an extension to these time limits.
- 7.3. An extension will only be granted to students whose progress is fully satisfactory. No registration will be permitted beyond the extension deadline.
- 7.4. Students must request the extension prior to the last day of classes for the term in which the time limit will expire.

- 7.5. 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
- 7.6. 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.
- 7.7. 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 a SAC Timespan Extension Appeal.

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

- 8.1. If the student wishes to appeal the denial decision of the Dean or designate, or if a further extension is being requested, the appeal will be considered by the Senate Appeals Committee (SAC).
- 8.2. In the case of an appeal of a denial, the student must request the appeal within 10 (ten) business days of the denial.
- 8.3. 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 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

- 8.4. 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.
- 8.5. The student will not attend the SAC review. The review will be based on the official transcript and documentation provided by:
 - the student
 - the School
- 8.6. The SAC will consider the extension as applicable in the program of study.
- 8.7. The SAC decision will be issued by email within 10 (ten) business days of the review.
- 8.8. Senate Appeal Committee decisions are final and not appealable.

9. Program and Graduation Requirements

- 9.1. Students must be registered with full-time status during the academic year, unless accommodations for a disability under the Ontario Human Rights Code have been granted or under exceptional circumstances.
- 9.2. To satisfy the requirements for the Juris Doctor degree a student must maintain an overall CGPA of 1.67 throughout the three years, have passed all required courses, including the professional placement, and passed the required number of elective courses in the program.

RELATED POLICIES/PROCEDURES

Senate Policy 60: Academic Integrity

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

Senate Policy 135: Final Examinations

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

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

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

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

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

Policy 159: Academic Accommodation of Students with Disabilities

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

Motion

That Senate approve the revised Policy 48: Undergraduate Academic Term.

Motion Purpose Summary

The Registrar has received a request from the Lincoln Alexander School of Law (LASL) to amend Policy 48: Undergraduate Academic Term to allow the 5 required intensive courses in the Juris Doctor (JD) program to run in the week before the official start of the term and to allow the required professional placement course to begin in the week prior to the official start of term in both the Fall and Winter terms on a permanent basis.

The purpose of the requested changes is to support the delivery of the JD program's unique curriculum and meet the requirements of the program's accrediting bodies: the Federation of Law Societies of Canada (FLSC) and the Law Society of Ontario (LSO).

After the program was originally approved at Senate in 2017, in consultation with the FLSC's Approval Committee, LASL determined that the program's term-long courses needed to increase to 12 weeks to be sufficient for teaching required professional competencies. This represents a change from 11 weeks of instruction in the original program proposal to Senate and means the intensive courses (which are integral to the JD Program) can no longer be delivered in the first week of the 12-week term as originally planned.

As we are planning for the third year of the program, the Lincoln Alexander School of Law has confirmed that commencing the intensive courses during the week prior to the official start of the term is a successful model.

In 2019 the program was approved for the Integrated Practice Curriculum (IPC) designation from the LSO. The designation requires the professional placement course to include 15-weeks of direct supervision by a practicing lawyer. To accommodate this 15-week timeline, onboarding activities for the placement need to be run in the week before the official start of term. The IPC designation also requires the delivery of professional skills during each of the 5 required intensives.

The Registrar's Office supports the changes to the Policy for the Lincoln Alexander School of Law.

TORONTO METROPOLITAN UNIVERSITY ~~RYERSON UNIVERSITY~~ POLICY OF SENATE

UNDERGRADUATE ~~AND LINCOLN ALEXANDER SCHOOL OF LAW~~ ACADEMIC TERM

Policy Number:	48
Original Approval Date:	May 5, 1987
Reformatted:	December 2012; April, 2002
Revision Approval Date:	July 22, 2020; XXXX XX, XXXX
Revision Implementation Date:	Fall 2022 Spring/Summer, 2020
Responsible Office:	Registrar

1. The length of the teaching term in each semester is 12 weeks, except in engineering programs where it is 13 weeks. Senate may authorize a variation by resolution specifying the specific non-required course and naming the specific term in which the variation will apply.
2. Registration and student orientation for Undergraduate programs will be held each year during the week preceding Labour Day.
3. ~~Undergraduate Program~~ Classes begin on the Tuesday after Labour Day, unless an exception for a specific non-required course in a specific term is authorized by Senate.
4. ~~Lincoln Alexander School of Law required intensive and placement courses may begin the week before the official start of term, including prior to Labour Day.~~
5. There will be no examinations or tests scheduled in the last week of the Fall and Winter terms.
6. Study weeks will be held on the weeks including Thanksgiving Day and Family Day.
7. The Winter Term Examination Period will normally end by April 30.
8. Due to final exam period time constraints, ~~Toronto Metropolitan University Ryerson~~ finds it necessary to schedule final exams on Saturdays. Final exams may be scheduled on Sundays.
9. The reporting of final grades will normally be done within one week of the end of the examination period. For the Fall term, reporting of final grades will normally be done within one week of when the university reopens after the Mid-Year Break.

EXECUTIVE SUMMARY

SENATE POLICY 76 REVISIONS

Policy 76 governs the development and review of certificate programs at The Chang School. The policy was last updated in 2016. Since then, there have been several shifts in the continuing education landscape that are not captured in the current version of Policy 76. These shifts include changing continuous learner demographics and evolving technology and societal developments that disrupt all sectors and require new or renewed skills and competencies. These external drivers present as opportunities to grow and maintain the competitive advantage of The Chang School and Toronto Metropolitan University to serve the needs of continuous learners across Canada and beyond.

On September 21, 2021, the Academic Governance and Policy Committee (AGPC) approved a list of participants to serve on a Revision Committee for Policy 76. Committee members included strong representation from across the University community, including students, faculty, and staff.

Revision Committee Membership

- Donna Bell - Secretary of Senate
- Sam Benvie - Academic Coordinator, Certificate in Landscape Design for Climate Resilience, Chang School
- Anne-Marie Brinsmead - Program Director, Engineering, Architecture and Science, Chang School
- Amy Clements-Cortes - Academic Coordinator, Interdisciplinary Studies, Chang School
- Naza Djafarova - Program Director, Digital Education Strategies, Chang School
- Maddy Fast - former Student President, Continuing Education Students' Association of Ryerson (CESAR), renaming in progress
- Charlotte Ferworn - Student President, Ryerson Graduate Students' Union (RGSU)
- Linda Koechli (Co-chair) - Assistant Dean, Programs, Chang School
- Jason Lisi - Director, Curriculum Quality Assurance, Office of the Vice Provost, Academic
- Victoria Madsen - Senate Policy and Appeals Specialist
- Lena Patterson (Co-chair) - Program Director, Business Development and Microcredentials, Chang School
- Chi Vuong - CNED student currently registered in the Certificate in Accounting-Finance
- Debbie Wilk - Director, Client and Program Services, Chang School
- Deanne Wright - Assistant Registrar, Curriculum Management, Office of the Registrar
- Haomiao Yu - Associate Professor, Graduate Program Director and CE Coordinator, Chang School
- Juliya Vasylyv - Project Coordinator, Academic Programs and Operations, Chang School (Recorder)

Community Consultations

During late October and November of 2021, the Committee developed strategic objectives for the revision process and established timelines and methods for gathering and incorporating community

feedback, including a consultation survey and a series of Town Hall meetings. The [results](#) of the consultation survey were shared back with the community.

The community consultation survey (n=263) showed that additional offering types, such as microcredentials and microcertificates, have the potential to add significant value for continuing education learners served by The Chang School with high demand for “short-duration career-skill or competency-focused programming such as microcredentials” among CE Alumnus/Alumni (71%) and current CE students (68%).

Proposed Policy Revisions

Community consultations informed the subsequent policy revision process conducted by the Committee. While policy and procedure components related to Certificate programming remain largely unchanged, two new offering types are proposed in the revised Policy 76: Chang School (CS) Microcredentials and Chang School (CS) Microcertificates. Definitions for both new offering types, as well as the digital Artifacts associated with them, are provided. Proposed development, review, and governance processes and procedures for CS Microcredentials and CS Microcertificates prioritize timeliness to ensure that offerings are relevant and responsive to the needs of continuous learners and the socially progressive innovation economy in which they live, work, and learn.

Scope of Policy 76 Revisions

Policy 76 only applies to The Chang School and clearly stipulates that Chang School Microcredentials and Chang School Microcertificates do not bear any relationship to degree level courses or programs. The Chang School has long acted as one of many spaces for academic innovation with the larger University community. Microcredentials and Microcertificates are a form of programming innovation and The Chang School serves as a space in which to learn more about how these new offerings are designed, developed, and delivered. Proposed Policy 76 revisions welcome wider involvement in this endeavor, stipulating that a proposal can be collaborative, involving any Faculty within the University, or external partner, in partnership with The Chang School.

For more information on how Microcredentials and Microcertificates compare to other Chang School offerings, see [The Chang School Credential Framework](#) (attached as a separate document).

For more information on the larger Microcredential landscape, including the role of the Government of Ontario, OSAP Regulations, and Frequently Asked Questions about Policy 76 Revisions, see [Microcredentials Backgrounder](#) (attached as a separate document).

Chang School Credential Framework (Policy 76 Revisions)

This document is an overview of the larger credential landscape at The Chang School. It provides context for the proposed revisions to Policy 76.

Learning type	Length	Oversight	Record keeper (enrolment, grades)	Recognition of completion	Residency Requirement	Relationship to Degree Credit Courses / Programs	Comments	Governance	
Degree-level course	39 hrs	Registrar's Office	Registrar's Office	graded, transcribed				Policy 127/IQAP, Policy 2	
Certificate-level course	Normally 39 hrs	Chang	Registrar's Office	graded, transcribed				Policy 2	
Microcredential preparation and assessment	Less than 12 weeks	Chang	Chang	pass/fail, Chang School Microcredential Artifact awarded		None	Less than 12 weeks as stipulated in O. Reg. 786/20	Policy 76	
Transfer Credit	n/a	Registrar's Office/Chang	Registrar's Office	transcribed			For applicable certificate courses only	Policy 46	
Challenge Credit	n/a	Registrar's Office/Chang	Registrar's Office	transcribed			For applicable certificate courses only	Policy 46	
Credential criteria	Potential Outcome	Convocation	Record Keeper (completion record)	Record of completion	Residency Requirement	Relationship to Degree Credit Courses / Programs	Comments	Time Span	Governance
Combination of degree-level and/or certificate level courses	Certificate	Yes (grads are Senate approved)	Registrar's Office	transcribed, "completion row" in RAMSS	Yes. 50% coursework at Toronto Metropolitan University and taken while registered in certificate program. Also 50% courses taken must be Chang offerings	Specific to the certificate	Requires registration/admission to a program and plan	Must be completed within time span specified in Policy 46	Policy 46, Policy 76
1 assessed competency	Chang School Microcredential	No (Chang approval only)	Chang	Chang School Microcredential Artifact awarded, not transcribed	None	None		Time span to completion is equivalent to the assessment period and less than 12 weeks total	Policy 76
2-10 related assessed competencies	Chang School Microcertificate	No (Chang approval only)	Chang	Chang School Microcertificate Artifact awarded, not transcribed	None	None	A microcertificate may comprise a set of microcredentials; or a combination of microcredentials and assessed competencies.	Time span to completion is open as long as the microcertificate continues to exist and the associated microcredentials have not yet expired. Each microcredential and assessed competency will bear an expiry/renewal date.	Policy 76

MICROCREDENTIALS BACKGROUNDER

SENATE POLICY 76 REVISIONS

This backgrounder outlines the larger regional, national, and international context of microcredentials. It also includes a section on Policy 76 Community Consultations and Frequently Asked Questions about Microcredentials. It is provided to support consideration of proposed revisions to Senate Policy 76.

Table of Contents

Microcredentials and Ontario Universities	1
Microcredential Definitions	2
Microcredentials and University Governance	2
Microcredentials and Provincial Governments in Canada	2
Microcredentials and OSAP	3
Microcredentials on an International Stage	3
Market Demand for Microcredentials	3
Policy 76 Revision Community Consultations	3
Frequently Asked Questions about Microcredentials	4

Microcredentials and Ontario Universities

The adoption of microcredentials at Ontario Universities has been growing steadily for the past five years. The following institutions have either [piloted](#), [adopted](#), or formed a [strategic working group](#) on the topic of microcredentials.

1. Queen's University
2. York University
3. University of Waterloo
4. University of Toronto
5. Western University
6. University of Guelph
7. Lakehead University
8. McMaster University
9. OCAD University
10. Ontario Tech University
11. Wilfrid Laurier University
12. L'Université de Hearst
13. University of Windsor
14. Brock University

[eCampusOntario](#) began facilitating microcredential conversations and capacity building in 2017, hosting [annual events](#) and advocating for dedicated [government funding for institutional pilots, which ran in 2019 and 2020](#). The [eCampusOntario microcredential framework](#) was created by employers and post-secondary institution representatives across Ontario. A [2022 report](#) released by eCampusOntario showed 84% of institutions surveyed either strongly agreed or agreed that the framework was useful. Many institutional efforts and initiatives across Ontario have been launched or expanded since the COVID-19 pandemic. [This example](#) from Ontario Tech University, describes how a microcredential program provided [skill validation for local health authorities](#) struggling to support healthcare workers during the pandemic. Ontario Tech University has [since expanded its microcredential offerings to support teacher candidates](#) through its Faculty of Education.

Microcredential Definitions

While the term “microcredential” does not currently have a universally accepted definition, there are several defining characteristics that are widely recognized as important. For example, a [2022 analysis of definitions by eCampusOntario](#) identified assessment as a key component of a microcredential in 14 of 16 definitions. In September 2021, [UNESCO](#) commissioned a report on common language around microcredentials which also included [assessment of learning against clearly defined standards](#). In the Canadian context, HEQCO released a report in 2021 which outlined [six quality markers of a microcredential](#), which included that microcredentials are relevant, flexible, and assessed.

Microcredentials and University Governance

Several universities have adopted microcredentials as part of a formal governance process. The following selection of examples from Universities across Canada range from draft frameworks to Senate policy.

Institution	Name of Policy or Framework
Western University	Senate Academic Policy: Certificates, Diplomas and Micro-credentials
McMaster University	Policy on Academic Program Development and Review
Mount Allison University	Policy 5901 - New Academic Program Development
University of Regina	Microcredential Framework, June 2021
Kwantlen Polytechnic University (KPU)	Senate Policy: Microcredentials

Microcredentials and Provincial Governments in Canada

In 2020, the government of Ontario announced a [\\$59.5 million investment](#) over three years to support microcredentials. This investment included a [special announcement](#) on March 18, 2021 to expand the Ontario Student Assistance Program (OSAP) to cover nearly 600 microcredential programs offered by Ontario institutions. In March 2022, The Chang School at Toronto Metropolitan University [announced](#) the development of the Digital Accessibility Specialist Microcredential Program, supported through \$300,000 in funds from the Ontario Microcredentials Challenge Fund. Other provinces, such as [British](#)

[Columbia](#), [Alberta](#), and [Saskatchewan](#) have developed frameworks and funding programs to support microcredential development.

Microcredentials and OSAP

To support the [OSAP investment announcement](#) on March 18, 2021, the Ontario Government released [O. Reg. 768/20: Ontario Student Grants and Ontario Student Loans for Micro-credentials](#), which included the following definition of a microcredential for the purposes of the OSAP program: “micro-credential” means a credential offered by an approved institution that is not a certificate, diploma or degree. The regulation also includes the following criteria for approved programs of study:

7. (1) The Minister may approve a program of study as a program of study for which individuals may be eligible to receive a micro-credential grant or micro-credential student loan if the program,
 - (a) is provided at an approved institution; and
 - (b) consists of one period of study of less than 12 weeks.

Microcredentials on an International Stage

Microcredential initiatives are widely recognized as a priority internationally, with large jurisdictions adopting a common definition and approach to guide implementation. The following selection of examples from around the world provides a snapshot of microcredential adoption worldwide. Canada does not currently have a national framework for microcredentials.

Location	Name of Policy, Framework, or Initiative
European Commission	A European Approach to Microcredentials
Australia	National Microcredentials Framework
State University of New York (SUNY)	SUNY Microcredentials

Market Demand for Microcredentials

Recent reports focused on learner need and the Canadian labour market indicate a growing interest in access to short, focused credentials as complementary and supplementary to degree programming. Higher Education Strategy Associates (May 2019) noted that the new Canada Training Benefit opens an opportunity for higher education institutions to create short duration microcredentials. At the same time, industry leaders are increasingly focused on supporting continuous learning opportunities, with [KPMG recently stating](#) that lifelong learning will become a human need and workers will need to “microcredential annually” to stay up to date.

Policy 76 Revision Community Consultations

The Policy 76 revision process has benefited greatly from community consultations. In December 2021, the committee developed and circulated a Community Consultation survey which was posted for feedback from Monday December 20th, 2021 through Monday January 24th 2022 and distributed through

Chang School networks, learner channels, and additionally through members of Senate. The summary of the Community Consultation survey is available on the [Senate Policy website](#).

263 community members responded to the survey, with 52% of those respondents identifying themselves as current continuing education students. The survey showed that additional offering types, such as microcredentials and microcertificates, have the potential to add significant value for continuing education learners served by The Chang School with high demand for “short-duration career-skill or competency-focused programming such as microcredentials” among CE Alumnus/Alumni (71%) and current CE students (68%).

Virtual town hall consultations were held on February 17, 2022 over over 90 participants registered. Townhall invitations were sent out through TorontoMet Today, learner channels, faculty and staff channels, Chang School networks and additionally through members of Senate. The town halls provided students, faculty, staff, and external partners with the opportunity to learn about the policy review process, hear an overview of proposed changes and to share feedback with the community. Town hall sessions focused on questions related to microcredentials and combining offerings, using microcredentials as an assessment vehicle, and in what way external partners can be involved in microcredentials.

Frequently Asked Questions about Microcredentials

1. **What value do microcredentials add?** Microcredentials offer value to a number of diverse stakeholder groups.
 - a. **High Demand from Continuous Learners and Chang School Alumni:** Based on the results of the community consultations survey released in December 2021, microcredentials will add significant value for continuing education learners served by The Chang School. Survey results showed high demand for “short-duration career-skill or competency-focused programming such as microcredentials” among CE Alumnus/Alumni (71%) and current CE students (68%).
 - b. **Growing Awareness and Support Among External Partners:** The Chang School maintains a strong network of engaged and committed external partners in order to fulfill its mandate to meet the career needs of continuous learners. 86% of Employer and Industry Experts that responded to the community consultation survey were supportive of microcredential offerings. In addition to local perceptions of value, large and influential employers like [KPMG](#) have declared microcredentials to be an important tool in the growing commitment towards lifelong learning.
 - c. **Increasing Potential for Microcredentials to Support Inclusion, Access, and Equity:** [Preliminary results from pilot tests at several American institutions](#) suggest that short-duration offerings like microcredentials support social mobility; however, the newness of this question means that there is a current gap in the research that must be further explored and understood.
2. **Who are the potential audiences for microcredentials?** There are many different audiences for microcredentials. Given the mission and mandate of The Chang School, our efforts are focused on serving the following audiences:

- a. Current continuing education (CE) learners
 - b. Prospective continuing education (CE) learners
 - c. CE Alumni / Alumnus
 - d. External business and community partners
- 3. Do employers understand microcredentials?** While awareness of microcredentials is growing in Chang School networks and beyond, additional awareness and outreach activities will be required to share the message more broadly. These efforts will be aided by the increasing number of Ontario and Canadian universities offering microcredentials and the sustained interest in supporting these efforts from the Government of Ontario.
- 4. Why start with Continuing Education?** The Chang School has long acted as one of many spaces for academic innovation with the larger University community. Microcredentials are a form of programming innovation and the Chang School serves as an appropriate space in which to learn more about how these new offerings are designed, developed, and delivered.
- 5. Will the proposed Policy 76 revisions mean we are required to develop and embed microcredentials in our academic courses and programs?** No. Policy 76 only applies to The Chang School and does not impact faculty or any other department within the University. Furthermore, the proposed Policy 76 revisions clearly stipulate that Chang School Microcredentials and Chang School Microcertificates do not bear any relationship to degree level courses or programs.
- 6. Can microcredentials support the inclusion, access, and equity goals of the University?** Yes, we believe that there is potential for short-duration offerings, like microcredentials, to play a role in the larger inclusion, access and equity goals of the University, as noted above in the response to Question 1. Our first microcredential pilot in [Digital Accessibility funded by the Government of Ontario](#) takes an important step in this direction.
- 7. There is no clear or accepted definition for microcredential. Why are you proposing to use that term?** The term “microcredential” is used by the [Ontario Government](#). In order to be eligible for OSAP assistance for our offerings, we need to ensure alignment with the accepted vocabulary. While “microcredential” does not currently have a universally accepted definition, there are several defining characteristics that are widely recognized as important. The Revision Committee was careful to ensure that the proposed definition in Policy 76 is well aligned with the emerging national and international consensus. See the section titled [Microcredential Definitions](#) in this document for more information.
- 8. I have an idea for a microcredential. Can I work with The Chang School to develop it?** Yes, absolutely! Policy 76 revisions state that proposals for microcredentials can be submitted collaboratively with the Chang School.

Text that is original to Policy 76 is in black
 Text that is new to Policy 76 as a revision is [in blue](#).
 Track Changes indicate wording revisions to existing Policy 76 text.

TORONTO METROPOLITAN UNIVERSITY **POLICY OF SENATE**

Development and Review of Continuing Education Offerings

Policy Number: 76

Approval Date: XXX

Previous Approval Date: XXX

Presented By: The G. Raymond Chang School of Continuing Education

Reviewed By: Academic Standards Committee, Academic Planning Group

Responsible Office: Provost and Vice President Academic (in consultation with the Dean of The G. Raymond Chang School of Continuing Education)

Implementation Date: XXX

1. PURPOSE

The purpose of this policy is to ensure consistency in development, governance, and review of the continuing education offerings of The G. Raymond Chang School of Continuing Education in keeping with a mission of Toronto Metropolitan University (the “University”) to provide career-relevant continuing education as outlined in the “Mission and Aims” of the University formally set out in [Policy 103: Mission and Aims of Toronto Metropolitan University](#).

2. APPLICATION AND SCOPE

This policy applies to offerings created, administered, and delivered by The G. Raymond Chang School of Continuing Education (“The Chang School”).

3. DEFINITIONS

- 3.1. Certificate:** A Certificate consists of a minimum of four courses, where the academic quality is comparable to that of courses which are part of degree programs.

- 3.2. **Competency:** A competency describes the ability to use a set of related knowledge, skills, and attributes required to successfully perform activities and tasks in a defined setting.
- 3.3. **Chang School (CS) Microcredential Offering:** A short offering completed in less than 12 weeks that results in the assessment of one competency. It can be standalone or part of a CS Microcertificate. CS Microcredentials do not bear any relationship to degree level courses or programs. A CS Microcredential Artifact is awarded for the completion of a CS Microcredential.
- 3.4. **Chang School (CS) Microcertificate Offering:** A short offering that results in the assessment of two to ten related competencies. A CS Microcertificate can be comprised of a set of CS Microcredentials or a combination of CS Microcredentials and assessed competencies. CS Microcertificates do not bear any relationship to degree level courses or programs. A Microcertificate Artifact is awarded for the completion of a CS Microcertificate.
- 3.5. **Chang School (CS) Microcredential Artifact:** A digital record issued to an individual recipient that documents the assessed competencies and when these were completed. A CS Microcredential Artifact is awarded through a digital recognition system that is University branded.
- 3.6. **Chang School (CS) Microcertificate Artifact:** A digital record issued to an individual recipient that documents the assessed competencies and when these were completed. A CS Microcertificate Artifact is awarded through a digital recognition system that is University branded.

4. VALUES AND PRINCIPLES

The values outlined in the University's Senate Policy Framework are applicable and fundamental to this Policy. A mission of the University is to provide career-related continuing education and The Chang School must ensure sufficient rigour and depth to its offerings to serve this mission as set out in [Policy 103: Mission and Aims of Toronto Metropolitan University](#).

- 4.1. **Boldness:** The University champions creativity, innovation, and ingenuity; it encourages students, faculty, and staff to think boldly, take initiative, and demonstrate resourcefulness.
- 4.2. **Access:** Access to education can transform lives and communities. The University is committed to providing access to education and employment opportunities for students, faculty, and staff, particularly those from marginalized, underrepresented, and equity-seeking groups. Access includes lifelong learning, expanding our individual and collective horizons through professional development, and learning opportunities that meet students' needs.
- 4.3. **Relevance:** Relevance is the integration of current practice, theory, and approaches into curriculum to ensure the student learning experience is aligned to the socially progressive innovation economy. In continuing education, relevance is achieved through close connection to, and collaboration with, external stakeholders to ensure programming is responsive to current and future needs.

- 4.4. **Academic Excellence:** The University strives to cultivate a student experience that equips all students with the knowledge, skills, and competencies needed to flourish and contribute to our ever-changing world.
- 4.5. **Equity, Diversity, and Inclusion:** Equity and diversity are essential components of a modern, accessible post-secondary institution. Teaching, learning, and SRC (scholarly research and creative activities) at the University are influenced by the diversity of ideas and experiences that members of our community bring. A major strength of our University comes from the diversity in our University family, which reflects the very essence of Toronto - the diverse, multicultural community we call home. Additionally, we recognize the relationship between the social and physical environment and disability, focusing on solutions to remove barriers. All students, staff, and faculty are respected and appreciated as valuable members of the University community, and a commitment to equity is embedded in our everyday thinking and actions.
- 4.6. **Timeliness:** Processes should be both timely and include practical timelines.

5. CS MICROCREDENTIALS AND CS MICROCERTIFICATES

- 5.1. **Development and Review of CS Microcredentials and CS Microcertificates**
 - 5.1.1. Responsibility for development of CS Microcredentials and CS Microcertificates rests with The Chang School, with collaboration with Faculties where appropriate.
 - 5.1.2. CS Microcredentials and CS Microcertificates will be consistent with the Strategic Priorities of The Chang School and the mandate of the University.
 - 5.1.3. CS Microcredential and CS Microcertificate proposals can be collaborative, involving any Faculty within the University, or external partner, in partnership with The Chang School.
 - 5.1.4. CS Microcredential and CS Microcertificate proposals and reviews will be evaluated by the MC Subcommittee, which will make recommendations to The Chang School Council (CSC) for approval.
- 5.2. **Governance and Programming of CS Microcredentials and CS Microcertificates**
 - 5.2.1. Ongoing responsibility for delivery and review of CS Microcredentials and CS Microcertificates rests with The Chang School.
 - 5.2.2. The Chang School Council (CSC) will create a MC Subcommittee for the purpose of evaluating CS Microcredential and CS Microcertificate proposals and reviews and to make recommendations to CSC for approval.

6. CERTIFICATES

- 6.1. **Governance of Certificates**
 - 6.1.1. Administrative responsibility for certificate programs rests primarily with The Chang School.
 - 6.1.2. Academic responsibility for certificate programs rests primarily with the School/Department/Faculty normally accountable for courses and/or programs in the relevant discipline. When it is academically inappropriate to assign responsibility for a certificate to a particular School/Department/Faculty,

responsibility will be assigned to a curriculum committee established in accordance with [this Policy \(see Section 6.1.3 and 6.1.4\)](#).

- 6.1.3.** Every certificate program will have a standing curriculum committee with primary responsibility for program curriculum development and, when the program is implemented, for the quality and content of its courses. In certain instances, membership may be drawn from outside the University community. In such cases, University faculty must comprise a clear majority of the committee membership.
 - 6.1.3.1.** When a certificate is related to a single School or Department, the curriculum committee will be that of the relevant constituency with representation from The Chang School.
 - 6.1.3.2.** When the program is not clearly related to a single School or Department, the Dean of The Chang School will collaborate with the Faculty Deans in advising the Provost and Vice President Academic on the appropriate composition for the curriculum committee.
- 6.1.4.** In certificate programs which relate to a single School or Department, academic responsibility for the program, once implemented, rests primarily with that constituency. This responsibility, some elements of which are discharged primarily through the curriculum committee as described above, is taken to include:
 - 6.1.4.1.** the development of individual courses and curriculum structure, maintenance of their academic quality and currency, criteria for student evaluation, prerequisite patterns, and student promotion
 - 6.1.4.2.** ongoing review of program objectives, learning outcomes, and career competencies
 - 6.1.4.3.** general certificate and course staffing strategies, and recruitment and approval of instructors to teach in certificate programs
- 6.1.5.** Every certificate program will have a program advisory council. This will, in many circumstances, be the advisory council of the degree program from which the certificate program derives. When a certificate is not related to a single degree program, the Dean of The Chang School will collaborate with Faculty Deans in recommending such an advisory council. (Authority for the creation of such councils rests ultimately with the Provost and Vice President Academic.)
- 6.1.6.** Administrative authority, which rests primarily with The Chang School, is taken to include program marketing and promotion, registration, and ensuring access to appropriate University facilities. It also entails the coordination of program reviews and, where appropriate, coordination of the efforts of individuals from various areas of the University in the program development and implementation processes.

6.2. Development and Review of Certificates

- 6.2.1.** Certificate programs will be consistent with the mandate of the University.
- 6.2.2.** Whenever academically appropriate, certificate courses should be part of the University's degree programs or deemed equivalent to degree program

courses in order to provide students with maximum accessibility and internal degree credit transfer. Restrictions for some students may apply to prevent duplication.

- 6.2.3.** Academic standards and policies pertaining to certificates will be comparable to those pertaining to degree programs.
- 6.2.4.** In developing certificate programs, initiatives and advice may be drawn from individuals and organizations internal and/or external to the University. Curricular planning and program development will be carried out within the existing structure of academic authority as articulated in Procedures.
- 6.2.5.** New certificate programs and alterations in existing certificates require the same pattern of internal approvals as do degree programs. External approval is not required in the case of certificate programs.
- 6.2.6.** Senate is responsible for final approval of new certificate programs together with the periodic review of certificate programs.

7. ARTIFACTS

CS Microcredential Artifacts or CS Microcertificate Artifacts are awarded upon the completion of stipulated competency-based assessment(s). These Artifacts are University branded. Once awarded, the artifact is owned by the recipient.

RELATED POLICIES AND DOCUMENTS

The following policies are related to Policy 76:

- POLICY 2: Undergraduate Curriculum Structure
- POLICY 46: Undergraduate Course Grading, Academic Program Standing, and Eligibility to Graduate
- POLICY 110: Institutional Quality Assurance Process
- POLICY 112: Development of New Graduate and Undergraduate Programs
- POLICY 126: Periodic Program Review of Graduate and Undergraduate Programs
- POLICY 127: Curriculum Modifications: Graduate and Undergraduate Programs
- POLICY 158: Program Advisory Councils

The following documents informed the Policy 76 Review process:

- The University's Senate Policy Framework
- The Academic Plan 2020-2025
- The Chang School Strategic Priorities 2021-2023

TORONTO METROPOLITAN UNIVERSITY **POLICY OF SENATE**

PROCEDURES for Policy 76: Development and Review of Continuing Education Offerings

The Development and Review of Continuing Education Offerings Procedures (the “Procedures”) outline the processes to be followed in carrying out Policy 76: Development and Review of Continuing Education Offerings.

1. CS MICROCREDENTIALS AND CS MICROCERTIFICATES

1.1. Development and Review of CS Microcredentials and CS Microcertificates

- 1.1.1.** Ideas and initiatives for new CS Microcredentials and CS Microcertificates will be directed to The Chang School which will provide advice and commentary on feasibility and planning procedures.
- 1.1.2.** Proposals for new CS Microcredentials and CS Microcertificates will follow the guidelines and templates developed by the MC Subcommittee of The Chang School Council (CSC) (see Procedures Section 1.3.5.).
- 1.1.3.** A proposal for new CS Microcredentials and CS Microcertificates will include details on offering start date and expiry/renewal date as appropriate for that discipline.
- 1.1.4.** A proposal may relate to a standalone CS Microcredential or a CS Microcertificate.
- 1.1.5.** In cases where CS Microcredential offerings culminate in a CS Microcertificate, the start date and expiry/renewal date of any standalone CS Microcredential will be accounted for in the overall CS Microcertificate expiry/renewal date.
- 1.1.6.** All offerings will be reviewed by the MC Subcommittee for relevance every two years and recommendations for change or discontinuation brought to CSC.

1.2. Completion and Artifacts

- 1.2.1.** A CS Microcredential Artifact or CS Microcertificate Artifact is awarded upon completion of stipulated competency-based assessment(s).
- 1.2.2.** CS Microcredential Artifacts and CS Microcertificate Artifacts are awarded to individuals and are University branded.
- 1.2.3.** CS Microcredential Artifacts or CS Microcertificate Artifacts are not included on an academic transcript.
- 1.2.4.** Achievement of competency will be evaluated based on a Pass/Fail assessment.
- 1.2.5.** A competency-based assessment is deemed complete when an individual has received a passing mark in a Pass/Fail grading system.

- 1.2.6. A CS Microcredential Offering or CS Microcertificate Offering has a start date and an expiry/renewal date appropriate to the discipline. Each assessed competency will bear an expiry/renewal date.
- 1.2.7. Time span to completion: for a Microcredential, this is equivalent to the assessment period and less than 12 weeks; for a Microcertificate, this is open as long as the Microcertificate continues to exist and the associated Microcredentials have not yet expired.

1.3. Governance of CS Microcredentials and CS Microcertificates

- 1.3.1. The Chang School MC Subcommittee will have a Chair, appointed by the Dean.
- 1.3.2. The Chair, in consultation with the Dean, will propose subcommittee membership to The Chang School Council (CSC) for approval. Composition will include, but not be limited to, representation from The Chang School staff, faculty, instructors, continuous learners, alumni, and external partners.
- 1.3.3. Regular meetings of the subcommittee will be held at least once per term.
- 1.3.4. The subcommittee will have Terms of Reference, reviewed and approved by CSC annually and provided to Senate for information.
- 1.3.5. The subcommittee will develop proposal guidelines and proposal templates for CS Microcredentials and CS Microcertificates.
- 1.3.6. The subcommittee will develop guidelines that outline circumstances in which a CS Microcredential Artifact or a CS Microcertificate Artifact may be revoked.
- 1.3.7. The subcommittee will develop guidelines for assessment development and review.
- 1.3.8. The subcommittee may invite additional participating guests to attend meetings as need dictates.
- 1.3.9. CS Microcredential and CS Microcertificate records will be maintained and retained by The Chang School.

2. CERTIFICATES

2.1. Governance of Certificates

- 2.1.1. The Dean of The Chang School will work collaboratively with other Deans to create a framework for administrative and academic leadership for the development and implementation of a proposed certificate program.
 - 2.1.1.1. When a proposed certificate holds an academic relationship to a single School or Department, the Dean of the relevant Faculty will be involved.
 - 2.1.1.2. When a proposed certificate may relate to more than one School or Department, the Dean of The Chang School will involve all relevant Deans in the administrative and academic structure. (One

or more Deans may be designated as holding principal responsibility for the program's development.)

- 2.1.1.3. When a proposed certificate is not clearly linked to any one School or Department, the Dean of The Chang School will collaborate with the other Deans and advise the Provost and Vice President Academic who will create an appropriate administrative and academic framework for the program.
- 2.1.2. In all cases, a curriculum committee will be established early in the process of developing a new certificate program. The composition of such a committee will be consistent with the governance provisions of Policy Section 6.1.3 and 6.1.4. Additionally, a program or advisory council will be established in accordance with Policy Section 6.1.5.

2.2. Development and Review of Certificates

- 2.2.1. Ideas and initiatives for new certificates will be directed to The Chang School which will provide preliminary advice and commentary on administrative feasibility and planning procedures. The School also plays an important proactive role in bringing proposals for new certificate initiatives into the University's academic approval framework.
- 2.2.2. Certificate programs will be reviewed periodically with respect to their societal need, academic currency, and curriculum structure, and financial viability. Such reviews will be carried out under the auspices of The Chang School. Mechanisms and timetables for reviews of societal need, academic currency, and curriculum structure will be established by the Provost and Vice President Academic and The Chang School.
- 2.2.3. [New certificate development and review processes shall identify duplicate content and prohibited combinations of degree and certificates and add appropriate restrictions.](#)

RELATED POLICIES

The following policies are related to Policy 76 Procedures:

[POLICY 45: Governance Councils](#)

[POLICY 46: Undergraduate Course Grading, Academic Program Standing, and Eligibility to Graduate](#)

[POLICY 110: Institutional Quality Assurance Process](#)

[POLICY 112: Development of New Graduate and Undergraduate Programs](#)

[POLICY 126: Periodic Program Review of Graduate and Undergraduate Programs](#)

[POLICY 127: Curriculum Modifications: Graduate and Undergraduate Programs](#)

Draft Policy 159

Supporting Context for June 2022 Senate Meeting

This document provides context and information related to the updated Policy 159 draft being considered for presentation at the June 2022 Senate meeting. The background context is categorized in 9 sections below and addresses concerns raised following the May 2022 Senate meeting.

It is important to state plainly that this Policy illuminates legal standards and requirements under the Human Rights Code, which are compulsory. These standards can not be altered through policy review processes. There is a corresponding need to ensure the understanding of these requirements by a variety of stakeholders, and on-going communication related to the Policy and procedures are important during the implementation.

Many questions, comments and suggestions related to the Procedures have been addressed, and if necessary can continue to do so separately from the Senate policy approval process.

BACKGROUND CONTEXT - ORGANIZED BY THEMES

[Academic Freedom in Policy 159](#)

[Section 5.2: Duty to Inquire about Accommodation](#)

[The interpretation that contract lecturers and faculty are required to access and assess medical documentation](#)

[Assertion that the Policy requires UDL in all courses \(Sections 4.3 Accessible Educational Environments + 1.9 Roles & Resp\)](#)

[Section 3: Retroactive Accommodations](#)

[Interim Accommodations \(Section 5.1 Duty to Accommodate\)](#)

[Roles and Responsibilities in the Accommodation Process](#)

[Unions and Collective Agreements](#)

[Relocating the Roles & Responsibilities section from the Procedures to the Policy document](#)

[Adequacy of Consultation](#)

[Removal of Reference to Policy 168](#)

1. Academic Freedom in Policy 159

A statement on the institutional commitment to Academic Freedom is included in the Values and Principles section, 4.10. While Academic Freedom is not part of other Senate Policies relating to students and academic matters (e.g., course management, grade and standing, ACR, etc.), it is acknowledged that it is a core principle at the University. It is also acknowledged that there should be no suggestion that the provision of appropriate accommodations to students with disabilities somehow impinges upon Academic Freedom. It is further noted that Academic Freedom does not limit or constrain the duty to accommodate. More information from the Ontario Human Rights Commission is available [here](#).

2. Section 5.2: Duty to Inquire about Accommodation

Policy Section 5.2 (Duty to Inquire about Accommodation) generated discussion at the May 2022 Senate meeting. As such, AGPC has endorsed a proposal that Section 5.2 of the Policy be tabled, with the commitment to bring it back for Senate's approval before the end of the 2022-2023 academic year. Tabling Section 5.2 comes with the note that removing this section from the Policy does not eliminate the legal obligation as an institution (see context below) in the interim. The additional time will, however, allow the opportunity to discuss what may be expected of faculty members, as well as provide the opportunity for the development of resources that can support the implementation of this aspect of the Policy.

The duty to inquire is not a new duty - it is a matter of settled law under provincial law, and therefore remains an obligation even if not included in the Policy at this time. Stakeholders are encouraged to review the materials linked below for further information.

This duty arises both in the employment and education contexts. As per the [Ontario Human Rights Commission's Policy on accessible education for students with disabilities](#):

Education providers must attempt to help a student who is clearly unwell or perceived to have a disability by inquiring further to see if the student has needs related to a disability, and offering assistance and accommodation. Even if an education provider has not been formally advised of a disability, the perception of such a disability will engage the protection of the Code.

Where an education provider is aware, or reasonably ought to be aware, that there may be a relationship between a disability and a student's behaviour or academic performance, the education provider has a "duty to inquire" into that possible relationship before making a decision that would affect the student adversely. This includes providing a meaningful opportunity to the student (and/or their parent/guardian, where appropriate) to identify a disability and request accommodation. A severe change in a student's behaviour or academic performance could signal that the situation warrants further examination.

Where a student (or their parent/guardian) denies the existence of a disability, or refuses to participate or cooperate in the accommodation process by providing relevant information about their needs, an education provider's duty to inquire (and broader duty to accommodate) may come to an end.

Guidance on what this duty means in the context of delivering a course will be discussed in the coming year, potentially leading to enhanced language within the Procedures and/or through education and professional development opportunities. In many cases the duty to inquire may be satisfied by referring the student to Academic Accommodation Support (AAS) and thereafter working collaboratively with AAS and the student to implement accommodations as appropriate. It remains the responsibility of the student to participate in the accommodation process at all times.

3. The interpretation that contract lecturers and faculty are required to access and assess medical documentation

Under Policy 159, contract lecturers and faculty are not expected to access or assess medical documentation - this is a function performed by AAS and referrals should be made to this unit to perform this work. Professors and contract lecturers work collaboratively with AAS and students during the accommodation process (implementing approved accommodations, collaborating with AAS and students on interim accommodations while final accommodations are being assessed or put into place, collaborating with AAS on the range of reasonable accommodations in the circumstances, etc).

4. Assertion that the Policy requires UDL in all courses (Sections 4.3 Accessible Educational Environments + 1.9 Roles & Resp)

Universal Design for Learning is referenced in the Values and Principles Section (4) as one framework that enhances accessible learning environments. Enhancing accessible learning environments is an underpinning of the Policy. Support and resources for enhancing accessibility for all students in courses are available through the Centre for Excellence in Learning and Teaching. The policy does not create a requirement for UDL to be used in all courses.

5. Section 3: Retroactive Accommodations

To satisfy its legal obligations under the Human Rights Code, the University is required to meaningfully consider requests for retroactive accommodations on an individualized basis. When discussing retroactive accommodations, it is important to note that this legal duty is engaged only in exceptional circumstances. For example: where a student's mental health disability renders them unable to identify that they have a disability or that they have accommodation needs until after a deadline, test, or completion of a course. Supporting documentation from an appropriate medical professional remains a requirement.

In 2016, the Ontario Human Rights Commission sent all colleges and universities in Ontario a directive calling on each institution to implement six measures to reduce systemic barriers to post-secondary education for students with mental health disabilities. One of these measures was to consider retroactive accommodations where appropriate and to not state or imply that requests for retroactive accommodation will not be considered.

In 2020, the Ontario Court of Appeal confirmed that universities have a duty to consider whether it is appropriate to grant retroactive accommodations in the case of *Longuepee v Waterloo University*.

6. Interim Accommodations (Section 5.1 Duty to Accommodate)

Additional details can be included in the Procedures document to provide more clarity on the implementation expectations and intention of this section. It can also be addressed through communication and educational components related to the Procedures and during the implementation of this Policy.

The intent is to signal that faculty, contract lecturers, and AAS should work together to provide (where appropriate) interim accommodations to a student who presents with a disability while final accommodations are being assessed and/or put into place.

7. Roles and Responsibilities in the Accommodation Process

a. Unions and Collective Agreements

Policy Section 4.8 Collaboration and Shared Responsibility

Policy Section 6: Overview of Responsibilities and Roles

In its [Policy on accessible education for students with disabilities](#), the Human Rights Commission identifies the following roles and responsibilities (section 8.6) for universities and unions as they relate to student accommodations process:

On an institutional level, the education provider has a responsibility to:

- review the accessibility of the educational institution as a whole, including all education services
- design and develop new or revised facilities, services, policies, processes, courses, programs or curricula inclusively, with the needs of students with disabilities in mind
- make sure that the costs of accommodation are spread as widely as possible throughout the institution.

Unions, professional associations, and third party educational service providers are required to:

- take an active role as partners in the accommodation process
- facilitate accommodation efforts
- support accommodation measures regardless of collective agreements, unless to do so would create undue hardship.

The Code prevails over collective agreements. Collective agreements or other contractual arrangements cannot act as a bar to providing accommodation.

b. Relocating the Roles & Responsibilities section from the Procedures to the Policy document

In response to the feedback received on the location of this section, it has been moved into the body of the Policy from the Procedures document. See Policy section 6: Overview of Responsibilities and Roles.

8. Adequacy of Consultation

While there has been significant consultation on this Policy, we recognize that more explanation and description of the complexities of the Human Rights Code could have improved the process. Since these legal standards and requirements under the Human Rights Code are compulsory, it may have better served the engagement process to have additional focus on implementation issues. As we continue to engage, we will provide the opportunity for focused discussion in this area in order to ensure clarity as it relates to this Policy and its implementation

9. Removal of Reference to Policy 168

The reference to Policy 168 in the section of the Procedures pertaining to Retroactive Accommodations has been removed. To align and streamline how disputes are addressed under Policy 159, disputes related to retroactive accommodations will now be dealt with in the same way other accommodation-related disputes are addressed. See section 2.3.1 of the Procedures for more information.

Former Section 3.2.2 (Retroactive Requests for Accommodation) in the Procedures “students may submit a final grade appeal on the basis of relevant grounds as per Policy 168: Grade and Standing Appeals” has been removed.

Students retain their right to file a grade or standing appeal under Policy 168.

TORONTO METROPOLITAN UNIVERSITY**POLICY OF SENATE****ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES**

Policy Number:	159
Senate Approval Date:	XXXX, X, XXXX
Revision Implementation Date:	Fall 2022
Previous Approval Date:	August 15, 2016
Next Policy Review Date:	XXXX
Responsible Office:	Vice Provost Academic & Vice Provost Students

1. PURPOSE

This policy establishes the principles, conditions, and expectations surrounding the request for and provision of academic accommodations at Toronto Metropolitan University (the "University").

The University acknowledges and celebrates the diversity of its students. The University recognizes the many intersections between the social, the physical, and the virtual environments within the context of academia and acknowledges the unique barriers, including ableism, that may arise for students with disabilities. The University is committed to addressing these barriers to enhance an accessible educational environment and equality of opportunities, benefits, privileges, and participation through the provision of accommodations that maintain academic standards.

2. APPLICATION AND SCOPE

This policy applies to:

- all students at the University
- all faculty, instructors, and staff involved in:
 - the request for, consideration of, and the implementation or administration of accommodations

DRAFT - POLICY 159

- the delivery of academic instruction, the evaluation and assessment of courses and non-course degree requirements

where the final goal is for students to acquire and demonstrate the essential academic requirements needed to meet the learning objectives of a course or program.

This policy does not apply to programs or services offered by the University that are not related to the delivery of academic instruction.

3. DEFINITIONS

3.1 Ableism

A belief system, analogous to racism, sexism, or ageism, that sees persons with disabilities as being less worthy of respect and consideration, less able to contribute and participate, or of less inherent value than others. Ableism may be conscious or unconscious, and may be embedded in institutions, systems, or the broader culture or society. It can limit the opportunities of persons with disabilities and reduce their inclusion in the life of their communities (see [LCO's Framework for the Law as It Affects Persons with Disabilities](#)).

3.2. Academic Accommodation

A planned variation or modification in the way a student with a disability receives course curriculum and materials, participates in course and non-course degree requirements, and is evaluated and assessed, in order to acquire and demonstrate the essential academic requirements needed to successfully meet the learning objectives of a course or program.

3.3. Accessibility

Accessibility is the degree to which something (e.g. device, service, physical environment, information) can be accessed by persons with disabilities.

3.4. Essential Academic Requirements

The core and essential knowledge and skills that a student must acquire and demonstrate to meet the learning objectives of a course or program.

3.5. Disability

"No single definition of "disability" can fully capture experiences of persons with disabilities. Definitions of disability must recognize the complexity that results from the interaction of an individual with his or her environment."¹ This Policy adopts the definition of disability as defined

¹ [LCO's Framework for the Law as It Affects Persons with Disabilities, page 2, definition of Disability](#)

by applicable law, including Ontario's [Human Rights Code, RSO 1990, c H 19](#), (the "Code") as may be amended:

- 3.5.1. any degree of physical disability, infirmity, malformation, or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device
- 3.5.2. a condition of mental impairment or a developmental disability
- 3.5.3. a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language
- 3.5.4. a mental disorder
- 3.5.5. an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*

3.6. **faculty (non-capitalized)**

For the purposes of this Policy "faculty" refers to the academic teaching staff of the University including chairs and directors.

3.7. **Medical Documentation**

Documents that verify or confirm that a student has a disability, or that clarify the impact of the disability, and any resulting functional limitations. Medical documentation must be based on a current, thorough, and appropriate assessment from a registered health care professional qualified to diagnose and assess functional limitations and needs associated with disability. Other supporting documentation may also reasonably be requested by the University as part of the accommodation process.

3.8. **Instructor**

The person responsible for the course and includes all those represented by the Ryerson Faculty Association as well as the part-time, sessional, and Continuing Education contract lecturers who are represented by Unit 1 or Unit 2 of CUPE Local 3904.

3.9. **Non-course Degree Requirements**

Non-course degree requirements include but are not limited to seminars, theses, major research papers, major research projects, comprehensive/candidacy examinations, dissertations, experiential learning opportunities, clinical placements, and required certifications.

3.10. **Staff**

Staff are personnel associated with the unit who are designated as MAC or are represented by OPSEU.

3.11. **Student**

An individual who is registered in a full-time or part-time course or program at the University

4. **VALUES AND PRINCIPLES**

4.1. **Senate Policy Framework**

The values and principles outlined in the University's [Senate Policy Framework](#) are applicable and fundamental to this Policy; the substantive values stipulated are: academic excellence, integrity, equity, diversity, and flexibility.

4.2. **Accommodation**

The principles of respect for dignity, individualization, inclusion, and full participation apply both to the substance of an accommodation and to the accommodation process. At all times, the emphasis must be on the individual student and not on the category of disability. The assessment and provision of academic accommodations for students with disabilities will be interpreted and applied in accordance with applicable law, including, without limitation, the Code and AODA, as well as applicable University policies and procedures.

4.3. **Accessible Educational Environments**

For students with disabilities, both accessibility and accommodation must be taken into account. Complementary to its provision of reasonable accommodations, the University is committed to facilitating an accessible educational environment through conscious planning, design, and efforts to assist students in meaningfully participating in teaching and learning environments through, for example, devices, services, physical environments, and information. ~~Accessibility does not preclude accommodation; the two concepts are inherently linked and must co-exist in order to achieve a just and inclusive educational experience. The concepts of accessibility and accommodation are inherently linked and co-exist in order to achieve a just and inclusive educational experience.~~

The University acknowledges the Universal Design for Learning framework as one way to increase flexibility for students and provide multiple ways to access content, engage and participate in learning, and demonstrate mastery in learning outcomes. Proactive accessibility planning may help reduce the ways in which students may be excluded in the classroom and

identify new and innovative ways to teach that can improve the learning experience of all students.

Faculty and instructors should strive to design course curriculum, delivery methods and evaluation methodologies that are as accessible as possible from the outset, and provide reasonable accommodations in response to requests that have been substantiated by Academic Accommodations Support (AAS) services to address barriers that may exist despite efforts to enhance accessibility through design.

4.4. **Equity, Diversity, and Inclusion**

The University supports fair and equitable treatment of the University community by developing policies, procedures, and guidelines that attempt to remove barriers to address historical and current disadvantages for equity-deserving groups consistent with the University's *Senate Policy Framework*, recognizing that fairness does not mean treating everyone in exactly the same way.

4.5. **Wellbeing**

Wellbeing is fundamental to positive social and academic outcomes and healthy communities. The University is committed to the academic success of its students by creating a safe, secure, collegial, healthy, and inclusive environment that puts people first, is supportive of the whole person, and enhances the development of physical, mental, emotional, and spiritual wellbeing.

4.6. **Confidentiality**

The University is committed to promoting an environment that ensures students feel safe disclosing a disability. Confidentiality should be maintained throughout the accommodation process. Medical information should only be disclosed on a need-to-know basis or in accordance with applicable law or the policies and procedures of the University.

4.7. **Flexibility**

Acknowledging that there can be multiple routes to academic excellence and rigor, the University encourages flexibility in creating and supporting reasonable academic accommodations for students with disabilities while maintaining academic standards. Individualized academic accommodations for students with disabilities may require different approaches that do not imply a lesser standard of performance. Flexibility in the design and support of student accommodations may promote fair and equitable processes and outcomes, and therefore support and augment academic excellence.

4.8. **Collaboration and Shared Responsibility**

DRAFT - POLICY 159

Accommodating students with disabilities is a shared responsibility and a collaborative process that may engage diverse, sometimes competing, needs, responsibilities, and participation of: students, faculty, instructors, and staff. To this end, the University is committed to fostering an inclusive, collaborative, educational environment that:

- recognizes everyone involved should be prepared to cooperate in the process, share relevant information, and be willing to jointly explore flexible, creative accommodation solutions
- promotes mutual respect
- recognizes the equality, dignity, and autonomy of all persons
- recognizes that lived disability experiences vary greatly and often involves exclusion and inaccessibility
- provides equal opportunity to reasonable academic accommodations
- fosters student learning through a wide range of teaching and learning approaches
- protects the privacy and confidentiality of its students

4.9. Timeliness

It is in the best interest of students and the University to achieve timely implementation of academic accommodations as early as possible under this Policy. Students in partnership with AAS, faculty, instructors, and staff should work together to ensure timely resolution of any requirements necessary to implement and facilitate a plan to provide individualized academic accommodations.

4.10 Academic Freedom

The university maintains a strong commitment to Academic Freedom. For more information about Academic Freedom in the context of this Policy, please see the [Ontario Human Rights Commission's Policy on accessible education for students with disabilities](#).

Commented [MOU1]: Suggest insertion as stand-alone under Values and Principles

5. DUTIES OF ACCOMMODATION

5.1. Duty to Accommodate

The University shall provide, in accordance with applicable law, reasonable accommodations to students with disabilities to support them in meeting essential academic requirements that maintain academic standards. At all stages of the accommodation process, the principles of respect for dignity, individualization, integration, and full participation shall be considered.

In circumstances where a request for accommodation is being assessed to determine what, if any, accommodations are supported and reasonable, the University shall consider whether the provision of temporary interim accommodations is appropriate.

Students shall request academic accommodations in a proactive and timely fashion - ordinarily in advance of due dates.

In circumstances where a student has experienced disruptions in their ability to function for reasons relating to disability such that they were incapable of following the University's processes and practices surrounding academic accommodations, the University may consider requests for retroactive accommodation (see Procedures Section 2).

~~5.2 Duty to Inquire About Accommodation~~

~~Where faculty, instructors, or staff have a reasonable basis to believe that a student's academic performance is being negatively affected for reasons relating to disability, there may be a "duty to inquire" about the student's wellbeing and academic needs and to provide referrals to relevant offices at the University, including AAS, Student Wellbeing, and Student Care.~~

Commented [MOU2]: Section 5.2

Tabled – to be re-inserted after consultation for the 2022/2023 academic year.

5.3. Duty to Participate in the Accommodation Process

Students, faculty, instructors, and staff have a duty to cooperate and participate in the accommodation process. All individuals involved in the request for, consideration of, and the implementation or administration of accommodations shall participate in the accommodation process in good faith and in a timely manner, recognizing that the registration, assessment, and implementation of accommodations may take time on account of the complexity of the circumstances, documentation required, and other relevant factors.

5.4 Duty to Provide Documentation

Meeting the individual accommodation needs of students can be complex, challenging, and may require clarification. In order to fully understand and properly facilitate academic accommodation requests, the University, through AAS, is entitled to verify the presence of a disability and the nature and extent of relevant restrictions or functional limitations on a student's ability to meet the essential academic requirements of their chosen course or program. The University may require medical documentation and information from a physician or qualified registered health professional in order to fully assess the needs of students seeking accommodations.

Some examples of information that students seeking accommodation could reasonably expect to provide include, but are not limited to:

- medical confirmation of disability or medical condition
- functional impact/limitations/needs related to that disability
- whether they can meet the essential academic requirements of their course or program with or without accommodation
- recommended accommodation(s) needed to help meet essential academic requirements
- when the student is able to return to their academics following an absence

5.5 Limitations to Duty to Accommodate

DRAFT - POLICY 159

The University's duty to accommodate students with a disability is limited in the following circumstances:

5.5.1. Undue hardship

The University shall discharge its duty to accommodate in accordance with applicable law and the University's applicable policies and procedures by providing reasonable accommodations that maintain academic standards and academic integrity up to the point of undue hardship, which may involve consideration of:

- costs
- availability of outside sources of funding
- health and safety requirements

In considering whether the provision of an accommodation would constitute undue hardship, inconvenience and the negative reactions and preferences of others shall not be sufficient.

5.5.2. Inability to meet essential requirements

In some circumstances, the nature and degree of a student's functional limitations arising from a disability may mean that no accommodations that could be provided would enable the student to meet the essential academic requirements of a course or program.

6. OVERVIEW OF RESPONSIBILITIES AND ROLES

The University supports the notion that developing and implementing individual accommodations for students with disabilities is a shared responsibility that functions best as a respectful, collegial, collaborative process. Each participant should be prepared to engage, cooperate and contribute meaningfully, share relevant information, and be willing to jointly explore flexible, creative accommodation solutions for students. Designated participants in the process have the following responsibilities:

6.1 Students

Students with disabilities are key advocates for communicating their academic accommodation needs and therefore are essential contributors in developing, and facilitating the implementation of their individualized accommodation plans. Students seeking academic accommodation support will:

- 6.1.1 Agree to proactively consult with AAS, the faculty/instructor, Department or Faculty, as soon as feasible, including prior to enrolling in a course or program, on any

Commented [3]:

Rename section – Overview of Responsibilities and Roles and Move Roles and Responsibilities from Procedures to Policy

concerns they may have about their ability to meet the essential academic requirements of a course/program.

- 6.1.2 Register with AAS as early as possible to determine necessary accommodation(s) for meeting academic obligations as provided in the course outline(s) (see Policy 166, Procedures section. 7) as well as for non-course degree requirements (see Policy 159, Section 3.9).
- 6.1.3 Provide AAS services with appropriate disability related documents (see Policy section 5.4) that are reasonably requested by the university, and;
 - Keep such information current for the period of their accommodation; and,
 - Consent to the University making use of this information on a need-to-know basis for appropriate University purposes, including the administration of this policy.
- 6.1.4 Collaborate with AAS, instructors, and others (for example, academic advisors, graduate supervisors, chairs/directors, deans, library staff etc.) by participating in the accommodation planning process.
- 6.1.5 Acknowledge that the process for assessing and providing appropriate academic accommodations involves careful consideration of individual circumstances and must take into account:
 - The complex nature of implementing some required accommodation(s);
 - The timelines for implementing accommodations during the academic term; and,
 - The realistic possibility that some academic accommodation remedies may not be possible or available in specific cases.
- 6.1.6 Proactively communicate their academic accommodation plan to all course instructors where the student has an expectation of receiving academic accommodation in that course or to their program director in the case of non-course degree requirements. Students will:
 - Send accommodation letters to each instructor through the online accommodation support system used by AAS as early as possible in the semester;
 - Understand that choosing not to use an approved accommodation while completing a course or non-course degree requirement may impact any appeal made on the basis of disability in that course or non-course degree requirement; and,
 - Follow their academic accommodation plan as designed, and as needed,

notify AAS immediately when their academic accommodation(s), or plan no longer supports their academic needs.

- 6.1.7 Follow AAS procedures with regard to registration, renewing registration, booking quizzes, tests and exams, and the [provision of accommodation and supports](#).
- 6.1.8 Request, if appropriate, that their eligibility for university awards, scholarships or other opportunities be considered on the basis of their accommodation (e.g. reduced course load).
- 6.1.9 If applicable, submit a request for retroactive accommodation with explanation and supporting documentation of why the request was unable to be made in advance of applicable deadlines. (see Procedures Section 2).
- 6.1.10 If necessary, engage in the resolution of disagreements process. (see Procedures Section 3.9)

6.2 Academic Accommodation Support (AAS)

AAS works with students to create and implement individualized academic accommodation plans so students can more fully participate in their studies. Developing academic accommodation plans will vary from student-to-student depending on individual disability-related needs. For students with an expectation of receiving academic accommodation support, AAS will partner with students, faculty, instructors, staff and other professionals to facilitate academic accommodations for students with disabilities by;

- 6.2.1 Facilitating the academic accommodations process for students with disabilities by coordinating the requests for and developing plans and assisting in the provision of academic accommodations.
- 6.2.2 Informing students with disabilities of their obligations as AAS registrants.
- 6.2.3 Receiving and verifying all applicable documents regarding a student's disability related circumstances.
- 6.2.4 Requesting and obtaining any additional documents regarding disability reasonably required by the university and per the requirements outlined in the Ontario Human Rights Code.
- 6.2.5 Ensuring that all student information and all documents regarding disability are treated with the highest degree of confidentiality and security.

- 6.2.6 Reviewing all documents related to the student's circumstances and in consultation with the student:
- 6.2.6.1 Providing problem-solving support to students with disabilities when applicable; and/or,
 - 6.2.6.2 Making the necessary recommendations for an individualized academic accommodation plan where appropriate.
- 6.2.7 Consulting with instructors and faculties/schools, as needed, on academic accommodations to ensure an accommodation(s) does not impinge upon the essential requirements of their program of studies.
- 6.2.8 Providing confirmation, upon request and with the consent of the student, confirming a student's registration with AAS and outlining the student's academic accommodation requirements.
- 6.2.9 Acting as the trusted resource by assisting and providing information and expertise pertaining to academic accommodations to instructors, Chairs/Directors, Deans and other administrative staff.
- 6.2.10 Educating, when appropriate, students, faculty, instructor and staff as to their rights and responsibilities under this policy.
- 6.2.11 Ensuring that tests and exams held in AAS are conducted and invigilated in accordance with university policy and procedures.
- 6.2.12 Ensure confidential and timely delivery of tests or exams according to AAS procedures.
- 6.2.13 Provide clear deadlines on the [AAS](#)-website.
- 6.2.14 If necessary, engaging in the resolution of disagreements process (see Procedures Section. [32.0](#))

6.3 Faculty and Instructors

Faculty and instructors have a responsibility to learn about [this Policy and its Proceduresdisability-policy](#) as well as the barriers faced by students with disabilities, and have a duty to interact with students in a respectful and inclusive manner, to engage in the accommodation process, and to provide appropriate academic accommodations.

Commented [4]: Replaces the following:

Faculty and instructors have a duty to inform themselves about disability related issues, to interact with students in a respectful and inclusive manner, to engage in the accommodation process, and to provide appropriate academic accommodations.

Faculty and instructors should strive to design course curriculum, delivery methods, and evaluation methodologies that are as accessible as possible from the outset, and provide reasonable accommodations in response to requests that have been substantiated by AAS services to address barriers that may exist despite efforts to enhance accessibility through design.

Faculty/instructors will:

- 6.3.1 Collaborate with AAS and the Centre for Excellence in Learning and Teaching, to ensure that alternative approaches and possible accessible accommodation solutions are investigated and designed into course curriculum, activities and materials while preserving the essential academic requirements of the course or non-course degree requirement.
- 6.3.2 Embed by design course content including but not limited to; teaching methods, textbooks, printed materials and audio/video resources so that any necessary academic accommodations can be in place as early as possible to the beginning of the academic term;
- 6.3.3 Advise students of available accommodation supports, and the process by which these resources may be accessed. When necessary, refer students who identify as having a disability or suspected disability who are requesting disability-related academic accommodations to AAS services as soon as possible; [\(see Policy Section 5.2 Duty to Inquire](#)
- 6.3.4 Work in collaboration with students, AAS services, and other university stakeholders, to support students who are registered with AAS and have a current academic accommodation plan in place. Address any concerns regarding individual academic accommodations as soon as possible;
- 6.3.5 Be responsive to alternative forms of accommodations should the current academic accommodations be insufficient based on the impact of the student's disability and/or the nature/type of course or non-course degree requirement;
- 6.3.6 Work in collaboration with the Test Centre to ensure timely delivery of assessment information and materials that enable the student to demonstrate their learning in a course/program;
- 6.3.7 Seek guidance from the chair/director, associate dean, dean and AAS, when needed;
- 6.3.8 Promote an environment that is inclusive where all students treat one another with respect; and,

DRAFT - POLICY 159

6.3.9 If necessary, engage in the resolution of disagreements process (see Procedures Section 3).

6.4 The Department/ School/Program chair/director or designate shall:

6.4.1 Provide an opportunity for all faculty members to familiarize themselves with this policy;

6.4.2 Assist faculty in ensuring that course instruction, materials and activities are accessible to develop an inclusive learning environment for students;

6.4.3 Provide resources as appropriate to implement approved academic accommodations;

6.4.4 Consult with students and AAS, as required, when an accommodation request is in question and/or is denied by the faculty/instructor (see Resolution of Disagreements Procedures Section 3);

6.4.5 Discuss with AAS concerns about how accommodations relate to the essential academic requirements of the course/program, communicate findings with the student;

6.4.6 Review, upon request by a student, faculty or instructor and/or AAS, concerns with the recommended accommodation plan and assist in developing alternatives; ensure this matter is addressed in a timely manner (this may be done in consultation with the Dean);

6.4.7 Ensure that experiential learning placements (e.g., field placements, practica) are informed of, and able to respond to, accommodation requirements of students with disabilities in a timely manner prior to assigning students to a specific placement setting; where possible include any timelines for ensuring accommodations are in place when a student is accepted into an experiential learning placement; and,

6.4.8 Ensure the provision of accommodations for students with disabilities is outlined in the department/ school student handbook in accordance with the Course Management Policy (Policy 166).

6.4.9 If necessary, engage in the resolution of disagreements process (see Procedures Section 3.)

DRAFT - POLICY 159

6.5 Deans shall:

- 6.5.1 Work with the Department/ school chairs/ directors to ensure that all faculty and instructors are made aware of this policy and that the practices associated with the delivery of accommodations are consistent with this policy;
- 6.5.2 Assist faculty, chairs, and directors in ensuring that course instruction, materials and activities, and non-course degree requirements are accessible in order to develop an inclusive learning environment for students;
- 6.5.3 Provide resources as appropriate to implement approved academic accommodations;
- 6.5.4 Assess decisions with the Chair/Director not to provide any academic accommodation or a particular academic accommodation;
- 6.5.5 Ensure that academic accommodations received by students will not be a barrier to eligibility for university honours or opportunities;
- 6.5.6 If necessary, engage with the chair/director in the resolution of disagreements process (see Procedures Section ~~3.9~~)

6.6 The Convocation and Awards Office

- 6.6.1 Shall make accommodations for convocation ceremonies, in conjunction with AAS as appropriate, with advance notice from the student or other relevant parties.

6.7 The Registrar's Office

- 6.7.1 In accordance with the Equalization of Tuition for Students with Disabilities (see Appendix A), shall maintain a process for fairly assessing tuition fees where a reduced course load is an appropriate academic accommodation.

6.8 Library Services

- 6.8.1 Shall make efforts to provide access to information for students with disabilities;
- 6.8.2 Collaborate with the instructor, AAS and other campus stakeholders to provide information in accessible formats to students with disabilities;

- 6.8.3 Collaborate with Computing and Communications Services (CCS) and other campus stakeholders to provide adaptive technology within the library to improve accessibility.

6.9 **Centre for Excellence in Learning and Teaching**

- 6.9.1 Provide resources to faculty members related to universal design for learning, inclusive design, and accessible delivery and evaluation methods. The University acknowledges the Universal Design for Learning framework as one way to increase flexibility for students and provide multiple ways to access content, engage and participate in learning, and demonstrate mastery in learning outcomes. Proactive accessibility planning may help reduce the ways in which students may be excluded in the classroom and identify new and innovative ways to teach that can improve the learning experience of all students.

- 6.9.2 In collaboration with AAS, Vice-Provost, Faculty Affairs and others, provide information and training for instructors related to academic accommodations specifically for students with disabilities.

6.10 **Student Financial Assistance**

- 6.10.1 Shall collaborate with AAS and other key stakeholders as needed in the administration of specialized funding according to Ministry guidelines.

7. **RESOLUTION OF DISAGREEMENTS**

Students, faculty, instructors, and staff are encouraged to seek agreement regarding mutually satisfactory provision of academic accommodations. In the event of a disagreement, disputes will be resolved in accordance with this Policy and its Procedures (see Procedures Section 3).

8. **ACADEMIC INTEGRITY**

The spirit of this Policy is collaborative, inclusive, and well-intended to support students who require academic accommodations. For this reason, the misuse of this Policy to gain academic advantage or benefit, for example:

- (a) submitting false, altered, forged or falsified health certificates or other documents for academic consideration
- (b) making false claims for such consideration to delay or avoid academic requirements

constitutes academic misconduct and will be subject to the processes, penalties and consequences, as outlined in Policy 60: Academic Integrity.

RELATED UNIVERSITY POLICIES:

Ryerson Discrimination and Harassment Prevention Policy

<https://www.ryerson.ca/policies/policy-list/dhp-policy/>

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 167: Academic Consideration

<https://www.ryerson.ca/content/dam/senate/policies/pol167.pdf>

Senate Policy 168: Grade and Standing Appeals

<https://www.ryerson.ca/content/dam/senate/policies/pol168.pdf>

Senate Policy 169: Experiential Learning

<https://www.ryerson.ca/content/dam/senate/policies/pol169.pdf>

RESOURCES

Ontario *Human Rights Code* (the "Code")

<https://www.ontario.ca/laws/statute/90h19>

Accessibility for Ontarians with Disabilities Act ("AODA")

<https://www.ontario.ca/page/about-accessibility-laws#section-1>

Accessible Education for Students with Disabilities

<http://www.ohrc.on.ca/en/policy-accessible-education-students-disabilities>

Framework for the Law as it Affects Persons with Disabilities

[LCO's Framework for the Law as It Affects Persons with Disabilities](#)

DRAFT - POLICY 159

TORONTO METROPOLITAN UNIVERSITY POLICY OF SENATE

PROCEDURES for Policy 159: Academic Accommodation of Students with Disabilities

1. CONFIDENTIALITY

- 1.1. Students' medical information and supporting documentation should be requested from and provided to Academic Accommodations Support (AAS), which collects personal information for the purpose of considering, implementing and administering accommodations and related processes at the University.
- 1.2. Student personal information will be respected, protected, and maintained throughout the Academic Accommodation process. All information, including documentation received regarding a students' disability and subsequent request(s) for Academic Accommodation will be collected, used, disclosed, and retained in accordance with the University's records management and retention schedule, policies, procedures, notices, and practices pertaining to privacy, and the Freedom of Information and Protection of Privacy Act and other applicable laws.

2. RETROACTIVE REQUESTS FOR ACCOMMODATION

Students shall request academic accommodations in a proactive and timely fashion - ordinarily in advance of due dates.

- 2.1. A student may submit a **request for retroactive accommodations** with supporting documentation from an appropriate registered health professional. These requests must be submitted as soon as documentation is received and explain why the student was not able to seek accommodations in advance of the relevant deadline(s).
- 2.2. For students who registered with AAS within the term in which the course is being taken and wish to be considered for retroactive accommodations within the current term, students must submit their requests with supporting documentation directly to AAS for follow-up.

DRAFT - POLICY 159

2.3. Requests for retroactive accommodations after a final grade has been published in RAMSS may proceed in one of two ways depending on the circumstances (~~but not both~~)

- 2.3.1. Students [may submit a request for retroactive accommodation to AAS. Upon assessing the request and the documentation provided to support the request, AAS will follow up with](#) the student, and faculty/instructor as appropriate. If a faculty member/ instructor does not agree with AAS' assessment of whether retroactive accommodation is appropriate in the circumstances, the student shall use the Resolution of Disagreements process outlined in section 3.1 of these Procedures.
- 2.3.2. Students may submit a request for a Retroactive Withdrawal from a course with supporting documentation. This process is overseen by the [Registrar's office](#) and should be a last resort and will only be considered where a student has faced sudden and serious life events that directly prevented them from meeting the course drop published deadlines.

3. RESOLUTION OF DISAGREEMENTS

3.1. Review of Accommodation Plan if Not Accepted:

- 3.1.1. If an instructor does not agree to implement an academic accommodation approved by AAS, the instructor will outline (a) the essential course requirements that cannot be met with the approved accommodation, and/or (b) the academic standard that would be compromised by the accommodation, and the AAS designate shall review if another academic accommodation is possible. If it becomes clear that there will be no agreement on the provision of academic accommodations, the Chair/Director will be promptly notified.
- 3.1.2. The chair/director in consultation with the Dean or designate will meet with the AAS manager (or designate) and others as appropriate to review all relevant information as appropriate. The chair/director may request additional information from the parties through AAS. If the chair/director agrees with the approved academic accommodations, the chair/director shall direct in writing that those academic accommodations be provided. If the chair/director does not agree that the academic accommodations requested by the student are appropriate, or if the faculty/instructor refuses to apply the accommodation(s) as directed, the chair/director shall provide notice, including their rationale, to AAS and the student in writing within 5 (five) business days from the date of the meeting.

- 3.1.3. If the student is not satisfied with the chair/director response, they may, in consultation with AAS, write to the Vice-Provost Academic within 10 (ten) business days from the date of the chair/director's letter.
- 3.1.4. The Vice-Provost, Academic, in consultation with the Vice-Provost, Students, or the Vice-Provost and Dean, Yeates School of Graduate Studies (for graduate students) shall review all relevant documentation and will consult with others as appropriate in an effort to resolve the matter. The Vice-Provost Academic may request additional documentation from all parties. The Vice-Provost Academic will render a final decision on the matter.
- 3.1.5. There shall be no review of or appeal from the decision of the Vice-Provost, Academic.

3.2 Accommodation During Dispute Resolution Process

- 3.2.1. The university recognizes that decisions involving academic accommodations must be made expeditiously. In the event that a request for accommodation is under review, the faculty/instructor and AAS shall review the accommodation plan to determine what portion, if any, of the plan it is appropriate to implement on an interim basis pending finalization of the accommodation review and implementation process.
- 3.2.2. Pending the final outcome of all reviews, and where the final result is that the academic accommodation cannot be granted:
 - 3.2.2.1. the student may choose to drop the course by the official drop deadline period in good academic standing or
 - 3.2.2.2. if it is past the official drop deadline period in good academic standing and before the last day of classes for the course for the term, the chair/director and student, in consultation with AAS, may after all other options are considered, as a last resort recommend that a student be considered for a late course drop through the Registrar's Office.

Appendix "A"



Equalization of Tuition for Students with Disabilities per Senate Policy #159
Effective June 1, 2018

PROCEDURES

1. PREAMBLE

Some students with disabilities must, as a result of their disability and as part of their approved accommodation plan, take a reduced course load which could extend the time it takes for them to complete their degree. In such cases these students could end up paying more in tuition fees to complete their program than a student who is able to take a full course load and complete their degree in a shorter time frame. In 1995, the University committed to resolving this imbalance and developed a process to address inequities.

2. PURPOSE

The purposes of Policy 159:

- 2.1.** To ensure that students who must take a reduced course load, based on an approved accommodation for their disability, pay no more in tuition and applicable ancillary fees for completion of their program than a student without a disability completing the same program.
- 2.2** To outline the parameters for how eligibility for this equalization will be determined.
- 2.3** To outline inclusions and exclusions in the calculation of equalization amounts.

3. SCOPE

These procedures apply to students enrolled in Undergraduate, Masters, or Ph.D. degree programs at Ryerson who are registered with Academic Accommodation Support (AAS) and for whom AAS has approved a reduced course load as an accommodation for their disability.

4. DEFINITIONS

- 4.1. Equalization**
To make equitable.
- 4.2. Approved Accommodation**
Planned variation in the way a student with a disability proceeds through their academic program as verified by documents based on assessment from a qualified health professional. These documents are used to determine the student's functional limitations requiring accommodation and are approved as per Academic Accommodation Support.
- 4.3 Tuition fees**
Fees charged to students for delivery of a degree program. Does not include ancillary fees.
- 4.4 Ancillary fees**
Additional university or program fees (non-tuition fees) charged to the student. For the purposes of the tuition equalization calculation, does not include fees collected on behalf of third parties (e.g. student union dues, health and dental plan fees, etc.).
- 4.5 Rebate**
A refund (issued in the form of a taxable bursary).

1

DRAFT - POLICY 159

YSGS Report to Senate

For June 2022 Senate
Submitted May 18, 2022

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

New Graduate Program Proposal

Interior Design (MID)

The MID in Interior Design self-study report was reviewed thoroughly by the Program and Planning Committee. Following this review, the Peer Review Team completed a site-visit and provided their report.

On May 4, 2022, the Program and Planning Committee reviewed the YSGS response to the Peer Review Team. The documents were voted on and have been recommended for approval as sufficiently addressing the comments and recommendations of the Peer Review Team.

On May 10, 2022, the YSGS Council voted in favour of moving the proposal to Senate.

Motion: That Senate approves the new program proposal for the MID in Interior Design.

Major Curriculum Modifications

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 May 4, 2022 and then sent to YSGS Council on May 10, 2022, 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.

One Year Follow-Up Reports (for information only)

Professional Communication (MPC)

On May 4, 2022, the Program and Planning Committee reviewed the 1-year follow-up to the MPC in Professional Communication program periodic program review and approved the documents to move onto YSGS Council. On May 10, 2022, the YSGS Council determined that the implementation plan is effectively moving forward in a timely manner. The documents were voted on and approved as sufficiently addressing the comments and recommendations of the Peer Review Team.

Immigration and Settlement Studies (MA)

On May 4, 2022, the Program and Planning Committee reviewed the 1-year followup to the MA in Immigration and Settlement Studies program periodic program review and approved the documents to move onto YSGS Council. May 10, 2022, the YSGS Council determined that the implementation plan is effectively moving forward in a timely manner. The documents were voted on and approved as sufficiently addressing the comments and recommendations of the Peer Review Team.



**Master of Interior Design
and
Post-Professional Master of Interior Design
Proposals**

Submitted by
The Creative School

Updated: February 23, 2022

EXECUTIVE SUMMARY

The Master of Interior Design program is set in a rigorous learning environment that prepares students to acquire a diverse set of skills and body of knowledge to assume emerging roles in the interior design profession. The degree **fulfills goals** of the Academic Plans set forth by the university, faculty and School with a primary aim of enhancing innovation in a creative discipline through graduate student work and professional practice while simultaneously advancing faculty SRC. The **curriculum** highlights areas of research and creative work on emerging topics, such as design thinking, technology, fabrication, strategic programming and sustainable initiatives. The **studio-culture** fosters a teaching environment for students to investigate, interpret, challenge and give new form to ideas with the support of workshops, digital fabrication labs, a material resource library, computer labs, and dedicated studio space. Overall, the Master of Interior Design program introduces students to advanced studies in the practice, theory, research and interdisciplinarity of interior design. Students have the opportunity to learn from leading practitioners in Toronto and within the scholarly environment of the School.

The Master of Interior Design program objectives are:

- To deliver an exceptional graduate-level program in one of Canada's top-ranked interior design schools, advancing careers in the design industry and furthering careers in academia.
- To provide a degree program that meets the professional educational standards of the Council for Interior Design Accreditation (CIDA)¹ that leads graduates on the path to professional licensure from the National Council for Interior Design Qualification (NCIDQ). This would be the only such program in Ontario and the second in Canada.
- To create a vibrant, rigorous environment for teaching and learning, where scholars and practitioners of interior design and allied disciplines find opportunities for research, creation and professional development beyond the classroom.

The Ryerson University School of Interior Design has been recognized in media as one of the top interior design programs in the world. Supporting this are faculty whose works are disseminated internationally, thereby raising the profile of advanced studies in interior design. The current program embodies the best of professional education: it imparts timely and practical knowledge to aspiring design professionals while enabling the exploration of creative and theoretical frameworks.

Canadians spend 90% of their time indoors, a percentage that should justify advanced graduate studies in interior design.² Students will acquire a design foundation that contributes to the built environment while integrating advanced theoretical topics, such as social, cultural, environmental, economic and technological issues, tools and methods. Students will acquire both the technical computational skills and the theoretical and conceptual foundations to rethink and challenge the limits of current design processes and practices while initiating independent project concepts for the next generation of interior environments.

The School currently draws a number of applicants seeking a graduate degree for a change of career. The Master of Interior Design program fulfills this need while providing students with a thesis to bring

¹ [CIDA – Council for Interior Design Accreditation](#) was established to set professional expectations for degree granting programs with standards that ensure the teaching of health, safety and welfare as related to the design field. CIDA reviews program standards on a regular basis and enlists practitioners and educators to provide guidance as standards change in the discipline. CIDA organizes practitioners and educators to conduct site visits to programs every six years to ensure that they meet the educational standards with results made public and supported by a written report.

² See Matz, Carlyn J. et al., "[Effects of Age, Season, Gender and Urban-Rural Status on Time-Activity: Canadian Human Activity Pattern Survey 2 \(CHAPS 2\).](#)" *International Journal of Environmental Research and Public Health* 11.2 (2014): 2108–2124.

advanced knowledge into professional practice upon graduation. The second year Creative Project/MRP will allow students to complete a comprehensive body of graduate work that contributes to the discipline's academic and professional bodies. Students will be supervised by a dedicated faculty member and evaluated by a committee via public presentations to a jury that includes faculty and external jurors. These categories equip students with the diverse skills necessary for publication, dissemination, project proposal development, and grant writing in design and various creative fields.

The Master of Interior Design program builds upon the School's top-ranking status nationally and internationally and benefits directly from its relationship to Toronto's design community. This allows students to integrate industry partners and professional practitioners in their final Creative Project/MRP, thereby creating opportunities for research, creation and professional development beyond the classroom. In summary, the Master of Interior Design program seeks to foster an interior design culture that deepens professional students' knowledge and understanding of the field while empowering them to investigate, interpret, challenge and give form to the ideas and forces at the forefront of international design communities.

The full proposal can be found here:

[Interior Design](#)

**■ Yeates School of
Graduate Studies**

**Response from YSGS on the PRT Report for the
Proposed Master of Interior Design
and Post-Professional Master of Interior Design Program**

Dr. Carl Kumaradas, Associate Dean, Programs

April 27, 2022

The Peer Review Team (PRT) for the Proposed Master of Interior Design and Post-Professional Master of Interior Design Program consisted of Kelley Beaverford (Department of Interior Design, University of Manitoba), Helen Evans Warren (Department of Interior Design, Mount Royal University), and Colin Ripley (Department of Architectural Science, Ryerson University).

The PRT site visit was conducted virtually on June 21-23, 2021. The PRT report was communicated to the Dean and Vice Provost, Yeates School of Graduate Studies (YSGS) on July 14, 2021, and the response to the report from the proposed graduate program and Faculty was communicated on March 3, 2022.

The PRT cited several strengths of the proposed program in their report including an excellent faculty complement. As the School already delivers a very successful undergraduate program, they cited that the faculty are well versed in the pedagogical methods to deliver and assess teaching and learning. They also highlighted the studio as a unique component / approach for the School as it is a more holistic and integrated approach to content, and the internship component, although not unique to the School, is unique within a graduate program.


As mandated by Ryerson Senate Policy 112, what follows is the YSGS-level response to both the PRT report, and the Faculty responses to the report. We summarize the recommendations and responses below. The role of YSGS is to provide direct commentary on academic matters, while making suggestions for administrative or financial matters. For simplicity, we supply our responses (as well as a recap of the PRT recommendations and program responses) in the form of a table.

PRT Recommendations	PRT Rationale	Interior Design Program Response	Implementation Plan (Action Steps, Timeline, Lead/Responsibility)	Faculty Dean Response	YSGS Response
<p>Recommendation 1 Clarity of two degrees: If the intent is to have two separate Masters programs, then the application process, learning outcomes, and curricular structure need to be clearly identified.</p>	<p>Clarity and program distinctions will assist students understanding overall direction and intent of the Masters they choose to apply for.</p>	<p>The program team will ensure that the two programs are clearly defined. The first encounter will be in promotion of the degrees and the application process. The second encounter will be in the course outlines, assessments and learning structure to ensure each degree is clearly defined.</p>	<p>One year before program launch:</p> <ul style="list-style-type: none"> • Refine application process for the two degrees, especially the portfolio and statement of intent expectations. • Develop promotion material that includes website content and all areas where the program will be promoted. • Share drafts with alumni for feedback on clarity between the two degrees <p>Six months before program launch:</p> <ul style="list-style-type: none"> • Review learning outcomes to ensure course content supports and aligns with the objectives of each degree. • Refine expectations and process for Creative Project and MRP to differentiate between objectives of the two degrees. • Responsibility: Graduate Program Director with the School of Interior Design’s Graduate Studies Program Committee. 	<p>The Faculty supports the School’s plan to ensure that the two Master’s programs are clearly defined in promotional materials, the application process and curricular materials such as course outlines.</p>	<p>YSGS agrees with the importance of clarity in the distinction between the two degrees. It will work closely with the program to make sure the distinctions are clear in the admission requirements and curriculum.</p>


<p>Recommendation 2 Learning Outcomes: While there appears to be appropriate methods used to assess, document and demonstrate the identified course learning outcomes, the School needs to elevate the outcome expectations to that of a graduate program re: more detail on the assessment and documentation of the Creative Project and MRP.</p>	<p>A more detailed structure for the assessment and documentation of the Creative Project and the MRP will provide clarity and assist students and faculty through this process.</p>	<p>The program team will revisit the Learning Outcomes in this context but a priority is ensuring that the program gains professional accreditation, which current Learning Outcomes support. Each interior design program teaches courses with different methodologies, so while some Learning Outcomes may seem disproportionate, in reality, it may be equal because of the way content is taught in the School of Interior Design.</p>	<p>One semester before launch of program:</p> <ul style="list-style-type: none"> • Develop in detail the Creative Project and MRP outlines, along with expectations of final documentation for degree completion • Assess these outlines against learning outcomes • Adjust outcome expectations in course content • Responsibility: Graduate Program Director with the School of Interior Design’s Graduate Studies Program Committee. 	<p>The Faculty supports the School’s process of revisiting the Learning Outcomes to ensure that they are well balanced, support professional accreditation and are appropriate for graduate-level studies.</p>	<p>YSGS will work with the program and the CELT Curriculum Quality office to review the assessment methods to make sure the program learning outcomes are being met at an appropriate level for a graduate degree.</p> <p>YSGS agrees that developing details for the Creative Project and MRP expectations will help in ensuring that they meet graduate degree level expectations.</p>
<p>Recommendation 3 Suggest that consideration be given to extending the MID to a three-year, six semester program to better support student learning outcomes and mental health.</p>	<p>Extending the two-year MID to a three-year program will better support discipline specific student knowledge and skill development at the graduate level and better prepare them for professional practice.</p>	<p>The program has developed a proposal titled: <i>Master of Interior Design: Rationale, Program Structure, Summer Intensive and Tables</i> which adds a summer intensive to provide foundational knowledge and skills before entering into the <i>Design Studio 1 - 3</i> sequence.</p>	<ul style="list-style-type: none"> • Steps have already been taken to add additional time to support incoming students in the form of a Summer Intensive Program. Further description of this program can be found in the full proposal. • Coordination for this program would begin a year before the launch of the program. • Responsibility: Graduate Program Director with the School of Interior Design’s Graduate Studies Program Committee. 	<p>The Faculty supports the School’s proposal to add a summer intensive to ensure all MID students have the knowledge and skills necessary to succeed in the Design Studio courses.</p>	<p>The University does not offer any three-year master’s degrees, in part due to constraints in funding. There is, however, a model for additional graduate-level courses to be required for some students entering a program. One such model is the MBA program and its foundation courses. As such, YSGS supports the addition of the Summer Intensive courses to the proposal and notes that these courses are not required to meet the program’s learning outcomes. They are instead provided to bridge any gaps students may have in the skills needed for entry into the program.</p>

<p>Recommendation 4 Suggest that the School engage in a mapping of CIDA standards to ensure that the proposed 2-year MID program meets the requirements. It is also suggested that the School look at where the same program meets NCIDQ standards that prepares graduates to write the FX Fundamentals exam upon graduation.</p>	<p>The proposal indicates the intent to achieve CIDA accreditation and prepare students to write the NCIDQ exam in preparation for entry into professional practice.</p>	<p>The program intends to undertake the CIDA mapping process for the MID to ensure all standards are met. The undergraduate program has been accredited for decades so the faculty and staff are familiar with this process. The matrix provided by CIDA for mapping will be used as the starting point as courses are further developed using course outlines and content, in addition to the expected outcomes of student work. The School integrates information sessions with the professional interior design organization in Ontario to inform and prepare graduates for the NCIDQ exam.</p>	<p>One year before launch of program (and ongoing):</p> <ul style="list-style-type: none"> • The most recent CIDA standards will be used to map and ensure courses meet the assigned standards and expectations. This process requires coordination across all courses to ensure the standards and expectations are mapped in the most appropriate location to support student learning. • Similar to CIDA mapping, the program will outline areas that support and prepare students to take the FX Fundamentals exam. • Responsibility: Graduate Program Director with the School of Interior Design’s Graduate Studies Program Committee. 	<p>The Faculty supports the School’s plan to ensure CIDA standards are met and that graduates are prepared for the NCIDQ exam by leveraging the School’s considerable experience with the CIDA mapping process at the undergraduate level.</p>	<p>Professional accreditation standards are beyond the purview of YSGS, but it supports any efforts to ensure graduates meet professional and societal needs. YSGS notes that any changes to the curriculum, including those made to meet accreditation standards, need to follow the policies and procedures of Senate Policy 127.</p>
--	--	--	--	--	---

In conclusion, we thank the external reviewers and colleagues in TCS for a very thorough assessment of the strengths and challenges of the proposed Master of Interior Design and Post-Professional Master of Interior Design Program. The PRT recommendations and Faculty responses raise important points regarding the program, and the discussion of these will only have a positive development in the evolution of the program.



Dr. Cory Searcy
Vice Provost & Dean
Yeates School of Graduate Studies



Dr. Carl Kumaradas,
Associate Dean, Programs
Yeates School of Graduate Studies

PROPOSAL
Graduate Course/Curriculum Change Request
MSc program in Data Science and Analytics
April 29, 2022

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 **bring hybrid learning into the program and to add an online option to the current Major Research Paper (MRP)-based degree program in Data Science and Analytics**. This would benefit students who may not be able to attend the lectures regularly (e.g., students who work full time in industry or students who reside in remote locations). The program will have access to a larger (and potentially a higher quality) pool of applicants, and provide opportunities for both the students who prefer in-person lectures and those who would not normally be able to attend this master program due to their remote locations. This will in turn contribute to the popularity and academic quality of the master program. The hybrid learning approach will improve the quality and consistency of the learning material provided to students.

The Child and Youth Care Master Program at Ryerson University was among the first programs to switch to hybrid delivery, and has been using the hybrid delivery mode since 2018. Many other institutions have started switching to fully online graduate programs to better cater the needs of the students and academics¹. Also considering the suitability of the curriculum of the Data Science and Analytics Master Program to the hybrid delivery, it is deemed suitable to follow this trend.

Currently, the Data Science and Analytics program offers three options to the students: (1) Full-time Studies (MRP option), (2) Part-time Studies (MRP option), and (3) Full-time Studies (Thesis option). The proposed online option will affect the options (1) and (2), which take three academic terms and six academic terms, respectively. The currently offered courses will remain as is, however, the instructors will be required to simultaneously teach both in-class and online students (e.g., using Zoom or Google Meet) if a course is offered as a **hybrid delivery**. If the course is offered as **fully online**, then all the students will be enrolled in the online course. All the offered courses will adopt the **flipped classroom** approach. This will require the instructors to post the slides/lecture notes and video lectures before the lecture hours, and the lecture hours will be dedicated to solving in-class exercises. The Chang school has experience and resources in developing hybrid learning material and will be consulted for support in modifying the course material.

Similar to the current MRP-based degree program, student admissions for the online stream will be overseen by the graduate program director. The admission criteria for the online stream will be identical to those of the current MRP-based stream. The students who are admitted to the online stream may be allowed to switch to other MSc streams in the Data Science and Analytics program before an academic semester begins. Similarly, the students who are admitted to the regular MSc streams will be allowed to switch to the online stream if

¹ <https://uwaterloo.ca/extended-learning/learn-online/explore-programs/graduate-programs>

they get approval from the graduate program director. However, the middle of the semester switch will not be allowed.

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

The learning outcomes would be identical to those of the current MRP-based MSc in Data Science and Analytics. Table 1 maps the program-level learning outcomes against Graduate Degree Level Expectations (GDLEs) for this program.

Table 1: Learning Outcomes and GDLEs for the 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 behavior	YES	YES	YES	YES	YES	YES
6	Communicate numbers and conclusions within context	YES	YES	YES	YES	YES	YES

Group work for the online stream students will involve online meetings among themselves (e.g., using Zoom or Google Meet). Offered courses in the program typically involve programming/coding assignments, which are well-suited for online group work. It is important to note that the course work that requires group activities are typically handled offline in all the offered courses. That is, the students are asked to form study/project groups on their own if they prefer to do so, which does not require face-to-face interactions, or any involvement from the instructors. In the online lectures, over the past two years during the Covid-19, no issues related to group activities have been noted in the offered courses. Furthermore, we note that the instructors will have virtual office hours to accommodate all the students, and will take into account the different time zones for the online option students.

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

Initially, the admissions quotas will remain the same for the entire master program. If the quotas are increased over the years, there could be a need to hire additional instructors for mandatory courses or high-demand elective courses.

Switching to the flipped classroom approach will facilitate the lectures. For courses that are typically taught by CUPE instructors (i.e., due to not having full-time RFA faculty), RFA faculty members would prepare lecture materials (especially the video lectures). Faculty members would get workload credit on a one-time basis for the first time they do this work.

Hardware for hybrid delivery

Since most courses do not overlap in their schedules, one or two equipment carts would be made available with the necessary hardware for hybrid instruction. This would include an omnidirectional microphone (for hearing other students that are in-person, a camera (to see the instructor), a laptop (for running remote video conferencing software) and a tablet (for annotation/drawing).

5 Curriculum of the amended program

a table permitting easy comparison of the existing curriculum with the curriculum of the proposed amended program

Curriculum of the proposed online option would be identical to those of the current MRP-based MSc in Data Science and Analytics. Curriculum information for the current MRP-based MSc in Data Science and Analytics is provided in Table 2. All the offered courses in the Data Science and Analytics master program will be adapted to hybrid learning. However, depending on the enrollment levels and approval of the graduate program director, some courses can be delivered fully online on a given semester. The information on whether a particular course would be on-site or online will be provided to the students before the corresponding academic term begins. Because the students enrolled in the online option would be restricted to the courses that offer hybrid delivery or fully online delivery, they will not be able to enroll in the courses that are offered outside of the Data Science and Analytics master program (i.e., elective courses) that do not satisfy this criteria. It is important to note that due to a large number of elective course offerings in the the Data Science and Analytics master program, students do not take courses from other departments. Therefore we do not anticipate online option student demand for elective courses from other departments.

If the hybrid delivery is offered for a course, then the students will be divided into two sections. The students who choose onsite/in-class delivery will be grouped in Section 1 and the

remaining students who are enrolled in the online option will be grouped in Section 2. The students in Section 2 will be provided instructions on how to access the lectures. The lectures for these two sections will be simultaneous, and the same instructor will teach both sections of a course. Note that four courses in the master program already have multiple sections as they are cross-listed with the MIE department (e.g., DS8001 is also listed as ME8201 at the MIE department).

Table 2: Curriculum information

MRP-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 (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)

MRP supervision for the online option students will be done virtually. These students will have virtual meetings with their supervisors on a regular basis, and they will present their MRP work to the examiners in a virtual meeting. Note that MRP supervision in this master program does not necessitate face-to-face meetings, and the faculty and students tend to meet virtually in the on-site delivery option as well, especially considering that MRP period largely spans the spring/summer term.

Curriculum map for the online option would remain identical to the existing MRP-based option, which can be found in Table 3.

Table 3: 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.

Grading items (e.g., exams, assignments and projects) will be identical for both online and in-class students. Majority of the courses in the program have applied nature rather than theory-heavy content, and therefore project based rather than formal exams. Oral exams and increased weights for the course projects will be considered, especially for the elective courses. Updated evaluation schemes for hybrid delivery in the syllabuses of all the lecture-based courses are provided in the Appendix A.

Furthermore, online exam proctoring softwares will be employed for the examination of online option students. Instructors will also be using Ryerson University Test Centre resources for the examinations of the online option students. During the pandemic such technologies and methodologies are successfully employed.

All the software used in the offered courses are available freely online, and no such difficulties have been noted over the two-year timeframe which required online delivery due to Covid-19. Therefore, the students would not need to use the school facilities (e.g., computer

labs). Accommodation requests by the online option students will be handled in coordination with the Ryerson University Academic Accommodation Support, and reasonable accommodation requests by these students will be handled accordingly. We will also use the digital delivery expertise of Chang School where we have been running a fully online data science and machine learning certificate program for three years. Chang School has a specialized team of people and the state-of-the-art technology to record, edit, and professionally deliver course content.

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 all the program options.

7 Descriptions of new or amended courses

a description of each new or amended course, in calendar format

There will not be any new courses. The course syllabuses will be modified as needed due to switching to the flipped classroom setting and hybrid delivery. Majority of the current courses are designed to include in-class exercises, therefore, the main change in course delivery would be to post lecture materials (e.g., slides and video lectures) beforehand. These specifications regarding the mode of delivery will be specified in the course syllabus (see Appendix A).

Higher weight will be allocated to oral exams and course projects for enhanced assessment practices, and take-home exams will replace in-class exams as deemed appropriate by the course instructor (see Appendix A for sample evaluation schemes for hybrid delivery).

Online exam proctoring softwares and Test Centre support will be utilized as needed for the examination of online option students.

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 online MSc stream would be offered to the students starting in Fall 2022. 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

The online MSc stream would contribute to external recognition of the current degree programs in MSc in Data Science and Analytics. As the quotas increase for online MSc stream students, the program would be able to attract a large number of high-quality students who have limited options for such a degree. This 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 discussed and approved in the Graduate Program Council meeting on March 4, 2022.

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 an online option to the current degree program, it would be possible to attract a large number of high quality students who otherwise might not have the opportunity to attend such a program (e.g., due to distance to the campus or busy work schedules in the case of part-time students). Attracting a larger volume of students would contribute to the quality and reputation of the program.

Flipped classroom setting is particularly suitable for this master program due to heavy emphasis on hands-on experience with data science tools and methodologies. Because the students will be asked to review the course materials that are prepared by the instructor before the lectures on their own time, more time will be devoted to Q&A's and exercises. Additionally, having a uniform set of lecture materials developed by instructors (to be used in flipped classroom settings) will enhance the teaching experience for subsequent instructors, and facilitate a high-quality learning environment.

Including the online option would also position the program better to future uncertainties brought up by the post-pandemic world. The recent trends in graduate studies also support switching to hybrid delivery, with The Child and Youth Care Master Program at Ryerson University being among the first programs to switch to hybrid delivery in 2018. Adding the online option 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).

Appendix A

For hybrid delivery, all the course syllabuses will have the following teaching methodology statement. Also see below for modified evaluation schemes and grading items. All the other changes in the syllabuses are not considered to be substantial.


Teaching methodology (for all courses)

This is a lecture-based course in which the students are encouraged to apply the techniques learned in the classroom through computer lab exercises. We will adapt the flipped classroom setting, where the instructor will post all the course materials (lecture slides, video lectures, exercises etc) one week before the lecture. The lecture hours will be dedicated to the review, Q&A, and exercises.

Note 1: Currently, all the exams are done online (e.g., take home exam, with 3-hr time limit)

Note 2: DS8006 (Social Media Analytics) course have not been offered in the past 3 years, therefore its syllabus is omitted. The evaluation scheme for this elective course is typically similar to DS8007 (Advanced Data Visualization)

Evaluation for DS8001: Design of Algorithms and Programming for Massive Data

No.	Title	Individual/group	Value	Detail / general description
1	Assignments	Group (2-3 students)	30%	
2	Term test	Individual	20%	Take home exam, open book/notes/internet. Exam duration is 24 hours . Exams will be released/collected through D2L.
4	Final Exam	Individual	40%	Take home for online students, in-class for others. Open book/ notes/ internet. Exam duration is 3 hours . Exams will be released/collected through D2L.
5	Oral Exam	Individual	10%	 exam is a presentation that will be conducted within one week after the final exam.

Evaluation for DS8002: Machine Learning

No.	Title	Individual/group	Value	Detail / general description
1	Lab Exams	Group (2-3 students)	30%	2 lab exams. Take home for online students, in-class for others. Open book/ notes/ internet. Exam duration is 2 hours . Exams will be released/collected through D2L.
2	Term test	Individual	25%	Take home for online students, in-class for others. Open book/ notes/ internet. Exam duration is 3 hours . Exams will be released/collected through D2L.
4	Final Exam	Individual	35%	Take home for online students, in-class for others. Open book/ notes/ internet. Exam duration is 3 hours . Exams will be released/collected through D2L.
5	Oral Exam	Individual	10%	The exam is a presentation that will be conducted within one week after the final exam.

Evaluation for DS8003: Management of Big Data and Big Data Tools

No.	Title	Individual/group	Value	Detail / general description
1	Assignments	Group (2-3 students)	50%	
2	Term test	Individual	20%	Take home exam, open book/notes/internet. Exam duration is 24 hours . Exams will be released/collected through D2L.
4	Final Exam	Individual	20%	Take home exam, open book/notes/internet. Exam duration is 24 hours . Exams will be released/collected through D2L.
5	Oral Exam	Individual	10%	The exam is a presentation that will be conducted within one week after the final exam.

Evaluation for DS8004: Data Mining and Prescriptive Analytics

No.	Title	Individual/group	Value	Detail / general description
1	Assignments	Group (2-3 students)	30%	
2	Term test	Individual	20%	Take home exam, open book/ notes/ internet. Exam duration is 24 hours . Exams will be released/collected through D2L.
4	Final Exam	Individual	40%	Take home for online students, in-class for others. Open book/ notes/ internet. Exam duration is 3 hours . Exams will be released/collected through D2L.
5	Oral Exam	Individual	10%	The exam is a presentation that will be conducted within one week after the final exam.

Evaluation for DS8007: Advanced Data Visualization

No.	Title	Individual/group	Value	Detail / general description
1	Assignments	Individual	60%	
2	Project	Individual	25%	
3	Lab Exam	Individual	15%	Take home exam, open book/notes/internet. Exam duration is 3 hours . Exams will be released/collected through D2L.

Evaluation for DS8008: NLP

No.	Title	Individual/group	Value	Detail / general description
1	Class exercises (interviews)	Individual	20%	
2	Project (report and presentation)	Individual	30%	
3	Project peer evaluation	Individual	5%	
4	Final Exam	Individual	45%	Take home exam, open book/notes/internet. Exam duration is 3 hours . Exams will be released/collected through D2L.

Evaluation for DS8010: Interactive Learning in Decision Processes

No.	Title	Individual/group	Value	Detail / general description
1	Assignments	Group (1-2 students)	30%	
2	Term test	Individual	35%	Take home for online students, in-class for others. Open book/ notes/ internet. Exam duration is 3 hours . Exams will be released/collected through D2L.
4	Project	Group (1-2 students)	25%	
5	Oral Exam	Individual	10%	Exam is a presentation that will be conducted within one week after the last lecture

Evaluation for DS8011: Bayesian Statistics and Machine Learning

No.	Title	Individual/group	Value	Detail / general description
1	Lab exercises	Individual	10%	
2	Quizzes	Individual	30%	2 quizzes in total, take home, open book/notes, 1 hr time limit
4	Term Exam	Individual	25%	
5	Final Exam	Individual	35%	Take home for online students, in-class for others. Open book/ notes/ internet. Exam duration is 3 hours . Exams will be released/collected through D2L.

Evaluation for DS8013: Deep Learning

No.	Title	Individual/group	Value	Detail / general description
1	Assignments	Group (1-2 students)	30%	
2	Term test	Individual	35%	Take home for online students, in-class for others. Open book/ notes/ internet. Exam duration is 3 hours . Exams will be released/collected through D2L.
4	Project	Group (1-2 students)	25%	
5	Oral Exam	Individual	10%	Exam is a presentation that will be conducted within one week after the last lecture

Evaluation for DS8014: Graph Mining

No.	Title	Individual/group	Value	Detail / general description
1	Assignments	Individual	100%	6 homeworks, top 5 of 6 will be graded

1 YEAR FOLLOW-UP REPORT**Submitted:** April 23, 2022**Last Updated:** April 23, 2022**Graduate Program: Professional Communication (MPC)**

Peer Review Team: Dr. Jay Dolmage, University of Waterloo;
 Dr. Terry Flynn, McMaster University; and
 Dr. Stéphanie Walsh Matthews, Ryerson University.

Site Visit: June 4, 2020 (virtual)

PRT Report: September 9, 2020

Program Response: December 15, 2020

YSGS Response: March 18, 2021

Approved by Senate: May 4, 2021

1 Year Follow Up: March 4, 2022

As mandated by Ryerson Senate Policy 126: Periodic Program Review of Graduate and Undergraduate Programs¹, within one year of Senate approval of the PPR, a 1 Year Follow-Up Report is to be submitted to the Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS, on the progress of the implementation plan and any further recommendations. This follow-up report will be also be reviewed by Programs and Planning Committee, YSGS Council, and finally Senate. The PPR Report to Senate may also include a date(s) for subsequent Follow-up Reports.

What follows are the PRT recommendations, the program responses, YSGS responses, and the implementation plan, including the 1 year follow-up status reports by the program.

The recommendations are divided into two broad categories: academic and administrative/financial and for simplicity, all of this information is presented in the form of tables.

***Renaming in process**

In August 2021, the university announced that it would begin a renaming process to address the legacy of Egerton Ryerson and build a more inclusive future. Let's write the next chapter together.

ryerson.ca/next-chapter

¹ <https://www.ryerson.ca/content/dam/senate/policies/pol126.pdf>

PRT RECOMMENDATIONS, PROGRAM/FACULTY DEAN/YSGS RESPONSES + PROGRAM IMPLEMENTATION PLAN AND 1 YEAR FOLLOW UP

PRT Recommendation	PRT Rationale	MPC Response	Timeline, Responsibility, and Action Plan	FCAD Response	YSGS Response	MPC 1 YEAR FOLLOW UP
<p>Recommendation 1: Cross-Graduate Program Collaborations and Course Access</p>	<p>Students have requested additional access to courses and professional opportunities as they pertain to critical issues (race, gender, political landscape) that are usually provided via elective courses. These need to be enhanced in these courses.</p>	<p>The MPC program will continue to incorporate the expertise of our recently hired and tenured faculty. Additionally, the MPC program will continue to pursue cross-graduate program collaborations (with particular focus on FCAD and Faculty of Arts courses).</p>	<p>2021-2022: MPC GPD, MPC GPA, ProComm Chair Offer a wider range of courses by formalizing cross-graduate program collaborations while actively incorporating newly hired ProComm faculty.</p>	<p>The faculty supports a decision to deepen the program’s commitment to exposing its students to critical intersectionality both through course study and professional opportunities.</p>	<p>YSGS is happy to support the program in finding ways to increase student access to courses and professional opportunities. It should be noted that programs can allow their students to take a limit number of courses from other programs with approval from the GPD and the other program.</p>	<p>The MPC program continues to successfully incorporate new faculty as teachers and mentors in the program. These faculty specialize in researching contemporary critical issues. MPC students are also encouraged to seek courses in other programs.</p>
<p>Recommendation 2: Reduce class size and provide more support for MRP supervision</p>	<p>Graduate level classes of 25 put an extra strain on the instructor to provide timely and meaningful feedback to students. This is amplified during the MRP supervision process especially when there are a limited number of supervisors available.</p>	<p>The MPC program agrees with the PRT that the size of the MPC cohort – 25 students per year – is causing extra strain on our instructors, particularly their ability to offer timely and meaningful feedback on written assignments and MRPs.</p>	<p>2021-2022: MPC GPD, MPC GPA, ProComm Chair, Associate Dean of Graduate Studies (FCAD). We discussed reducing the MPC program’s annual intake with FCAD’s Associate Dean of Graduate Education. These discussions resulted in an agreed upon initial reduction in</p>	<p>FCAD supports reducing the MPC program’s cohort size from 25 students to 22-23 students.</p>	<p>The program and FCAD can choose to reduce their intake targets but need to be aware of the potential resource implications in doing this. YSGS is happy to work collaboratively with the program and FCAD in addressing this concern.</p>	<p>The MPC domestic cohort intake has been reduced to 23 students. The PRT originally suggested a cohort size of 15, so more can be done. In the meantime, we are running 2 parallel sections in some core courses to get class size down to 12 or so.</p>

PRT Recommendation	PRT Rationale	MPC Response	Timeline, Responsibility, and Action Plan	FCAD Response	YSGS Response	MPC 1 YEAR FOLLOW UP
			MPC cohort size from 25 students, to 22-23 students.			
<p>Recommendation 3: Increase writing support and instruction.</p>	<p>The professional communications sector is based on the written and spoken word. Those that excel in the profession enter the sector with excellent written and oral skills.</p>	<p>The PRT’s affirmation of the need to place even more emphasis on writing skills concurs with ProComm’s longstanding commitment to writing excellence, but also to their ongoing observation that this is an area that needs ongoing attention and increased resources.</p>	<p>2021-2022: MPC GPD, MPC GPA, ProComm Chair, Ryerson Writing Centre A reduction in class size and offering two sections of core courses will enhance instructors’ ability to give individual attention to MPC students and their written work.</p>	<p>FCAD-supported reduction in overall cohort should address some of these problems. The Faculty supports the plan to engage with the Writing Centre for further support.</p>	<p>YSGS recommends exploring all ways to improve writing support including editorial feedback from course work, reducing class section sizes, and utilizing the resources from the Student Life and Learning Support Centre. The program should be aware of the potential impact of reducing enrollment on resource allocations.</p>	<p>More attention is able to be paid to writing instruction and evaluation thanks to increased faculty numbers, reduced MPC cohort size, and dividing the cohort into 2 sections for some core courses.</p>
<p>Recommendation 4: Move current research methods course to Fall semester.</p>	<p>This course moved to the Fall would allow students to learn about the various research methods utilized in professional and applied research methods. Those interested in the MRP could then opt to also complete a specialized research course for academic research.</p>	<p>The MPC program agrees with the PRT’s recommendation to shift some of the emphasis on research methods to the fall term; however, we do not feel that adding methods to the fall should result in a loss of research methods in the winter, since this is the term that immediately precedes MPC</p>	<p>2021-2022: MPC GPD, MPC GPA, ProComm Chair, MPC faculty We suggest a more deliberate focus on research methods be incorporated into the communication theory</p>	<p>The Faculty supports MPC’s innovative approach to solving this problem.</p>	<p>YSGS is fully supportive of introducing the learning of research methodology as early as possible. The program is advised to refer to Policy 127 when making any changes to its policy.</p>	<p>The MPC methods course was divided into two sections and humanities research methods were emphasized in the theory core course in the fall term (PC8002).</p>

PRT Recommendation	PRT Rationale	MPC Response	Timeline, Responsibility, and Action Plan	FCAD Response	YSGS Response	MPC 1 YEAR FOLLOW UP
		students beginning work on their MRPs.	core course (PC8002) that MPC students take in the fall. This course would become a blended theory and methodology course.			
<p>Recommendation 5: Better onboarding of new faculty members.</p>	<p>The PRT recommends that when new ProComm faculty are hired to teach at both the undergraduate and graduate levels, a specific orientation program is developed to ensure that there is a fit between the new faculty and the MPC instructional and supervisory requirements.</p>	<p>The MPC program agrees that new faculty members should be contributing to the MPC program early in their career through teaching MPC courses and supervising MPC students.</p>	<p>2021-2022: MPC GPD, MPC GPA, ProComm Chair, MPC faculty</p> <p>The MPC program will ensure that new faculty are made aware of local teaching norms and graduate supervision expectations, and that new faculty are given early opportunities to contribute to the graduate curriculum.</p>	<p>FCAD supports the program in onboarding new faculty members to engage in graduate education and has contributed to this endeavor by connecting directly with them to underscore their roles as potential supervisors and to encourage them to become members of YSGS.</p>	<p>While the recruitment and training of new faculty members is outside the purview of YSGS, it agrees that raising awareness of graduate education with new hires will be for the benefit of all.</p>	<p>New MPC faculty are teaching core courses and supervising MPC MRPs. They are being encouraged to be as involved as possible in the MPC program as early as possible in their careers. So far it's been a success, with new faculty enthusiastically becoming involved in the MPC program.</p>
<p>Recommendation 6: Consider a course-based MPC option</p>	<p>For those students who are not intending to pursue further graduate studies and are interested in gaining further industry knowledge and skills, the MRP doesn't seem like a proportional and</p>	<p>The MPC program is committed to the Major Research Paper / Project component of the program, particularly since it requires MPC students to engage in original</p>	<p>2021-2022: MPC GPD, MPC GPA, ProComm Chair</p>	<p>The Faculty supports the curriculum changes that the program deems necessary for serving the diverse interests of the students provided that these are academically sound, economically feasible and</p>	<p>YSGS notes that, if pursued, this would be considered a major curriculum modification that should be worked on about 1 year in advance of the planned</p>	<p>The MPC MRP remains a critical part of the MPC program.</p>

PRT Recommendation	PRT Rationale	MPC Response	Timeline, Responsibility, and Action Plan	FCAD Response	YSGS Response	MPC 1 YEAR FOLLOW UP
	<p>effective use of their summer term.</p> <p>Industry/sector specific courses could be offered as electives during this time, which would also require fewer MRP supervisors.</p>	<p>research in an area related to professional communication.</p>	<p>The PRT’s recommendation will be brought to the MPC Curriculum Committee for discussion; implementing this change would require support from the committee as well as our Graduate Program Council and would likely take several years for the approval of curriculum changes and the development of new courses.</p>	<p>supported by input from industry partners.</p>	<p>implementation date. Policy 127 and the YSGS Associate Dean, Programs, should be consulted when working on major curriculum modifications.</p>	
<p>Recommendation 7:</p> <p>Enhanced Internship Opportunities</p>	<p>In discussions with current students and alumni of the program, there was a general sense that the MPC internship course/program was under-resourced and dependent on individual students to source their own opportunities. Current students commented on cancelled events in 2019 and</p>	<p>The MPC program is pleased the PRT identified the MPC internship program as needing additional resources and support. The staff position devoted to MPC internships has been made permanent and now resides under the umbrella of FCAD. This move to centralize and administer internships at the faculty level will create synergies across FCAD</p>	<p>2021-2022:</p> <p>MPC GPD, MPC GPA, ProComm Chair, MPC Internship Coordinator, MPC internship faculty representative</p> <p>The MPC program convened a meeting with the GPD, MPC internship coordinator, and MPC</p>	<p>The Faculty supports the MPC in strengthening internship opportunities between the program and hosts.</p>	<p>YSGS supports the program and Faculty responses.</p>	<p>The MPC internship requirement has been improved thanks to the Creative School’s investment in creating an internship coordinator position that oversees internships in the faculty as a whole. The internship requirement has also been diversified during the pandemic due to the need to pursue virtual, and even</p>

PRT Recommendation	PRT Rationale	MPC Response	Timeline, Responsibility, and Action Plan	FCAD Response	YSGS Response	MPC 1 YEAR FOLLOW UP
	<p>a lack of support from the MPC program.</p> <p>With the decision to hire and support a dedicated Internship staff member, this should provide future students with greater clarity and assurances of obtaining an internship at an earlier time in the program.</p> <p>Furthermore, observable and reportable learning objectives should be established and discussions with the host employer should be established to ensure agreement on the terms and outcomes of the internship.</p> <p>The PRT strongly recommends that the MPC program endorse paid internships for its program students.</p>	<p>departments and internship programs.</p>	<p>faculty internship representative to discuss how to improve current internship learning objectives, as well as ways to refine and clarify the host employers understanding of internship terms, outcomes, and objectives. We agree that all MPC internship opportunities should be paid.</p>			<p>long distance, internship options.</p>

Summary Statement/Conclusion:

The School of Professional Communication heartily thanks the external reviewers and our ProCom colleagues and students for a very thorough assessment of the strengths and opportunities that define the MPC program. This was the MPC program's first external program review and thanks to this inaugural external evaluation the PRT and ProCom community were able to identify the program's many successes while, at the same time, providing us with a mandate and vision that we can use to shape the MPC program's future.

1 YEAR FOLLOW-UP REPORT

Submitted: April 25, 2022

Last Updated: May 4, 2022

Graduate Program: Immigration and Settlement Studies (MA)

Peer Review Team: Dr. Margaret Walton-Roberts, Wilfrid Laurier University
Dr. Victor Satzewich, McMaster University
Dr. Carolyn Johns, Ryerson University

Site Visit: January 18-21, 2021 (virtual)

PRT Report: February 8, 2021

Program Response: February 17, 2021

YSGS Response: March 18, 2021

Approved by Senate: May 4, 2021

1 Year Follow Up: March 4, 2022

As mandated by Ryerson Senate Policy 126: Periodic Program Review of Graduate and Undergraduate Programs¹, within one year of Senate approval of the PPR, a 1 Year Follow-Up Report is to be submitted to the Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS, on the progress of the implementation plan and any further recommendations. This follow-up report will also be reviewed by Programs and Planning Committee, YSGS Council, and finally Senate. The PPR Report to Senate may also include a date(s) for subsequent Follow-up Reports.

What follows are the PRT recommendations, the program responses, YSGS responses, and the implementation plan, including the 1 year follow-up status reports by the program.

The recommendations are divided into two broad categories: academic and administrative/financial and for simplicity, all of this information is presented in the form of tables.

*Renaming in process

In August 2021, the university announced that it would begin a renaming process to address the legacy of Egerton Ryerson and build a more inclusive future. Let's write the next chapter together.

ryerson.ca/next-chapter

¹ <https://www.ryerson.ca/content/dam/senate/policies/pol126.pdf>

PRT RECOMMENDATIONS, PROGRAM/FACULTY DEAN/YSGS RESPONSES + PROGRAM IMPLEMENTATION PLAN AND 1 YEAR FOLLOW UP

PRT Recommendation	PRT Rationale	ISS Response	ISS Implementation Plan	ISS Timeline/Responsibility	YSGS Response	ISS 1 YEAR FOLLOW UP
<p>Recommendation 1</p> <p>The University should formally cross appoint one additional full time faculty member to the ISS program.</p>	<p>The program has been sustained with two cross-appointments and the good will of Deans and Chairs. An additional cross appointment of faculty is needed to secure curriculum quality and innovation (external action).</p>	<p>General agreement, although the previous PPR recommended hiring <i>three</i> cross-appointed faculty. Since then YSGS was successful in cross-appointing one more faculty member.</p>	<p>ISS will continue working with YSGS in implementing this recommendation.</p>	<p>ASAP/ISS, Dean of YSGS, Dean of TRSM, and Provost</p>	<p>YSGS has been strongly advocating for additional cross-appointments for all its interdisciplinary programs. It has been successful in obtaining several of these, including one for the ISS program. YSGS agrees that an additional cross-appointment to the program is important and will continue to advocate for this.</p> <p>Other venues to increase participation in the program and its quality is to consider forming a group that includes the Graduate Program Director, the Associate Dean, Programs from YSGS, the Vice Provost and Dean of YSGS, and the Deans of all Faculties involved in the program. This group could meet at least once a year to review the involvement of their faculty</p>	<p>The recommendation for a third cross-appointed remains a commitment to be fulfilled.</p> <p>Efforts have continued in engagement with the TRSM faculty and support from YSGS to achieve this recommendation.</p> <p>Ongoing.</p> <p>GPD participates in Faculty of Arts, Faculty of Community Services, and YSGS GPD Council meetings. Interdisciplinary Graduate Programs in YSGS involve different faculties and University Deans meet regularly. Issues about</p>

PRT Recommendation	PRT Rationale	ISS Response	ISS Implementation Plan	ISS Timeline/Responsibility	YSGS Response	ISS 1 YEAR FOLLOW UP
					<p>members in the program and the adequacy of resources allocated for the program. This would also help address recommendations 2, 8, 9, and 10.</p>	<p>interdisciplinary graduate programs, including ISS, are discussed by the Vice-Provost and Dean of YSGS with the Deans of other Faculties as needed.</p> <p>The recommended committee will be developed in Summer-Fall, 2022</p>
<p>Recommendation 2</p> <p>The program/YSGS should include GRA/GTA funding in its letter of admission to make the offer competitive with other universities and programs.</p>	<p>The program remains attractive, but for Ryerson to maintain their competitive advantage in this area and attract the highest quality students, student funding offers need to be improved (external action).</p>	<p>Agreement; RA funds allocated to ISS could possibly be allocated to incoming students. Additional funding could possibly come RCIS and CERC.</p>	<p>ISS will work with YSGS, stakeholders (e.g. CERC, RCIS) and faculty with access to grant funding.</p>	<p>2021-2023/ISS, Dean of YSGS, stakeholders, ISS affiliates with research grants</p>	<p>YSGS notes that student funding from centralized sources has significantly increased but advocating for increased student funding and/or reduced tuition costs remains one of its main priorities. It should be noted that GA (what the reviewers refer to as GTA funding) commitments are at the discretion of the departments/schools delivering courses and that</p>	<p>Although the core funding from centralized sources has remained, there has been a decrease in funding for RA.</p> <p>For the 2021-2022 academic year, ISS received the following amounts for RA</p> <ul style="list-style-type: none"> • CERC three fellowships \$10,000 each

PRT Recommendation	PRT Rationale	ISS Response	ISS Implementation Plan	ISS Timeline/Responsibility	YSGS Response	ISS 1 YEAR FOLLOW UP
					<p>these commitments are typically not finalized at the time of offers for graduate admission.</p>	<ul style="list-style-type: none"> • RA funds \$9,000 (a reallocation from the previous year's unspent program operating funds.) • There was a reduction from the previous year as a result of across-the-board university budget reductions – (\$33,000)

PRT Recommendation	PRT Rationale	ISS Response	ISS Implementation Plan	ISS Timeline/Responsibility	YSGS Response	ISS 1 YEAR FOLLOW UP
<p>Recommendation 3</p> <p>The program should update content and delivery of the Seminar and Field Placement course (IS8100) to reflect state of the field and workplaces, and further resource the placement process with a placement coordinator who has extensive government/non-government/corporate experience and networks in the sector.</p>	<p>Updating the curriculum is internal to the ISS program, but resourcing the placement officer requires additional resources (both internal and external).</p>	<p>Agreement; ISS will form a Curriculum & Placement Standing Committee to oversee the necessary changes</p>	<p>ISS will form a Curriculum & Placement Standing Committee.</p>	<p>ASAP/ISS (& YSGS)</p>	<p>YSGS agrees that the student experience is important and supports ways to improve this experience through better quality placements with improved equity in the types of placements obtained.</p>	<p>Ongoing. A curriculum and placement committee has been formed to review the entirety of the program curriculum, including the IS8100 Placement.</p> <p>A review of the content of the courses has been initiated.</p> <p>Support from the Centre for Excellence in Learning and Teaching has been obtained. The “Centre” support consists in modifying and possible developing new outcomes and review of the curriculum mapping</p>
<p>Recommendation 4</p> <p>The program should consider establishing a way for placement</p>	<p>There does not appear to be any mechanism for the program to solicit feedback from placement</p>	<p>Agreement</p>	<p>Curriculum & Placement Standing Committee</p>	<p>ASAP/ISS</p>	<p>YSGS agrees with this recommendation.</p>	<p>Ongoing. Preliminary conversations have been discussed to develop</p>

PRT Recommendation	PRT Rationale	ISS Response	ISS Implementation Plan	ISS Timeline/Responsibility	YSGS Response	ISS 1 YEAR FOLLOW UP
organizations to provide feedback about student placements.	organizations about student preparation for placements, and potential gaps in knowledge or skills (internal).					“the best practices for placement feedback.”
Recommendation 5 The program should undertake a curriculum review of (a) the IS 8904 and (b) IS 8903 to ensure these courses meet program objectives and learning outcomes.	(a) Some students indicated that research methods could be strengthened to include more quantitative skills; also should be offered in Fall to provide foundations for MRPs earlier (internal). (b) The immigration law and policy course should be reviewed and strengthened to include more practical knowledge related Canada’s immigration laws, policies, programs, administration and operations. Ideally this would involve hiring a practitioner in residence	Agreement; the Curriculum & Placement Standing Committee to oversee the necessary changes	Curriculum & Placement Standing Committee	ASAP/ISS	YSGS will support the development of any curriculum revision and reminds the program to consult Policy 127 when developing any revisions.	The IS8904 Research course was extensively revised and introduced, and Quantitative study designs were introduced, allowing students to develop the understanding skills of quantitative research literature. The IS8903 Policy course will be part of the courses the curriculum committee will review.

PRT Recommendation	PRT Rationale	ISS Response	ISS Implementation Plan	ISS Timeline/Responsibility	YSGS Response	ISS 1 YEAR FOLLOW UP
	<p>who could teach and support placement operations. The program can address this with internal changes in how courses are delivered, but additional funds may be necessary to hire a practitioner in residence (internal and external).</p>					
<p>Recommendation 6 The program should consider ways to introduce more flexibility in how students fulfill requirements.</p>	<p>Providing students with the option of undertaking a placement or MRP would help address concerns about the intensity of a one-year program of study. Providing students with a two-year thesis option would allow some students to further build their research skills (internal).</p>	<p>Agreement; the Curriculum & Placement Standing Committee will explore the option to allow students to choose between the MRP or Field Placement, and to add a two-year thesis option.</p>	<p>Curriculum & Placement Standing Committee</p>	<p>ASAP/ISS</p>	<p>YSGS will support the development of any curriculum revision and reminds the program to consult Policy 127 when developing any revisions. It should be noted that such a change is considered a major modification. YSGS is happy to work with the program in developing a major modification proposal.</p>	<p>The curriculum committee will explore the possibility of developing this major modification, including flexibility of the structure of the program delivery</p>

PRT Recommendation	PRT Rationale	ISS Response	ISS Implementation Plan	ISS Timeline/Responsibility	YSGS Response	ISS 1 YEAR FOLLOW UP
<p>Recommendation 7</p> <p>The program should strengthen its governance structures and establish a curriculum committee that meets on a regular basis to discuss curriculum related issues</p>	<p>A broader curriculum committee or an annual retreat would provide the necessary forum for discussion about the contents of courses, exchanges regarding curriculum and pedagogical approaches used by faculty. It could also provide an additional opportunity to create a sense of community between the faculty members, those core and more remote to the program. Student representation in governance should also be considered (internal).</p>	<p>Agreement; a Curriculum & Placement Standing Committee will be established</p>	<p>Curriculum & Placement Standing Committee</p>	<p>ASAP/ISS</p>	<p>YSGS notes that program governance structures need to adhere to Policy 45. It is typical for curriculum committees to be a standing committee of the Graduate Program Council.</p> <p>Retreats to discuss curriculum and pedagogy are great ideas. In both cases, it is important to involve student representation.</p>	<p>The curriculum and placement committee has been organized and will review the program structure.</p> <p>A meeting schedule is being developed for Summer and Fall 2022</p>

PRT Recommendation	PRT Rationale	ISS Response	ISS Implementation Plan	ISS Timeline/Responsibility	YSGS Response	ISS 1 YEAR FOLLOW UP
<p>Recommendation 8</p> <p>The program should consider ways to ensure more consistency in required course content when more than one section is taught in the same term.</p>	<p>There is inconsistency in required course content and requirements when two sections are taught in the same term by different instructors. This issue might be best addressed via recommendation 5 above (internal).</p>	<p>General agreement, although instructors enjoy academic freedom. Measures can include cross-appointed faculty teaching both sections of a course, device a mechanism through which different instructors can coordinate course contents.</p>	<p>An additional faculty appointment (Recommendation 1) would have the responsibility to teach two courses, i.e. 2 sections of one course, in ISS; Curriculum & Placement Standing Committee</p>	<p>Additional faculty appointment: ASAP/ISS, YSGS, and Provost; Curriculum & Placement Standing Committee: ASAP/ISS</p>	<p>YSGS agrees with the importance of equity between multiple sections of a course and recommends that instructors take this into consideration when they are involved in the delivery of the same course.</p>	<p>The cross-appointed faculty teach two core courses sections</p> <p>Prof. Bauder teaches IS8901 in both sections (day and evening classes).</p> <p>Prof. Parada teaches IS8904 in both sections (day and evening classes)</p> <p>There is a continued effort to appoint a third cross-appointed faculty to teach another core course in both sections.</p>

PRT Recommendation	PRT Rationale	ISS Response	ISS Implementation Plan	ISS Timeline/Responsibility	YSGS Response	ISS 1 YEAR FOLLOW UP
<p>Recommendation 9(a)</p> <p>The program should consider ways to encourage the broader group of affiliated faculty members to take a more active role in MRP supervision.</p>	<p>MRP supervisory loads are unevenly distributed across the 70 ‘core’ faculty attached to the program (internal).</p>	<p>Agreement; the implementation of Recommendation #6 may alleviate pressures on students to find supervisors.</p>	<p>Program will correspond with faculty and students</p>	<p>Ongoing/ISS</p>	<p>YSGS agrees that MRP supervisions should be distributed more broadly among affiliates. It supports the program in the implementation of recommendation #6.</p>	<p>MRP levels of flexibility are part of the overall curriculum review the program is engaging</p> <p>This year’s supervisory distribution was less unevenly distributed.</p>
<p>Recommendation 9(b)</p> <p>The program should consider ways to help students match their research interests for their MRP with those of faculty supervisors</p>	<p>Some students reported frustration and difficulties associated with finding an appropriate MRP supervisor (internal).</p>	<p>Agreement; facilitate student-supervisor matches</p>	<p>Annual “Find Your Supervisor” workshops</p>	<p>Ongoing/ISS</p>	<p>YSGS encourages the ISS program to organize a workshop or other events that facilitate better matching students with supervisors who are located in different faculties and departments across campus.</p>	<p>This year 90% found supervisors within the area of their research interest.</p> <p>For Fall 2022, a list of students’ research topics based on the admission applications will be shared with faculty to explore their intentions to supervise students.</p>

PRT Recommendation	PRT Rationale	ISS Response	ISS Implementation Plan	ISS Timeline/Responsibility	YSGS Response	ISS 1 YEAR FOLLOW UP
<p>Recommendation 10</p> <p>The program may want to consider collecting data on times to completion, how frequently students withdraw from the program, and alumni data.</p>	<p>The review team did not have access to times to completion and withdrawals from the program (academic or administrative). It is not evident that the program has alumni data (internal and external).</p>	<p>Agreement</p>	<p>Collect corresponding data</p>	<p>Ongoing/ISS, YSGS</p>	<p>YSGS will work with the program, the University Planning Office, The Registrar’s Office and Alumni Relations to track this data and shared it with the program.</p>	<p>This is an ongoing task, and data is being collected regarding completion, withdrawal and alumni information about their fields of practice.</p>
<p>Recommendation 11</p> <p>The program should consider ways to capitalize on the international reputation of the program by admitting more international students.</p>	<p>The program receives a considerable number of applications from international students but is only able to admit one per year. International students may help to internationalize the program, and may also be a revenue generator (external).</p>	<p>Agreement</p>	<p>Admission of 3-4 international students annually</p>	<p>2021/ISS, YSGS</p>	<p>YSGS has been advocating for institutional support for international graduate students. YSGS welcomes the plan to admit more international students into the program.</p>	<p>This is an ongoing process of advocacy.</p> <p>Although ISS continues to receive a considerable number of international applications, ISS is still only able to accept one this year</p>

Summary Statement/Conclusion:

The reviewers presented a series of recommendations that the program and other university authorities have been working on for a long time and a few new ones. Few recommendations (1, 3, 4, 6 and 11) require additional funding to be fulfilled. Efforts will continue to advocate obtaining this extra funding to strengthen the ISS program delivery of curriculum and attract national and international applications. The RA funding for ISS was eliminated; in previous years, ISS received a budget of \$33,000 to hire RA; the 2021-2022 academic year did not have a budget assigned. Steps have been taken to initiate a possible major curriculum review of the ISS program to explore the possibility of introducing new content, new course structure, and new course and flexibility of delivery. We are developing a schedule of consultations with different stakeholders to ensure a transparent process.