

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2013–2; March 2013

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on a number of items.

- The Periodic Program Review from the School of Image Arts
- The Periodic Program Review from the School of Child and Youth Care
- The proposed Bachelor of Arts degree program in Sport Media from the RTA: School of Media
- The proposed revisions to the Certificate in Health Studies from the Chang School

A. PERIODIC PROGRAM REVIEW SCHOOL OF IMAGE ARTS

1. PROGRAM DESCRIPTION The School of Image Arts (IMA), in the Faculty of Communication and Design, is recognized in Canada and internationally as a leader in visual and media arts education. IMA offers Bachelor of Fine Arts (BFA) degrees in three areas: Film, New Media and Photography. The BFA includes theoretical and studio training in design, art history and cultural studies.

The mandate of the School is to expand its reach as a national and international centre for study, production, research, exhibition and creative activity in visual and media arts, at the undergraduate and graduate levels.

The School began in 1948 as the Photographic Arts Department and subsequently (1969) introduced an integrated four-year curriculum, leading to either a Bachelor of Applied Arts or a Bachelor of Technology. In 1975, the School offered major program degrees in Film Studies, Instructional Media, Media Studies, Photography Studies, and Photographic Technology. In the early 1980s, the Photographic Arts Department became the Film and Photography Department. Gradually, the majors were reduced from five to three. From 1985 to 1989, Film and Photography Studies was restructured as part of a new curricular plan and Media Studies was renamed Media Arts. In 1994-5, Film and Photography Studies curricula were modified to address rapid changes in digital technology, and Media Arts was restructured and renamed New Media. In 2000, the department became The School of Image Arts and received approval to offer a BFA degree the next year.

In 2005, the School of Image Arts was the recipient of the most significant cultural contribution ever made to a Canadian university - The Black Star Historical Black & White Photography Collection. A new Ryerson Gallery and Research Centre, now known as the Ryerson Image Centre, opened in September 2012 to house the collection and to support research, guest curation and diverse gallery programming/exhibitions.

The total enrollment of students in 2008-2009 was 238 in Film Studies, 223 in New Media Studies and 230 in Photography Studies for a total of 691. By 2011 the total number of students had risen to 791. The Faculty resources in the School of Image Arts number 28 RFA and 34 CUPE. Administrative structure includes a Chair, Associate Chair, Program Manager, Operations Manager, and Academic Coordinator.

The 40-course program has 28 core required courses, 3 professional electives, 3 professionally related electives and 6 liberal studies electives. The current curriculum structure was approved in 2005-2006 and phased in starting Fall 2007. Final year of phase-in was 2009-10. The core curriculum is based on a

series of courses designed to build skill sets in three distinct areas of study: theory-history, visual studies and production. Courses are designed to teach creative and critical-thinking skills on a progressive scale of difficulty throughout four years of study. To introduce students to visual studies, all programs share four common courses in first year: MPC 103 Art and the Classical Tradition, MPC 203 Art in the Modern World, MPC 101 Visual Studies I and MPC 201 Concepts and Theories.

2. ADMISSIONS REQUIREMENTS Ontario Secondary School Diploma (OSSD) or equivalent with a minimum of six Grade 12 U or M courses; minimum overall average of 70% establishes eligibility for admission; individual programs may require higher pre-requisite grades and/or higher overall averages subject to competition. The School of Image Arts has the following additional program-specific requirements: English proficiency; minimum grade requirement in the subject prerequisite (normally in the 65-70% range) will be determined by competition; and each program requires a portfolio with its own evaluation criteria. Portfolios are reviewed and assessed by faculty who gauge the level of skill and creativity of incoming students and any overall synergy of interests.

3. PROGRAM GOALS AND LEARNING OBJECTIVES OF THE SCHOOL OF IMAGE ARTS The School's primary goal is to deliver premium undergraduate programs for students in a variety of creative practices related to visual media. The School has a very strong reputation for promoting student-driven initiatives that offer experiential learning and enhanced engagement. The programs educate creative professionals in visual arts and media fields. The curriculum is designed to provide a balance of studio and theory courses that advance applied knowledge and research. The IMA curriculum is structured around a core of theoretical and experiential learning that fulfills important program goals shared by Film, Photography and New Media. Graduates of this program will:

1. Perform creative responsibilities in their sectors of activity
2. Perform managerial responsibilities in their sectors of activity
3. Create and produce commercial, artistic, experimental projects in a professional manner
4. Integrate theoretical knowledge about their medium
5. Integrate specific artistic knowledge of the medium in their work
6. Synthesize concepts related to design, art history and cultural studies
7. Develop a professional approach to their work that incorporates critical thinking
8. Incorporate independent thinking and research skills in their professional practice and personal lives
9. Develop professional skills in Film, New Media or Photography
10. Develop advanced theoretical and production knowledge via a combination of electives and studio courses

The ten program goals listed above refer to the overarching aims of the undergraduate curriculum.

Curriculum Mapping: The curricular mapping of IMA learning goals and objectives indicate that they have been met to an advanced level by the point of graduation. Many of the managerial components of the curriculum are integrated into experiential aspects of the fourth-year curriculum, such as presentation and exhibition events. The curriculum supports the managerial responsibilities program

goal (common to all programs) with courses in Film, Photography and New Media, for example, *Business of Film I*, *Media Business Studies*, and *Photography: Professional Practice*. These courses cover areas such as writing an artist statement, budgeting, planning a new business, publicity, online presence, proposing or pitching a project, fundraising, grant-writing and other funding, and managing a multi-media show. Students are required to compete in, manage or show work in several IMA-supported venues, including IMA Gallery, META (New media 4th year show), Function Magazine, MaxEx (all programs), RUFF (Film 4th year show). A new course, *Business of Film II*, will be offered next year.

Area-Specific Goals and Learning Objectives

Film Studies: The film program aims to create flexible, quick-thinking, highly adaptable film and video makers capable of working in a variety of production circumstances. This approach equips them to take advantage of many different artistic and commercial opportunities in the world of visual communication. The program is designed to nurture personal vision that will contribute to the diversity of expression in Canadian culture, and enhance the Canadian presence in international film and video.

Film Studies Goals

1. Understand their role as filmmakers in the current social, political and cultural contexts
2. Integrate distinct components of filmmaking (e.g., writing, acting, directing, art direction, sound, cinematography, movement, lighting, performance, business of film, distribution) in the production of time-based visual medium
3. Incorporate a variety of collaborative approaches to their own film practice
4. Create narrative and non-narrative work in film, but adaptable to a variety of media that draw upon audio-visual communication and storytelling
5. Discuss the major theoretical and historical issues of film aesthetics, communication and culture(s)
6. Communicate clearly through film and be sensitive to design issues in audio-visual communication
7. Present work in public settings and understand the exhibition and festival circuits
8. Work in film production at an entry level

New Media Studies: New Media students learn the fundamental concepts, techniques and strategies of virtual, hybrid and physical media practices. Working individually and in small groups, they are guided through the conceptual and immersive, hands-on aspects of their medium: computer and coding literacy, and constructing and evaluating innovative creative forms and media artifacts. The studio course of study gives students the opportunity to produce artworks in a variety of media, thereby expanding the idea of computing. The curriculum is designed to help students become cultural and social innovators by encouraging risk-taking and experimentation.

New Media Studies Goals

1. Create meaningful new media experiences (either in virtual, physical, mixed and/or augmented reality)
2. Discuss the major theoretical and historical issues around new media, computing aesthetics and communication, experiential culture(s)

3. Understand and evaluate the role of new media experiences in various artistic and cultural contexts
4. Communicate clearly through new media and be sensitive to design issues around new media
5. Work in teams and manage experiential projects
6. Set up and maintain a new media system
7. Document and present new media experiences effectively

Photography Studies: The aim of the program is to produce graduates capable of working in traditional and electronic image-making systems. The curriculum is designed to educate students in the theory and practice of photography, which leads to careers in creative and commercial fields utilizing the photographic image, or to further study at the graduate level. The curriculum is designed for maximum flexibility.

Photography Studies Goals

1. Understand their role as visual communicators in the current social, political and cultural contexts
2. Incorporate a variety of collaborative approaches to their own practice
3. Discuss historical and contemporary photographic visual, aesthetic, technological and cultural issues
4. Develop a personal vision through intense investigation of the practical applications and theoretical and expressive aspects of the medium
5. Specialize in traditional silver-based analogue systems and digital imaging
6. Produce award-winning commercial and fine art photography
7. Publish and exhibit their work in a professional manner

4. SOCIETAL NEED The School of Image Arts educates media makers and scholars who will contribute to Canadian society. Most graduates enter the cultural sector and work in production, design, film, photography, graphics and editing jobs in traditional and digital media. The Conference Board of Canada estimates that through direct and indirect contributions, the country's cultural sector generated \$84.6 billion in 2007 or 7.4 per cent of Canada's total real GDP. There are, however, employment challenges such as financial marginalization, unpredictable career paths, uniquely specialized skills, and small staff for people pursuing pure cultural occupations. Self-employment success within the cultural sector, for example, depends greatly on the individual's reputation and portfolio. Both are achieved over time, which explains why career success improves two years after graduation.

Image Arts graduates are highly employable in a variety of fields. Statistics show that 100 per cent of Image Arts students are employed six months after graduation, they remain employed two years later and the demand for our graduates continues to be very high. It is clear that the societal need for well-trained culture workers is strong within the cultural industries and new opportunities are rapidly emerging in outside traditional cultural sectors.

5. ASSESSMENT OF EXISTING AND ANTICIPATED STUDENT DEMAND The ratio of applicants to registrants ranged from 18:1 in 2003-04 to 12:1 in 2010-11. The School attracts excellent students. Entering average of applicants has been consistently in the 80-85% range over the last 10 years. Data

suggests that the School's graduates are in high demand and this trend will continue. From 2004 and more significantly from 2008, New Media has experienced a decline in applications and a decline in entering averages. The strength of the other two options, however, has minimized the overall impact on the School's data. With New Media transitioning to RTA - School of Media entering averages and applications are expected to improve in IMA.

With its focus on cinema production and established reputation, Ryerson's **Film Studies** has maintained a relatively constant level of application since the last review. Today, Ryerson is one of 17 film programs offered by universities and colleges in Ontario, including 9 in Toronto alone.

While visual arts programs elsewhere in Canada have shown a slight increase in enrollment over the Self-Study period, Ryerson's fine-arts oriented **New Media Studies** has declined slightly due to increased competition and the expanding definition and application of new media technologies. The demand for new media technologies in all sectors has prompted the creation of more than 25 professionally oriented new media college programs. In Ontario alone, there are an additional 12 undergraduate university new media programs with a theoretical focus.

Applications for **Photography Studies** have increased slightly over the Self-Study period. Ryerson's photography program, one of two in the province, has a long-standing reputation in the cultural sector. The Black Star Collection and the construction of the Ryerson Gallery and Research Centre also add to the program's prestige.

6. ENROLMENT, RETENTION AND GRADUATION DATA As admission averages rose, the number of applicants to the School declined from 2002 - 2009. Actual enrollment, however, increased. The School's first-year enrollment increased from 161 students in F2002 to 209 students in F2010.

Over the last 5 years 94.1 % of students in Film Studies had a clear academic standing after one year. 89.6% of students in New Media had a clear academic standing after one year and 85.6% of students in Photography Studies had a clear academic standing after one year.

The average percentage of students retained in Image Arts after 1 year from 2004-2010 was 88.7%. The average percentage of students retained in Image Arts after 2 years from 2004-2009 was 79.3% and after 3 years from 2004-2008 was 76.9%.

The data on graduation rates of the 2003 cohort of new students indicates that there were 121 Image Arts graduates. The graduation rate was 75.6% which is just under the Ryerson average of 77.4% and also below the FCAD rate of 81.7%.

7. GRADUATE EMPLOYMENT DATA Comments from respondents in the Graduate Survey show that it takes time to build a career in creative fields, though most have succeeded. The career paths of IMA graduates are diverse. The greatest number of respondents are involved in production-oriented careers. The survey showed that 75% of participants from the three programs in IMA are, in fact, working in their field, and another 21% are working in a related field. 43% of IMA graduates are full-time employees, 14% are part-time, and 43% are self-employed or freelance.

83% of graduates from Film Studies work in film and television production; 58% work full-time and 42% are self-employed or freelance. 70% of graduates from New Media Studies work in media-design; 40% work full-time, 10% work part-time and 50% are self-employed. 67% of graduates from Photography Studies work in media or curation in the fine-arts sector; 17% work full-time, 50% work part-time, and 33% are self-employed or freelance.

8. COMPARATOR PROGRAMS

Film Curricula at Ryerson, York and Concordia

The balance of core to elective courses is roughly 60:40 at Concordia and York compared to 70:30 at Ryerson. The difference can be explained, in part, by Ryerson's professional focus and goal of specialization through applied learning. One outstanding difference is the degree structure across the three universities. Both York and Concordia have developed multiple degrees related to film studies, thereby allowing students to specialize in production or theory at the undergraduate level and to receive a degree designation that more accurately identifies their area of expertise.

New Media Curricula at Ryerson, York and OCAD

The Ryerson New Media Studies curriculum requires 70% of core courses to graduate. The remaining courses are a mixture of professional electives (15%) and liberal studies electives (15%). Ryerson's New Media Studies has a larger pool of mandatory courses than the other two programs. The OCAD Integrated Media Program provides students with much more individual choice. It benefits from production courses offered across programs, which encourages development of cross-disciplinary methodologies. Compared to the other two university programs, Ryerson's New Media Studies provides less choice in core and elective courses. The difference can be explained, in part, by Ryerson's curricular structure, which is designed to optimize established discipline-specific specialization. The option to choose courses from other faculties is therefore, extremely limited. Given the identified trend towards interdisciplinarity, the New Media program must find ways to provide access to other professional disciplines such as engineering, computer science and various design fields.

Photography Curricula at Ryerson, York and OCAD

Ryerson Photography Studies has been compared to the York University Visual Arts Program in which students can choose Photography as part of their production practicum, and the OCAD Photography Program. The balance among production, theory and liberal arts courses is comparable for the three programs. Digital technologies have led to a convergence in media production that is changing the nature of photographic professions and professional studies. York has responded to these changes by moving its curriculum toward a more broadly visual culture base, which includes photography only as a major. This trend away from photography-centred studies means there are fewer places where students can acquire critical analysis skills and hands-on depth in photography. The Ryerson and OCAD programs are unique in that they remain focused on photography as a profession and they play an important role in the preservation of photographic knowledge.

9. SURVEY RESULTS The results of three surveys Ryerson Program Review Student Survey (RPRSS) Winter 2009, National Survey of Student Engagement (NSSE) 2008 and Employer Survey 2009 were used to assess the strengths and weaknesses of the IMA program. All groups surveyed provided positive feedback on the School's capacity to develop creative professionals. Image Arts RPRSS and NSSE results suggested that the program is providing a good education to its students. It is generally doing well at improving student skills, providing useful learning resources and offering access to faculty members of quality. The results of the survey show a consistent increase in positive responses as students progress in year of study, suggesting that as the program increases in difficulty and challenge in the upper years, it maintains a workload that is manageable.

10. STRENGTHS AND WEAKNESSES OF THE PROGRAM The following six themes were determined by the faculty and emerged in part from the statistical analysis which measured factors such as student

satisfaction and employment of graduates. The themes provide a direction and list of priorities for the School of Image Arts going forward and informed the Development Plan described below. The six themes were evaluated for strengths and weaknesses: *excellence in teaching*, *excellence in SRC activity*, *service to the community*, *relevance of the curriculum*, *success of the students in achieving academic and career goals*, and *ability of the program to meet its goals and learning objectives*.

Strengths:

Excellence in teaching: Survey results (NSSE and RPRSS) provide positive feedback regarding the School's ability to graduate creative professionals. The School is doing a good job of developing student skills, providing useful learning resources and offering access to faculty members of quality. Results show a consistent increase in favourable responses through the advancing years of study. While the program increases in difficulty and workload, a balanced approach ensures that students are growing with the challenges.

Excellence in SRC activity: Faculty members - historians, visual and new media artists, filmmakers, photographers, curators, theorists and designers - offer tremendous classroom and studio expertise in visual culture and media arts. The School's success is based on the faculty's efforts to integrate theoretical and production knowledge. Faculty qualifications and inter-disciplinary research create a rich visual-culture and media-arts knowledge base. Creative activities - visual projects, exhibitions, installations and social as well as physically mediated experiences - reinforce the program's learning goals. The School boasts award-winning artists recognized for their work, which is housed in museums and public and private collections nationally and internationally. Scholarly activities include writing and editing books, peer-reviewed articles and journals.

Service to the community: The Ryerson Image Centre is a display and visual-media production centre for faculty, students and, equally important, the wider community. This collection of exhibition spaces fosters a vibrant artistic and visual-media community. As the School continues to expand external alliances, this new research facility helps reinforce the national and international significance of Ryerson's production, research and creative activities in the visual and media arts. The new centre offers a state-of-the-art venue for the School's conferences and cultural events - book launches, speaker series, film screenings, media events and exhibitions - that increase the scope of the program's partnerships in visual media.

Relevance of the curriculum: Curriculum plays a vital role in the ongoing high demand for admission to the School. Photography provides a unique curricular experience in Ontario and this ensures a continued high admission. With its strong emphasis on production and increasing theoretical component, the Film program has a solid reputation. New Media is currently in transition. While the program is experiencing a decrease in overall demand, the applicants are much stronger than they have been in the past. Their improved performance has been attributed to the new stringent portfolio process. Students readily find employment in fields related to their field of study but their work is not limited to the cultural industries sector. This demand only increases the relevancy of an education at the School of Image Arts where curriculum must provide a solid grounding in theory and history along with diverse skills associated with media practices. The university comparators show that the program specialization within the School is an outstanding strength. The highly structured curriculum, which includes history, theory and a set studio and production path, stands in contrast to other universities.

Success of students in achieving their academic and career goals: All survey results suggest that the School's graduates readily find work in industry. Employers describe graduates who possess a breadth of

media knowledge and are technically proficient, excellent verbal communicators, leaders and critical-thinkers capable of self-direction. Graduates are increasingly pursuing advanced degrees at prominent schools around the world. School of Image Arts students find external learning opportunities through international exchanges, internships and exhibitions.

Ability of the program to meet its goals and learning objectives: The curricular mapping shows that the curriculum is increasingly difficult in each subject area over four years. Core courses focus on building theoretical and production skills, while electives provide opportunities for enrichment at intermediate and advanced levels. Students indicated through their survey responses that the School helps them develop creative abilities and that as graduates, they will be well-prepared to take on professional responsibilities. Employer and graduate surveys confirmed that the curriculum effectively provides students with technical skills, production skills and problem-solving skills. Preparation for visual-arts events — exhibitions, screenings, experiential designs and installations — gives students the opportunity to put their research and critical and independent thinking education into practice. These experiences are among the most important for preparing students for commercial, artistic and experimental projects in a professional setting.

Weaknesses

Excellence in Teaching: The main concerns related to the academic/learning experience are focused on the quality of classrooms, the quality of instruction and the lack of variety of course offerings within majors. Outside the classroom, the main concerns were the quality/availability of study space, opportunities for international experiences and the lack of social environment. The School must improve ways in which group work and print-based and computer-based library resources are incorporated into the curriculum. The School also needs to increase student awareness of counseling resources and improve management of cooperative placements and internships. The NSSE also noted a lack of community involvement, which indicates poor curricular integration or ineffective communication regarding the high-profile extra-curricular activities of the School.

Excellence in Scholarly Research and Creative Activity: The relatively few SRC weaknesses identified included lack of university support, including funding, release time and research assistance for SRC activities; few opportunities for student participation in research; few cross-option research endeavours; inadequate space to accommodate research needs and insufficient communication of research activities between faculty and students

Service to the Community: The weaknesses from the three streams included inadequate links to other disciplines in the university, failure to communicate relevant and responsible roles that filmmakers can play in society, shortage of partnerships within the university and community, goals and direction need clarity for the community at large, low student interest in community-based projects and low student participation in commercial and fine arts competitions.

Relevance of Curriculum: Entrepreneurial and workforce skills need to be more strategically incorporated into the curriculum. Yet, employer and graduate respondents agreed that some skills - meaning those specific to a sector - can only be learned through experience. Excellent writing, research and critical-thinking skills, however, are a benefit at all levels of every industry and are essential for graduate research. The highly structured curriculum limits available time for students to take complementary electives when compared to many North American schools. Students need a better balance between set curriculum and the freedom to choose electives.

Success of Students in Achieving Academic and Career Goals: Employer survey results suggested that written communication skills, work accountability, business skills and career preparation stood out as weaknesses. Career counseling is an area that could be improved. Some employers suggested that extra-curricular activities should be made mandatory and that this would help students learn some of the workplace-related skills they need. A self-directed approach to career choices and work ethics are also mentioned as an important aspect of learning that the School could improve upon, as well as a more directed internship strategy. Graduates themselves identified the following program weaknesses for the workplace: lack of knowledge for specific career fields; shortage of internship opportunities; incomplete career guidance and a shortage of opportunities to focus in depth on one medium. Specifically, graduates want to develop business skills including pricing, invoicing, planning, building business strategies and client management. They also would like more opportunities to develop relationships with people in industry, to network and build a professional community, to receive more information on creative work standards and to have experience with paid internships. For those looking to advanced studies, recent graduates noted that their academic writing and research skills were weak, and that the academic quality of liberal arts electives does not adequately prepare them for the next level.

It should be noted that since the submission of this PPR document, the Photography program has carried out a curricular assessment and reform that has resulted in some important changes to the writing and theoretical components of the program. The courses *Theories of Representation* and *Photographic History* have been revised and reformatted (as *The Idea of Photography* and the *Visual Culture of Photography*) to address these concerns with writing and research forming a recognizable learning outcome based on interacting with photographic theory and analysis. The course *Film Theory* has also been restructured. There has always been emphasis on critical writing and analysis in this course, but with a new text and film theory tutorials introduced this year, the concepts are more accessible to students. IMA has also introduced a new film essay award (funded by faculty donations) to exemplify the value of writing well in an academic context.

Ability of the Program to Meet Its Goals and Learning Objectives: Overall, the graduates surveyed described a lack of managerial skills as they enter the workforce. This training is addressed within some courses and appears to be an issue worth examining in more detail by IMA. For this goal, weaknesses by specific area include:

Film Studies identified areas such as inadequate screening opportunities for student and professional work, weak oral communication, insufficient training in the business of film distribution, exhibition and festival circuits, lack of cross-cultural understanding, weak written communication and research skills, weakness on knowledge of major theoretical issues, film aesthetics, communication and culture(s), film history, and a need for better academic advising to ensure students can find entry-level positions in the workforce.

New Media Studies students wanted a greater variety of courses and for the program to find ways to incorporate relevant learning activities and experiences that will improve student skills and better prepare them for the work force and advanced study. The New Media program needs a larger student production space and a community space. A high number of CUPE faculty teach a limited number of courses and are drawn from the artistic community and the new media industries. They help provide much-desired variety and currency of expertise yet cannot be required to contribute to the running of the program or sustained curriculum development. The program has few technological support staff. It is imperative that upgrading of technical information and professional development allow staff to remain abreast of technological changes. Other issues include a problem with student access to

technological resources and students require more specialized technology, such as electronics, robotics, virtual worlds and textiles. Note – The New Media program is currently in a state of transition as it repositions to RTA – School of Media.

Photography Studies noted that state-of-the-art photography is now digital. Photographic materials - from film to printing emulsions and paper - have evolved since the beginning of photography. In this latest and perhaps most dramatic shift in tools and processes; however, the photography program faces the challenge of ensuring its relevancy and deciding on the role of these traditional technologies in its curriculum. Also, the program is developing its facilities plan to augment the production environment with equipment, space and staff. The student survey identified two areas needing improvement - career preparation and better organization of course content.

11. PEER REVIEW TEAM REPORT Senate policy 126 governing Periodic Program Reviews of undergraduate programs requires that a team of peers¹ visit the University and report on their assessment of the program.

The peer review team (PRT) indicated that the links between the School of Image Arts and the Ryerson Image Centre will enhance student education and degree accreditation through the association and experience they acquire within a world-class centre of excellence, research and pedagogy. This relationship will assist the faculty to develop their own research and professional profiles, generate additional revenue for the University, and this process will continue to revitalize the pedagogical environment.

In addition the renewed profile of the School of Image Arts will attract the highest caliber of students from Canada and abroad. The creation and growth of the graduate programs has already enhanced the academic presence of the school and has had a positive impact on the delivery of the undergraduate curriculum. The recent architectural renovations and implementation of upgraded production facilities has provided a physical presence to these innovations.

PRT Global Comments

- The PRT noted that while the three undergraduate streams maintain a degree of autonomy, there is room for more collaboration across the options.
- A concern expressed in the review was the balance between digital and analog technology. The report notes that too great an emphasis on maintaining analog technology could take away from the necessary expansion of digital technologies and the report expresses concern that the film program has maintained this technology (i.e. film) as the core medium of production.
- The reviewers acknowledged the attention paid in the PPR to the need for greater cross-disciplinary options, noting that the adaptability this engenders in a student's skill set is of contemporary relevance to employers.
- Concern about growing class sizes was recurring theme in the PPR. The reviewers cautioned against moving towards online delivery of course content as they felt this would undermine the experiential learning aspect of the studio based courses and if only applied to historical/theoretical courses this could fragment and diminish the integrated learning experience presently delivered.

¹ The members of the PRT were Louise Poissant Doyenne, L'Université du Québec à Montréal; Robert Bean Professor, NSCAD University, Halifax, Nova Scotia; Ali Kazimi Associate Professor, York University, Toronto, Ontario

- The reviewers noted that students in the three streams have limited interaction and knowledge of each other and their practices and that more interaction across the IMA programs would be an asset, particularly in preparing them for professional careers outside of the university.
- The demographic diversity of the IMA program is not representative of the diversity of the larger Toronto community. The student survey on Learning Resources acknowledged that the programs did not improve their understanding of people from different cultures.

PHOTOGRAPHY STUDIES

- The reviewers questioned the extent to which the program goals and learning objectives represented inter/trans or multidisciplinary approaches to the curriculum.
- The reviewers questioned whether it was the program's intention to move the curriculum away from commercial idioms as commercial practice had been removed in the 2011 updated mission statement of the photography program.
- The reviewers noted that there was a perception that the current grading system was not as challenging as it could be and that students also noted that they would welcome more writing and critical thinking assignments and courses.

FILM STUDIES

- The review of the Film Studies Program echoed concerns raised in the assessment of Photography Studies although it rightly points out that Film seems more embedded in the traditional media (analog) than Photography. The report warned film faculty that the processing of film was becoming obsolete and the industry had moved to using digital and if too much attention was taken up by the analog component, faculty and the program might fall behind in the rapidly evolving area of digital filmmaking.
- The PPR report counselled against re-opening the film lab that was shut down due the renovations. Reestablishing this facility would be very costly.
- The review noted that any new courses should be designed to include more cultural depth than the standard or convenient Euro-centric orientation.
- The review pointed to the poor state of the central lecture room and screening facility IMA 307, particularly in regard to the acoustics.

NEW MEDIA STUDIES

- The reviewers pointed out that the program enjoys a strong reputation globally and it concurs with the self-assessment (PPR) in that it ascribes the decrease in applications, in part, to the growth of new media programs offered elsewhere in Ontario.
- The report of the reviewers urges IMA to return to its core: image making.
- The PRT report urged the New Media program to develop partnerships with more diversified and socially engaged organizations. With new technologies, applications could be developed to benefit the health sector, mobility, education and, on a larger scale, the public art scene.
- The New Media students interviewed by the reviewers echoed the Film and Photography students in their desire for greater value to be placed on writing and critical thinking.
- The PRT report noted the exceptional opportunity offered by the RIC (Ryerson Image Centre) to the New Media program and its students.

12. PROGRAM RESPONSE TO THE PEER REVIEW TEAM REPORT Many of the recommendations made by the Peer Review Team have been captured within the developmental plan. The following are a number of the responses made by the program to the PRT report.

- IMA endorses the reviewers' assessment of the role of the Ryerson Image Centre as a key promoter of the cross-disciplinary, image-based art practice that Image Arts *must* and is exploring to ensure its continued relevance and currency.
- The New Media option has been particularly noted for cross-disciplinary options. The proposed third stream in IMA, *Visual Studies and Design*, has a cross-disciplinary and inter-disciplinary philosophy at its core.
- IMA has discussed employing online tools for equipment and software demonstration. Plans to offer lecture-based courses through the web are nascent and the reviewers' caution will be noted.
- Curriculum innovations such as the new *Visual Studies and Design* stream and minor changes within the electives will facilitate more interaction between streams. Being back in the IMA building, will enable hosting of photography exhibitions, new media installations and film screenings. Students will be exposed to these varied practices and 'silos' will be more permeable.
- Photography students have been the most proactive in reaching beyond their option to profile film and new media work in the magazine they produce. Also the 24 hour competition organized by the IMA course union is a pan option event that encourages participation from all three streams.
- IMA is aware of the lack of "demographic diversity" amongst the faculty as noted by the reviewers. This will be a priority in hiring and recruitment.
- The reviewers questioned the extent that the Photography program goals and learning objectives represented inter/trans or multidisciplinary approaches to the curriculum. The School responded that as the program moves towards less medium specificity, students create new kinds of creative work designed for emerging contexts and new systems of dissemination. The most recent curriculum changes are designed to teach digital media, which, by its very nature is interdisciplinary, from a perspective shaped by the history, art and applied nature of photography. Also digital technology has provided flexibility in the curriculum meaning that less time can be spent teaching tools and applications. This has allowed the addition of new technologies to the curriculum (i.e. moving image, sound, etc.) as well as a strengthening of existing areas such as design and history/theory.
- The program has moved all analog production into a secondary mode of production and digital into the primary mode for student work. Also, as pointed out by the reviewers, analog technologies are extremely useful in a pedagogical sense –analog materials are often used to teach digital technologies. Silver-based technologies now account for less than 25% of the program's tools and applications courses. In addition there have been enormous cut backs to analog facilities, staffing and equipment over the last five years while increasing digital equipment and facilities.
- The analog facilities have also become crucial to the graduate program in Photographic Preservation and Collections Management. This has led to an undergraduate program where students have the option to practice photography as a historical process as well as a cutting edge hybrid system of the digital era, offering a scope and breadth of photographic technology that is unmatched. In the future the program hopes to maintain Ryerson's current status as a centre for expertise in the area of photographic technologies – both analog and digital.

- The desire expressed by the students for more writing and critical thinking courses has been a focus of some of minor curricular changes in all three streams. In photography, the fourth year production block has been bifurcated to include a theory lecture-based component in the fall term. The student comments also speak to the high calibre of the students and the success of the photography program's expressed goal to move some students towards a curatorial, academic focus. The success is reiterated in the number of photo students entering graduate programs. In recent years these programs include programs in Art History, Communication and Culture, Conflict Studies and Curatorial Studies.
- The Film Program is aware that this is a time of tremendous change in the technology of the industry. The only camera purchases made in the past four years were digital, and these are the only new purchases which will be made in the future. The program is in the process of expanding its post-production platforms (in concert with other production programs in FCAD) to include the full range used throughout the industry. The vast majority of all productions done after the first year of the program are both shot and edited digitally. The program believes there is still significant pedagogical benefit to starting the students off in the first semester of the first year shooting film; it makes them think critically about shot composition and movement and is an aid in developing deeper understanding of the image. For the immediate future (the next 2 or 3 years) retaining the ability to work with film is still a significant competitive advantage for IMA students in an industry which still does some of its highest-end image capture on film. Using film at all is entirely volitional for students in the upper years (the vast majority choose to shoot digitally, but a select few, especially those focused on cinematography or on more art-based projects with a specific medium-concentration, choose to shoot some projects on film). The program is well-positioned and prepared for a fully-digital future that is likely.
- The suggestion to create a new staff position focused on Data Management and Image Technology is an excellent one. In the meantime, a series of extra-curricular workshops on Digital Workflow have been planned for our film students and these will address the concerns raised about what the reviewers perceived as "a lag between the impressive number of digital cameras and the pedagogy around the tapeless production workflow".
- Since the program review was written, IMA has offered, very successfully, a new course on World Cinema and will continue to push for more global and diverse content in all courses.
- The students' request for a course in editing will be addressed through a section on the art of editing in the core production course in third year.
- Student interest in an enhanced co-op or internship program has been addressed in part by an elective that is offered in both terms.
- The report also points out, rightly, that the presence of the New Media program has benefited the reputation of Film and Photography. IMA agrees, not simply for reputation enhancement but for the necessary breadth of the curriculum, to remain current and amongst the top schools in Canada, Image Arts must continue to offer digital/media art curriculum. The proposed *Visual Studies and Design* option is IMA's response to the New Media program transferring to RTA: School of Media.

13. THE PRT REPORT- RESPONSE FROM THE DEAN Ryerson's program review policy (IQAP) requires that Faculty Deans provide a response to the PRT report. The following comments come from the Dean of FCAD's response to the Image Arts PRT. The Dean has indicated that these recommendations should ideally be addressed in the three to five year time frame.

Recommendations from the Dean:

1. The School should charge a committee of affected faculty members and industry experts to investigate future opportunities and benefits of analogue filmmaking and photography. Specifically, this committee should consider the cost/benefit ratio of relocating the motion picture lab to the first floor (at very considerable expense, incidentally) and the advantage/disadvantage of abandoning all analogue technologies in favour of digital technologies (in which the School has invested heavily in recent years).
2. The Dean recommends that diversity imbalances should also be considered with respect to the student population and the curriculum.
3. The time may be opportune to explore a new relationship between practice and theory. The School must consider whether or not it should continue to graduate technically competent and creative photographers and filmmakers, or thoughtful, theory-based practitioners and practice-based researchers, especially since the two disciplines offered in the School have come under considerable pressure from a new understanding of their conventional boundaries. As a result of new technologies, new business models, and new opportunities associated with globalization, the two disciplines are evolving at an accelerating pace and there will be greater demand for graduates who have as much nimbleness of mind and appreciation of economic realities as they do creativity and technical expertise. As well, the School might also add courses that assist entrepreneurial students in setting up their own studios or developing businesses related to film and photography upon graduation.
4. A recommendation is to explore common (academic) courses in visual studies in the first two years of the respective programs, accompanied by joint projects (such as the 24-hour competition organized by the IMA course union), year-end exhibitions, and/or publications.
5. The School should consult with the University Advancement office to investigate opportunities for philanthropic donations either to name the lecture hall/screening room or to equip it with new chairs, desks, and wall panels that improve the adverse acoustics. As well, as the PRT points out, the School should consider contacting Ryerson's resident acoustics engineering experts for assistance in this matter.
6. The School should seriously investigate on-line delivery opportunities, not only for lecture or seminar style classes, but also for studio and production courses. With enhanced digital interactivity, opportunities for collaboration across great distances and time zones have emerged, especially for screen-based endeavours, which could not only remedy some of the School's space issues, but also enhance curricular opportunities and prospects for additional revenue streams.

14. DEVELOPMENTAL PLAN For the period encompassed by the Self-study the School of Image Arts had as a priority the improvement of its physical and human resources to support graduate growth and undergraduate development. It was anticipated that the presence of graduate programs would allow for new faculty hires, bolster the demand for additional teaching spaces and strengthen the research and creative activities of the school. Two faculty positions were acquired; both positions teach across undergraduate and graduate programs and will continue to do so. New instructional space was not added to the School of Image Arts, but the Ryerson Image Centre (RIC) and its research centre are significant additions to the teaching and exhibition resources available to undergraduate students. To date, undergraduate students have been selected to exhibit work in the RIC's inaugural show; gallery personnel guide students in the curatorial practices course (NPF 571: *Introduction to Museum and Gallery Studies*), and offer tours and lectures based on the current exhibition. The Hiring of the Director

of the gallery and research centre and related staff was key to the successful realization of the gallery project.

In the PPR certain concerns emerged about the New Media program in regard to recruitment and faculty and student satisfaction. These concerns have been addressed through a planned transition for that specific program to RTA: School of Media. This transition was suggested in the program review. The transition will occur over the next few years completing by June 2016. This move was initiated by four of the New Media faculty and was supported by the Dean of FCAD, Gerd Hauck and the Chairs of Image Arts and of RTA: School of Media. It is hoped that a renewed curriculum will be able to broaden and strengthen in a school that focuses specifically on technology and broadcast media. Image Arts is committed to supporting the program as it transitions out. As a first step, two program directors have been appointed: one from the IMA faculty and the other from the RTA faculty. A steering committee of the two Chairs of RTA and IMA and the two Program Directors has been convened and it meets monthly to manage the transition. IMA continues to support *META*, the New Media fourth year festival, financially and with administrative support. The academic coordinator continues to advise the New Media students on any curricular and course management matters.

Image Arts:

Over the next five years, the School has planned the following initiatives across program areas:

a) The Image Arts Enhancement Project - including a fundraising program; striving for the Gallery to obtain "A Status" and development of programming congruent with educational goals by Gallery staff and faculty.

b) Undergraduate Curriculum - Film, New Media and Photography undergraduate curricula need examination to ensure currency. Issues of special need are new minors², structure of core program courses and updating of University electives. The School will also develop courses for the Faculty of Arts and the new School of Creative Industries.

c) Graduate Programs - The School of Image Arts is the home of two graduate programs: the MA, Photographic Preservation and Collections Management³ and the MFA, Documentary Media. Faculty members also actively contribute to the York/Ryerson Communication and Culture program and want to develop this relationship further. The next step is to develop additional graduate programs, whether at the School of Image Arts or collaboratively with other institutions. Each of these degrees will provide advanced study to undergraduate programs currently within the School of Image Arts.

d) Continuing Education - To ensure optimal service and relevancy to Continuing Education, the School of Image Arts will reexamine all courses and infrastructure.

e) Facilities - Programs need additional space. IMA 307 and related facilities require upgrades; studios are an immediate priority for New Media production.

² Note – IMA obtained Senate approval for four new minors (Film (Cinema) Studies, Photographic Studies, Curatorial Studies and Visual Studies) in October, 2012.

³ A new field in Film Preservation has recently been approved for this program.

f) Faculty – The faculty base must continue to grow to optimally serve undergraduate and proposed graduate programs.

g) Inter-faculty partnerships – Image Arts will work to develop relationships, cross-appointments, complementary position models and partnership arrangements within Ryerson.

h) Support SRC - Develop and nurture activity within the School, with partners in FCAD, around the University and the larger academic community. Continue all activities related to conferences, symposia, lectures and guest artist residencies.

In addition, there are area specific initiatives which include:

Film Studies:

- Create a Film Writing stream within the undergraduate degree
- Develop new survey courses in film history and theory that could be offered to the University (*World Cinema, Introduction to Film, Canadian Cinema, History of Screenwriting* to name a few)
- Restructure the Film program as an autonomous unit within the School of Image Arts or as an independent entity

New Media Studies:

- The immediate future for the program is its transition to RTS: School of Media along with a curriculum modification. At the time of writing this process has begun but is not complete. The School of Image Arts will continue to offer the current curriculum in phase-out mode until all current students have completed their degrees. At the same time, the revised curriculum in RTA: School of Media will be phased in.

Photography Studies:

- Redesign curriculum to emphasize breadth and depth, increase writing and historical/critical skills and significantly broaden interdisciplinary knowledge base, both technical and critical/theoretical; new curriculum needed in the digital-media realm
- Create a digital-imaging centre to serve the imaging needs — capture, processing, storage, transfer, output in both digital and analog systems — of the University community
- Develop new courses and minors in Media Installation, Curation and Programming, and Photography and Visual Culture (See footnote 2, above)
- Fill new positions in Digital Imaging, Photographic Urbanism and Photo and Media Curation

Siloization and New Programming: The siloed nature of the three options is something that the School has acknowledged and is now working to redress. While all three options share a curricular structure, core courses are option-specific, with the exception of three courses (across two terms) in first year. The elective band of both professional and professionally related courses is open to all options and it is in this band that the silos begin to break down. There is still a lot of work to be done in this area, and the new curricular initiative that is being planned to replace New Media, the BFA in Visual Studies, will serve as a bridge between film and photography both structurally and in terms of its content. Visual Studies (VS) will be a production-based program drawing on the theories and critical studies that encompass Visual Studies as an academic field. This field is concerned with the study of visibility itself; students will

produce work that uses still and moving images to create gallery installations, web-based work and multi-channel video and animation.

If the VS proposal is approved by Senate, there is a plan to combine core production courses in the crucial first year of the three streams and create combined theory and history core courses in second year. The Visual Studies program would share the same curricular structure as the other two programs to allow for this bridging and combining within the core. Work has already begun to incorporate these changes into the elective courses and plans are in place to make further modifications to the core.

The unique nature of the School of Image Arts will be strengthened by offering these cross-disciplinary possibilities to students. The findings of the PPR, and additional research into the changing media landscape, indicates that any curricular change must acknowledge the need to train flexible and cross-media practitioners without, of course, undermining the calibre of the medium-specific training we presently offer in film and photography.

The Status of Analogue Production: For the past two years, the advisory committee has been asked to provide advice and guidance in regard to the place of analogue in the School's curriculum. The committee has counseled to keep analogue as a pedagogical tool for as long as possible. This is in accordance with other leading media programs at universities such as York and Concordia. Of course, the end of analogue might be determined for Image Arts by external forces, but even then analogue would remain as a medium to study and preserve in undergraduate history courses and in the Photographic Preservation and Collections Management (PPCM) graduate program. In light of the new field of Film Preservation approved for PPCM, and in accordance with the Dean's suggestion, the School of Image Arts has plans to mount a weekend symposium "Film: The Medium and its Future" scheduled for late spring/early summer 2013. This symposium will bring together industry practitioners and media artists to discuss the place of film within image-based media practice.

15. ASC EVALUATION The ASC assessment of the periodic program review of the *Bachelor of Fine Arts in Image Arts* and its recommendations are as follows:

1. Develop initiatives to address the issues that were raised in the self-study and by the PRT about delivery of critical thinking and writing skills as well as the perception by students that the evaluation methods could be more rigorous.
2. Address how the siloed nature of the three programs, which was commented on by students and the PRT, will be improved.
3. Plan and implement the symposium "Film: The Medium and its Future" scheduled for late spring/early summer 2013, and consider ways to integrate outcomes of the discussions into the Image Arts program.
4. Plan and implement changes to the curriculum to address the concerns noted throughout in the program review report.
5. Work with the Provost's Office to explore development of a new BFA in Visual Studies

16. 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 Faculty of Communication and Design and the Provost and Vice President Academic by the end of June, 2014.

RECOMMENDATION

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Periodic Program Review of the Bachelor of Fine Arts (Image Arts) program.*

B. PERIODIC PROGRAM REVIEW CHILD AND YOUTH CARE

1. PROGRAM DESCRIPTION Child and youth care is a practice-based discipline, with roots in psychology, sociology, medicine, social work, and education. In recent years Canada and Ontario have led the way in providing field specific education for child and youth care practice and research. The core practice domains are professionalism, interpersonal communications, applied human development, interventions, therapeutic relationships, understanding families and systems, and understanding the self as practitioner. The field of child and youth care is focused on research and practice which integrates developmental, preventative and therapeutic requirements into the life space of children, youth, families and communities. Practitioners work to design and implement programs and planned environments to support optimal growth in today's world. Ryerson is the only university in Ontario currently offering a degree in Child and Youth Care (as of June 2010). From a social justice perspective, students focus on building their ability to mentor and support troubled and marginalized children and youth.

The degree program in Child and Youth Care (CYC) was launched in 1989 and represented an early example of Ryerson offering a part-time degree completion program, articulated with the college system that was established in its own right, rather than being appended to an existing full-time program. Students completing a 3 year diploma in Child and Youth Work from an Ontario college could enter the direct entry program on a full-time or part-time basis. In 2006 the School of Child and Youth Care initiated the full-time Four year degree program. Students graduate with a Bachelor of Arts Child and Youth Care.

Purpose – The purpose of the School of Child and Youth Care is to provide accessible, quality education for child and youth care practitioners in the field and to contribute to the development of new knowledge in this discipline.

Vision – The School of Child and Youth Care strives to advance the discipline of child and youth care with a focus on promoting the rights and participation of children and youth through inclusive practice and advocacy for the highest standards of ethical practice and optimum quality of care.

Mission - The mission of the School of Child and Youth Care is to influence the quality of life for children and youth, through the education of child and youth care practitioners and the development of new knowledge in child and youth care practice. There are three inter-related aspects to this mission:

- To develop graduates who are recognized as leaders in the field;
- To contribute to the development of the knowledge base in child and youth care; and,
- To enhance the professional development of the practice field.

The Role of Experiential Learning - The CYC program is designed to further develop a student's knowledge of the theory and practice of working with children and youth through internships/placements with agencies in the field. In the full-time four-year program there are two

internships, one at the second year level and the other at the third year level. Students are placed in a variety of settings such as mental health centres, educational facilities such as elementary and secondary schools, health delivery systems, resource centres, hospitals, residential care facilities, young offenders and correctional programs, and a variety of community-based programs.

The total enrollment of students in 2009-2010 was 345 full time and 211 part time. The School has experienced considerable growth in its staffing since the last program review that was undertaken in 2000. Much of this growth is a result of the introduction of the four year full-time program in 2006. The faculty resources in the School number 8 RFA and 15 CUPE. There are 3 staff and 12 Research Assistants/Teaching Assistants.

The 40-course program has 26 core required courses, 2 professional electives, 6 professionally related electives and 6 liberal studies electives. The School offers a Child and Youth Services minor. The School collaborates with the Chang School of Continuing Education to offer the Certificate in Residential Care for Children and Youth (RCCY) and a select number of online courses from the regular program are offered on a “tied” basis with the Chang School.

2. ADMISSIONS *Admission to Year 1: Full-time, Four-Year Program:* Ontario Secondary School Diploma (O.S.S.D.) or equivalent with a minimum of six Grade 12 U/M Courses, including Grade 12 U English with a minimum grade of 70 percent or higher. *Full and Part-time Direct Entry:* Three year College of Applied Arts and Technology (C.A.A.T.) diploma in Child and Youth Work with minimum of a 3.0/B/70% cumulative Grade Point Average. Individuals working in the field of child and youth care with the CYC diploma from an Ontario college and who meet admission requirements, may apply to enter the third year and complete the degree on a part-time basis.

3. PROGRAM GOALS AND LEARNING OBJECTIVES OF THE SCHOOL OF CHILD AND YOUTH CARE The School intends to develop practitioners with the balance of knowledge and practical skills required to effectively support children, youth and their families keeping in mind a commitment to societal needs and emerging trends in child and youth care.

Commitment to Social Justice - The School’s strong commitment to social justice compels the program to pay special attention to the development of effective partnerships with Aboriginal communities, research that focuses on grassroots community issues, research that advances the professionalization of child and youth care practice, continuing development of alternative pathways that enable youth and adults from disadvantaged groups to access the program, greater penetration of the CYC program into remote areas of the province through expanded use of current and emerging technologies, and a continuing commitment to anti-racism, social inclusion and diversity in all its different manifestations through teaching, research and community service.

In order to achieve the areas of special attention noted above the School plans to:

1. Develop a Master’s Degree in Child and Youth Care
2. Strengthen and enhance the quality of support and services available to students
3. Expand the research agenda of the school
4. Expand internationalization of the school
5. Build on the commitment to diversity in all areas of the school’s activities
6. Expand Ontario government relations
7. Expand opportunities for interdisciplinary collaboration with other schools in the Faculty of Community Services and potentially other Faculties
8. Strengthen collaboration with college diploma programs in Child and Youth Care

The School has developed program level goals and learning objectives following the Ryerson Undergraduate Degree Level Expectations (UDLES). These include:

1. Self: CYC graduates will apply principles of reflective practice that ensure quality care to children and youth and enhance personal and professional development.
2. Professionalism: Graduates of the CYC program will exhibit a professional identity and ethical behaviour.
3. Communication: Graduates will use different communication strategies dependent on the circumstances and situations of the child, youth, and/or families that they serve and consistent with the requirements of the organization.
4. Human and Social Development: Graduates will thoughtfully apply appropriate theoretical constructs to practice with children, youth and families.
5. Systems Context: CYC graduates will have knowledge of the social contexts within which they work with children, families and communities and will be able to identify areas requiring change.
6. Relationships: Graduates will develop genuine caring relationships to influence optimal development in children and youth.
7. Interventions: Graduates design and undertake interventions based on critical assessment of evidence from theory, research, and practice.

As a result of the course by course analysis of the curriculum under the UUDLES framework, it has become apparent that there is a need to systematically and within a well prescribed timeframe to begin a more intensive and structured process of updating all required courses. Also, in keeping with the School's Academic Plan, there is a strong commitment to internationalizing the curriculum; promoting a greater understanding of diversity in all its manifestations and better serving Aboriginal communities through research and community based projects. Through the internship program offered to students in years 2 and 3 of the 4 year program it is expected that more emphasis will be placed on using these structured experiential learning opportunities to help meet key objectives.

Specific findings from the curriculum mapping exercise were taken into account by faculty who reviewed all CYC courses to identify areas within the curriculum that needed to be reinforced or modified and where new initiatives would be effective. As well the curriculum mapping pointed out areas where there was redundancy, repetition and a lack of progression or complexity. These findings will become part of the curricular review.

4. SOCIETAL NEED Those working in the field of child and youth care usually find themselves employed in a variety of educational services, healthcare, child welfare and children's mental health sectors, recreation programs or public administration. As noted by Statistics Canada, between 2005 and 2009, all four of these sectors achieved growth in employment. Educational services grew by 7.8%, health care and social assistance by 12.7%, information, culture and recreation by 5.66%, while employment in public administration grew by 5.6%. All four sectors experienced growth above the national average of 4.2%. While the growth in these sectors is not directly attributed to growth in child and youth work, it is a positive indication for the potential employment for graduates of Ryerson's Child and Youth Care program across a range of sectors.

5. ASSESSMENT OF EXISTING AND ANTICIPATED STUDENT DEMAND Since its inception, the School of Child and Youth Care has seen continued demand for its program. In 2006, a total of 522 applications were received. This grew to 837 applications in 2011, which represents an increase of 60%. The ratio of

applications to registrations for the School of Child and Youth Care increased from 7.2:1 in 2006/07, to 9.6:1 in 2007/08, 10.5:1 in 2008/09, 9.1:1 in 2009-10 and 8.8:1 in 2010-11. With the exception of the latest year this is higher than the Faculty of Community Services' average which has remained constant at approximately 9:1 for the same period. In 2006, there were 109 new students admitted including both the four year and year three direct entry full-time programs. This combined number grew to 123 in 2007, 126 in 2008 and 127 in 2009. The projected admission targets for both fall 2011 and Winter 2012 is 170 (96 in the full-time four year, 49 for the full-time year three direct entry and 25 for the part-time direct entry program). The mean entering average of newly-admitted students registered in first year who were admitted directly from an Ontario secondary school ranged from 76.2% to 79.5%.

A concern is not program demand but the quality of students applying, which has resulted in many students not being approved for admission. Another concern is converting offers of admission to acceptances. The number of students who do not accept an offer is greater than 50% of those approved for admission. These students are likely accepting offers from programs at other universities. The School needs to re-examine its application process to determine the best course of action.

Recruitment strategies to date appear to have been effective in generating applications. The School has a longstanding and well established relationship with the CYW programs in the Ontario colleges which constitute the sole source of students in the Direct Entry Program.

6. ENROLMENT, RETENTION AND GRADUATION DATA The mean entering average for newly admitted students in first year was 76.2% for Fall 2006, 77.9% in 2007, 76.2% in 2008 and 77.7% for 2009. On average the School of Child and Youth Care's first year entering students had a mean average of approximately 3% less than the Faculty of Community Services, which had a range of 79% to 82.4%, and the University which had a range of 79.8% to 81.9%.

The percentage of newly admitted students registered in the first year level on 1 November with a clear academic standing after one year fell from 68.2% in 2007/08 to 58.6% in 2009/10. By comparison the Faculty data for the same period was 78.6% in 2007/08 and 83% in 2009/10 and the University data was 66.8% in 2007/08 and 76.1% in 2009/10.

The retention rates for the full-time four year program were consistently below that for the Faculty of Community Studies in all years. The retention rate after one year ranged from 77.4% in 2006 to 71.2% in 2010 while the Faculty rate was 85.9% in 2006 and 88.5% in 2010. The retention rate for CYC students after two years ranged from 86.0% in 2006 to 62.7% in 2009 while the Faculty rate was 78.8% in 2006 and 82% in 2009.

The data on graduation rates of the 2006 cohort of new students in the full time program indicates that the graduation rate after five years was 61%. For the 2007 cohort of new students in the full time program the graduation rate after five years was 73%.

7. GRADUATE EMPLOYMENT DATA Available data for the School of Child and Youth Care indicates graduates have been highly successful in finding employment, especially in a related field within 6 months after graduation with 100% of graduates finding employment. For three years (2001, 2005 and 2006), this number fell to 83% after two years of employment. In the Self Study survey of CYC graduates, 61% were currently working full-time in the CYC field, 5% were working part-time in the CYC field, and 17% were working in another field. 6% noted they were unemployed and 11% noted 'Other'. Most of those identifying 'Other' indicated that they were currently teaching.

Because the first full cohort of students for the Four Year Program graduated in June and October of 2010, additional employment data is not yet available for graduates of this new program.

8. ANALYSIS OF COMPARATOR PROGRAMS Ryerson is the only university degree program of its kind in Ontario and recognized by the Ontario Association of Child and Youth Counsellors. In the Fall of 2011, Humber College introduced the first CYC degree program in the Ontario college system. Mount Royal University, Vancouver Island University, the University of the Fraser Valley, Douglas College, and Grant MacEwan University also have degree programs.

The University of Victoria established its program in 1974 and offers degrees at the bachelor's, master's and PhD levels. It is the most established and largest CYC degree program in English speaking Canada, offers a curriculum very similar to the one at Ryerson and also includes a strong internship component similar to Ryerson's.

Brock University, the University of Guelph and Mount St. Vincent University programs are also closely aligned with Ryerson – they all (including Ryerson) take a broad based approach that considers the individual child or youth within the context of the family, school, peer group and community. All four programs (Ryerson included) have interdisciplinary roots in psychology, sociology, education, cultural studies and criminology. In the upper years, the Ryerson program distinguishes itself by the emphasis placed on understanding children's rights, incident response for children and youth, and integrated case management.

All programs integrate field work (internships) with academic course work during the Fall and Winter terms. The University of Guelph, Brock University and Mount St. Vincent University explicitly state they view their programs as a feeder for students interesting in pursuing a teaching career.

9. SURVEY RESULTS The student survey indicated that the career focus for current students was teaching, education support services, child welfare/social services, mental health, family support, and health/hospital. 84% of students agreed or strongly agreed that the CYC program was academically challenging and that workload demands were appropriate and 78% agreed or strongly agreed that the CYC program was of high quality. Student support services and research opportunities were noted as areas for improvement.

In the employer survey, respondents were asked to rate the satisfaction of employees who currently hold a degree in Child and Youth Care. Most respondents noted a satisfaction rate of very good (39%) or excellent (33%), with no score for lower satisfaction levels. Respondents were asked to identify two areas of specialization where they felt the demand for CYC practitioners was likely to increase over the next five years. The most noted area was mental health, followed by home based work and autism, then domestic violence, behavioural therapy for victims of abuse, residential programs, health care and learning differences. When asked to identify areas where the education of Child and Youth Care practitioners was deficient with respect to the needs in the field, the predominant issue appeared to be writing and report writing skills and lack of field practice. When asked if they would consider hiring a Ryerson Child and Youth Care graduate in the near future, 88% responded positively.

The graduate survey indicated that after completing their CYC degree, 26% of graduates went on to a Master's Program while 5% continuing on to a PhD program and 22% went to teacher's college. The other graduates continued or found work in the CYC field (62%), with 58% of this group indicating a new job. Over 45% indicated they received a promotion or pay increase following graduation and 12% indicated they entered private practice. Many graduates noted the great faculty, flexibility of the program, knowledge gained, working with peers and meeting new people as positive. The least enjoyable part of the CYC Program dealt with general student issues such as studying for exams, tuition,

travelling to class, bad weather, start time of classes and parking. Specific CYC program issues involved having to take elective courses not directly related to the field, and in a few cases, course workload.

From the responses to the faculty survey it appears that most faculty members are positive about how the School, the program and the students. CYC faculty members believe they are working in a collaborative and collegial program and feel their contributions are recognized. The biggest concerns expressed by the faculty involve resources, including staff resources, classrooms, meeting space, office space, and appropriate space for students to socialize and learn.

10. STRENGTHS AND WEAKNESSES OF THE PROGRAM Strengths and weaknesses were identified through the surveys from all stakeholders.

Strengths

- Students (89%), graduates and staff agree that a strength of the CYC program is the friendly and professional faculty members who are current and knowledgeable in the field
- Students and graduates view the CYC program very positively, noting its flexibility, knowledge gained and working with peers
- Most students (90%) see the CYC program contributing to their professional development
- The CYC program is seen as academically challenging by students and graduates
- CYC faculty and instructors see the Program as successfully meeting its primary objectives
- The CYC degree has a positive impact on graduates' employment opportunities and/or salary achievement
- CYC enrolments have grown and applications are more than sufficient to maintain targets
- Students and graduates who had participated in a field placement were very positive about its impact on their development
- Agency respondents with practitioners holding a CYC degree were favourable towards it
- CYC faculty are linked to other Ryerson programs and CYC programs in other institutions (e.g. CAATs)
- CYC is partnered with The Chang School to deliver courses across Ontario
- CYC has raised over \$1.3 Million for student scholarships
- CYC faculty have been successful in acquiring research grants, thereby enhancing the academic standards of the Program.
- CYC part-time faculty are immersed in the field and practice which brings real life examples to the classroom

Weaknesses

- Some students and graduates noted a concern about the applicability and availability of elective liberal arts courses, as well as some pre-requisite courses
- A lack of space for students, especially a lounge, resource centre and study space results in no focal point for students to gather. This inhibits students' sense of belonging to the CYC program and the University, which may be reflected by few graduates noting they would help with an Alumni Association.
- A lack of space in the main office creates problems for holding confidential discussions to assist students with specific personal issues
- Too few offices for instructors, which limit them in meeting with students one on one, thereby creating access concerns for students
- Concern about writing skills of CYC graduates was expressed by agencies/employers and CYC professors/instructors

- Some concern was expressed by students and graduates about the lack of organization at Ryerson and in the CYC office, to meet student needs and provide student advising, which was also noted by the faculty and staff
- The small staff complement was noted as a weakness in meeting service needs for students
- The complexity of the Ryerson system is a challenge for new students and can put barriers in place for staff to provide assistance
- Lack of resources to redevelop courses, especially on-line courses (e.g. major updates are overdue)
- Credibility of faculty to bring research grants to the University is negatively impacted by University administrative issues and unorganized processes which results in faculty spending large proportions of their total time on research administration issues, that could be spent on research, teaching and assisting students

11. PEER REVIEW TEAM REPORT Senate policy 126 governing Periodic Program Reviews of undergraduate programs requires that a team of peers⁴ visit the University and report on their assessment of the program.

Program Identity

The primary strengths of the program noted by the PRT were collegiality, a positive learning community, student satisfaction, internships, multimodal course delivery, diversity of the student body, community connections, and a supportive teaching environment. The weaknesses of the program were the lack of space and resources, insufficient administrative staff and senior and full time faculty, lack of stakeholder participation, excess bureaucracy, the dual nature of the program associated with the program's efforts to teach both the practical and the theoretical course offerings, a lack of progression or complexity in specific areas which resulted in repeated teaching of similar content at similar levels of complexity and skills development, a lack of foundation courses in some areas, a lack of particular subject areas which should be part of a child and youth care program, a lack of choice of delivery mode, a lack of space in required courses, internship implementation, and admission requirements lacking a high school math credit nor any work experience.

Curriculum

The curriculum is very good in terms of the extent to which it is consistent with the University's commitment to active learning strategies, the range of courses offered, and the accessibility afforded by the variety of modalities of course offerings. The PRT found that there is a lack of some courses that would serve the student population well - in particular, a basic course on child development and one on developmental and behavior disorders. Also, consistent with the self-report, despite requirements for written work, there remains a concern among employers that graduates are insufficiently prepared for report writing. Given the stated importance of children's rights to the core mission of the program, there did not seem to be sufficient attention to their teaching, as indicated in course outlines. It may be helpful to add more research-based courses to the required curriculum given the desire to prepare students for graduate level education and readings in several courses need to be updated to reflect current research and thinking.

⁴ The members of the PRT were Dr. Katherine Covell, Children's Rights Centre and Psychology, Cape Breton University; Dr. R. Brian Howe, Children's Rights Centre and Political Science, Cape Breton University; Dr. Elaine Frankel, Ryerson University

Resources

As noted, there appears to be a lack of resources. Insufficient space and inappropriate space compromise teaching and administration of the program. Workload for faculty is appropriate and the collaboration among faculty is exemplary. Workload appears to be excessive for administrative staff. Although the lack of a student lounge was noted in the self-study, students did not seem concerned about this and expressed satisfaction with the amount and type of space available to them.

Student Performance

Performance at the first year level is not as good as it might be. This could be improved with additional criteria for admission. However, there are benefits to the more open access of the program which should not be sacrificed. Student transitional difficulties and attrition are relatively high but faculty appear to respond very well to the challenges. The graduate rate and career placement rate is excellent. Importantly, students are motivated to excel by their respect for faculty and by their experiences in the program, and clearly, students are very engaged in the program as reflected in their comments about their experiences.

Student Experience

In interviews with the PRT students expressed strong, positive feelings toward faculty and staff and expressed a belief that the school is student-centered. Three issues emerged that are problems for students. One is the difficulty many experience getting into the required courses in a timely fashion, necessitating an additional year for completion of the program in some cases. The second is the lack of courses that provide foundational knowledge about healthy child development and that address the following areas of specialization for future planning: child life, child protection, autism spectrum disorder, and infant mental health. Third is the redundancy of information across courses. Students would have liked to have the information increase in depth and complexity rather than be repetitive at a superficial level. Overall, the quality of support provided students is excellent. Student facilities and study space are quite adequate and the library holdings are good.

Teaching

The two issues which stand out with regard to teaching are the disproportionate number of junior faculty and the disproportionate reliance on part-time faculty. If efforts are to be made to expand the program to include a master's level degree, then it would seem necessary to have faculty with a strong record of research (as evidenced in peer-reviewed publications), demonstrated ability to attract external funding, and the capacity to involve students in their research as assistants. Teaching loads at this time are very reasonable and faculty members appear to be enthusiastic and cooperative in their efforts to provide the best possible learning experiences to the students.

Major Areas of Concern

With the rapidity of growth, the program is remarkably successful and student satisfaction and success are high. It is an impressive accomplishment of which Ryerson University can be proud. In addition to challenges noted above, the PRT has some specific recommendations that may be considered:

1. Reassignment of space to improve the working conditions of the administrative staff.
2. The CYC has the opportunity to brand itself as the only children's rights-based program in the country. Given the increasing recognition of the importance of rights knowledge among practitioners and that rights are considered a core of the program, the PRT recommended more attention be given to the

specific and overt incorporation of children's rights into all aspects of the CYC program, and the addition of a foundational course in the relevance of the UN Convention of the Rights of the Child and its applicability to all who work with or for children.

3. Students report significant frustration and inconvenience associated with lack of access to required courses. In addition, whereas the multimodality of course offerings is excellent, some students expressed their dislike of being required to take on-line rather than in-person classes.

4. Internships are successful but their implementation and support could be improved.

5. It may be helpful to delay the pursuit of the Master of Arts in CYC offering until such time as current space and faculty shortages are resolved. The hiring of senior PhDs with strong research records is recommended as is the provision of supports for research.

6. Whereas there is a good breadth of course offerings at this time, the PRT suggests each be reviewed and revisions take place to provide coherence and progressive learning and skills development and to fill important gaps – especially foundation courses in child development and children's rights.

The report from the internal examiner, Dr. Elaine Frankel, indicated that the breadth of the 4-year curriculum is a major strength and provides students with courses and internship experiences related to personal and professional development, therapeutic interventions, administrative leadership and research. The School may wish to consider providing more content related to child life, child protection, autism, and infant mental health. Foundational knowledge about healthy child development rather than development based in psychopathology is pivotal for work in these fields. The School should be cautious about taking any categorical approach to studying the special requirements of children. Rather this reviewer would recommend enhanced content should be given to understanding typical human growth and development (including infant development) within the socio-cultural ecology of the family, school and society. An additional strength of the program is its strong focus on therapeutic treatments.

An in-depth comparative investigation of the curriculum in each course is suggested to reduce redundancy that does not lead to greater depth of knowledge. An update of readings in several courses would also be advised to reflect current research on children with learning differences and infant mental health needs. Many students are employed in child protection services or go on to Faculty of Educations to teach in schools or work as educational interveners in schools. One gap in these courses is the apparent lack of discussion about interventions within inclusive care, educational and recreational environments.

An increase in the student complement has not been supported by an increase in faculty members, staff support or adequate office space. Support staff members have described the office and storage space as very small making it impossible to discuss confidential issues with students and resulting in an unsafe work environment for staff. As a new curriculum model is implemented at Ryerson, the need for accurate student advising is essential.

A goal of the School is to develop a Masters of Arts in CYC. This is a worthy path to follow since comparable bachelor degree programs are being instituted in Ontario. The School has faculty experienced in teaching at the graduate level, but more faculty members will need to be hired and supported in developing their research agendas. This should be a high priority of the School.

Overall, the goals and objectives of the School of CYC are appropriate given the current climate of student satisfaction, societal need and government funding. Focus for the next developmental plan

should be in three areas: (1) curriculum - reduce redundancies in some areas and expand content in others, (2) human and physical resources - work with the University to provide adequate space and student support, (3) faculty development for a Master's level program – expand complement of RFA faculty and support faculty research.

12. PROGRAM RESPONSE TO THE PEER REVIEW TEAM REPORT Overall, the PRT report was supportive of the current focus and direction of the School and noted the following primary strengths:

- Collegiality
- Support for a positive learning community
- High student satisfaction
- Internships as an integral part of the curriculum
- Multi-modal course delivery model that accommodates full-time, part-time, campus based and distance learners
- Diversity of the student body
- Strong community connections and relationships
- Strategies for supporting the teaching environment by the use of guest speakers, actors, etc.

A further strength and a unique feature of the program is the close relationship and partnership the School has enjoyed with the various child and youth worker programs offered by the Ontario colleges. Graduates of these programs continue to represent a significant proportion of the students enrolled in the program.

The issues and concerns raised in the report were largely consistent with those identified by the School over the duration of the Program Review process and included:

- space and resource needs
- stakeholder participation
- student academic success and admission criteria
- the ratio of part-time to full-time faculty
- emphasis on practice within the context of interdisciplinary/inter-professional collaboration, informed and enriched by research activities and service to communities

As noted in the Peer Review Report, the curriculum is broad and varied. The School will be undertaking a thorough and comprehensive follow-up examination of the curriculum with a focus on reducing redundancy and gaining progressive complexity.

Careful consideration will be given to increasing the focus on children's rights and ensuring that internships at the 2nd and 3rd year levels provide optimal learning experiences for students and truly integrate theory learned in the classroom with experience gained from practice in the field.

Two significant course developments currently underway—one to update and redevelop a program elective on cultural diversity and the other to develop a program elective that looks at CYC practice from an Aboriginal perspective (with funding provided by the University's Aboriginal Education Council). Also, discussions have progressed with the Chang School of Continuing Education to develop a Child Life course in response to growing student interest.

Although the Peer Review Report notes the absence of courses in basic child development and developmental and behaviour disorders, the program does in fact include Psychology 302: *Child Development* in first year and Psychology 602: *Developmental Psychopathology* in second year.

However, in recent times, the School has not formally reviewed with the Psychology Department the “fit” that these courses have with the curriculum. This issue will be raised in curriculum discussions.

Students enrolled in the Direct Entry Program do not undertake internships as part of their program of study. They receive extensive supervised field placements in their respective 3 year college programs. Therefore, the concerns regarding internships raised by the PRT do not apply to the 2 Year Direct Entry Program.

The observation about student frustration and inconvenience in accessing required, professionally related and Liberal Studies courses reaches beyond the parameters of the School and has University-wide implications. Hopefully, these will be addressed through the Curriculum Renewal White Paper and may also create more opportunity to develop specialized courses in areas such as child protection, autism spectrum disorder and infant mental health. The White Paper places considerable emphasis on the development of writing skills; this should help address the concern raised in the Employer Survey and reiterated by the Peer Review Panel that employers find that graduates are insufficiently prepared for report writing.

13. THE PRT REPORT- RESPONSE FROM THE DEAN Ryerson’s program review policy (IQAP) requires that Faculty Deans provide a response to the PRT report. The following comments are from the Dean of the Faculty of Community Services in response to the Child and Youth Care PRT Report.

The report identified the strengths of the program: collegiality, positive learning community, student satisfaction in relation to the support provided by the faculty and administrative staff, internship, multimodal delivery, diversity of the student body, community connections and supportive teaching environment. Teaching loads were seen as reasonable and faculty members appeared to be committed to providing the best possible learning environment for the students. Overall the quality of support provided to students was seen as excellent and student satisfaction was high. Students expressed strong positive feelings towards the faculty and staff of the school and felt that the school was student centered. The program received credit for its consistency with the university mission, the clarity of its strategic plan, although ambitious, and the thoroughness of the self-study process and documentation.

The Dean recognized the director, faculty members and the administrative staff School of Child and Youth care for their dedication to the students and for providing a rich educational experience for them as well as the field supervisors who contribute significantly to the student experience.

Availability of adequate physical space for the program is a challenge. Alternate space to relocate the school's administrative office has been requested, without much success. Recently the administrative office was reorganized to avoid direct exposure to the photocopier and to provide for some seating space for students who have to wait for their meetings with the director of the school. With the completion of the Health sciences Building, the plan is to relocate the administrative offices of the school to a more suitable location.

At the time of the PRT visit there were two unfilled Faculty positions in the school. Subsequently the school has made two excellent faculty appointments in the tenure stream. An approved Limited Term Teaching appointment was unfilled due to the lack of suitable candidates.

The faculty members of the school launched a curriculum review exercise at their retreat in June 2012. The curriculum mapping, completed as part of the program review had identified certain gaps in the curriculum. Along with these, the PRT’s observations about the curriculum- the lack of fit between

theory and practice courses, redundancies and repetitions as well as the lack of progressive complexity of the course offerings, lack of courses in some critical areas, insufficient offering of research methods and inadequate preparation for report writing- will all be addressed in the curriculum review.

The school is also committed to addressing the experience of the first year students to reduce the number of students on probation. Students will be encouraged to access the services of the Student support team of the Faculty of Community services to address academic and personal issues that impact the students' ability to do well at the university.

14. DEVELOPMENT PLAN Following the review of the strengths and weaknesses, the faculty and administrative team for the School of Child and Youth Care produced a development plan for the next five to seven years informed by the curriculum mapping exercise. The School of Child and Youth Care has identified the following Development Plan components:

- Curriculum Development
- Internationalization
- Student Engagement and Experience

Curriculum Development

1) Conduct a full review of how the proposed Accreditation Standards for Child and Youth Care mesh with the School's curriculum.

2) Drawing on the curriculum mapping using UUDLEs and taking into account the experience of the first class of the four year full-time program (started in 2006) a complete review of the curriculum will occur and then be updated every three years thereafter. The review will be done with input from all faculty members utilizing a facilitator, and existing courses would be reviewed for change and additional courses will be considered. Included will be the need for faculty support in the use of technology in the classroom and for developing curriculum that is inclusive by design. The School has considerable strength in the area of mental health and this is reflected across the curriculum. However, there is a gap in the area of therapeutic recreation. Faculty hiring in the areas of diversity, autism/developmental services and community/street/gang based care is needed to address the gaps in the practice domains of a CYC program.

3) To improve the communication skills of CYC students a review of existing courses will be conducted to identify offerings where student exposure to professional report writing and presentation skills can be augmented to meet the needs of practitioners working in the field. The School will seek input from the child and youth care agencies that support student internship placements to identify strategies for improving these communication skills.

4) Continue the pursuit for approval of the Letter of Intent for a new Master's in Child and Youth Care program.

5) Acquire resources to support faculty members to conduct major updates for existing courses, especially those delivered on-line.

6) Review the roles and responsibilities of administrative staff to ensure that high standards of academic and administrative support are provided to our students with support from the Human Resources department.

7) To reflect our commitment to diversity, new course development has occurred over the past year that has culminated in the redevelopment and updating of a program elective CYC 900: Diversity Issues for Children and Youth which has not been offered for several and the development of a new program elective CYC 905: An Aboriginal Perspective on CYC (developed with funding provided by the University Aboriginal Education Council).

8) Explore new partnership opportunities with the Chang School of Continuing Education that focus on areas of specialization that have been identified by students, graduates and employers for inclusion in our program, e.g. child life, child protection, working with children with autism spectrum disorders and engaging with First Nations communities from a CYC perspective.

Internationalization

9) The School will identify international placement opportunities for its students to provide new learning opportunities outside Canada.

10) The School will work with the Office of Undergraduate Admissions and Recruitment to identify opportunities to attract international students to the four year full-time program, which will enhance the experience of students to learn from different cultures.

11) The School will work with the Graduate Admissions office to identify opportunities to attract international students to apply to the future Master's in Child and Youth Care program, if and when it is approved.

Student Engagement and Enhanced Experience

12) To build student affiliation with the CYC program and Ryerson, the School will continue to advocate for the development of a CYC student lounge in the Sally Horsfall Eaton Building.

13) To provide better service to students and create an environment where students may discuss their issues in confidence, the School will advocate for additional space for a proper reception area, confidential meeting space and separate photocopier/storage space.

14) Current CYC students will be surveyed annually to identify student concerns and issues to be addressed by the School in the following term, where possible.

15) The School will profile students in its new blog (replacing the newsletter) and on its website to identify and celebrate student success. This will be done at least once annually and more often when resources are available.

16) Through CYC Connections, graduates of the CYC program and Direct Entry Students will be invited to act as student mentors, be guest speakers in the classroom and/or attend student information sessions.

17) Every effort will be made to increase opportunities for students to participate in research initiatives at both School and Faculty levels.

Addendum to the Development Plan

(a) There is a concern with the high number of students in first year who are put on probation or required to withdraw from the program. To address this concern a rigorous process for interviewing and follow-up with probationary students that involves the Director, Student Affairs/Internship

Coordinator and Program Assistant has been put into place. The result should have a high number of probationary students able to achieve clear standing. A work study student will be recruited to record this data. Also, through CYC Connections, a student engagement initiative funded by the Dean, more emphasis is being placed on engagement of new students with more senior classmates in a mentoring capacity.

On the advice of Admissions, the NAR (non-academic requirement) component of the application process for those students in the 4 Year Program who were admitted in the Fall Term 2012 was removed. It is the view of Admissions that strong applicants to the program were being lost due to the delay in reviewing and assessing the NAR documentation. The entering average for new students is improving. Although grade point averages have been steadily increasing, the School continues to have a high number of academically at-risk students. There are numerous reasons for this and not the least of which is insufficient human resources. The School, despite the rapid growth, continues to function with a half time student advisor. Additionally, suitability and maturity to enter the field are keys to successful transition to practice. This readiness is important in the School particularly given that students have fewer hours of direct-care internship than their college counterparts with whom they compete for internship opportunities. Further retention data indicates that 2010/11 was the first year to see all academically qualified students remain in the Program after one year of study rather than transfer to another Ryerson Program.

(b) The profession of child and youth care inherently subsumes social justice inasmuch as advocacy, the promotion of children's rights and the mitigation of socio-economic, cultural and identity-based marginalization are fully integrated principles in the work of practitioners. The faculty have a long history of engaging in social justice initiatives. Any further emphasis on this strength would only divert attention from the essential work of building a full complement of faculty with expertise in the practice domains of CYC. Sub-specialization at this early juncture in the development of the School diverts resources needed to meet the essential components of a fully developed CYC program. The School lacks expert faculty in key domains that are also identified by employer responses such as diversity, autism/developmental services, street/gang/community and therapeutic recreation. The program has several gaps in the practice domains and filling these gaps have been long standing goals of the program and have formed the terms of the recent faculty recruitment searches.

(c) Child and Youth Care is strongly interdisciplinary as reflected in the wide selection of professionally related electives available to students, the interaction with students from other disciplines who are completing a Minor in Child and Youth Care (CYC students also complete minors in other allied programs), the composition of the faculty cohort who are drawn from different disciplines, and the active participation of the School on the FCS Inter-professional Education Committee and the Inter-professional Placement Project. The close collaboration with the college system that has been a highlight of the program since its inception in 1989 continues through membership on the Colleges' Provincial Coordinators' Committee and affiliation with colleges in the GTA, and in particular that feed students into the School's Direct Entry Program. The Development Plan needs to be considered within the context of collective goals and that includes participation of all members of the School. The School also needs to consider how to ensure that the faculty complement reflects diversity of the field and that of our student population. It is important that the School consider ways to be seen as an environment that supports the goals of inclusion and collaboration. An ongoing commitment to diversity is reflected in new course development work that has been undertaken over the past year.

(d) The information from the employer survey is consistent with the Mission of the School and the School level goals. The key is to persist with targeting domains of practice so that the School can first be a fully resourced program prior to diverting into sub-specialties based on current strengths.

15. ASC EVALUATION The ASC assessment of the periodic program review of BA (Child and Youth Care) and its recommendations are as follows:

- 1) Plan and implement changes to the curriculum to address the concerns noted throughout in the program review report.
- 2) Continue to develop and implement strategies to improve the retention rate and academic performance of students.
- 3) Develop initiatives to address the issues that were raised in the self-study and by the PRT about writing skills and particularly report writing.
- 4) Expand the research agenda of the school including research opportunities for faculty and students.
- 5) Continue to work with the Provost's Office and the Yeates School of Graduate Studies to consider development of a Master's degree program in Child and Youth Care.

16. 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 Faculty of Faculty of Community Services and the Provost and Vice President Academic by the end of June, 2014.

RECOMMENDATION

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

That Senate approve the Periodic Program Review of the Bachelor of Arts in Child and Youth Care program.

C. PROPOSAL FOR A BACHELOR OF ARTS DEGREE PROGRAM IN SPORT MEDIA

1. OVERVIEW

The growth of the sport industry in Canada this century has been facilitated by the creation of an exponential number of new sport media outlets on multiple platforms, both regional and national, utilizing traditional and digital methods of dissemination. This growth, along with the popularity in Canada of sport as activity and entertainment, student interest in sport media careers and the lack of comprehensive sport media courses at the undergraduate level all support the call for a Sport Media Bachelor of Arts to be offered by RTA: School of Media within the Faculty of Communication and Design (FCAD). Ryerson will be in the unique position to promote the program as the only university-based media school in North America to offer a degree in sport media with the breadth and scope of this proposed program.

The Sport Media BA program will instruct, train and ultimately graduate students who are equipped with the skills, knowledge and experience to enter the sports industry in sport media or sport media-related positions. Graduates will have the tools necessary to assume positions ranging from production to administrative and management roles within the sport industry.

A Sport Media BA will draw upon a pre-existing student market. A significant number of students accepted for the Fall 2011 and 2012 academic years in RTA: School of Media have indicated an interest in sport media as a future profession. Most will take the RTA: School of Media course in Sport Broadcasting. Sport Marketing courses offered by the Ted Rogers School of Management (TRSM) are in high demand by business students. The proposed program is conceived as an interdisciplinary BA program. The target annual intake of students in the program is 60.

The program will provide the cross-disciplinary opportunities and skill sets required by a dynamic sport industry. It will provide industry with graduates with a media specialty in sport and an understanding of the business aspects of the sport industry. Through a combination of functional and academic courses, students will meet many of the learning outcomes required by the sport industry. These will facilitate the ability of students to obtain entry level production and administrative positions. Graduates will also be well placed to implement their own entrepreneurial business plans. While production skills are a key component of the program, the ability to communicate effectively, both orally and in writing, the ability to model issues critically and provide solutions, the acquisition of an understanding of media history as well as the theoretical and cultural basis upon which the media industry has been created, have all been built into the program in order to provide students with a complement of skills to enable them to fully realize their professional potential.

2. ADMISSION REQUIREMENTS

The Sport Media program will be administered by the RTA School of Media

DEGREE: Four years of study following Grade 12 U/M graduation.

ADMISSION: O.S.S.D. with six Grade 12 U/M courses including Grade 12 U English (ENG4U).

NOTES:

1. Final admission selection will be based on grades and non-academic criteria.
2. Applicants are required to submit a student-produced 3-minute video production explaining why the student is an excellent candidate for admission into the program and compose a 750 to 1000 word research-based essay answering one of 6 questions on a topic to be provided. As part of the admission selection process, applicants must visit www.ryerson.ca/undergraduate/admission/overview/ for details about the non-academic requirements.
3. A non-academic assessment fee of \$50 CDN (subject to change) is required and will be requested by Ryerson as applicable.
4. Students must be able to keyboard, as hand written assignments will not be accepted.
5. Subject to competition, candidates may be required to present averages/grades above the minimum.

While similar to the admission requirements for the current BA in Radio and Television (grades and ENG4U), the addition of a 3-minute video recognizes the shift in access to technology that has occurred in the last five years. The applicant will require only rudimentary production capabilities - most smart phones come equipped with video capability. With an easily accessible video platform, applications can advocate convincingly for admission into the program. Students will be instructed to answer three questions during their three minute presentations. The applicant's presentation will provide assessors the opportunity to meet prospective students and assess their motivation, understanding of the

program and willingness to succeed. Where extenuating circumstances prevent an applicant from completing even a rudimentary three minute audio-visual presentation, provision will be made for direct interviews with two faculty members present.

Written communication is a vital skill set in the BA (Radio and Television) program and will be no less so in the Sport Media program. Due to the importance of story-telling in media, the BA (Radio and Television) places a premium on writing skills and the ability to think critically and transpose those ideas into written form. While the sport industry is focused on live event coverage, the arc of storytelling is ever present. ENG4U incorporates all of the writing tools the Sport Media program expects every admitted student to arrive equipped with when entering first year.

3. CURRICULUM

The Sport Media program will consist of a 40-course curriculum that is designed to instruct students in a combination of core competencies and knowledge applicable to a wide range of sport industry areas. Core competencies are deemed to be critical thinking, oral and written communication, use of new technology platforms and basic production capabilities, sport marketing, collaboration and cross-functional teamwork, research design and methodology. All students will undertake studies in the following foundational knowledge areas: video, transmedia and sound production, media theory, media history, business basics, sport marketing, media entrepreneurship, sports broadcasting, sport journalism and liberal studies.

Two of the required courses in the sport media program have been selected from the Business Essentials Minor offered by TRSM for non-TRSM students. Students may then choose to complete the minor by utilizing a combination of elective and open courses.

- (1) 20 core required courses in media generally, and sport media specifically.
 - (2) 6 core elective courses from a menu of 19 RTA courses to allow for specialization in desired areas of study in media.
 - (3) 6 liberal studies courses.
 - (4) 8 Open courses to facilitate the pursuit of minors, specialization or general interest.
- Total = 40 courses.

Table 1: Curriculum Overview

Year 1	
Fall	Winter
Core: BDCXXX Creative Processes (sections of 30)	Core: BDCXXX Sport Theory and Practice (no limit)
Core: BDC191 Core: Audio Production I (sections of 20)	Core: BDC929 Visual Storytelling: Video Production (sections of 30)
Core: BSM 100 The New Business	Core: BDC211 Media Tech Theory II – TV Studio & EFP
Open elective	Open Elective
Liberal Elective Table A	Liberal Elective Table A

Year 2

Fall	Winter
Core: BDCXXX Sport Marketing and Promotion (no limit)	Core: BDC 955 Sports Broadcasting (no limit)
Core: BDCXXX Sport, Media and Society: (no limit)	Core: BDC311 Communication Theory (no limit)
Core: BDC303 Production TV Studio (sections of 30)	Core: BDCXXX Sport Journalism (no limit)
Core Elective Table I	Core Elective Table I
Liberal Elective Table A	Liberal Elective Table B

Year 3

Fall	Winter
Core: BDCXXX Advanced Live Production (sections of 30)	Core: BDCXXX Transmedia Sports Marketing (no limit)
Core: BSM 200 Growing Business	Core: BDCXXX Legal & Bus. Aspects of Sport Media (no limit)
Core Elective Table I	Core Elective Table I
Open Elective	Open Elective
Liberal Elective Table B	Liberal Elective Table B

Year 4

Fall	Winter
Core: BDCXXX Capstone Lecture Series (no limit)	Core: BDCXXX Internship/Study Abroad (1 faculty)
Core: BDCXXX Sport Media Practicum (1 faculty per 30 students*)	Core: BDCXXX Issues In Sports (no limit)
Core Elective Table I	Core Elective Table I
Open Elective	Open Elective
Open Elective	Open Elective

*SUBJECT TO CHANGE YEARLY - DEPENDENT ON GREEN-LIT PROJECTS

Table 2: Sport Media Core Electives

TABLE I – Sport Electives

BDC210 Broadcast History

BDC401 Design in Media

BDC402 Business Practices in Creative Media

BDC903 News and Current Affairs Theory

BDC906 Media Marketing and Promotion
BDC908 Business Aspects of Independent Production I
BDC910 Production Management
BDC 913 Media Entrepreneurship
BDC918 Ethics in Media
BDC945 Writing for Factual and Reality Programs
BDC951 Broadcast Presentation I
BDC957 Documentary Production
BDC983 Radio Broadcast Journalism
BDC984 TV Broadcast Journalism
BDC985 Factual and Entertainment Features
BDC988 Television Editing Specialty
SOC505 Sociology of Sport
JRN512 Reporting Sports
ENT505 Small Business Management
BDCXXX Social and Interactive Media
BDCXXX Sport Writing

4. PROGRAM GOALS: The overarching program goals for the Sport Media program are as follows:

- A Ryerson Sport Media program will provide students with an education that will place them at the forefront of new media technology, educated in current media business and legal principles and concepts related to the sport media field. Students will become functionally able to integrate themselves into their particular areas of interest within the sport industry.
- The program will provide an experiential curriculum emphasizing studio, lab and other forms of practical learning.
- The Sport Media program fulfills the aim of Ryerson's Academic Plan by creating a cross-disciplinary program. Students enrolled in this program will gain competency across a wide range of subject areas in specializations of their choice while being exposed to all aspects of the sport industry.
- The program is designed to create a new kind of sport industry employee, one who has been exposed to areas outside his or her prime area of knowledge and experience, creating a team player who can speak the language of team members operating outside of his or her specialty.
- All graduates of this program will secure advanced writing and speaking skills, the ability to work in teams, to maintain and grow interpersonal relationships and to be on the cutting edge of broadcast technology.

5. LEARNING OUTCOMES AND DEGREE LEVEL EXPECTATIONS

Upon graduation from the BA in Sport Media program, students will have achieved the following learning outcomes and thereby be able to:

1. develop, implement and market superior multi-platform sport media properties
2. create superior radio, television and internet sports production content utilizing their media production skills
3. demonstrate intellectual, interpersonal, leadership and professional skills to create sophisticated sport media works
4. convey ideas, analysis and other forms of professional communication persuasively through visual, written and oral modes appropriate to a range of public, academic and professional audiences
5. critically analyze media, placing their own work and the work of others in historical, aesthetic, commercial, historical and social contexts while appreciating their limits to knowledge
6. demonstrate an understanding of business law, management and marketing principles by effectively applying those principles to the sport media field
7. demonstrate self-awareness, sensitivity and openness to diversity in terms of people, cultures, media and management issues and to be able to analyze ethical problems in the work place and effect practical solutions
8. develop an understanding of the ethical and social implications of sport media within the culture it services

By structuring the curriculum to deliver these learning outcomes, students will graduate having learned how to produce audio, video and digital media content and have the ability to apply these skills to the sport media industry. Starting with general foundational production and writing courses in first year, students will gain well-rounded production skills focused on sport production leading to more production specialization in years 2 and 3 through advanced production, writing, transmedia marketing, business and journalism courses. These production skills will be refined and culminate during the production of practicum projects in the final year. Student will also learn basic marketing and business skills and how these apply to the world of sport media. Students will leave the program with foundational knowledge in sports marketing and management and have the ability to enhance their business skills through RTA: School of Media electives and the TRSM minor in Business Essentials. Finally, students will learn the fundamentals of media theory and have a focused understanding of the social and ethical impact of sports media on communities, culture and society, introduced and amplified by core required courses in media theory, media and society and social issues related to sport. Students will then have the opportunity to build on these outcomes through electives in third and fourth years.

Undergraduate Degree Level Expectations

A complete mapping of degree level expectations and learning outcomes was undertaken for the Sport Media program. Details are provided in the full proposal. By way of example, Learning Outcome 5 - to be able to critically analyze media, placing their own work and the work of others in historical, aesthetic, commercial, historical and social contexts while appreciating their limits to knowledge links to UDLE 2 Knowledge of Methodologies - *an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques*. It is the intention of all learning outcomes for the proposed program to fulfill UDLE 4 Communication Skills. Whether by way of the written word or through the viewpoint of a camera lens, all courses have objectives whereby students will obtain *the ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences* (UDLE 4).

Modes of Delivery

Traditional broadcast production courses such as Production TV Studio, Audio Production I and Sport Media Practicum will rely heavily on studio workshops utilizing RTA: School of Media's studio facilities. RTA: School of Media's new Transmedia Centre will be a vital location for courses such as Transmedia Sport Marketing and Social and Interactive Media. The Mattamy Athletic Centre at Maple Leaf Gardens will provide a venue for live production instruction as a vital component of the Advanced Live Production course. Other courses such as Media Technology Theory II and Communication Theory will combine mass lectures with breakout workshops and tutorials. Sport Media Practicum and Internship will provide students with a wide range of practical production experience. Writing courses such as Creative Processes and Sport Journalism will use hybrid delivery modes, where students combine creative workshops with lectures and online learning. Traditional lecture courses will also be an integral part of the Sport Media BA program.

The variety of delivery modes, from production workshops to lectures, from interactive, experiential online learning to field work, will help achieve the learning outcomes of the program where students build foundational production capabilities and the ability to produce modern multi-platform sport media products (Learning Outcomes 1 and 2), excellent written skills and the ability to express ideas critically (Learning Outcomes 4 and 5). These delivery modes also dovetail with UDLEs 2, 3 and 4 (Knowledge of Methodologies, Application of Knowledge and Communication Skills, respectively).

Assessment of Teaching and Learning

RTA: School of Media is currently undergoing a comprehensive curriculum review of its BA (Radio and Television) which will result in a revamping of courses, the addition of new courses and the deletion of courses no longer relevant to the Radio and Television program. This review has direct impact on the Sport Media BA Program in that the backbone of the Sport Media curriculum is comprised of existing Radio and Television courses. As the media industry evolves, Radio and Television's curriculum is faced with the challenge of keeping pace with rapid technological growth, new strategic delivery methods and new business models. The Sport Media BA program will be the beneficiary of Radio and Television's curriculum review, where existing courses will be newly articulated and proposed courses will be specifically designed for the program to ensure both a general media learning experience coupled with focused sport media subject areas.

Assessment of student progress is dependent on the course delivery method with lecture-based courses relying on written assignments and assessments, whereas production-based courses combine written assessment with project creation, workshop assignments and participation. Assignments reflect both the learning outcomes for the particular course and for the program. These varied assessment modalities ensure that students graduate with requisite oral and written communication skills, production training and experience as well as the ability to analyze and assess business opportunities in the sport industry.

6. RESOURCES

Staffing Resources

RTA: School of Media currently has 24 full-time faculty. It will be necessary for RTA: School of Media to hire 4 new RFA faculty members to accommodate both the number of students entering the Sport Media BA program and to provide specific expertise for this program. The new hires will have expertise in sports broadcasting, electronic gaming and transmedia platforms and sport management. As well, a program director will be appointed, sessional and part-time CUPE need is anticipated to be 2.6 FTE's.

RTA: School of Media will also require two additional junior lab assistants and one additional administrative staff person.

Space Resources

Additional office space will be required in the Rogers Communication Centre for the new RFA faculty; however, no new classrooms will be required. The program will make use of existing studio and lab space in the Rogers Communication Centre. Additional equipment and production needs will be satisfied in conjunction with the development of the Mattamy Athletic Centre and the ongoing development of the Roger Communications Centre infrastructure. As well, it is expected that RTA will make equipment and lab cost allocations from existing inventory.

7. SOCIETAL NEED AND STUDENT DEMAND

A survey of job postings over a one-week period from generic job sites and sport media and sport management-specific job sites revealed over 50 entry level and mid-level positions in the sport media and other sport industries combined, providing evidence of a job market need for qualified personnel in the sport industry. Given the wide range of relevant job descriptions applicable to graduating students of this program, qualifications vary according to need; however, most positions required an undergraduate degree.

Examples of job responsibilities in the sport media field include sport writing for an online publication, web site maintenance, newsletter and magazine creation, graphic design project management, on-air commentary, pre- and post-game hosting, radio personality, news and sports, sport content and product development, live show operator, story editing, sports anchor and technical production support. Job responsibilities in other sports fields include developing a communications program strategy, client services, assisting in the development of ongoing marketing campaigns, online marketing, production of promotional materials, case management coordination, and HR administration.

A student with a degree in Sport Media is not confined to positions within the sport industry or within their area of expertise. The breadth of learning in this program can lead to positions in other areas of the media industry, from on-air positions to technical production and from corporate administrative positions to entrepreneurial endeavours.

A significant number of RTA: School of Media students have consistently demonstrated a professional inclination towards the sport industry and many graduates have focused on courses within the curriculum to enhance their employability in the sport industry marketplace. To date, only one course, BDC 955 Sport Broadcasting, addresses the demand for sport-related media courses. An informal survey found that approximately 25% of accepted RTA: School of Media applicants for Fall 2011 expressed a career interest in sports media in their applications. At TRSM, due to high student demand, a second section was added to the Sport Marketing course in 2010. Sport Marketing is also offered at the Chang School of Continuing Education.

A program in Sport Media will attract many of these students. This program will be unique for any Canadian or U.S. university and may therefore draw students from across Canada and the United States.

8. COMPARATOR PROGRAMS

There is no undergraduate program in Canada similar to the proposed Sport Media program. While other universities offer courses in sport management and administration, most of the schools offer these courses through programs in Kinesiology and Health Studies. Universities in the United States

offer a variety of sport management courses and sport media courses, but none offer a minor in business nor do they have curriculum geared to the sport media individual with an understanding in business essentials.

Brock University offers a B.A. in Sport Management. The program is housed in their Applied Health and Sciences faculty. The curriculum includes business and social sciences as applied to the sport industry (public, nonprofit and commercial organizations). On the media side of the sport industry, the closest Canadian comparator is a private institution, College of Sports Media in Toronto, Ontario. Other Canadian universities offer degrees or areas of specialty in the sport management field but none in sport media. The University of Ottawa has a Sport Management group under the auspices of its School of Human Kinetics. The School of Sports Administration at Laurentian University offers an Honours Bachelor of Commerce (Sport Administration) degree. Humber College offers an advanced diploma in Sport Management, housed in their School of Hospitality, Recreation and Tourism.

While a survey of U.S. universities reveals 317 universities with more than 10,000 students offering sport management programs and courses, only twenty universities offer media programs which include sports broadcasting. The S.I. School of Public Communications at Syracuse University has a highly regarded broadcast journalism program that includes sports broadcasting and it also offers a program in Sport Management, but these are separate programs. California State University at Sacramento, the University of California at Berkeley and University of Florida in Gainesville each have broadcast journalism programs which include course work in sports broadcasting. The College of Education at Florida State University offers a Bachelor of Science in Sport Management. The program combines applied aspects of Sport Management with research-based literature. The closest comparator to the proposed program is offered by Full Sail University, located in Florida, which offers a B.A. in Sports Marketing & Media and includes courses in sports marketing, social media, public relations, new media, sponsorship and marketing strategies.

9. PEER REVIEW TEAM REPORT

Senate Policy 126, *Periodic Program Review of Graduate and Undergraduate Programs*, requires that a team of peers visit the University and report on their assessment of the program. The peer review team (PRT)⁵ site visit took place on November 16, 2012.

The PRT indicated that the proposed Bachelor of Arts in Sport Media (BA, Sport Media) at Ryerson University will be the envy of many media and sport oriented programs of higher education in Canada, and even throughout North America. They noted that champions of this program have appropriately identified a growing niche – sport – in their already strong core of media education, and there is no doubt that this unique program has the potential to have a profound impact on the sport media landscape in Canada and abroad. Further, an almost overwhelming strength of the proposed program includes the very strong core of key stakeholder support, including committed RTA: School of Media faculty media experts, a most impressive and engaged student cohort, the potential synergies with Ryerson Athletics and the Mattamy Centre to provide on-site lab and incubator media experiences, and industry leadership support from the professional Sport Media community via an established Advisory Council, all who have displayed great enthusiasm and passion for this new program. The uniqueness of

⁵ Reviewers were Dr. Cheri L. Bradish, Ph.D., Associate Professor, Department of Sport Management, Brock University and Dr. Jess Dixon, Ph.D., Assistant Professor, Department of Kinesiology, Faculty of Human Kinetics (Sport Management), University of Windsor and Ryerson University RTA School of Media.

this program will provide students with a niche experience that will be unmatched by any other university program in Canada and will have no problems whatsoever in attracting qualified students, faculty, and staff to the program.

The PRT encouraged the program to consider the manner in which they position this program and its graduates for the Sport industry as it is a program whose primary focus is to produce Sport Media experts within the field. In regards to the stated program outcome regarding increasing females participation in this field the PRT encouraged the program to strongly consider and assess specifically how this proposed outcome will be achieved for this demographic, and even more broadly for other segments of the population which are under-represented in sport media.

The PRT noted that one of the great strengths of the program is that it will be aligned with expertise from the RTA: School of Media, both in and out of the classroom. Students will have the opportunity to obtain a business minor and also have exposure to courses in the areas of marketing and law. The PRT found less clear the priority and availability of sport specific courses or faculty, as well as the direct or current links considered here between the proposed program and the complex Canadian Sport industry. The PRT encouraged the program to more broadly consider the faculty and curriculum links in the areas of sport management, sport marketing, and sport law.

The PRT noted efforts to deliver content specific to critical thinking and agreed with the recommendation that these skills ought to be embedded throughout every course in the curriculum. It is argued that this common ground may be delivered via the Sport Theory and Practice course that is to be offered during Semester Two of the proposed curriculum. However, upon examining the learning objectives of this course, this could be made clearer.

The PRT recommended clarity around the Sport Media specialization, and as such, become intimately familiar with the competitive and cluttered sport market, especially given the number planned for the intake of students. On the upside, however, the media training that students will receive from this program is easily transferable to other segments of the media industry.

One of the core competencies of the program, and for the Sport industry, is sport marketing. However, the PRT was not sure that this could be achieved given the program structure. Since sport marketing is intended to be a core competency, Sport Marketing and Promotion ought to be a requirement of all students within the program and not merely an elective. The PRT recommended that the course structure of the two required courses be reconsidered, specifically shifting Sport Marketing and Promotion to become a core course.

Although students will be presented with the opportunity to Sociology of Sport on an elective basis, the PRT suggested that students be required to take courses which introduce Sociology of Sport and Sport Ethics (to complement the elective Ethics in Media) to ensure that they have the necessary grounding in the socio-cultural areas of sport that will enable them to discuss and/or cover sport in a most socially responsible manner. This will also help to deliver the first core competency with respect to critical thinking skills.

The PRT noted that the proposal indicated that new hires would have expertise in sports broadcasting, electronic gaming and transmedia platforms and sport journalism. The PRT questioned whether there was an expectation that these people would have terminal degrees and be able to lead research programs in these respective fields. The PRT encouraged the program to prioritize a general sport

scholar or sport management/marketing expert hire in particular, which would accelerate the transition and development of the program.

Given the additional demands being placed on the existing and new faculty and staff to accommodate student internship demands, the PRT recommended that the Department consider re-tasking the workload of an existing and/or new staff person to assume the role of Experiential Learning Coordinator. This will likely help to ensure a more consistent delivery of the experiential learning experiences for the students, while centralizing communication with industry partners.

The PRT noted the capability of existing faculty to deliver media theory and technical aspects of the proposed program. They cautioned that care be taken to ensure that several of the new faculty are capable of delivering content in the areas of sport research and design, sport journalism and studio production, sport media theory, sport media management, and sport media marketing. The PRT also suggested that consideration be given to adding at least one person who has expertise in the socio-cultural and/or ethical aspects of sport.

Given the sport orientation of the proposed program, it would seem appropriate to have teaching, production, and studio space allocated within the Mattamy Athletic Centre. This space would allow students to more effectively apply what they're learning in the classroom, while simultaneously benefitting the Ryerson Athletic Department by providing professional quality sport media content for its various sport programs and events. The Athletic Director seemed to be very supportive of this initiative, recognizing the tremendous value and synergies that could emerge from this partnership. This partnership would be entirely unique amongst Canadian universities and would deliver unparalleled hands-on learning experiences for students.

The PRT suggested to limit the opportunity for non-RTA students to complete a minor in Sport Media in order to help maintain a competitive advantage for the program and to protect employment opportunities for students. The PRT suggested that RTA consider immediately endorsing a student Sport Media Club.

10. PROGRAM RESPONSE TO THE PEER REVIEW TEAM REPORT

The program was pleased that the reviewers fully support a BA in Sport Media. The following points address key issues raised in the PRT Report:

(1) The PRT encouraged RTA to more broadly consider the faculty and curriculum links in the areas of sport management, sport marketing and sport law in order to better prepare its students and strengthen its core competency, namely media. Business, law, marketing and management areas of study are integral for a fully fleshed out Sport Media BA program and the program feels they have addressed the PRT's concerns in the curriculum and with the allocation of new hires to compliment current faculty. There are six required business and marketing courses in the curriculum and five in the Core Elective table. Students who elect to do so can graduate with a business minor as there are three TRSM business courses included in the 40 course curriculum, two of which are required core courses. RTA has a long tradition of providing contextual professionally-related courses in law, business and marketing and it is the intention of this program to carry on in that regard.

RTA: School of Media's current faculty contains lawyers, business executives, faculty with terminal degrees in business-related areas of study and professional marketers. The program contemplates the hiring of four new RFA faculty. This compliment of new faculty will include experts in the areas of sport

business and management as well as those with terminal degrees in sport management. The program is confident that current faculty, with the addition of new RFA hires, will deliver a comprehensive stream of courses in these subject areas.

(2) The PRT questioned how increasing female participation in Sport Media could be achieved. The percentage of female students at Ryerson was 54% in 2010/11 while the percentage within RTA: School of Media was 60% female. Some cohorts have been as high as 70%. RTA: School of Media does not support nor require quota programs but recognizes the need to promote this program to women, to nurture female participation in the program and to provide academic instruction in gender issues in sport. In that regard the program has added a second year course Sport, Media and Society which will include gender issues related to sport. Currently, women not only outnumber their male counterparts but thrive in the Radio and Television program and have gone on to have successful careers in media. There is no reason to believe that the situation will be different for female students graduating from the Sport Media BA program.

It is well recognized that the sport industry is dominated by what is commonly referred to as an “old boys network”. While this may in fact be true, the media industry, including the sport media industry, is dominated by another network, namely RTA: School of Media alumni. For example, the majority of the Program Advisory Council members are RTA: School of Media graduates, including two women in senior management and production positions. While women in all areas of business struggle to make inroads into high level executive positions, the media business has proven itself to be far more accepting of women, including in sport media. It is the intention of this program to continue its mandate to provide the media industry with well trained, articulate and knowledgeable women and men.

(3) The PRT was supportive of curriculum that includes critical thinking. The PRT believes as we do that these skills should be embedded throughout every course. They were hopeful but not convinced that the second year course, Sport Theory and Practice, would more specifically deliver this common ground. The program agrees with the PRT’s emphasis on the need for a critical thinking component as a learning outcome throughout the curriculum and has implemented same. To reinforce this learning, two new courses have been added in the core required category to further introduce, reinforce and foster critical thinking: Sport, Media and Society and Issues in Sports.

(4) The PRT pointed out the necessity for grounding students in socio-cultural areas of sport in order to enable them to discuss and/or cover sport in a socially responsible manner. The PRT recommended having more emphasis on ethics and social issues in required courses and not solely in core electives. The program has added Sport, Media and Society and Issues in Sports to address this concern. These courses will not only foster critical thinking, but will cover and reinforce ethical issues in sport, gender issues and socio-cultural issues regarding the connection between sport and society.

(5) The PRT noted that if sport marketing is a curriculum priority, then the course, Sport Marketing and Promotion, should be a core required course rather than a core elective course. The program agreed and has moved Sport Marketing and Promotion from the Core Elective list to semester 3 as a Core Required and moved BDC 906 Media Marketing and Promotion to the elective list. By making this change, students will be exposed to Sport Marketing in semester 3, thereby enabling Transmedia Sports Marketing to follow and build on the foundational learning of the previous year while focusing students on advanced multi-platform marketing and promotion instruction geared specifically towards sport. BDC 906 Media Marketing and Promotion is also available as an elective.

(6) As recommended, plans are already underway to establish a Sport Media Club. As well, the program agrees with the recommendation to limit the opportunity for non-RTA students to complete a minor in Sport Media.

11. DEAN'S RESPONSE TO THE PRT REPORT

Ryerson's program development policy (IQAP) requires that Faculty Deans provide a response to the PRT report. The following comments are from the Dean of the Faculty of Communication & Design in response to the Sport Media PRT Report.

The Dean of Communication & Design fully supports the proposed Bachelor of Arts degree program in Sport Media. The proposed BA in Sport Media meets many of the objectives of the University's 2008-2013 Academic Plan, *Shaping Our Future*, as well as the Faculty of Communication and Design's academic plan, *Imagining the Future*. The inclusion of a significant business component makes it truly interdisciplinary and it introduces important transferable core competencies such as analytical thinking, effective communication, marketing and entrepreneurship, use of disruptive technologies, and discipline-specific technical expertise. Graduates of this program will be well positioned to find employment in this flourishing field of multi-media and trans-media practice.

In response to the PRT's question about how the program will attract more women and marginalized groups to the program, the School acknowledges that while the attrition rate for women in the upper years of sport media management programs is too high, ultimately leading to the exclusion of women from senior management positions, RTA: School of Media has been relatively immune to this experience. The same might be said about racialized, marginalized, or sexualized groups, which at Ryerson are represented more equitably than the national average. Issues of gender inequality will be an integral part of the learning in the Sport, Media and Society course, ensuring that students will be introduced to the ongoing discourse in this regard.

Plans are underway to establish a Sports Media Club; however, its value will be really marginal once the program is up and running.

Beyond the existing media studies expertise at RTA: School of Media, new faculty hires will bring the requisite sport media and management expertise to the program. They will be required to have terminal degrees in their respective areas of expertise.

The Sport Theory and Practice course may not suffice to impart critical thinking skills with sufficient breadth and depth. Consequently the program has added a required core course that will challenge students to reflect on sport not only in relation to media but also to society in general.

To address the PRT's concern about how the current program structure can generate expertise in sport marketing, the program will require six business and marketing courses and another five will be available as electives. The School is also planning to hire new faculty to complement existing expertise from the perspective of sport specific business practices.

In response to why the Sociology of Sport course is an elective and not a required course, the School has made Sport, Media and Society a required core course.

No minor in Sport Media is under consideration at this time. The RTA: School of Media is well aware of the danger of watering down the pool of candidates for what is likely to be a competitive job market.

12. ASC EVALUATION

Overall the ASC considers the program design to be strong, innovative and well suited to meet the stated program goals and learning outcomes. The curriculum is career-focused and, at the same time, is built on a strong conceptual foundation. The ASC notes that a program of this type will add breadth to the offerings of the RTA School of Media and recognizes the opportunities at the Mattamy Centre for experiential learning initiatives.

The ASC is impressed with the strong, collaborative relationships which already exist with the sport media industry. The ACS agrees with the positive opinions expressed by the Peer Review Team. It also recognizes the concerns raised by the PRT and acknowledges the subsequent work done by the program to address the concerns. The program is well aligned with the Ryerson's new curriculum framework.

ASC requests that the program give consideration to the following recommendations as the program is rolled out:

1. The Department of Psychology offers a course in Psychology of Sport (PSY 614). Please discuss with the Department of Psychology the possibility of including this course as an elective in the program.
2. The core course BDCxxx *Capstone Lecture Series* is described as being open to virtually any student on campus. In that sense, the title of the course is somewhat misleading. Capstone courses are typically culminating opportunities for students to bring the various parts of *their* discipline together in a synthetic fashion. The *Capstone Lecture Series* does not seem to be intended to do this. Please give some consideration to renaming this course. Also note that similar lecture series courses (e.g., in Image Arts and in Law) restrict course enrolment to program students but open the lectures themselves to anyone who is interested. Perhaps this model would also work for the Sport Media program.
3. The ASC applauds the spirit of providing many courses in the degree which are open in the sense that they will be made available to students beyond the BA (Sport Media). However, this will create potential challenges of teaching to a mixed audience with variable levels of knowledge and experience. This is likely to be more of a problem in upper levels courses. Some additional thought should be given to balancing these two forces.
4. This program can potentially affect change in the way the media presents people in sport to society. The ASC sees a great opportunity for the program in this sense. The PRT recommended hiring at least one new faculty member "...who has expertise in the socio-cultural and/or ethical aspects of sport." The ASC strongly supports this recommendation to facilitate education and research on elements of sport media that overlap with broader social issues such as diversity, equity and inclusion.

RECOMMENDATION

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed Bachelor of Arts degree program in Sport Media.*

D. PROPOSAL FOR REVISIONS TO THE CERTIFICATE IN HEALTH STUDIES FROM THE CHANG SCHOOL

1. Rationale. The Health Studies Certificate was passed by Senate on March 6, 2012 and launched in Fall 2012. The initial launch focused on providing the certificate to Internationally Educated Professionals. The longer term purpose of the Health Studies Certificate, captured in the development plan put

forward in the approved certificate proposal, is to provide all interested students with as broad access as possible to continuing professional development in health-sector certificate programs currently on offer at Ryerson. To date, several Departments have responded to the invitation to add courses to the Health Studies certificate. The proposal presented here is primarily aimed at incorporating these courses in the certificate.

2. Proposed Revisions.

1. The introductory description is changed to focus on students wanting professional development in the health-sector rather than only Internationally Educated Professionals.
2. The number of courses required for graduation is reduced to six from eight. The requirement for eight courses was geared to IEP needs that are not relevant for a general certificate.
3. CDCE 400 Workplace Communication in Canada has been removed and two business communications courses have been added, to the elective category.
4. The information about the Professional Development Award has been moved from the “Certificate Requirements” section to the “Professional Development Award” section.
5. The following courses have been added:

CZLW 110 Health Information Access and Privacy

CPHL 302 Philosophy: Ethics and Health Care

CPHL 444 Philosophy: Ethics in Health Services Management

CPHL 509 Philosophy: Bioethics

CPHL 602 Philosophy: Health Care and Distributive Justice

CPHL 334 Philosophy: Ethics in Professional Life

CVGE 140 Gerontology: Aging and the Individual

CVGE 141 Gerontology: Aging and Society

CINT 904 Interdisciplinary Studies: Health Promotion and Community Development

CPSY 102 Introduction to Psychology or CPSY 105 Perspectives in Psychology

CPSY 325 Psychological Disorders

CPSY 605 Psychology of Health and Health Care

CPSY 808 Community Psychology

CPSY 802 Death, Dying and Bereavement

CPSY 607 Drugs and Human Behaviour

CPSY 805 Adjustment, Stress and Coping

CHSM 330 Epidemiology in Healthcare

CCMN 279 Introduction to Professional Communication

CCMN 314 Professional Presentations

6. In addition, the courses have been grouped to suggest clusters that may help students organize their learning. These include: Health Informatics; Health Services Management; Health Ethics; Gerontology; Psychology.

RECOMMENDATION

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the proposed revisions to the Certificate in Health Studies.*

Respectfully Submitted,



Chris Evans, Chair for the Committee

ASC Members:

Chris Evans, Vice-Chair and Vice Provost Academic

Heather Lane Vetere, Interim Registrar and Vice Provost Students

Mark Lovewell, Interim Secretary of Senate

John Turtle, Faculty of Arts, Psychology

Andrew Hunter, Faculty of Arts, Philosophy

Kelly McKay, Ted Rogers School of Management, Hospitality & Tourism

Ian Baitz, Faculty of Communication and Design, Graphic Communications Management

Jean Bruce, Faculty of Communication & Design, Image Arts

Jennifer Poole, Faculty of Community Services, Social Work

Nick Bellissimo, Faculty of Community Services, Nutrition

Medhat Shehata, Faculty of Engineering and Architectural Science, Civil Engineering

Noel George, Faculty of Science, Chemistry and Biology

Trina Grover, Library

Des Glynn, Chang School of Continuing Education

Eszteella Vezer, Faculty of Arts, Psychology

Melissa Palermo, Faculty of Communication & Design, Image Arts – New Media