

REPORT OF ACADEMIC STANDARDS COMMITTEE Report #F2019-1; October 2019

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

- **TED ROGERS SCHOOL OF MANAGEMENT – Discontinuation of the Health Information Management program and modifications to the Health Services Management program**
- **DEPARTMENT OF HISTORY – New Minor in Middle East and North Africa Studies**
- **SCHOOL OF HOSPITALITY AND TOURISM MANAGEMENT AND SCHOOL OF CREATIVE INDUSTRIES – New Minor in Events and Live Entertainment Management**
- **FACULTY OF LAW – Grading variation for the Juris Doctor program**
- **For Information: Addendum to the Medical Physics 2-year follow-up report for Periodic Program Review**

A. TED ROGERS SCHOOL OF MANAGEMENT – Discontinuation of the Health Information Management program and modifications to the Health Services Management program

The School of Health Services Management (SHSM) proposes delivery of a single Bachelor of Health Administration (BHA) degree-completion program, which involves: (1) discontinuation of the Health Information Management (HIM) program and (2) revising the Health Services Management (HSM) program. SHSM will refer to the revised HSM program simply as a “BHA”, the SHSM’s only undergraduate degree program. The main reasons are to rationalize the offerings of a small School, reflect the actual similarity in the programs and facilitate consistent branding, in light of the newly introduced Master of Health Administration (Community Care).

Background and Rationale - The SHSM comprises five RFA faculty and a Department Administrator. Part of TRSM, but admitting its own students, the SHSM delivers two undergraduate, part-time, 22 course degree completion programs, HSM and HIM, both leading to a BHA. In recent years, the BHA has admitted about 15 HIM and 35 HSM students per academic year. The HSM program is certified by the Association of University Programs in Health Administration (AUPHA). The HIM program is not certified.

The School also oversees three CE Certificates (Health Services Management, Health Informatics, and Health Studies) which are quite healthy, ladder into the UG programs, and serve to help sustain the core courses shared with the degree programs. The School implemented a Master of Health Administration (Community Care) degree in 2018, administered centrally by TRSM. The SHSM therefore offers a full range of health services management education options, online and in-class, and delivers on [Ryerson’s Mission](#).

Changes made in 2016, and implemented in 2017, rationalized offerings and made the HIM and HSM programs very similar. Both programs comprise 22 courses, including 16 Core/required (72% of program), 3 Professionally Related electives (14%) and 3 Upper Level Liberal Studies (14%). While the bulk of the curricula are the same, HIM requires *Managing Health Information Services* (HIM 300), *Health Information Systems Management* (HIM 302), *Practicum Seminar* (HIM 406) and *Practicum* (HIM 407). HSM requires *The Management Cycle* (HSM 305), *Management Leadership and Decision-Making* (HSM 306), *Practicum Seminar* (HSM 418) and *Practicum* (HSM 419). The *Practicum Seminar* and *Practicum* courses in both programs are run concurrently, and the seminar is a joint class. In addition, the HIM 300 and HSM 305 course descriptions indicate their main content is similar, as they focus on the functions of management. Given a limited ability to offer multiple sections by distance and in-class due to the small student base, these courses are used as substitutes for students in both programs. Therefore, the only substantial difference between the programs is that HIM requires *Health Information Systems Management* (HIM 302) and HSM requires *Management, Leadership and Decision-making* (HSM 306).

Learning Outcomes

Undergraduate Degree Level Expectations	Health Services Management Learning Outcomes (LOs)
1. Depth & breadth of knowledge	LO1a. Define, describe, and apply relevant policy concepts and theories to support decision making in the Canadian healthcare services environment.
	LO1b. Identify and describe management skills associated with core functions (human resources, governance and strategy) within organizations across the health services sector.
2. Knowledge of methodologies	LO2a. Assemble, interpret, and evaluate extant research to support evidence-based management in healthcare.
	LO2b. Read and interpret financial reports.
3. Application of knowledge	LO3. Collect, analyze and interpret quantitative and qualitative data to develop and effectively communicate evidence informed solutions to health service delivery problems
4. Communication skills	LO4a. Communicate in written form clearly effectively for health service management audiences.
	LO4b. Communicate in verbal form (presentations) effectively for health services management audiences.
5. Awareness of limits of knowledge	LO5a. Discuss and acknowledge knowledge gaps with respect to decision-making in healthcare services.
	LO5b. Recognize, describe and analyze the roles of ethics, diversity and equity in health services management.
6. Autonomy and professional capacity	LO6. Exercise initiative and demonstrate personal responsibility and accountability.

Current vs. Proposed Curriculum - The new 22-course curriculum will comprise 16 (72%) Core, 3 (14%) Upper Level Liberal Studies and 3 (14%) Open Electives.

Health Information Management (Current)	Health Services Management (Current)	Bachelor of Health Administration (Proposed)
<p>Level 1 - REQUIRED:</p> <p>ACC 100 Introductory Financial Accounting HIM 300 Managing Health Information Services HIM 301 Healthcare Information Analysis HIM 302 Health Information Systems Management HIM 408 Statistics for Health Services Managers HSM 301 The Healthcare Systems HSM 330 Managerial Epidemiology for Healthcare LAW 326 Law for Health Managers</p> <p>LIBERAL STUDIES:</p> <p>Two courses from Table B - Upper Level Liberal Studies.</p>	<p>Level 1 - REQUIRED:</p> <p>ACC 100 Introductory Financial Accounting HIM 301 Healthcare Information Analysis HIM 408 Statistics for Health Services Managers HSM 301 The Healthcare Systems HSM 305 The Management Cycle and Decision-Making HSM 306 Management Leadership and Decision-Making HSM 330 Managerial Epidemiology for Healthcare LAW 326 Law for Health Managers</p> <p>LIBERAL STUDIES:</p> <p>Two courses from Table B - Upper Level Liberal Studies.</p>	<p>Level 1 - REQUIRED:</p> <p>ACC 100 Introductory Financial Accounting HIM 301 Healthcare Information Analysis HIM 305 Introduction to Health Informatics HIM 408 Statistics for Health Services Managers HSM 301 The Healthcare Systems HSM 305 The Management Cycle HSM 330 Managerial Epidemiology for Healthcare LAW 326 Law for Health Managers</p> <p>LIBERAL STUDIES:</p> <p>Two courses from Table B - Upper Level Liberal Studies.</p>

<p>PROFESSIONALLY-RELATED: Two courses from Table I.</p> <p>Level 2 - REQUIRED:</p> <p>HIM 404 Introduction to Health Economics HIM 406 Practicum Seminar HIM 407*Practicum HSM 407 Healthcare Financial Management HSM 408 Program Planning and Evaluation HSM 417 Research Methodology HSM 437 Human Resources Management in Healthcare</p> <p>REQUIRED GROUP 1: One of the following:</p> <p>PHL 302 Ethics and Health Care PHL 444 Ethics in Health Services Management</p> <p>LIBERAL STUDIES: One course from Table B - Upper Level Liberal Studies.</p> <p>PROFESSIONALLY-RELATED: One course from Table I.</p> <p>* This course is graded on a pass/fail basis.</p>	<p>PROFESSIONALLY-RELATED: Two courses from Table I.</p> <p>Level 2 - REQUIRED:</p> <p>HIM 404 Introduction to Health Economics HSM 407 Healthcare Financial Management HSM 408 Program Planning and Evaluation HSM 417 Research Methodology HSM 418 Practicum Seminar HSM 419*Practicum HSM 437 Human Resources Management in Healthcare</p> <p>REQUIRED GROUP 1: One of the following:</p> <p>PHL 302 Ethics and Health Care PHL 444 Ethics in Health Services Management</p> <p>LIBERAL STUDIES: One course from Table B - Upper Level Liberal Studies.</p> <p>PROFESSIONALLY-RELATED: One course from Table I.</p> <p>* This course is graded on a pass/fail basis.</p>	<p>OPEN ELECTIVE: Two courses from Open Elective Table.</p> <p>Level 2 - REQUIRED:</p> <p>HIM 404 Introduction to Health Economics HSM 407 Healthcare Financial Management HSM 408 Program Planning and Evaluation HSM 417 Research Methodology HSM 418 Practicum Seminar HSM 419*Practicum HSM 437 Human Resources Management in Healthcare</p> <p>REQUIRED GROUP 1: One of the following:</p> <p>PHL 302 Ethics and Health Care PHL 444 Ethics in Health Services Management</p> <p>LIBERAL STUDIES: One course from Table B - Upper Level Liberal Studies.</p> <p>OPEN ELECTIVE: One course from Open Elective Table.</p> <p>* This course is graded on a pass/fail basis.</p>
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Note: Highlighted courses differ between the HSM and HIM curricula.

Implementation - The intent is for implementation to begin in Fall 2020. Students will be informed by email and on the program website following Senate approval. Communication with UPO confirmed that the most sensible approach to achieving efficiencies is to close the smaller program (HIM) and retain the HSM program as revised. It is acceptable to label the program as a BHA.

For students currently in HSM and HIM, the default policy will be that students follow the program in place when they first enrolled. Due to the need to rationalize course offerings, core courses in what will be the “old” curricula may not be offered as frequently, or at all during the transition. In both cases SHSM will address this by providing course substitutions.

HSM students - *Management Leadership and Decision-making* (HSM 306) will no longer be in the core. Given the need for rationalization, it is unlikely we will continue to offer this course after the changes. Therefore, SHSM have gained approval from the Chair, Human Resources, to allow SHSM students to access their course, *Leadership* (MHR 604) which will serve as a substitute. MHR 604 has a prerequisite, *Organizational Behaviour* (MHR 405), which is not in the HSM curriculum. However the Chair Human Resources has provided assurance

that they will allow HSM students who have taken HSM 305 or HIM 300 (core courses in the BHA) to access MHR 604 during the transition period. MHR is offered regularly, in class and by distance, through CE.

HIM Students - SHSM will stop offering CHIM 302 due to its low enrolment. Current HIM students will be allowed to substitute HIM 305, which is in the new curriculum, for HIM 302. HIM 305 will be offered at least twice a year so will be more accessible than HIM 302 is only offered once a year.

Most of the program courses are already on Open Electives Tables. SHSM will separately act to place additional courses on the Open Elective table so students can take these electives if they are interested.

Program Advisory Council - SHSM discussed this plan with its Program Advisory Council on January 16, 2019. One concern raised was brand inconsistency, since the School of Health Services Management would offer a Bachelor of Health Administration program. However, members did agree that a BHA is more universally recognized by the industry and employers.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: (1) *that Senate approve the discontinuation of the Health Information Management program, and, (2) that Senate approve the modifications to the Health Services Management program.*

B. DEPARTMENT OF HISTORY – New Minor in Middle East and North Africa Studies

The Department of History proposes a Minor in Middle East and North Africa Studies, to be implemented in the 2020-2021 Undergraduate Calendar. The Minor will offer students knowledge about an area of critical importance internationally while recognizing that area's interconnections with diaspora communities within our country.

1. Overview

The the MENA Studies Minor fulfills a growing student demand for a focus on the often-misunderstood and understudied MENA region. The Department of History has been offering courses in the field of MENA Studies with great success in the past years, both program courses (HIS 461, HIS 462, HIS 559, HIS 561, HIS 957) and Liberal Studies (HST 506, HST 522, HST 777, HST 786, HST 788), which have proven to be very popular with students not specializing in History. The first courses in Arabic were introduced in 2014 and enrolment is steadily increasing. The demand for courses on the MENA region continues to grow as does the expectation for a MENA Studies Minor.

The proposed minor will be supported by an enhanced culture of research and teaching through the Ryerson MENA Studies Centre, launched in 2015. This is a multi-disciplinary research centre based in the Faculty of Arts but with affiliated faculty members from across the University who are working on projects related to the MENA region or its Diasporas. The development of a MENA Studies Minor alongside the growth and expansion of the Ryerson MENA Studies Centre affords an exciting opportunity for collaborative teaching and research in multi-disciplinary MENA Studies at Ryerson.

2. Objectives of the MENA Minor

- To provide students with a well-rounded knowledge of a region central to an understanding of the contemporary world
- To provide students with an understanding of diasporic communities from the MENA region in Toronto and beyond and, ideally, to promote student and faculty engagement with those communities
- To build on and enhance existing courses with a MENA focus that are being offered throughout the university and to link these diverse courses thematically

- To provide a course of study that enhances the students' knowledge of cultural diversity and their awareness of globalization
- To provide a course of study that enhances the students' international knowledge and outlook
- To provide faculty and students with better opportunities for multi-disciplinary research in MENA Studies

3. Learning Outcomes

- Students will acquire a well-rounded knowledge of the MENA region, its peoples, its geography, its histories, its cultural activities, its politics, and its sociocultural diversity.
- Students will be able to demonstrate an understanding of the sociopolitical climate of the MENA region with reference to colonialism, neocolonialism, imperialism, orientalism, cultural and religious pluralism, racism, and systemic inequality.
- Students will develop an understanding of the complex relationships between the MENA region and its diasporic communities, including those in Canada.
- Students will be able to apply academic research methods to the study of the MENA region and its cultures from a multi-disciplinary perspective.

4. Curriculum

To achieve a Minor in Middle East and North Africa Studies, students must complete six (6) of the following courses:

Minimum of one (1) to a maximum of two (2) of the following language courses:

- ARB 101 Introductory Arabic I
- ARB 201 Introductory Arabic II
- ARB 301 Intermediate Arabic I
- ARB 401 Intermediate Arabic II
- ARB 402 Arabic Conversation and Pronunciation
- ARB 501 Advanced Arabic I
- ARB 601 Advanced Arabic II

(Note: In Fall 2019, all Arabic courses will become available for students in Engineering. Speakers of vernacular Arabic are eligible to enroll in ARB 501 and 601.)

Minimum of one (1) to a maximum of two (2) of the following courses:

- ACS 220 Ideas that Shape the World: Middle Ages
- HIS 461 The Near East to 600 CE
- HIS 462 Introduction to the Islamic World
- REL 215 Introduction to Judaism
- REL 225 Introduction to Islam

Minimum of two (2) to a maximum of four (4) of the following courses:

- ENG 623 Film/Literature: Middle East, North Africa
- FRS 606 Franco Literature: Middle East, North Africa (taught in English)
- GEO 522 Geography of the Middle East
- GMS 695 Middle Eastern Business Environment
- HIS 559* Ancient Egypt
- HIS 561 The Ottoman Empire
- HIS 957 Senior Seminar V: Middle East
- HST 506* The Ancient Egyptian World
- HST 522 The Middle East: 1908 to the Present
- HST 777 Medicine from Antiquity to 1500 CE

HST 786 Science and Technology in Islamic History
HST 788 Water Use in History
PHL 622 Classical Arabic Philosophy
PHL 639 Medieval Philosophy
SOC 885 Women and Islam

*HIS 559 and HST 506 are antirequisites. Only one of them may be used to fulfill the minor requirements.

5. Statement of Consistency with Minors Policy

The Minor in MENA Studies consists of six courses that provide a coherent and cohesive path of study focusing on the MENA region, its peoples, its cultures, its Diasporas, and its relationships with other countries, including Canada.

6. Description of Constraints

For the most part, the courses that make up the curriculum of the MENA Studies Minor have no prerequisites. The courses from English, Geography, Global Management Studies, History, Philosophy, Sociology, and Languages, Literatures and Cultures have been approved by the respective Department Chairs. Only Engineering students will have difficulty gaining access to the minor, largely because their program has limited access to electives due to accreditation requirements.

Because minors must provide breadth in relation to the student's program, it will be necessary to impose some restrictions. Students may use a maximum of two (2) courses in any given discipline (indicated by course code) as credits toward the Minor in Middle East and North Africa Studies. This means that students are limited to two (2) History courses (HIS and/or HST). There is precedent for this type of restriction in the Public Relations Minor that allows Journalism students and Professional Communication students to take no more than two courses coded JRN and CMN respectively. Furthermore, the MENA Studies Minor includes a strong selection of electives from areas other than History, which will make the minor easily accessible even to History majors despite this restriction.

7. Delivery Plan

The MENA Studies Minor would be readily available to students from almost all programs at Ryerson, given that eighteen of the courses, including six of the Arabic courses, are Liberal Studies courses. In addition, seven of the courses appear on the Open Elective table and are thus available to a large number of students from a range of programs. Many of the courses are also offered through the Chang School, including all the Arabic courses.

8. Resource Plan

We do not foresee an unreasonable increase in demand on current resources since the minor is built on pre-existing courses, most of which run regularly and with consistently healthy enrolments.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the new Minor in Middle East and North Africa Studies.*

C. SCHOOL OF HOSPITALITY AND TOURISM MANAGEMENT AND SCHOOL OF CREATIVE INDUSTRIES – New Minor in Events and Live Entertainment Management

The School of Hospitality & Tourism Management and the School of Creative Industries propose a Minor in Event and Live Entertainment Management, to be implemented in the 2020-2021 Undergraduate Calendar. The Minor provides the opportunity for students to enhance their professional knowledge and career marketability to pursue employment related to events and live entertainment within their given industry.

1. Overview and Rationale

Event and Live Entertainment Management is a profession that is experiencing a surge in body of knowledge, professionalization and employment opportunities. The surge in interest and interdisciplinary nature of events make the field a highly relevant to a University that prides itself on relevance and inventiveness across a spectrum of industries.

The School of Hospitality and Tourism Management (HTM) has been a leader in event education since 1996 with the introduction of event-related courses. The School now offers three courses and all are available on the open elective table. The event courses are the most popular elective courses offered by HTM with 300+ enrollment over three different courses in the 2017-18 year.

Table 1. *HTM Event Course Enrollments*

Course	2016-17		2017-18	
	Enrolled	Non-HTM	Enrolled	Non-HTM
HTT 605 Business Aspects of Incentive Travel	67	9%	59	20%
HTL 503 Meeting and Convention Management	115	18%	88	20%
HTT 607 Event Management	219	52%	202	55%

A Minor in Events and Live Entertainment Management will introduce students to the knowledge and skills essential to creating, developing and delivering an event. While the modern process of Event and Live Entertainment Management is established as a form of project management, it also encompasses different domains of knowledge and skill making a rather unique set of interdisciplinary skills. Such skills include the administration, design, marketing, operations and risk related to the planning and execution of an event.

The popularity of events and entertainment management is supported by the number of colleges offering programs. Presently 19 Ontario colleges offer event planning programs. However, no institute of higher education in Canada offers event planning as a bachelor’s degree and, furthermore no universities offer it as a minor in conjunction with a business program. Yet, in the United States based on a search of www.bachelorsportal.com, more than 30 universities offer a bachelor’s degree in event management (e.g. Auburn University, University of Nevada, Ohio University, & University of Central Florida).

The proposed Minor would be the first inter-faculty (TRSM + FCAD) minor within the university. The collaboration related to the creation of the minor will also be a catalyst for increased SRC activity between the faculties. The launch of the Creative Industries program at Ryerson in 2013 has exceeded expectations. Recognizing such a program has limited space for enrollment and is exclusively available within the FCAD program, the minor will provide students from outside FCAD with concentrated exposure to both the creative and business side of events and live entertainment.

2. Curriculum

The minor will consist of 6 one-semester courses. All courses except for HTT610, RMG922 and SOC202 are listed on the open elective table. To receive this Minor, students must complete six (6) courses from the following curriculum:

Required courses (2)				
Course Code	Course Title	Semester	Enrolled	Prerequisites
<u>CRI 500</u>	Project Management ^{CI Prof Table1}	W18	23	None
<u>HTT 610</u>	Business of Events and Entertainment ^{HTM T1 - *1}	W19	60	None

Plus four (4) of the following:				
Course Code	Course Title	Semester	Enrolled	Prerequisites
<u>CMN 288</u>	Promotional Comm and Social Media <small>on 23 tables</small>	F17/W18	196/119	None
<u>CMN 305</u>	Strategic Public Relations in Prof Comm <small>Open Elective</small>	F17/W18	125/121	Multiple ³
<u>CMN313</u>	Organization Report Writing	F17/W18		None
<u>CRI 430</u>	Canadian Media Entertainment Industries <small>Open Elective</small>	F17	41	None
<u>CRI 530</u>	Talent Management <small>CI Prof Table I&II</small>	F17/W18	58/41	None
<u>CRI540</u>	Marketing the Creative Industries			
<u>CRI 620</u>	Concert and Festival Management <small>CI Prof Table I&II</small>	F17/W18	53/35	None
<u>CRI 840</u>	Management of Soft Innovation	F19	-	None
<u>HTL 503</u>	Meeting and Convention Management <small>Open Elective</small>	F17	88	None
<u>HTT501</u>	Casinos: the Good, the Bad and the Ugly <small>Open Elective</small>	F17/W18	42/38	None
<u>HTT605</u>	Business Aspects of Incentive Travel <small>Open Elective</small>	F17	50	None
<u>HTT607</u>	Event Management <small>Open Elective</small>	W18	202	None
<u>MKT100</u>	Principles of Marketing <small>Open Elective</small>	F17/W18	1033/1754	None
<u>RMG922</u>	RMG 922 Retailing 2.0: Social Media Marketing	?		RMG 200
<u>SOC202</u>	Popular Culture			None
<u>SOC932</u>	The Entertainment Industry			Multiple ^{*4}

*1 HTT610 starting with the 2019/20 year will be an open elective and offered online in the fall, winter and spring.

*2 CRI500 starting in 2019/20 year will be an open elective and offered in both the fall and winter semesters.

*3 CMN305 prerequisites: CMN100 or CMN114 or CMN124 or CMN200 or CMN201 or CMN207 or CMN279 or CMN300 or CMN373 or THM200 or Direct Entry.

*4 SOC932 prerequisites: SOC 103 or SOC104 or SOC105 or SOC107 or SOC202.

Rationale for required courses

HTT610 - Business of Events and Entertainment is positioned as a required course for several reasons. (1) As an introductory events course it provides students with a broad spectrum of different types of events ranging from business and sports to non-profit and festivals. (2) It introduces students to the domains of knowledge and skills required. (3) It provides students with a number of communication based projects whereby they learn about different types of events and profile organizational factors. (4) From a practical perspective the course will be an online course taught by CUPE faculty during the fall, winter and spring/summer semesters allowing for easy access by students. The course was taught for the first time in W2019.

CRI 500 - Project Management is positioned as a required course because the most important and common skill across all spectrums of events and live entertainment management is project management. Event and live entertainment are typically organized into discrete projects or shows that have a defined start and finish that require the coordination of multiple different stakeholders. At present this course is only taught one semester per year, but with the increased demand based on the minor, it will be taught in both the fall and winter semesters.

Elective Courses. As the demand for courses grow, we will approach other faculties to consider adding specialty courses to the fit the curriculum. As an example, courses related to Entertainment Law or Stage and Production would be a good fit.

3. Description of Constraints

The only students that will not be able to take the minor are the students from the School of Hospitality and Tourism Management and School of Creative Industries.

4. Delivery Plan

Only 3 of the proposed elective courses for the minor have prerequisites. This makes the minor widely available to students from different programs across the university.

Resource Issues. The most important resource issue related to a minor is the availability of the courses for the school. Our plan to share the development of the minor between two schools plus work with other schools for relevant electives, makes for a lot of accessibility for students.

Accessibility Issues. At this time, the Group A required courses for the minor are only taught once per year. Both programs plan to have the two required courses taught two times per year starting in the 2020/21 academic year. With regards to the four courses from Group B, we expect that we will have anywhere from 9-16 courses for students to choose from per semester.

Governance and Administration. The Minor in Events and Live Entertainment is an interdisciplinary minor, and would be administered solely by the School of Hospitality and Tourism Management. The School of Creative Industries would be consulted with respect to any proposed curricular changes.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the new Minor in Events and Live Entertainment Management.*

D. FACULTY OF LAW – Grading variation for the Juris Doctor program

In the proposal for the Juris Doctor program submitted to the Academic Standards Committee in 2016, it was recommended that the initial policies and practices related to grades, GPA and academic standing follow general Ryerson policies and practices.

This document presents a limited set of recommended variations that would apply to this program in time for its launch in September 2020. These recommendations are based on an analysis of policies at 10 selected comparator law schools across the country, including: Dalhousie, Osgoode, Western, UBC, Windsor, Toronto, Ottawa, Lakehead, McGill and Queen's.

Each of the six recommendations below is accompanied by a brief rationale based on an analysis of the policies at the other schools. At this juncture, it is recommended that variations from general Ryerson policies be kept at a minimum. As the new Faculty of Law hires faculty and staff, and as the teaching of the program's first cohorts is undertaken, added variations may be introduced on the basis of the Faculty's own experience.

Policies at comparator schools may differ from the relevant university's general policies in the following ways:

- 1) unique letter grade scale (linking percentage ranges to each letter grade)
- 2) unique GPA calculation parameters (a possible exact percentage associated with each letter grade)
- 3) Formal grade distribution parameters (possible mandated distribution of final letter grades)
- 4) formal late policy (mandated percentage reductions for late submission without reasonable explanation)

- 5) parameters for graduating with distinction (whether this category will be used, and if so what specific requirements)
- 6) conditions for passing individual courses/entire years in the program

Below are the recommendations, each with an associated rationale.

1) Unique Letter Grade Scale

Recommendation: That the Juris Doctor program employ Ryerson's existing grade point scale.

Rationale: The scales used by comparator schools differ significantly from one another, with two schools (Western and Windsor) utilizing a system identical to Ryerson's.

2) Unique GPA Calculation Parameters

Recommendation: That the Juris Doctor program employ Ryerson's current GPA calculation parameters.

Rationale: Only a few comparator schools (Osgoode and Windsor) present specific calculation parameters. Most follow the parameters utilized by their university.

3) Formal Grade Distribution Parameters

Recommendation: That the Juris Doctor program NOT include formal grade distribution parameters within its initial set of grading policy variations.

Rationale: Only two comparator schools (Osgoode and UBC) present formal grade distribution parameters.

4) Formal Late Policy

Recommendation: That the Juris Doctor program NOT include any formal late policy in its initial set of grading policy variations.

Rationale: Only three comparator schools (Dalhousie, UBC and Toronto) incorporate a formal late policy.

5) Graduating with Distinction

Recommendation: That the Juris Doctor program NOT include any option for graduating with distinction in its initial set of grading policy variations.

Rationale: Only three comparator schools (Ottawa, Toronto, and Western) have such a category. McGill used to, but ceased doing so. This relates to the culture of community-building the program hopes to build within each cohort as they go through the program, and so there is not undue emphasis on academic grades, especially during the last year of the program when students are selected for their professional placement.

6) Conditions for Passing Individual Courses/Entire Years

Recommendation: That the Juris Doctor program introduce the following conditions related to passing individual courses/entire years, which is adapted from the language used by Lakehead's law school:

To satisfy the requirements for the JD degree a student must maintain an overall average of 60% throughout the three years, have passed all required courses, including the professional placement, and passed five elective courses in the program.

Definition of Failed Course - Under the Faculty of Law regulations a failed course is any course (regardless of credit weight) where the student obtained a final grade of less than 50% before being given an opportunity to complete a special examination (if applicable) at the discretion of the Faculty Academic Standing Committee.

Definition of Failed Year - A student is deemed to have failed the year if: (1) the student has failed two or more courses in a given year; or (2) the student attained an overall average of less than 60% in all courses taken in the year; or (3) the student has failed a course after special examinations (if applicable) have been given.

Passing First Year - To progress to second year, a first year student must have: (1) an overall average of 60% in all twelve courses (including the two bootcamps) in the first year program and not have failed any course; or (2) if the student has one failed course, the student may complete a special examination (if applicable) at the discretion

of the Faculty Academic Standing Committee. The student must obtain a pass (50%) in order to clear the failed course. The special examination grade (if applicable) will then be used to calculate the student's overall average. The student must have an overall average of 60% to progress to second year.

Passing Second Year - To progress to third year a second year student must have: (1) have an overall average of 60% in all twelve courses (including the two bootcamps) in the second year program and not have failed any course; or (2) if the student has one failed course, the student may complete a special examination (if applicable) at the discretion of the Faculty Academic Standing Committee. The student must obtain a pass (50%) in order to clear the failed course. The special examination grade (if applicable) will then be used to calculate the student's overall average. The student must have an overall average of 60% to progress to third year.

Passing Third Year - To graduate, a third year student must have: (1) have an overall average of 60% in all six courses (including the bootcamp) in the classwork semester of the year and successfully completed the professional placement; or (2) if the student has one failed course among the six in the courses in the classwork semester, the student may complete a special examination (if applicable) at the discretion of the Faculty Academic Standing Committee.

Rules Governing Students Who Have Failed A Year - A student who has failed a year is eligible to apply for re-admission to the Faculty of Law. The student's application to be re-admitted will be recommended by the Academic Standings Committee of the Faculty based upon academic grounds. Any application for re-admission must be dealt with prior to the start of the year of studies. A student who is allowed to repeat a year and fails a second time in the law program will not be allowed to continue in the JD program.

A student who has failed the first year of the program must repeat all first year courses. A student who has failed the second year of the program must repeat all second year courses. A student who fails the coursework semester of the third year must repeat all courses except for elective courses in which a minimum mark of 60% was attained. A student who fails the professional placement must repeat it before graduating. No student may repeat more than one year of the program.

Students in the Juris Doctor program are excluded from all probationary entitlements held by other Ryerson students pursuing undergraduate or graduate studies.

Rationale: Most of the comparator schools have language similar to that employed above.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the grading variation for the Juris Doctor program.*

E. For information: Addendum to the Medical Physics two-year follow-up report for Periodic Program Review

This addendum addresses the requirement outlined in the Academic Standards Committee's assessment of the two-year follow-up report submitted by the Medical Physics undergraduate program in 2018, and provided for information to Senate in December 2018:

As a follow up to the Academic Standards Committee's review (November 2018), the program is required to provide to the ASC, by no later than June 30, 2019, a summary of the results of an employer survey.

Below is a summary of actions, with timelines, that were taken to this end:
February 2019:

- Contacted the Ryerson Alumni Office and obtained the list of 107 Medical Physics alumni with their contact information. Created an online Google inquiry form to request employer contact information from alumni.
- Contacted the Ryerson Co-op Office and obtained a list of our program's 4 current co-op placement supervisors.

March 2019:

- Received responses from 16 alumni with contact information of 4 employers.
- Created an employer survey questionnaire
- The survey was sent out to all 8 employers (4 employers and 4 co-op placement supervisors).

April 2019:

- Sent a reminder to all 8 employers and co-op placement supervisors.
- By the end of April 2019, we received only one completed survey form from one employer. The single survey result is, in overall, very good and demonstrates a very positive experience that the employer has had with our alumni as an employee.

The Academic Standards Committee noted the lack of response and recommends the program continue to work on making connections with its employer community - perhaps through the Program Advisory Council to build industry relationships, and also to consider different methods of data gathering (e.g., telephone calls rather than online surveys) in the future for employer feedback.

Respectfully Submitted,

Kelly MacKay, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

Donna Bell, Secretary of Senate

Kelly MacKay, Chair and Vice-Provost Academic

Anita Jack-Davies, Office of the Vice President, Equity and Community Inclusion

Bettina West, Director, Curriculum Quality Assurance

Ann Marie Singh, Faculty of Arts, Criminology

Dale Smith, Faculty of Arts, English

Gavin Adamson, Faculty of Communication and Design, Journalism

Robert Clapperton, Faculty of Communication and Design, Professional Communication

Thomas Tenakate, Faculty of Community Services, Occupational & Public Health

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

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

Donatus Oguamanam, Faculty of Engineering & Architectural Science, Mechanical & Industrial Engineering

Miranda Kirby, Faculty of Science, Physics

Foivos Xanthos, Faculty of Science, Mathematics

Horatio Morgan, Ted Rogers School of Management, Global Management

Mary Han, Ted Rogers School of Management, Entrepreneurship and Strategy

May Yan, Library

Linda Koechli, Chang School of Continuing Education

Dalia Hanna, Chang School of Continuing Education

Jacob Circo, Student

Fahim Khan, Student