

## REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2021–5; June 2021

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

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

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

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

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

### SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE ELECTRICAL ENGINEERING PROGRAM

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Dean’s Response:** no response

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

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

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

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

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

**Dean’s Response:** no response

**As proposed by the program in the self-study:**

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

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

**IMPLEMENTATION PLAN**

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

<p><b>Priority Recommendation 2:</b> Create common lab courses, or “lower years engineering design projects”, where semester-long or year-long extended lab projects will support multiple courses.</p>
<p><b>Rationale:</b> Our student survey identified a weakness in creativity and open-ended design along with a disconnect between various courses and their content. By creating a “Lab Studio” we can create and offer lab projects (rather than experiments) that draw on the various courses taken during the academic year (and previous) instead of having individual stand-alone lab experiments for each course.</p> <p><b>Objective:</b> This recommendation will allow for students to have a better grasp on how the components of various classes fit together in an overall design. For example, a Lab Studio could have as a project a more interesting, involving and practical project that requires knowledge that is taught in the lecture component of numerous courses in the term and/or academic year.</p>

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

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

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

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

**Timeline:** 2018/19 academic year

**Responsibility for leading initiative:** Department Chair

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

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

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

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

**Actions:**

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

**Timeline:**

2018/19:

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

2019/20

- formally integrate into courses

**Responsibility for leading initiative:** Department Chair, Program Director

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

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

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

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

**Actions:**

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

**Timeline:**



Fall 2018

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

Winter 2019-

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

**Responsibility for leading initiative:** Program Chair/Director

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

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

### **Recommendation**

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

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

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

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

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

#### **Current Co-op Calendar:**

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

Year 4	6th Semester	<b>WKT 601</b>	<b>WKT 602</b>
Year 5	7th Semester	8th Semester	

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

**Proposed Co-op Calendar:**

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

In addition, the program proposes to:

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

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

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

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

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

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

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

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

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

### **Recommendation**

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

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

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

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

### **SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE BUSINESS MANAGEMENT PROGRAM**

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

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

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

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

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

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

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

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

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

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

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

2. Updated alumni survey.

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

**Start date of next Periodic Program Review:** 2026-27

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

### **As proposed by the Reviewing Team:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

report.

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

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

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

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

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

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

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

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

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

## IMPLEMENTATION PLAN

**Overall Program Recommendations:**

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



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

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

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

### Major-Specific Recommendations:

#### Economics and Management Science

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

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

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

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

**Actions:**

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

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

**Responsibility for leading initiative:**

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

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

**Entrepreneurship**

<b>RECOMMENDATION AND IMPLEMENTATION PLAN</b>
<b>Recommendation #1</b> - Introduce a required Entrepreneurship and Innovation course to all Majors.
<b>Rationale:</b> As the self-study report clearly identifies, Learning Objectives 2g (explain key concepts and theories of innovation and unfinished and the stages in launching and growing a business) and 9a (demonstrate entrepreneurial orientation by working proactively and independently to promote

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

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

**Actions:**

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

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

**Responsibility for leading initiative:** Department Curriculum Committee

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

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

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

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

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

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

**Responsibility for leading initiative:** Department chair, with Curriculum Committee

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

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

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

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



<ol style="list-style-type: none"> <li>3. September 2020: Final decision by Department Faculty on new courses to be offered</li> <li>4. December: Faculty submit detailed course outlines for review by the Curriculum Committee</li> <li>5. January 2021: Approval of the new courses by Department Council</li> <li>6. March 2021: Final documentation of proposed calendar changes</li> <li>7. April 2021: Bring changes to UCC</li> <li>8. Implement for 2022/2023 academic year</li> </ol>
<b>Timeline:</b> Complete by Spring, 2021 in time to request calendar change for the 2022/2023 academic year.
<b>Responsibility for leading initiative:</b> Department Curriculum Committee
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Department Council, UCC, Dean, Standards Committee, Registrar

### Law and Business

<b>RECOMMENDATION AND IMPLEMENTATION PLAN</b>
<b>Recommendation #1</b> - Move LAW534 into 3 <sup>rd</sup> year (and BUS223 into 2nd) and make LAW204 a prerequisite for LAW534.
<b>Rationale:</b> Identified as desirable in PPR in order to build skills successively.
<b>Objective:</b> To ensure that all Law & Business majors acquire the preliminary legal methodological skills <i>before</i> engaging in substantive upper year law courses.
<b>Actions:</b> <ul style="list-style-type: none"> <li>• <i>Discussed by Curriculum Committee during F2019</i></li> <li>• <i>Ratified by Department Council during F2019</i></li> <li>• <i>To be approved by UCC and Faculty Council</i></li> </ul>
<b>Timeline:</b> This is aimed to be in effect for the 2021-2022 academic year
<b>Responsibility for leading initiative:</b> <i>Chair</i>
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Law and Business Department; TRSM's Undergraduate Curriculum Committee; TRSM Faculty Council; Senate.
/
<b>Recommendation #2</b> - Create a new, required course – LAW5XX – integrating legal and ethical frameworks & reasoning.
<b>Rationale:</b> Identified as desirable in PPR in order to further LO3 and LO4, which involve integration of ethical/social and legal thinking.
<b>Objective:</b> To ensure that all Law & Business majors acquire a sophisticated understanding of the differences and overlap between ethical and legal obligations of business.
<b>Actions:</b> <ul style="list-style-type: none"> <li>• <i>Discussed by Curriculum Committee during F2019</i></li> <li>• <i>Ratified by Department Council during F2019</i></li> <li>• <i>To be approved by UCC and Faculty Council</i></li> </ul>
<b>Timeline:</b> This is aimed to be in effect for the 2021-2022 academic year
<b>Responsibility for leading initiative:</b> <i>Chair</i>
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Law and Business Department; TRSM's Undergraduate Curriculum Committee; TRSM Faculty Council; Senate.

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



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

## Marketing Management

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

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

## Real Estate Management

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

<p><b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Undergraduate Curriculum Committee (both Department and Faculty levels), the Faculty Senate and the Dean's Office.</p>
<p><b>Recommendation #2</b> - The REM Department is to cover and emphasize in more depth and breadth real estate topics from international markets and perspectives</p>
<p><b>Rationale:</b> By definition, real estate is an international topic. The wealth attached to real estate assets (homes, commercial properties and financial securities such as mortgages and secondary mortgage markets) is the largest by a substantial margin over the second largest asset category all over the world. Further, financial crises tend to correlate internationally with the dynamics of the real estate assets and markets. Thus, the REM Department will provide more depth and breadth on international topics.</p>
<p><b>Objective:</b> See the rationale. Provide the REM students with a worldview and offer some degree of readiness to them for careers and opportunities all over the world.</p>
<p><b>Actions:</b> The REM Department will update course contents to cover more depth and breadth in international topics and introduce an elective course with a focus on international real estate markets and topics. In the long run, there may be a few highly specialized elective or required courses on international real estate topics.</p>
<p><b>Timeline:</b> 2021</p>
<p><b>Responsibility for leading initiative:</b> Department Chair and/or Chair of the Curriculum committee and the instructors teaching the courses with a need for content update and the instructor who will develop the elective course.</p>
<p><b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Undergraduate Curriculum Committee (both Department and Faculty levels), the Faculty Senate and the Dean's Office.</p>
<p><b>Recommendation #3</b> - The REM Department is to design and introduce opportunities for students to learn in some depth about indigenous cultures and to appreciate their special relationships with land and environment.</p>
<p><b>Rationale:</b> This recommendation relates to the University's objective to embrace indigenous communities as well as its sharp focus on equity and diversity issues. This recommendation endorses the REM Department's recognition that embracing indigenous cultures is an important matter for TRSM and Ryerson University and the community at large.</p>
<p><b>Objective:</b> To embrace indigenous cultures and be a leading academic platform to address educationally the indigenous communities' real estate management practices, concerns and approaches in their fullest and broadest scope.</p>
<p><b>Actions:</b> The REM Department has already begun to engage in this topic and will extend its efforts and initiatives to be able to implement a comprehensive approach to this matter. The REM Department has been represented on the committee, tasked with building initiatives on indigenous communities and their visible and equitable representation within TRSM. The Chair of the REM Department is also meeting individually with some leading members of the indigenous communities. Further, one of the REM students is currently travelling to the Arctic communities, registered in REM805, the special topics course, and tasked, among others, with a report on the land use and real estate management issues in these communities. The department will benefit from this report in identifying topics of interest to the department. The Department aims to introduce a brand new course into its curriculum and recruit a colleague, who has indigenous heritage.</p>

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

### Recommendation

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

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

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

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

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

- Honours Bachelor of Business Administration (Lazaridis/Laurier)

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

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

**Recommendation**

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

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

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

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

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

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

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

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

### **Recommendation**

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

### **F. TRSM – Marketing Management – Curriculum modifications**

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

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

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

Analysis of the courses taken by recent graduating classes (as supplied by the Registrar's Office) reveals that, on average, students in the Marketing Management major elect to take three of the maximum four marketing elective courses permitted, in addition to the eight required MKT courses<sup>2</sup>. Other TRSBM majors currently require students to complete between 13 and 15 professional required + professional elective courses in their respective programs. With a current minimum requirement of only eight professional MKT courses in the major, the Marketing Management program structure does not align closely with other TRSBM majors.

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

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

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

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

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



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

**Summary of Proposed Revisions** - The revised curriculum structure incorporates the following changes:  
1. Semester 4 – Change from a selection of one course from the TRSBM P-R Table 1, with restrictions from GMS522 and any MKT courses, to a selection of one course from the Open Electives table, with restrictions removed.



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

### Recommendation

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

### G. TRSM – Economics and Management Science – Curriculum modifications

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

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

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

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

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

#### Proposed Calendar entries for 3<sup>rd</sup> and 4<sup>th</sup> year (changes highlighted):

5 <sup>th</sup> semester	6 <sup>th</sup> semester
ECN 301 Intermediate Macroeconomics I	ECN 600 Intermediate Macroeconomics II

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

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

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

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

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

#### Distribution of Elective Types in the EMS Major

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

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

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

**Current Work Term Sequence for EMS Co-op Stream:**

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

**Proposed Work Term Sequence for EMS Co-op Stream**

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

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

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

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

## **Recommendation**

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

### **H. Chang School – Certificate review for Food Security**

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

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

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

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

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

### **Required courses (Select 3 courses\*)**

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

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

**Electives (Select 3 courses\*\*)**

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

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

**SWOT Analysis**

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

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

## **THREATS**

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

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

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

### **Recommendation**

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

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

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

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

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

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

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

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

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

Required courses (Select 2 courses\*)

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

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

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

Electives (Select 4 courses)

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

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



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

**SWOT Analysis**

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

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

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

**Recommendation**

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

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

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

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

#### **Proposed Changes:**

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

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

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

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

CINT 922 Intro to Aboriginal Worldviews (required)

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

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

CVSW 932 Aboriginal Knowledges in Practice (elective)

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

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

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

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

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

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

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

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

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

### Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends:  
*That Senate approve the certificate modifications to Aboriginal Knowledges and Experiences – Chang School*

### K. Chang School – New certificate in Fashion Innovation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Recommendation**

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

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

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

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

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

**Learning Outcomes** - The Learning Outcomes of the program are:

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

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

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

**Required Courses**



CCYC 405 Therapeutic Foundations

CCYC 406 Therapeutic Life-Space

**Required Experiential Courses**

CVCY 300 Experiential Learning 1

CVCY 400 Experiential Learning 2

**Course Descriptions**

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

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

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

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

Prerequisite: CVCY 300 Experiential Learning 1

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Recommendation**

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

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

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

Respectfully Submitted,

Kelly MacKay, Chair for the Committee

### ASC Members:

Charmaine Hack, Registrar  
 Donna Bell, Secretary of Senate  
 Kelly MacKay, Chair and Vice-Provost Academic  
 Denise O-Neil Green, Vice President, Equity and Community Inclusion  
 Bettina West, Director, Curriculum Quality Assurance  
 Amy Peng, Faculty of Arts, Economics  
 Dale Smith, Faculty of Arts, English  
 Gavin Adamson, Faculty of Communication and Design, Journalism  
 Robert Clapperton, Faculty of Communication and Design, Professional Communication  
 Eric Liberda, Faculty of Community Services, Occupational & Public Health  
 Ian Young, Faculty of Community Services, Occupational & Public Health  
 Jurij Leshchyshyn, Faculty of Engineering & Architectural Science, Architectural Science  
 Amirnaser Yazdani, Faculty of Engineering & Architectural Science, Electrical, Computer & Biomedical Engineering

Miranda Kirby, Faculty of Science, Physics

Gagan Gupta, Faculty of Science, Chemistry and Biology

Farid Shirazi, Ted Rogers School of Management, Information Technology Management

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

Graham Hudson, Faculty of Law

May Yan, Library

Linda Koechli, Chang School of Continuing Education

Dalia Hanna, Chang School of Continuing Education

Julia Spagnuolo, Student

Kavin Nguyen, Student