

# REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2010–2; May 2010

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

**Section A** presents the periodic program review of the following programs:

- Aerospace Engineering;
- Chemical Engineering;
- Civil Engineering;
- Electrical Engineering;
- Industrial Engineering;
- Mechanical Engineering;
- Retail Management.

**Section B** presents proposals by the G. Raymond Chang School of Continuing Education for new certificate programs in:

- Music: Global and Cultural Contexts;
- Program and Portfolio Management;
- Public Administration and Leadership;
- Public/Private Management and Governance.

Further documentation on the items addressed in this and all other ASC reports is available for review through the Secretary of Senate.

## SECTION A: PERIODIC PROGRAM REVIEWS

### A.1 Engineering Programs

#### Introduction to Engineering Programs at Ryerson University

The Faculty of Engineering, Architecture and Science (FEAS) at Ryerson University currently offers eight undergraduate engineering programs in *Aerospace*, *Biomedical*, *Chemical*, *Civil*, *Computer*, *Electrical*, *Industrial* and *Mechanical Engineering*.

The *Aerospace*, *Chemical*, *Civil*, *Computer*, *Electrical*, *Industrial* and *Mechanical Engineering* programs are all accredited<sup>1</sup> by the Canadian Engineering Accreditation Board (CEAB). The recently established *Biomedical Engineering* program will graduate its first class at the end of the 2011/2012 academic year. A CEAB assessment team will visit the *Biomedical Engineering*

---

<sup>1</sup> All programs except Computer Engineering have been continuously accredited since 1992. The Computer Engineering program was first established in September 2002 as a stand alone program and has also been continuously accredited since 2006, the year when it produced its first graduates.

program sometime in the 2011/2012 academic year with an accreditation decision due in Spring 2012.

FEAS administers one of the largest and most diverse group of engineering programs in Canada with more than 2600 students enrolled in 8 undergraduate engineering programs, and over 600 students in 8 graduate engineering programs<sup>2</sup>.

All Ryerson engineering programs have the same admission requirements, are based on a common first year platform, and share a number of academic support programs and options.

- **Admission Requirements:** O.S.S.D. with six Grade 12 U/M courses including Grade 12 U courses in: English (ENG4U/EAE4U preferred), Advanced Functions (MHF4U), Physics (SPH4U), Chemistry (SCH4u), and one of Calculus and Vectors (MCV4U), or Mathematics of Data Management (MDM4U), or Biology (SBI4U), or Earth and Space Science (SES4U). Calculus and Vectors (MCV4U) is the preferred course. Minimum grades in each of Advanced Functions (MHF4U) and Physics (SPH4U) courses are normally 65-70 percent and will be determined by the Faculty of Engineering, Architecture and Science subject to competition.
- **Common First Year:** All engineering programs share a common first year curriculum which includes 2 physics, 3 mathematics, 1 computer science, 1 economics, 1 chemistry, 1 liberal studies, 1 introduction to engineering and 1 discipline specific courses. The common first year platform facilitates and greatly enhances transferability between engineering programs.
- **Undeclared Engineering Option:** Most applicants enter directly into individual engineering programs. FEAS also offers an undeclared engineering option for applicants who are uncertain about the engineering discipline they want to pursue. These students select their engineering program at the end of their first semester of study.
- **Early Intervention Programs:** Over the years FEAS has launched academic support programs aimed to improve the student experience and retention in the highly demanding engineering programs. The *Early Intervention Program* identifies students who are not performing at an acceptable level early in the semester and presents them with options structured to enhance their chances of academic success. FEAS tests all new engineering students for their *Communications Proficiency* during the orientation week. Only those students who score above a threshold have unrestricted access to Liberal Studies courses. Otherwise, students are first directed to take courses designed to improve their communication skills.
- **Transition Programs:** The transition program offers the most demanding first- and second-year engineering and science courses repeatedly over consecutive semesters (Fall, Winter and Spring/Summer). This allows engineering students an immediate opportunity to upgrade

---

<sup>2</sup> Currently, all engineering programs offer graduate programs leading to masters (MAsc and MEng) and doctoral (PhD) degrees. Graduate programs which focus on Biomedical Engineering subject areas are delivered under the umbrella of the Electrical and Computer engineering. Graduate programs which focus on Industrial Engineering subject area are delivered under the umbrella of the Mechanical Engineering.

their academic standing and to complete their courses required to proceed to the next academic year without having to wait out a semester or an entire academic year.

- **Internship program:** All<sup>3</sup> engineering programs offer an optional internship program. At the completion of third year, participating students spend a period of 12–16 months, from May to September of the following year, as engineering interns at companies who provide internship placements. At the completion of the internship, students return to the academic program to complete their final year of studies. The internship option extends the program to five years.
- **Optional Specialization in Management Sciences:** This optional specialization provides interested and qualified students with a solid foundation in management science. Students who successfully complete the specialization become better prepared for careers in technology management or for graduate studies in management related disciplines. This specialization consists of 6 courses, which cover major areas in management science: strategic engineering management, operations management/operations research, financial sciences, and organizational sciences.

## Periodic Review of Engineering Programs

Ryerson's engineering programs undergo a demanding professional accreditation process, conducted under the auspices of the Canadian Engineering Accreditation Board (CEAB). The professional review addresses, among other things, program quality issues related to faculty, staff, students, resources and facilities, curriculum, and program strengths and weaknesses. An external expert review is integral to the accreditation process and plays a role akin to that played by the external peer review team in Ryerson's periodic program review process. The CEAB assessment therefore complements the University's program review procedures in many respects and the analysis and documentation associated with engineering accreditation have been applied in partial satisfaction of Ryerson's internal review requirements. The CEAB assessment and the subsequent reports submitted by the engineering programs resulted in the successful accreditation of all engineering programs for 6 years, the maximum term allowed under the CEAB accreditations rules, until 2013.

In accordance with Senate Policy #126 *Periodic Program Review of Undergraduate Programs*, the engineering programs submitted a supplementary report containing additional information required by the program review process, and underwent a supplementary peer review assessment.

## Peer Review Team Assessment

The peer review team<sup>4</sup> (PRT) received the supplementary report and the documents prepared for the CEAB accreditation visit. The PRT visited Ryerson engineering programs, toured the laboratory facilities, interviewed faculty and students. The PRT's observations by and large

---

<sup>3</sup> The only exception is the Chemical Engineering program, which is delivered as a mandatory co-op program.

<sup>4</sup> Members of the PRT were Dr. D. Ruth, Dean, Faculty of Engineering, University of Manitoba and Dr. R. Gosine, Dean, Faculty of Engineering and Applied Science, Memorial University of Newfoundland.

mirrored the remarks by the CEAB evaluation team. The PRT's observations included the supplementary report are applicable to all engineering programs and are listed below.

- **Strong Leadership:** The Faculty has very strong and effective leadership, beginning at the decanal level and following through the department chairs and program directors. The members of the administrative team were uniformly enthusiastic and committed to making Ryerson engineering nationally and internationally recognized for excellence.
- **Strong Laboratory Component:** All engineering programs have strong laboratory components. This is a particularly relevant strength as many programs in Canada have struggled to maintain laboratories due to rising costs. The situation at Ryerson likely arose from the fact that the programs grew out of technology programs. Highly qualified technical staff, many of whom are engineers themselves, supervise the laboratories. This is a major strength as it ensures a continuity often lacking in other schools.
- **Curriculum:** The successful result of the CEAB program review ensures that curriculum meets all the quality and quantity requirements of a Canadian engineering program.
- **Demand for Research Space:** Space for research directly challenges space for teaching. With the strength of the undergraduate laboratory program, there will be temptations to convert undergraduate space into research space. In light of the fact that the laboratories are a distinguishing feature of the Ryerson programs, this temptation should be resisted. However, the fact remains that as the graduate program grows, so will the demand for space. It is imperative that FEAS supports the development of the graduate/research programs without compromising the competitive strengths of the undergraduate programs.
- **Facilities:** Students have access to very good facilities. However, there is some contrast between teaching spaces in the older buildings and those in the new building. Consideration should be given to develop a formal plan and timetable for the upgrading all undergraduate laboratories to modern standards.

Ryerson has successfully navigated the conversion from a technical school to an engineering school. The next transition, to well established graduate programs, is well underway. This change will place increasing stress on both financial resources and space. Unlike programs in many Faculties, graduate programs in Faculties of engineering are generally laboratory based. With a limited amount of space available, creative solutions will be necessary to ensure that new staff members have access to the space they need. A priority will be to ensure that growth of graduate programs does not detract from the strong undergraduate program, but rather strengthens these programs.

## **Aerospace Engineering**

The Department of Aerospace Engineering came into existence in 2003 after it split from the Department of Mechanical, Aerospace and Industrial Engineering. It is the first standalone department of its kind to deliver a four-year Aerospace Engineering program in Canada. Between 1992 and 2003 the Aerospace Engineering program was delivered by the School of Aerospace Engineering within the auspices of the Department of Mechanical Engineering (and

later Mechanical, Aerospace and Industrial) Engineering. Currently, Carleton University offers a comparable four-year Aerospace Engineering program in Canada. A number of other Canadian universities offer an aeronautical or aerospace engineering options attached to a base engineering degree, e.g. Engineering Science at University of Toronto or Mechanical Engineering at McGill University. In these options typically only the third and fourth year of the program are aerospace-specific courses.

The Department is home to 18 faculty members, 5 support staff, 2 administrative staff, and approximately 360 undergraduate and 67 full-time graduate students. Annually, the program admits about 110 new students and graduates about 72 students.

The program consists of 46 courses (Ryerson calendar, 2009/2010, pp. 334–344) with 23 professional (18 required and 5 elective), 19 professionally-related (all required) and 4 liberal studies courses. The curriculum requires a total of 185 hours of instruction.

The first year of study covers mathematics, basic sciences, computer programming and introductory courses in engineering. Second and third years include a wide range of aerospace and mechanical engineering courses together with courses in communications, advanced mathematics, electronics and electrical engineering. There is a strong emphasis on design and much of the analytical work is reinforced by computer and hardware laboratories. Studies in the humanities and social sciences complement the engineering courses and provide a rounded perspective. Starting in the third year of the program students may choose one of the three program options in Aircraft, Spacecraft or Avionics. The final year of study includes a capstone design course, a course in professional practice and a course which examines the impact of technology on society.

## **Chemical Engineering**

The origin of the Chemical Engineering program goes back to the Chemical Technology diploma program, which was first established in 1948. In the 1960s, the 3-year diploma program was modified to accommodate three options: Industrial Chemistry, Applied Chemistry and Polymer Chemistry. Throughout the 1970s and early 1980s, there were several modifications to these options in response to societal need and student demand. In June 2003, the Department of Chemical Engineering was established as a standalone department separating from the Department of Chemistry, Biology, and Chemical Engineering.

The Department is home to 12 full-time, 3 support staff, 2 administrative staff, and approximately 190 undergraduate and 45 full-time graduate students. Annually, the *Chemical Engineering* program admits 65 new students.

The Department offers a mandatory co-operative program, which provides students with 20 months of work experience that enhances their organization and technical abilities as well as their oral and written communication skills.

The program consists of 45 courses (Ryerson calendar, 2009/2010, pp. 384–394) with 25 professional (20 required and 5 elective), 16 professionally-related (all required) and 4 liberal studies courses. The curriculum requires a total of 180 hours of instruction.

The first two years of the program focus on the basic sciences and include introductory courses in chemical engineering principles. The third and fourth years of the program give students the opportunity to study chemical engineering in depth, and to apply this knowledge to process design applications. The fourth year allows students to choose specialized elective groups to broaden their knowledge in the chemical and related engineering fields.

## **Civil Engineering**

The origin of the Civil Engineering program goes back to 1985 when Ryerson Polytechnic Institute started to offer a new program in Civil Engineering Technology. In 1985, the Civil Engineering program succeeded the technology program. The Civil Engineering program graduated its first class in 1989 and the program was first accredited by the CEAB in 1992. Today, the Department of Civil Engineering administers masters and doctoral level graduate programs in civil engineering in addition to the accredited undergraduate program leading to a Bachelor of Engineering degree in Civil Engineering.

The Department is home to 19 faculty, 7 staff and approximately 500 undergraduate and 115 graduate students. Annually, the program admits approximately 160 new students.

The program consists of 44 courses (Ryerson calendar, 2009/2010, pp. 413–425) with 22 professional (18 required and 4 elective), 18 professionally-related (all required) and 4 liberal studies courses. The curriculum requires a total of 190 hours of instruction.

The Civil Engineering program curriculum focuses on three streams: Environment, Structures/Materials and Transportation. The subject areas include water supply and treatment, wastewater treatment design, geotechnical engineering, structural analysis, concrete materials, computer-aided structural analysis, structural concrete design, highway materials, structural steel design, and transportation engineering. In addition, students can specialize in one or more of the preceding three streams by selecting courses from an extensive list of professional electives.

The curriculum of the Geomatics Engineering option, which is unique in Canada, focuses on modern spatial data management systems with applications in satellite positioning, digital image processing and mapping, photogrammetry and remote sensing, computer and communication technologies and geospatial information systems.

## **Electrical Engineering**

The Department of Electrical and Computer Engineering administers three separate yet closely related programs: Computer Engineering, Electrical Engineering and the recently established Biomedical Engineering. Until 2002, the Computer Engineering was an option offered within the Electrical Engineering program. Since then it has evolved into a stand-alone program with the first cohort of students entering the program in Fall 2002. All three undergraduate engineering programs administered by the Department share the resources available to the Department.

In addition to the three undergraduate programs the Department of Electrical and Computer Engineering also administers masters and doctoral level graduate programs in electrical and computer engineering. With a total enrolment of 550 undergraduate and 165 graduate (103

Masters and 62 PhD) students, the Department of Electrical and Computer Engineering is one of the largest academic units within Ryerson.

The curriculum consists of 45 one-semester courses (Ryerson calendar, 2009/2010, pp. 458–479) with a total of 199 hours of instruction. Of these, 21 are required professional courses (11 required and 10 elective), and 20 required professionally-related courses. Program students also take 4 liberal studies courses.

In conformance with accreditation requirements, the Electrical Engineering program curriculum consists of science, engineering and complementary studies courses. First year courses provide students with grounding in mathematics, physics, chemistry, computer science and the theory of electric circuits. The foundation year leads to advanced study in engineering science and core electrical engineering courses. The fourth year curriculum includes an extensive selection of technical electives. During this final year of the program all students complete a mandatory group design project. The program offers the options in Energy Systems, Microsystems, Multimedia Systems, and Robotics and Control Systems.

## **Industrial Engineering**

Ryerson's Industrial Engineering program emphasizes effectiveness and efficiency in the design, operation and management of complex systems in manufacturing and services sectors. This focus is presented through a broad curriculum foundation. The first year of study introduces the student to engineering principles and the basics of related disciplines. Core industrial engineering courses begin in the second year. In the third and fourth years, students take professional courses in the area of management science and manufacturing engineering.

Graduates of the Industrial Engineering program typically find employment in a broad range of industrial, management, and/or manufacturing careers including: production/ inventory control, quality control, operations research, computers and information systems, decision support systems, facilities planning, project management.

The program consists of 45 courses (Ryerson calendar, 2009/2010, pp. 480–489) with 16 professional (13 required and 3 elective), 25 professionally-related (all required) and 4 liberal studies courses. The curriculum requires a total of 180 hours of instruction. The first four semesters in Industrial Engineering and Mechanical Engineering programs are common. This program feature enhances student the transferability between the Industrial and the Mechanical Engineering programs and simplifies course management in the first two years of these two programs.

The Department of Mechanical and Industrial Engineering is home to 35 faculty, 9 support staff, 3 administrative staff, and over 700 (570 in Mechanical Engineering and 150 in Industrial Engineering) undergraduate and 150 (98 masters and 53 PhD) graduate students. Annually, the Mechanical and Industrial Engineering programs graduate over 100 students.

## **Mechanical Engineering**

The Mechanical Engineering program is designed to develop and sharpen the student's abilities to conceptualize, analyze and synthesize. It provides studies in fundamental science and mathematics, engineering science and engineering design. The main engineering areas of the curriculum are machine design, manufacturing and fabrication, materials, thermal and fluid processes and mechatronics. A balance of liberal arts and complementary studies, including some management courses, further the student's ability in communication and provide a wider understanding of the modern technological society. The blend of theory and practice is found throughout the program. Lectures are reinforced with comprehensive experiments and demonstrations in many laboratories.

Starting in fifth semester, students have the option of specializing in Mechatronics. The Mechatronics Option concentrates on the integration of electronics with mechanical systems in applications such as robotics and system controls. Students not taking the Mechatronics Option can choose from an extensive set of technical elective courses, which provide wide exposure to diverse subject areas in technology and management.

The program consists of 45 courses (Ryerson calendar, 2009/2010, pp. 510–523) with 16 professional (11 required and 5 elective), 25 professionally-related (all required) and 4 liberal studies courses. The curriculum requires a total of 190 hours of instruction. The first four semesters in Industrial Engineering and Mechanical Engineering programs are common.

## **ASC Evaluation**

The program review documents were comprehensive and well organized. As is the case with other accredited programs, the reports prepared for the accrediting body—in this instance for CEAB—forms the foundation of the supplementary self-study reports prepared and submitted by the individual engineering programs (one for each of the *Aerospace, Chemical, Civil, Electrical, Industrial and Mechanical Engineering* programs). As per the Ryerson Undergraduate Periodic Program Review policy, the Departments supplemented the accreditation reports with additional information, ensuring that the supplementary self-study reports addressed all the issues specified in the policy. The CEAB reports, supplementary reports together with the report submitted by the supplementary PRT allowed ASC to make a comprehensive assessment of the six engineering programs being reviewed.

FEAS administers one of the largest and most diverse group of engineering programs in Canada. Since first achieving accreditation for its undergraduate engineering programs in 1992, the Ryerson engineering programs have made significant progress. They all offer graduate programs at masters and doctoral levels. Graduate students enrolled in these programs allow the faculty members to establish strong research programs. The research activities directly benefit the undergraduate programs through modern course content and undergraduate students participation in research projects.

The Ryerson periodic program review process together with the CEAB and supplementary peer review assessments provided FEAS and the engineering programs with important feedback and



pointed out directions for further improvement. The engineering programs prepared detailed development plans, identified responses to recommendations arising from these reviews and successfully addressed them. ASC commends the *Aerospace, Chemical, Civil, Electrical, Industrial and Mechanical Engineering* programs for the success in the development and delivery of their undergraduate programs.

## **Follow-up Report**

In keeping with usual procedure, a follow-up report which addresses the recommendations stated in the ASC Evaluation Section is to be submitted to the Dean of the FEAS and the Provost and Vice President Academic by the end of June 2011.

## **Recommendation**

Having determined that the program reviews of the engineering programs satisfy the relevant policy and procedural requirements, Academic Standards Committee recommends:

*That Senate approve the periodic program reviews of the Aerospace, Chemical, Civil, Electrical, Industrial and Mechanical Engineering programs.*

## **A.2 Retail Management**

### **Program Description**

The *Ted Rogers School of Retail Management* is one of four schools in the *Ted Rogers School of Management*. Retail education at Ryerson University has a long history. At its inception in 1948, Ryerson offered a Retail Merchandising diploma in the School of Business. In 1966 the Retail Administration program was merged with the Business Administration program. This structure continued until 1980, at which time the specific designation of Retail Administration was discontinued. Following the completion of an industry needs assessment, a new undergraduate degree program in retail management was established in 1998. Today, the School offers a full-time 4-year *Retail Management* (RM) program leading to a Bachelor of Commerce (Retail Management) degree. The program prepares students for professional careers in the retail sector and its related industries. The School also offers a part-time degree program, which provides an added measure of flexibility.

The School states its mission as *development of future management leaders for the retail sector through the insurance of currency in the curriculum; delivered in state-of-the-art learning environments; by academically and professionally qualified faculty who are informed through active research and through partnerships with the retail industry and academic communities.* The School also expresses its commitment to *being a unique voice in the promotion of retailing as a career—advancing the professionalism, international network and academic quality of program and its graduates.*

The School has a complement of 8 RFA faculty and 7 CUPE instructors. The School admits approximately 97 new students every year and the program has a total enrollment of 320 students.

### **The Curriculum:**

The RM program introduces students to the dynamic/practical aspects of the retail sector, coupled with the theoretical underpinnings of a commerce degree. The program delivers an integrated perspective of the many facets of a retail organization and provides insight into the broader context of retailing in society.

The four-year program is divided into two parts. First and second years provide students with the foundational skills and knowledge of a commerce degree and introduce basic concepts of retail management including consumer insight, logistics and supply chain, buying and merchandising and service quality leadership. In third and fourth years, students study advanced and strategic theories, concepts and practices. Retailing in the context of the entire supply chain is explored with concepts related to service strategy taking on a broader dimension. Students may further develop research and consulting skills through an optional independent project.

**Exchange and Travel Study:** In sixth semester, students have the opportunity, subject to availability of spaces and academic performance, to study for a semester abroad. In a given year, students may complete an assignment or a project based on their travel/study experience, which will be used in the final assessment of the course.

**Internship:** Students have the opportunity to work with a retail organization on a full-time basis for a two to three month period between third and fourth year. Alternatively, students may also work on a part-time basis during the final year of the program.

In 2009 the School introduced a revised curriculum to address the curriculum related recommendations identified in this program review. The revised curriculum offers three learning streams: *Demand Chain*, *Consumer Insight*, and *Service Quality Management & Leadership*. The revised program curriculum consists of 45 courses (Ryerson calendar, 2009/2010, pp. 627–639) with 20 professional (16 required and 4 elective), 18 professionally-related (14 required and 4 elective) and 6 liberal studies courses.

**Admission Requirements:** Applicants to the program require an Ontario Secondary School Diploma (OSSD) with six Grade 12 U/M course credits, including English and Mathematics (one of Grade 12 U Advanced Functions (MHF4U), Calculus and Vectors (MCV4U) or Mathematics of Data Management (MDM4U)) with a minimum grade of 60 percent in each of these subjects. The School may also interview applicants and/or request demonstrated ability to succeed in retail industry.

## The Program Review

The review provides comprehensive information about the program and the School, including student data, student and graduate surveys and a comparator review. The Peer Review Team<sup>5</sup> (PRT) report and the School's response to the PRT report provide further insight into the program.

## Assessment of Strengths and Weaknesses

The assessment of program strengths and weaknesses, based on the Self-Study report and the observations and comments made by the PRT are as follows:

### Strengths:

- **Uniqueness:** The RM program was established to respond to the unique needs of the modern retail industry. Recognizing the diversity of the retail sector from independents to national chains to global organizations, the School has provided educational leadership to retail companies and their employees by offering workshops, certificate programs, custom training, books and videos. The RM program continues to be the only university level degree program in Canada focused on management in retailing and services sectors.
- **Location:** The School capitalizes on its location nearby the head offices of many retailers, connections to industry and the broader community, and a state-of-the-art facility to build its reputation as a leader in education focused on the retail sector. In particular, the School's position adjacent to Toronto Eaton's Centre allows easy access to a real world "laboratory" for retail studies.
- **Curriculum:** The School prepares students for management careers within the retail sector and its related industries through a balanced curriculum. The curriculum provides exposure to and involvement with the practical aspects of the retail sector, coupled with the theoretical underpinnings of a commerce degree.
- **Connections with the Retail Industry:** Many chief executives from leading Canadian retailers are members of the School's Program Advisory Council (PAC). The PAC offers guidance on marketing of the program, strategic planning, curriculum relevance, career enhancement, fundraising and alumni relations.

### Weaknesses:

- **Student Demand:** While being unique can have its advantages, the benefits have been increasingly outweighed by perception of careers in retail management, which in turn impacts the number of students attracted to the program. In its report, the PRT stated "[a] professional program is only as strong as its students, both while in the program and while in their subsequent careers. Having the highest possible quality students enter the RM program should be the number one priority for the entire RM [program]." The PRT

---

<sup>5</sup> Members of the PRT were Profs. C. Mobley (University of Arkansas) and M. Pearce (The University of Western Ontario).

recommended that the School continue to explore how to increase the number of applications to the program.

- **Student achievement:** The School and the PRT identified student achievement (retention) in the program as a key challenge. In particular, the School observed that weak mathematics and literacy skills adversely affect student achievement in program courses.
- **Curriculum:** The School, the PRT and student/employer surveys identified areas in the curriculum that would enhance students' preparedness to work effectively in the retail sector. These areas include: soft skills, retail strategy, core curriculum, and international retailing. The dynamic nature of the retail industry also challenges the School and necessitates constant monitoring of program courses for their currency.
- **Small faculty complement:** While the small group of faculty supporting the School and the program are highly dedicated, the School frequently encounters challenges due to the size of its faculty complement. In certain instances there are simply too few faculty members to form a critical mass in support of new initiatives. Over the years the School has encountered such challenges as it attempted to capitalize on all the opportunities for corporate education and applied research.

#### Developmental Plan:

The Development Plan recognizes students as the School's primary constituents and emphasizes the School's commitment to provide a learning environment that would allow students to reach their full potential. The Developmental Plan sets specific priorities to strengthen the School and the program in several areas:

1. Ensure the quality and standards of the program, specifically for improvement in the areas of student retention and quality of student intake;
2. Meet the Association to Advance Collegiate Schools of Business (AACSB<sup>6</sup>) accreditation criteria and build a strong SRC culture.
3. Have a voice in the improved perceptions of retailing as a career through research, build profile in the community as the educational partner for continued learning and build reputation through the quality of graduates from the program.

Specifically, the School intends to address the following issues:

- **Students:** Initiatives aimed to enhance student experience will focus on: quality and growth, retention, experiential learning and career development, support of student clubs and initiatives, which would strengthen student engagement and broaden their awareness of retailing.

---

<sup>6</sup> AACSB International grants accreditation for undergraduate and graduate business administration and accounting programs. Its standards are relevant and applicable to all business programs globally and support and encourage excellence in management education worldwide.

- **Curriculum:** The School will enhance the curriculum through: improved course offerings in Retail Management specializations, positioning the School for new undergraduate curriculum models, exploring the potential for graduate programs, and enhancing life long learning by exploring alternate course delivery methods and corporate education opportunities. In 2009, the School introduced a revised curriculum aimed to address the issues identified in this review.
- **SRC:** The School will continue to support individual faculty to build strong research programs. The School has also expressed its commitment to engage in partnerships with other academic institutions as well as with industry partners.
- **Reputation:** The School identifies reputation enhancement not only as its greatest challenge and but also as an opportunity. Reputation is closely tied to the perceptions of retailing as a profession of choice. Many of the development plan initiatives are directed at furthering the reputation of the program and by association the perception of the industry.

## ASC Evaluation

ASC's assessment of the RM program and its recommendations are as follows:

- **Program Identity:** Despite the long history of retail education at Ryerson University, the current RM program administered by the Ted Rogers School of Retail Management is relatively young. Since its inception in 1998, the School has been gradually building the reputation of the RM program using its distinctiveness as the only university level degree program focused on the retail sector.

The uniqueness of the program provides the School with opportunities to expand its reach to the retail industry. Yet, this unique character also challenges the School in the recruitment of qualified applicants to the program. Consequently, the School and the RM program are in a state of transition. The transition phase will likely continue until the School will be able to attract students of comparative quality to the other business programs. In its Development Plan the School has identified AACSB accreditation as a priority. ASC applauds the School for this initiative; the AACSB accreditation once achieved, will assist the School to better integrate with the other business programs.

- **Faculty complement, curriculum and student engagement:** The School has a small RFA faculty complement with many recently hired faculty members. Consequently, the School continues to depend on sessional instructors to teach critical courses in the curriculum. In response to the PRT recommendation that the School develop cohesive curriculum development and delivery strategies aimed to improve student engagement inside and outside the classroom, the School stated that “faculty engagement with students outside of the classroom will likely enhance the student’s satisfaction with their school and their teachers. However as noted above progression to a sharing of responsibilities by faculty will need to be evolutionary and will require additional faculty if teaching and research are to be enhanced as well as student support outside of the classroom.” ASC concurs with the

School's response; the School should use its hiring decisions strategically to build a strong faculty complement.

- **Program learning objectives:** The current Senate Policy No. 126 requires that the Self-Study Reports prepared by academic units undergoing program review must include “the goals, learning objectives and program expectations and their consistency with the University’s mission and academic plan, the Faculty academic plan, the school/department academic plan, and the OCAV degree-level expectation guidelines” (Article II.A.1.b). The Policy further requires that the self-study report present “the relationship of the curriculum and individual courses to the program goals and learning objectives” (Article II.A.4.a). As one of the first program reviews prepared under the terms of the revised Policy No. 126, the RM program review documents do not include the required review elements as stated above. Therefore, *ASC recommends that the approval of this program review be conditional upon the School’s preparation of the missing program review elements and their submission to ASC for review as part of the Follow-Up report.*

## **Follow-up Report**

In keeping with usual procedure, a follow-up report which addresses the recommendations stated in the ASC Evaluation Section is to be submitted to the Dean of the *Ted Rogers School of Management* and the Provost and Vice President Academic by the end of June 2011.

## **Recommendation**

Having determined that the program review of the *Retail Management* program administered by the School of Retail Management satisfies the relevant policy and procedural requirements, Academic Standards Committee recommends:

*That Senate approve the periodic program review of the Retail Management program with the condition stated in the ASC Evaluation.*

# **SECTION B: NEW CERTIFICATE PROGRAMS**

## **B.1 Certificate in Music: Global and Cultural Contexts**

The goal of the proposed new certificate program in *Music: Global and Cultural Contexts* is to provide relevant, university-level education for individuals whose personal goals or academic career paths require an ability to apply critical analysis, critical thinking and critical writing to the study of music.

The target audience for the proposed certificate program includes individuals who wish to learn about music for personal development and enjoyment; those seeking to pursue academic study in the creative arts at the undergraduate level; and professionals in education, creative work, and not-for-profit organizations who wish to acquire musical education. The program prepares students wishing to teach at the primary/junior level in any Bachelor of Education program in

Ontario. It also provides individuals wishing to teach music in Ontario at the junior/intermediate or intermediate/senior levels with a teachable subject.

**Admission Requirements:** Prospective students are required to have the minimum of an OSSD with six Grade 12 U or M credits with a minimum grade of 70 per cent, or equivalent, or mature student status with relevant work experience. One of the six Grade 12 courses must be an English course.

**Curriculum:** The proposed certificate program will consist of a total of six courses including 1–2 *core* courses, 1–2 *general* courses and 3 *specialized* courses. Core courses provide grounding in a range of musical forms from diverse cultural practices, their socio-historical and socio-cultural contexts and the music theory that underpins them.

**Core Course Cluster:** Choose 1–2 courses.

- CMUS 106 Architecture of Music
- CMUS 101 Introduction to World and Early European Music

**General Course Cluster:** Choose 1–2 courses.

- CMUS 105 Voices without Borders: Global Chorus
- CMUS 211 Music Cultures of the City
- CMUS 401 Music, Religion and Spirituality
- CMUS 501 Traditional Musics of the World

**Specialized Course Cluster:** Choose 3 courses.

- CMUS 110 Film Music
- CMUS 201 Classical Music
- CMUS 406 Chinese Instrumental Music
- CMUS 505 Popular Music and Cultures
- CMUS 506 Chinese Music Studies

Students will be advised to complete one or two *core* courses prior to commencing *general* or *specialized* courses; it will also be recommended that they complete one or two *general* courses prior to commencing any of the three *specialized* courses.

## Recommendation

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

*That Senate approve the Certificate in Music: Global and Cultural Contexts.*

## B.2 Certificate in Program and Portfolio Management

The proposed new certificate program in *Program and Portfolio Management* is an extension of the current *Certificate in Project Management*, which targets individuals without project management experience. The proposed new certificate program, designed for individuals *with* project management experience, will deliver knowledge and skills required to successfully manage programs and portfolios. As the target audience of the proposed new certificate program will primarily be

working individuals, many certificate courses will be offered in a variety of delivery formats, including online, hybrid, evening, summer and independent study formats.

**Governance:** Due to the interdisciplinary nature of the proposed certificate program, a Curriculum Steering Committee will administer the certificate program with leadership and management provided by the Chang School Program Director, Engineering, Architecture and Science. The composition and functioning of the Curriculum Steering Committee will be governed by Senate Policy No. 76, which mandates that at least half the members of the Curriculum Steering Committee must be RFA faculty.

**Admission Requirements:** Prospective students are required to have an undergraduate degree from a recognized post-secondary institution and six years of project management work experience. In addition, all students must also satisfy at least one of the following two prerequisites:

- successful completion of the *Certificate in Project Management* or an equivalent program; or
- current standing as a project management professional by the Project Management Institute, or an equivalent accreditation.

The Certificate Coordinator may waive any of the admission requirements in special circumstances if a prospective student has either exceptional work experience or educational qualifications.

**Curriculum:** The proposed certificate program will require the completion of the equivalent of six full-length<sup>7</sup> courses structured as follows.

- **Required Core Courses:** All students must take the following 4 half-length core courses (equivalent to 2 full-length courses), which provide grounding in each sub-discipline.

CKPP 110	Overview of Program Management
CKPP 120	Overview of Portfolio Management
CKPP 130	Program and Portfolio Governance
CKPP 140	Delivering Organizational Strategy Through Projects

- **Elective Courses:** Select the equivalent of 4 full-length courses.

**Half-Length courses** (each course is of 21 hour duration)

CKPP 210	Understanding Financial Measurements for Program and Portfolio Success
CKPP 220	Managing Programs and Projects Virtually
CKPP 230	Enterprise Risk Management
CKPP 240	Advanced Leadership Skills for Program and Portfolio Managers
CKPP 250	Leading Organizational Change
CKPP 260	Creating Balanced Portfolios
CKPP 270	Crisis Management and Program Recovery
CKPP xx1	Project and Performance Management and Implementation in Public/Private Partnerships
CKPP xx2	Partnership Management

---

<sup>7</sup> A full-length course is of 42 hours duration, and a half-length course is of 21 hours duration. Two half-length courses are equivalent to one full-length course.



**Full-Length Courses** (each course is of 42 hours duration)

CKPP 310	Program and Portfolio Management Research
CKPP 320	Program and Portfolio Management Practicum

**Recommendation**

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

*That Senate approve the Certificate in Program and Portfolio Management.*

**B.3 Post-Baccalaureate Certificate in Public Administration & Leadership**

The Post-Baccalaureate *Certificate in Public Administration and Leadership* is designed for employees of the public sector, individuals who aspire to work in the public sector, or persons who work in the private or non-profit sectors who work closely with governments in delivering a public good. The *Certificate* aims to provide an overview of key principles of public administration, emphasising throughout the centrality of leadership to the effective realisation of the policy and organisational goals of the public sector. The Department of Politics and Public Administration will administer the proposed certificate program.

**Admission Requirements:** Prospective students are required to have an undergraduate degree from a recognized post-secondary institution. This certificate is open to students who have not studied public administration; such students will be required to successfully complete COPA 103, an intensive distance education course that provides a survey of Canadian public administration systems, before they can begin their studies this certificate.

**Curriculum:** The Certificate program consists of 3 required and 3 elective courses, which are chosen from seven electives. The Certificate Coordinator will assess prospective students' formal studies of public administration, and/or their relevant experience, to determine whether they will be required to complete the certificate credit course COPA 103 prior to enrolment in certificate courses.

**Required Courses:**

CPPA 604	Issues in Public Administration
CPPA 623	Public Policy
COPA xxx	Public Sector Leadership

**Elective Courses:** Choose 3 courses

CPPA 600	Financial Management
CPPA 601	Collaborative Governance
CPPA 602	Program Planning and Evaluation
CPPA 603	Comparative Public Policy
CPPA 624	Theories of Bureaucracy
CPPA 629	Administrative Law
CPPA 650	Intergovernmental Relations

**Note:** The Department of Politics and Public Administration is in the process of revising the prerequisite structure of its program courses including those that constitute this certificate

program. The revised prerequisite structure must ensure that certificate students will be able to access the certificate courses as described above.

## **Recommendation**

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

*That Senate approve the Certificate in Public Administration and Leadership.*

### **B.4 Post-Baccalaureate Certificate in Public/Private Management and Governance**

The proposed new certificate program in *Public/Private Management and Governance* will offer advanced education that integrates public, private, and third sector<sup>8</sup> perspectives to enhance organizational effectiveness. The fundamental objective of the proposed *Certificate* program is to introduce candidates to a comparative analysis of public and private sector practices in a number of selected areas, e.g. partnership management, accounting and finance, project and performance management, law and regulation.

**Governance:** Due to the interdisciplinary nature of the proposed certificate program, a Curriculum Steering Committee will administer the certificate program with leadership and management provided by the Program Director, Arts, The Chang School. The composition<sup>9</sup> and functioning of the Curriculum Steering Committee will be governed by Senate Policy No. 76, which mandates that at least half the members of the Curriculum Steering Committee must be RFA faculty.

**Admission Requirements and Admissions Policy:** Prospective students are required to have an undergraduate degree from a recognized post-secondary institution.

The target audience for this certificate program includes directors, middle- and upper-level managers in hybrid organizations as well as in private and third sector organisations who have significant involvement with hybrid organizations; and private sector professionals whose work intersects with that of hybrid organizations. In exceptional circumstances, individuals who do not possess a degree may seek to have the Certificate Coordinator assess their eligibility to enroll in this program.

Participants may be granted, with the permission of the Certificate Coordinator, one or two *Core Course* exemptions for subject matter the participant acquired outside of the program (e.g. through previous academic and/or professional experience.) If an exemption is granted, the participant will be required to complete a *Special Topics Course, A* and/or *B*.

---

<sup>8</sup> Non-profit and voluntary sector; non-governmental organizations.

<sup>9</sup> The composition of the current Curriculum Steering Committee is as follows: **from The Chang School:** Dean, Program Director Arts, Program Director Business; **from TRSM:** Associate Dean Academic, Director Graduate programs, 1 RFA faculty/chair/director; **from the Department of Politics and Public Administration:** Chair, Undergraduate Program Director, 1 RFA faculty.

**Curriculum:** The proposed certificate program will require the completion of the equivalent of six full-length, certificate-credit courses structured as follows.

**Required Courses:** All students must take the following 2 full-length courses.

*Overview Course:* Management and Governance of Public/Private Organizations

*Capstone Course:* Emerging Issues: Applied Governance and Management

**Elective Courses:** Select 8 courses equivalent to 4 full-length courses. All elective courses are half-length courses of 21 hour duration.

*C1–Core Course:* Governance: the Role and Functions of Boards

*C2–Core Course:* Partnership Management

*C3–Core Course:* Innovations in Managing Public/Private Cultures

*C4–Core Course:* Accounting and Financial Management

*C5–Core Course:* Law, Regulation and Ethics

*C6–Core Course:* Project and Performance Management and Implementation in Public/Private Partnerships

*C7–Core Course:* Leadership, Managing Change, and Human Resources

*C8–Core Course:* Communication and Reputation Management

*C9–Special Topics A:* Seminar

*C10–Special Topics B:* Directed Readings

**Note:** All elective courses require the completion of the *Overview Course* or the permission of the Certificate Coordinator. This structure will result in the *Overview Course* being the first course in the *Certificate* program. However, the target audience for the proposed *Certificate* program will also include those who will seek professional development by taking only one or more *Core Courses*. The proposed program will accommodate such students by requiring them to seek the permission of the Certificate Coordinator before being registering in *Core Courses*.

The *Capstone Course* will be available to students who will have completed all other course requirements for the *Certificate*.

## **Recommendation**

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

*That Senate approve the Certificate in Public/Private Management and Governance.*

Respectfully submitted by

Mehmet Zeytinoglu,  
for the 2009/2010 Academic Standards Committee

G. Allen (Journalism)  
K. Alnwick (Registrar; ex-officio)  
D. Androustos (Electrical & Computer Engg.)  
A. Bal (Image Arts)  
T. Brancatella (Student, Nutrition and Food)  
E. Evans (Retail Management)  
J. Dianda (Philosophy)  
N. George (Chemistry and Biology)

J. Gingras (Nutrition and Food)  
D. Glynn (Continuing Education)  
C. Farnum (Library)  
G. Hunt (Business Management)  
M. Moshe (Faculty of Arts)  
P. Robinson (Urban & Regional Planning)  
D. Schulman (Secretary of Senate; non-voting)  
A. West (Student, Politics and Governance)

# REPORT OF ACADEMIC STANDARDS COMMITTEE

## Report #W2010–2–Addendum; May 2010

In this addendum Academic Standards Committee (ASC) brings its evaluation and recommendation on the following two proposals:

### Section C

- A new common Arts platform;
- A new undergraduate program proposal in *English*.

Further documentation on the items addressed in this and all other ASC reports is available for review through the Secretary of Senate.

## SECTION C: UNDERGRADUATE PROGRAM CHANGES

### C.1 A Common Arts Platform

**Background:** The Social Science Programs<sup>1</sup> (SSPs) currently share a common two-year platform. In the first two years of the SSPs, students: acquire foundational knowledge in their program of study (required program courses) and in other social science disciplines (Table I courses); develop core competencies and skills (SSH-coded courses); and acquire foundational knowledge and practical skills from disciplines outside the Faculty of Arts (Table III courses). Students also select three lower-level liberal studies courses in Years 1 and 2 from non-Social Science disciplines.

The goal of the two-year common platform has been to maximize transferability among SSPs. However, data collected since the inception of the SSPs indicate that most transfers to and from the SSPs occur after first year.

**The proposal:** In view of the Faculty of Arts' plan for a harmonized foundation for most<sup>2</sup> of its undergraduate programs, both current and those soon to be proposed, academic units within the Faculty have agreed that a one-year common platform will best serve their students and meet Faculty and program objectives.

*Appendix 1* provides the revised curriculum tables for the SSPs and Year-1 Undeclared-Arts option under the proposed changes.

---

<sup>1</sup> Criminal Justice, Politics and Governance, Psychology, Sociology, and Undeclared-Arts.

<sup>2</sup> The Geographic Analysis and International Economics and Finance programs are the most difficult to fit into a common first year curriculum structure because they are professionally focused and prescriptive in structure. Although these programs will remain outside the proposed platform, the Department of Geography and the Department of Economics are expected to revise their respective curriculum in order to have full transferability of first-year credits for students who transfer to and from other Arts programs.

**Implementation:** If approved, the proposed common Arts platform and the resulting curriculum changes will be phased in starting Fall 2011.

## **ASC Evaluation**

ASC fully supports the rationale of the proposed common Arts platform and the resulting curriculum changes in the SSPs. However, it is noted that the proposed common platform will result in the reduction of the minimum number of non-Arts electives from three to one course. In the revised curriculum structure an Arts student can choose up to seven non-Arts courses as professionally-related electives and may also access the Liberal Studies courses offered by academic units outside of the Faculty of Arts. However, with only one required non-Arts elective and considering that the vast majority<sup>3</sup> of Liberal Studies courses are Arts (social sciences and humanities) courses, there is the real concern that an Arts student can potentially graduate with only a single non-Arts course out of a 40-course curriculum.

The rationale for the proposed reduction in the minimum number of non-Arts electives is the limited availability<sup>4</sup> of non-Arts electives, exacerbated by the limited seat availability in these courses. For large enrolment programs such as the SSPs this is valid concern. In order to move forward with this important initiative, ASC formulated the following agreement:

- It be recommended that the Provost and Vice President Academic develop a mechanism to encourage all academic units (Faculties, departments, schools) to increase the availability of non-Arts courses as professionally-related and Liberal Studies electives (and seats in these courses) across the University;
- It be further recommended that the Provost and Vice President Academic identify an appropriate mechanism to monitor and report annually to the Deans on the status of the initiatives to expand the availability of non-Arts courses; and
- The Faculty of Arts will meet with the Academic Standards Committee by Fall 2013 to review the status of these initiatives and the relationship to the required number of non-Arts courses in the common Arts platform.

## **Recommendation**

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

*That Senate approve the proposed common Arts platform and the resulting curriculum changes to the SSPs conditional upon the terms of the agreement outlined in the ASC Evaluation Section.*

---

<sup>3</sup> The 2009/2010 Calendar lists a total of 246 Liberal Studies courses. Of these, 236 courses (96 percent) are humanities and social science courses offered by academic units in the Faculty of Arts.

<sup>4</sup> The 2009/2010 Calendar shows that Table III (non-Arts electives) for SSPs includes 42 courses with 16 business, 10 science, 6 community services, 3 professional communication (CMN), 3 non-profit and voluntary sector (INP) and 4 interdisciplinary (INT) courses.

## C.2 English

The proposed program in *English* has been designed to deliver a high-quality education that combines literary, cultural, and critical knowledge with practical applications.

The program will address the needs of students interested in entering the workforce directly after graduation, as well as those choosing to pursue further study in a faculty of education, a law school, or a graduate program in English or a related discipline. The proposed program offers an innovative fusion of knowledge, research, and skill-building; training for creative and critical expression; and extensive experiential opportunities enmeshed within an urban environment.

### Program Objectives

The proposed *English* program will encourage students to study literary history and cultural texts from transnational and transmedia perspectives informed by an awareness of the cross-migration of literatures and theories. Objectives of the proposed *English* program are:

- To foster cultural literacy, making students familiar with the richness and complexity of their literary and cultural heritage, and so cultivate an open, worldly perspective that prepares them to engage productively with their local and global communities.
- To develop students' practical and aesthetic writing skills, helping them to respond professionally and with intelligence to the changing communication situations.
- To help students gain sophisticated oral communication skills for the persuasive expression of their thoughts and ideas.
- To teach students in-depth research skills that will enhance their understanding of a subject and let them appreciate its place within a history and tradition.
- To provide a practical forum in which students can develop ways of setting their knowledge into action by producing and showcasing creative and scholarly projects.

### The Program

**Curriculum:** The proposed 20-course English specialization offers a graduated program of study that moves from a broad, interdisciplinary base in the common Arts platform, through the development of disciplinary breadth and depth in critical, theoretical, historical, and practical core courses and distribution requirements. The program's core courses and required elective groups incrementally build depth in knowledge and methodologies, culminating in the fourth year, with senior capstone courses in theory, research, and experiential learning.

Students will take 5 required English courses to develop core content and competencies in the discipline. In order to ensure breadth of disciplinary knowledge, students will select 15 English electives: a project-based elective in either Year-2 or Year-3, a capstone elective in Year-4 and the remaining electives selected from three key areas of the discipline (literatures and cultures from the 16<sup>th</sup>–21<sup>st</sup> centuries; diversity in identities, communities, and nations; and genre and media).

To complete their remaining 20 courses in the program, students will select 6 Liberal Studies and 14 professionally-related courses, 3 of which are required. The 3 required professionally-related courses are part of the common Arts platform and include courses in critical thinking, academic writing, and research methodologies.

*Appendix 2* provides the complete curriculum of the proposed program.

**Experiential Learning:** The proposed program includes a Senior English Project that has been designed as an intensive experiential learning complement to the traditional Senior English Seminar offered in Year-4. With the project-based course required in Year-2 or Year-3, and experiential assignments available in electives throughout the program, culminating in the Senior Project Capstone course, the program augments traditional classroom studies with hands-on practice. At the completion of the program students will have the unique experience of building their knowledge and skills in literature and culture while actually engaging in the practical application of the English discipline in their local community.

**Admission:** Prospective students are required to have an OSSD with six Grade 12 U/M courses including Grade 12 U English in which they must attain a minimum grade of 70 percent or higher. ENG4U/EAE4U is the preferred English course. Subject to competition, candidates may be required to present averages/grades above the minimum.

**Enrollment:** The intake target is 60 first-year students resulting in a projected steady-state enrolment of 207 students by 2014.

**Implementation:** If approved, the implementation of the proposed new program in *English* will start in Fall 2011.

### **Peer Review Assessment**

In accordance with the Senate Policy #112 *Approval Process for New Undergraduate Programs*, a peer review team<sup>5</sup> assessed the program. In its report the peer review team commented that “[t]he program admirably balances theory and practice. The structure and range of the proposed curriculum, with its core three areas, is thoughtful, and workable. That is, it reflects a wide-ranging consideration of the needs of students and the needs of society, as well as the ways in which English studies is dynamically constituted by teachers and scholars. And it is designed in such a way as to be realistically deliverable” and concluded with “... an unqualified expression of support for the proposed BA in English.”

### **Recommendation**

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

*That Senate approve the new undergraduate program in English leading to the Bachelor of Arts (English) degree.*

---

<sup>5</sup> Profs. S. Kelman (Ryerson), K. McGuirk (University of Waterloo) and M. Rose (Brock University).



Respectfully submitted by



Mehmet Zeytinoglu,  
for the 2009/2010 Academic Standards Committee

G. Allen (Journalism)  
K. Alnwick (Registrar; ex-officio)  
D. Androustos (Electrical & Computer Engg.)  
A. Bal (Image Arts)  
T. Brancatella (Student, Nutrition and Food)  
E. Evans (Retail Management)  
J. Dianda (Philosophy)  
N. George (Chemistry and Biology)  
J. Gingras (Nutrition and Food)

D. Glynn (Continuing Education)  
C. Farnum (Library)  
G. Hunt (Business Management)  
M. Moshe (Faculty of Arts)  
P. Robinson (Urban & Regional Planning)  
D. Schulman (Secretary of Senate; non-voting)  
A. West (Student, Politics and Governance)

## Appendix 1: Revised SSP Curricula

### Criminal Justice

YEAR 1	YEAR 2
SSH 105 Critical Thinking	SSH 301 Research Design and Qualitative Methods
SSH 205 Academic Writing and Research	CRM 200 Criminal Law
CRM 100 Introduction to Canadian Criminal Justice	CRM 202 Victims and the Criminal Process
CRM 102 Introduction to Crime and Justice	CRM 204 Criminal Justice Research and Statistics
Required: Two courses from Table IA	CRM 2xx Criminal Justice and Social Inequality
Required: Two courses from Table IB	Program Electives: Two courses from Table II
Non-Arts Elective: One course from Table III	Open Elective: One course from Table IA <i>or</i> IB <i>or</i> III or IV
Open Elective: One course from Table IA <i>or</i> IB <i>or</i> III	Liberal Studies: Two courses from Table A
YEAR 3	YEAR 4
Required Group I: Select two courses. CRM 300 Policing in Canada CRM 306 Corrections in Canada CRM 308 Criminal Courts in Canada	CRM 400 Aboriginal Governance/Justice
CRM 322 Ethics in Canada	CRM 404 Criminal Justice Policy
CRM 324 Security Threats	CRM 406 Seminar in Criminal Justice
Program Electives: Two courses from Table II.	Program Electives: Three courses from Table II.
Open Electives: Two courses from Table III <i>or</i> IV	Open Electives: Two courses from Table III <i>or</i> IV
Liberal Studies: Two courses from Table B	Liberal Studies: Two courses from Table B

### Politics and Governance

YEAR 1	YEAR 2
SSH 105 Critical Thinking	SSH 301 Research Design and Qualitative Methods
SSH 205 Academic Writing and Research	POG 210 Canadian Government
POG 100 People, Power, and Politics	POG 214 Controversial Policy Topics (formerly POG 314)
POG 110 Canadian Politics	POG 225 Global Governance
Required: Two courses from Table IA	POG 230 Research and Statistics
Required: Two courses from Table IB	POG 235 Western Political Thought (formerly POG 330)
Non-Arts Elective: One course from Table III	POG 240 Intro to Comp. Politics (formerly POG 340)
Open Elective: One course from Table IA <i>or</i> IB <i>or</i> III	Open Elective: One course from Table IA <i>or</i> IB <i>or</i> III or IV
	Liberal Studies: Two courses from Table A
YEAR 3	YEAR 4
INP 900 Intro to the Nonprofit/Voluntary Sector	Program Electives: Six courses from Table II*
POG 320 Social Identity and Citizenship	Open Electives: Two courses from Table III <i>or</i> IV
Program Electives: Four courses from Table II*	Liberal Studies: Two courses from Table B
Open Electives: Two courses from Table III <i>or</i> IV	
Liberal Studies: Two courses from Table B	

\* **Five** of the ten Table II selections must be at the 400-level.

## Psychology

YEAR 1	YEAR 2
SSH 105 Critical Thinking	SSH 301 Research Design and Qualitative Methods
SSH 205 Academic Writing and Research	PSY 124 Social Psychology
PSY 102 Intro to Psychology I	PSY 324 Biological Psychology
PSY 202 Intro to Psychology II	PSY 654 Cognition
Required: Two courses from Table IA	PSY 411 Research Methods and Statistics
Required: Two courses from Table IB	Program Electives: Two courses from Table II
Non-Arts Elective: One course from Table III	Open Elective: One course from Table IA <i>or</i> IB <i>or</i> III <i>or</i> IV
Open Elective: One course from Table IA <i>or</i> IB <i>or</i> III	Liberal Studies: Two courses from Table A
YEAR 3	YEAR 4
PSY 302 Developmental Psychology	PSY 731 Theories of History of Psychology
PSY 325 Psychological Disorders	Program Electives: Five courses from Table II**
Program Electives: Four courses from Table II*	Open Electives: Two courses from Table III <i>or</i> IV
Open Electives: Two courses from Table III <i>or</i> IV	Liberal Studies: Two courses from Table B
Liberal Studies: Two courses from Table B	

\* PSY 711 recommended for Thesis Stream.

\*\* Including at least one seminar course; students in Thesis Stream must take PSY 961 and PSY 971.

## Sociology

YEAR 1	YEAR 2
SSH 105 Critical Thinking	SSH 301 Research Design and Qualitative Methods
SSH 205 Academic Writing and Research	SOC 411 Intro to Quantitative Data Analysis
SOC 105 Introduction to Sociology	SOC 470 Toronto: The Changing City
SOC 107 Sociology of Everyday Life	SOC 473 Classical Sociological Theory
Required: Two courses from Table IA	Required Group I: Select three courses. SOC 300 Sociology of Diversity SOC xxx Social Class and Inequality SOC 525 Media and Images of Inequality SOC 608 Women and Equity Rights ( <i>new title</i> )
Required: Two courses from Table IB	Open Elective: One course from Table IA <i>or</i> IB <i>or</i> III <i>or</i> IV
Non-Arts Elective: One course from Table III	Liberal Studies: Two courses from Table A.
Open Elective: One course from Table IA <i>or</i> IB <i>or</i> III	
YEAR 3	YEAR 4
SOC 475 Contemporary Sociological Theory	SOC 490 Sociological Practice I
SOC 481 Survey Design and Analysis	Program Electives: Five courses from Table II
SOC 482 Sociological Methods of Media Research	Open Electives: Two courses from Table III <i>or</i> IV
SOC 483 Advanced Research and Statistics	Liberal Studies: Two courses from Table B
Program Electives: Two courses from Table II	
Open Electives: Two courses from Table III <i>or</i> IV	
Liberal Studies: Two courses from Table B	

## Undeclared-Arts

The revised Undeclared-Arts curriculum has a first year that is harmonized with the proposed one-year common Arts platform.

Semester 1	Semester 2
SSH 205 Academic Writing and Research	SSH 105 Critical Thinking
Required: Two courses from Table I.A	Required: One course from Table IA
Required: Two courses from Table I.B	Required: One course from Table IB
	Non-Arts Elective: One course from Table III
	Required: One course* from Table IA <i>or</i> IB

\* Students who plan to transfer to a Humanities program (Arts and Contemporary Studies, English) should select a course from Table IA. Students who plan to transfer to a Social Science program (Criminal Justice, Politics and Governance, Psychology, or Sociology) should select a course from Table IB.

### Table I

A total of four to five courses are required, as grouped below. No more than two courses may be taken from any one subject area, including HST, PHL, and GEO.

#### IA. Minimum of two courses from:

- ACS 100 Ideas that Shape the World I
- ACS 200 Ideas that Shape the World II
- ENG 108 The Nature of Narrative I
- ENG 208 The Nature of Narrative II
- FRE xx1 A French Courses – to be determined
- FRE xx2 A French Courses – to be determined
- HST 110 U.S. History: Colonial Era to 1877
- HST 111 World Turned Upside Down: Europe 1350-1776
- HST 113 Themes in Modern Asian History (title change for 2010-11)
- HST 119 Fact and Fiction: History Through Film I
- HST 210 U.S. History: 1877 to the Present
- HST 211 Century of Revolution: Europe 1789-1914
- HST 219 Fact and Fiction: History Through Film II
- HST 307 Canada to 1885: the Founding Societies
- HST 325 History of Science and Technology I
- HST 407 Canada from 1885: the Struggle for Identity
- HST 425 History of Science and Technology II
- HST 426 Major Themes in International Relations
- PHL 101 Plato and the Roots of Western Philosophy
- PHL 201 Problems in Philosophy
- PHL 333 Philosophy of Human Nature
- PHL 366 Existentialism and Art and Culture

**IB. Minimum of two courses from:**

CRM 100	Introduction to Canadian Criminal Justice
CRM 102	Introduction to Crime and Justice
ECN 104	Introductory Microeconomics
ECN 204	Introductory Macroeconomics
EUS xx1	Environment and Sustainability
EUS xx2	Sustaining the City's Environment
GEO ***	Geography Courses – to be determined
POG 100	People, Power & Politics
POG 110	Canadian Politics
PSY 102	Introduction to Psychology I
PSY 202	Introduction to Psychology II
SOC 105	Introduction to Sociology
SOC 107	Sociology of Everyday Life
SSH 100	Introductions to the Social Sciences
SSH 102	Learning and Development Strategies

**Note:** Required courses in the program of study are not available as a choice in Table I.

**Table II**

Professional electives; Table II will be program specific. Please note that Table II for the Undeclared-Arts option is equivalent to Table III in the common Arts platform. Unchanged from current calendar listings.

**Table III**

Unchanged from current calendar listings. Please refer to Table III in the 2009/2010 Calendar for any SSP, e.g. Table III on page 112 for the Criminal Justice program. A minimum of one course is required.

**Table IV**

These tables comprise Arts and Non-Arts courses that complement students' program of study and are thus program specific. Unchanged from current calendar listings.

## Appendix 2: English Curriculum

YEAR I	
ENG 108 The Nature of Narrative I	ENG 208 The Nature of Narrative II
SSH 205 Academic Writing and Research	SSH 105 Critical Thinking I
Required Social Science Elective (Table IB)	Required Social Science Elective (Table IB)
Required Humanities Elective (Table IA)	Required Humanities Elective (Table IA)
Open Elective: One course from Table IA <i>or</i> IB <i>or</i> III	Open Non-Arts Elective (Table III)
YEAR II	
English Elective from Table II	ENG 400 Literary and Cultural Theory
English Elective from Table II	English Elective from Table II
English Elective from Table II	English Elective from Table II
SSH 301 Research Design & Qualitative Methods	Open Arts or Non-Arts Elective (Table I or III or IV)
Lower Level Liberal Study	Lower Level Liberal Study
YEAR III	
English Elective from Table II	ENG 810 Advanced English Research Methods
English Elective from Table II	English Elective from Table II
English Elective from Table II	English Elective from Table II
Open Arts or Non-Arts Elective (Table III or IV)	Open Arts or Non-Arts Elective (Table III or IV)
Upper Level Liberal Study	Upper Level Liberal Study
YEAR IV	
ENG 910 English Capstone Seminar Course	English Capstone Course from Table II
English Elective from Table II	English Elective from Table II
English Elective from Table II	English Elective from Table II
Open Arts or Non-Arts Elective (Table III or IV)	Open Arts or Non-Arts Elective (Table III or IV)
Upper Level Liberal Study	Upper Level Liberal Study

**Table I:** Please refer to *Appendix 1*.

### Table II: Elective English Courses

Students must select a total of fifteen electives as grouped and noted below.

#### GROUP-1: Literatures and Cultures from 16<sup>th</sup> – 21<sup>st</sup> Centuries

Choose minimum four of:

- ENG 421 16C Literature and Culture
- ENG 422 17C Literature and Culture
- ENG 531 18C Literature and Culture I
- ENG 532 18C Literature and Culture II
- ENG 624 20C Literature and Culture I
- ENG 626 20C Literature and Culture II
- ENG 632 19C Literature and Culture I
- ENG 633 19C Literature and Culture II

**GROUP-2: Diversity in Identities, Communities, and Nations**

Choose minimum three of:

- ENG 203 The Literature of Native Peoples
- ENG 204 The Literature of Immigration
- ENG 413 Colonial and Postcolonial Literatures
- ENG 416 Modern American Experience
- ENG 620 English Caribbean Literatures and Cultures
- ENG 621 Reading Gender in a Global Context
- ENG 630 Asian Literatures and Cultures
- ENG 701 Studies in Canadian Literature
- ENG 940 Discourses of Difference and Diversity
- ENG 941 Gender and Sex in Literature and Culture
- ENG 942 Postcolonial Interventions

**GROUP-3: Genre and Media.** Choose minimum three of:

- ENG 200 Writing as a Cultural Act
- ENG 222 Fairy Tales and Fantasies
- ENG 224 Children's Fiction
- ENG 520 Language of Persuasion
- ENG 530 Studies in Literary Non-Fiction
- ENG 540 Studies in Genre: Novel
- ENG 550 Studies in Genre: Drama
- ENG 560 Studies in Genre: Poetry and Poetics
- ENG 570 Studies in Auto/Biography
- ENG 580 Studies in the Gothic
- ENG 590 Studies in Word and Image
- ENG 703 Popular Literatures
- ENG 705 Visual Cultures
- ENG 706 Shakespeare and Performance
- ENG 720 The History of Rhetoric
- ENG 730 The History of the Book and Publishing
- ENG 740 The History and Practice of Literary Criticism
- ENG 888 Televisual Texts and Contexts
- ENG 920 Science and Technology in Pop Culture
- ENG 921 Narrative in a Digital Age
- ENG 930 High and Low Culture

**GROUP-4: Project-Based Courses in Applied Knowledge**

In either Year-2 or Year-3 choose one of:

- ENG 302 Writing in the Arts
- ENG 303 Teaching Writing: From Theory to Practice
- ENG 304 Digital Archiving, Editing, and Publishing
- ENG 306 Creative Writing

**GROUP-5: Capstone Courses.** In Year-4 choose one of:

- ENG 900 Senior English Seminar
- ENG 904 English Undergraduate Thesis
- ENG 907 Senior English Project
- ENG 908 Special Topics in Literary and Cultural Theory

**Table III**

Unchanged, please refer to Table III in the 2009/2010 Calendar for any SSP, e.g. Table III on page 112 for the Criminal Justice program. A minimum of one course is required.

**Table IV: Professionally-Related Electives (Arts and Non-Arts Courses)**

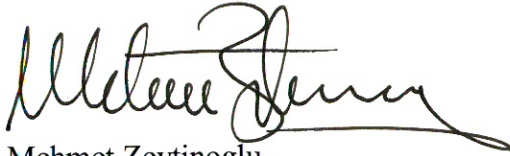
A minimum of five courses is required.

- ACS 300 Ideas that Shape the World III
- ACS 302 Introduction to Cultural Studies
- ACS 400 Ideas that Shape the World IV
- ACS 500 Ideas that Shape the World V
- CLD 215 Creative Arts I
- CLD 314 Literacy I
- CLD 443 Working with LCD [Linguistically and Culturally Diverse] Children
- CMN 315 Issues in Communication and Business
- CMN 443 International Business Communication
- CMN 448 Introduction to Visual Communication
- CMN 450 The Art of Podcasting
- CRM 200 Criminal Law
- CRM 312 Representing Crime
- ECN 301 Intermediate Macroeconomics
- FRE 402 French Conversation and Pronunciation
- GRA 102 Layout and Typography I
- GRA 202 Layout and Typography II
- HST 508 The Child in History
- HST 564 History of Canadian Cultural Industries
- HST 581 Canada, the Origins of Conflict
- HST 721 African-American History
- HST 722 The British Empire and the World
- HST 723 The Material Cultures of North America
- HST 911 Canada in the International Sphere
- HST 930 Film, Television and 20th-Century History
- ENT 526 Entrepreneurial Behaviour and Strategy
- ENT 500 New Venture Startup
- ENT 601 Identifying Opportunities
- ENT 725 Management of Innovation
- JRN 401 History of Journalism
- MUS 110 Music and Film
- MUS 211 Music Culture of the City



MUS 401	Music, Religion and Spirituality
PHL 400	Human Rights and Justice
PHL 420	Philosophy, Diversity, and Recognition
PHL 401	Philosophy and Mass Culture
PHL 530	Media Ethics
PHL 621	Beyond the Western Academic Tradition
POG 317	The Politics of Education
POG 319	The Politics of Work and Labour
POG 330	Western Political Thought
POG 425	Comparative Political Economy
POG 431	Power, Hegemony and Resistance
PSY 302	Child Development
PSY 325	Behavioural Disorders
PSY 535	Gender Issues in Psychology
SOC 504	Children and Society
SOC 525	Media and Images of Inequality
SOC 700	Men and Masculinities in the 21st Century
THF 200	Timelines of Performance History I
THF 201	Timelines of Performance History II
THF 204	Performing Arts in Canada
THF 403	Landmarks in Canadian Theatre

Respectfully submitted by



Mehmet Zeytinoglu,  
for the 2009/2010 Academic Standards Committee

G. Allen (Journalism)  
K. Alnwick (Registrar; ex-officio)  
D. Androustos (Electrical & Computer Engg.)  
A. Bal (Image Arts)  
T. Brancatella (Student, Nutrition and Food)  
E. Evans (Retail Management)  
J. Dianda (Philosophy)  
N. George (Chemistry and Biology)

J. Gingras (Nutrition and Food)  
D. Glynn (Continuing Education)  
C. Farnum (Library)  
G. Hunt (Business Management)  
M. Moshe (Faculty of Arts)  
P. Robinson (Urban & Regional Planning)  
D. Schulman (Secretary of Senate; non-voting)  
A. West (Student, Politics and Governance)