

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2022–3; Apr. 2022

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

- A. FOS – Discontinuation of the Undeclared Science Program Option
- B. CHANG SCHOOL – Certificate Modification for Architecture
- C. CHANG SCHOOL – Certificate Modification for Fundraising Management
- D. CHANG SCHOOL – Certificate Modification for Project Management for Technical Professionals
- E. PERIODIC PROGRAM REVIEW – Early Childhood Studies – Faculty of Community Services
- F. *For Information:* CHANG SCHOOL CERTIFICATE – Revision (March 2022)

A. FOS – Discontinuation the Undeclared Science Program Option

Summary

The Faculty of Science introduced the Undeclared Science Program in 2008. It was a one-year entry option offered to students to introduce them to all our common science programs (Biology, Chemistry, Contemporary Science, Mathematics and its Applications and Medical Physics) in first year by taking the foundational courses before committing to a discipline. Since its inception the Mathematics and its Applications program was removed in 2013 from the common first year science platform and the Contemporary Science program was discontinued in 2019 and therefore the ability for students to select these options directly from the Undeclared Science platform is no longer available. Our other programs in FoS are not direct entry programs from the Undeclared option and students need to apply directly to transfer to Biomedical Sciences, Financial Math, Math and its Applications or the Computer Science programs.

This proposal provides a rationale for the discontinuation of the Undeclared Science program. To accompany this change, we propose the admissions numbers allocated to FoS for this option be reallocated to other Science programs.

Proposal

We propose to eliminate Undeclared Science as an option that students can choose when applying for admission to programs in FoS. This one-year option was designed to capture students that were unsure of which science program they wished to major in and therefore gave them an extra year to choose. However, this option is filled with only approx. 8% of the admissions to FoS. (Table 1) Furthermore, it is not a popular option (not very competitive) and therefore the GPA of students entering this option is often much lower than students directly entering other options which are very competitive (Table 2). This latter fact has resulted in disproportionately more undeclared students being in academic peril at the end of first year than in the options it flows into. Students that are on probation, or worse, RTW, cannot be matriculated into the other programs, and are left without a home program or department. Of the students accepted in 2009/2010, less than half graduated (Table 3). Recent indications suggest that this outcome has not improved in recent years.

Table 1. Recent admissions targets for Undeclared Science: The table below shows that over the last 4 years 8% or less of the FOS overall admissions were Undeclared Science students.

Year	FOS Admission Target	Undeclared Science Target	Percent (%)
2016	824	65	7.89
2017	839	68	8.10
2018	850	68	8
2019	942	78	8.17
2020	1019	76	7.46
2021	1018	56	5.5

Table 2. Average entering average to Undeclared Science program and the various programs that the program feeds into.

Year	Undeclared Science	Biology	Chemistry	Medical Physics
2017	78.9	82.7	78.6	80.7
2018	80.3	84	79.9	80.3
2019	80.4	84.7	79.7	80.4
2020	80.4	85.6	84.4	82.0

Table 3. Outcomes for Undeclared Science students. The table below shows the outcomes of students (%) accepted into the undeclared science program in 2009, 2010 and 2014-2016 admission cycle.

Exit reason	F2009	F2010	F2014	F2015	F2016
Graduated	42%	48%	49%	59%	32%
Discontinued	26%	22%	22%	19%	23%
Dismissed	13%	7%	4%	7%	8%
Withdrew	13%	13%	12%	3%	15%
Transfer: BTM	-	2%	14%	7%	10%
Transfer: Engineering	3%	2%	-	-	-
Transfer: Food and Nutrition	-	2%	-	-	-

Therefore, we propose:

- 1) To remove the Undeclared Science one-year program from the application options to eliminate having students without a program at the end of first year,
- 2) Reallocate the Undeclared Science admissions targets to the other programs. Table 4 indicates the historic distribution of students to the downstream programs. Table 5 shows the proposed target number to other programs to maintain overall average admissions to FoS programs

Table 4. Undeclared Science students' destination programs within FOS*. Our analysis of which programs within FOS Undeclared Science students transfer to shows that their distribution, normalized to 100% is as shown in the table below (averaged over timespan of program).

Program	Undeclared Students transferred (%)
Biology	62.95
Chemistry	17.35
Medical Physics	14.65
others	5.05

*Will be discussed with admissions and based on average incoming GPAs on applications

Table 5. New Proposed admission targets for Biology, Chemistry, Medical Physics and Biomedical Science. Matriculated admissions from 2019-2021 and the proposed new targets for each program to maintain the overall admissions numbers.

Program	2019	2020	2021	Proposed*
Biology	172	182	192	192
Chemistry	83	75	65	72
Medical Physics	68	54	37	60
Biomedical Science	165	197	204	240
Undeclared Science	78	76	55	0
Total	566	584	553	564

*these numbers may change after our pending UPO consultation meeting

3.0 Outcomes and Implementation of Discontinuation of Undeclared Science Program

The outcomes of discontinuing this program will be:

- A) Admission for Fall of 2023, the option for Undeclared Science will no longer be available and admissions will be re-distributed (Table 6).

Table 6. Implementation schedule for discontinuation of Undeclared Science

Date	Task
Fall 2022	Last intake of undeclared students Admission numbers ~ 70
Fall 2023	Increase in admission numbers for other programs

- B) Students in the Common First-Year platform (Biology, Chemistry, and Medical Physics programs) will still have the option to transfer between those programs, thus maintaining the academic flexibility that was

supposed to make the Undeclared Science program attractive to strong students that were still unsure which STEM major they would ultimately study.

- C) This change will have no impact on the curricula of FoS programs. Student wishing to transfer to any other program in FoS not on the common platform will be able to do that using the current procedure.
- D) We envision that, by reallocating admissions targets from the discontinued Undeclared Science to programs that have a high ratio of applications to matriculations and a high cutoff admissions grade average, we will be able to admit better-prepared students to those programs.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this Discontinuation of the undeclared Science Option – Faculty of Science.***

B. CHANG SCHOOL – Certificate Modification for Architecture

Introduction and Rationale

It is being proposed that the Certificate in Architecture's curricula be updated to reflect the certificate's status as the only online (virtualized) certificate offered at the university level in Ontario that bridges the gap between labour market demand for Canadian born and non-Canadian born workers requiring Ontario university credentials to be employed and to be promoted in their profession as Building Science, Architectural Technologists and Architectural Technician professionals. The updated certificate structure (see below) directly responds to the needs of continuous learners by providing university credentialing that strengthens their ability to integrate into a socially progressive innovation economy and to meet labour market-driven demand for Building Science professionals including Architectural Technologists and Technicians, and for Architecture, Engineering, and Related Services' Professionals. Real estate, including residential and non-residential buildings, is in a growth trajectory in Ontario and Canada, with job postings increasing to 2,152 in the past year from 1,152.¹ The instructors, the Curriculum Committee and the Program Advisory Council unanimously support the updating of this certificate's curricula.

It is being proposed that select courses be deleted from the Certificate in Architecture, effective Fall 2022, that have low enrollment or are not technically advanced hand-drawing courses. These deletions will make room for the additions of technically advanced and sustainable building-oriented courses that will prepare university architecture degree graduates robustly for managerial, highly technical positions in the professions of architectural technologists and technicians.

Courses Deleted

- CKAR 103 Architectural Studio - Fundamental (Required)
- CKAR 300 Architectural Drawing (Required)
- CENT 500 New Venture Startup (Electives)
- CKAR 209 Digital Graphics for Architecture and Design (Electives)

The above deletions will be accompanied by the following technically advanced course additions.

¹ Burning Glass Labor Technologies

Course Additions

- CKAR 601 Building Science for Architectural Preservation and Conservation (Added as a Required Course)
- CKAR 215 Computer-Aided Architectural Drawing (Added as an Elective Course)

The following courses are being changed from elective courses to required courses to complete the new curriculum:

- CKAR 500 Sustainable Buildings
- CKAR 785 Building Info Modelling (REVIT)

Prerequisite Changes

The following course prerequisites are being changed to allow students to take two courses a term in order to complete the certificate faster. This has been asked for by students repeatedly. In addition, one of the prerequisite courses below is being deleted as previously mentioned in this memo. The other prerequisite course no longer exists. The prerequisite course structures being updated are as follows:

Current Prerequisites

- CKAR 205 Building Codes and Regulations
 - Prerequisites: CKAR 310 Materials and Methods or CKAR105
- CKAR 500 Sustainable Buildings
 - Prerequisites: CKAR 103 Architectural Studio - Fundamental and CKAR 310 Materials and Methods

The revised prerequisite course structure are as follows:

Revised Prerequisites

- CKAR 205 Building Codes and Regulations
 - Prerequisites: None.
- CKAR 500 Sustainable Buildings
 - Prerequisites: CKAR 310 Materials and Methods

A review of the 140 active certificate candidates', who registered since 2016/17 and have taken at least 1 course towards the certificate, records shows:

Course	Number of Students that Need to Complete
CKAR 103	110
CKAR 205	54 (45 of these student need 103)
CKAR 300	82 (29 of these students need 205,77 need 103)
CKAR 310	47 (34 of these students need 300, 27 need 205, 38 need 103)

Additionally, comparing the number of electives to the number of required courses certificate candidate's need to complete resulted in the following table:

# of Electives Needed.	Needs 4 Required	Needs 3 Required	Needs 2 Required	Needs 1 Required	Needs 0 Required
0	1	1	3	1	10
1	13	6	31	7	2
2	0	30	22	6	7
Count	14	37	56	14	19

Students who have not taken CKAR103 and/or CKAR300 will be given the options to move to the updated curriculum because these two courses are not in the updated curriculum.

Implementation Date

The requested implementation date is Fall 2022.

Current Certificate Structure

Required Courses

CKAR 103 Architectural Studio - Fundamental
 CKAR 205 Building Codes and Regulations
 CKAR 300 Architectural Drawing
 CKAR 310 Materials and Methods

Electives (select 2)

CENT 500 New Venture Startup
 CKAR 209 Digital Graphics for Architecture and Design
 CKAR 500 Sustainable Buildings
 CKAR 785 Building Info Modelling (REVIT)
 CTEC 210 Fundamentals of Project Management

Revised Certificate Structure

Required Courses

CKAR 205 Building Codes and Regulations
 CKAR 310 Materials and Methods
 CKAR 500 Sustainable Buildings
 CKAR 601 Building Science for Architectural Preservation and Conservation
 CKAR 785 Building Info Modelling (REVIT)

Electives (select 1)

CKAR 215 Computer-Aided Architectural Drawing
 CTEC 210 Fundamentals of Project Management

Recommendation

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

C. CHANG SCHOOL – Certificate Modification for Fundraising Management

Introduction

The Fundraising Management Certificate ranks 3rd within Community Services certificates and 20th for certificate programs Chang-wide. Analysis of the program, incorporating recommendations received via Joint Committee and student surveys as part of the January 2020 certificate review self-study, identified two changes to the program outlined to optimize marketability and address enrollment numbers, particularly in electives. Firstly, it is being proposed that a new certificate structure be implemented to bring the total number of courses down from 6 to just 5 courses.

Fundraising Management Certificate

The academic home of the Fundraising Management Certificate resides in The Chang School. The Chang School is an Approved Provider, through the Fundraising Management Certificate, for the Certified Fund Raising Executive (CFRE). Full participation in each course is applicable for 39 points in Category 1.B – Education of the CFRE International application for initial certification and/or recertification.

While the Fundraising certificate itself is viable and profitable, yielding approximately \$147K in contribution margin after overhead costs for CE over the past 5 years, there is a 50% drop off in enrollments for the electives after students take the required courses and a relatively high number of discontinuations. See **Table 1** for certificate student enrollments from 2014 through to the Fall semester of 2021.

Table 1 - Fundraising Management Certificate Student Enrollment

Course	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	Grand Total
CINP912 Marketing for Nonprofits [R]	26	22	28	24	20	25	32	18	195
CINT916 Introduction to Fundraising [R]	15	39	33	33	24	33	38	16	231
CVFM201 Operations of Fundraising [R]	28	37	18	33	8	25	19	15	183
CVFM202 Donor Centered Fundraising [R]	36	21	31	14	26	21	14	16	179
CVFM203 Fundraising Campaigns [E]	22	16	20	22	14	13	16		123
CVFM205 Data Analytics for Fundraising [E]							5		5
CVFM302 Entrepreneurial Fundraising [E]	27	15	23	9	13	7	20	2	116
CVFM303 Annual Giving Programs [E]	11	22		23	16	16	8	2	98
Total	165	172	153	158	121	140	152	69	1,130
[R]= required, [E]= elective									

Based on the results of the self-study review in January 2020 and with the objectives of increasing enrollment in electives, ensuring the program meets the needs of the target professional learners, the following changes are recommended:

- 1. Certificate structure, offering schedule and required online development**

Analysis of the certificate program as part of the January 2020 certificate review self-study included consideration of decreasing the number of required courses (from 4 to 3) and increasing the number of elective courses offered (from 3 to 5) to further promote and enhance certificate registration and graduation.

Feedback from students obtained through a survey conducted during the certificate review self-study (Appendix A), resulted in recommendations for improvement such as adding availability of online courses each semester or at the very least increasing frequency of offering beyond once per academic year, updating the required texts for courses and adding more video lecture material.

Since the certificate review was conducted, considering the impacts of COVID-19 and looking at enrollment figures, it has become apparent that offering additional choice in electives and keeping content options spread out across semesters where some courses are only offered once per year, may be posing a challenge for students to complete the program.

With these considerations in mind, we are proposing to reduce the number of courses in the certificate, to be able to offer the courses more frequently and enhance graduation rates.

It is therefore recommended that the certificate structure be updated from 6 courses to 5 required courses according to the changes outlined in **Table 2**.

Student transfer requests

It is further recommended students who wish to transfer to the new 5 course program from the discontinued 6 course program, who have 3 or more courses, be granted an exemption from the rule that they must register prior to completing 50% of the new program. It is noted that students who have 2 or fewer courses can transfer and still meet the 50% rule without having to request an exception.

Table 2. Certificate Structure Proposed Changes

<i>Required Courses</i>	<i>Proposed status in new structure</i>	<i>Proposed Delivery Schedule in new structure</i>	<i>Proposed Online Development</i>
CINP 912 Marketing for Nonprofits	Remove	NA	NA
CINT 916 Introduction to Fundraising	REQUIRED	Offer in FALL, WINTER and SPRING	Recently Developed
CVFM 201 Operations of Fundraising	REQUIRED	WINTER	Currently underdevelopment
CVFM 202 Donor Centered Fundraising	REQUIRED	SPRING (to be taken as last course)	Revise course title Redevelop for Spring 2023
<i>Electives (select 2)</i>			

CVFM 203 Fundraising Campaigns	<i>remove</i>	NA	NA
CVFM 205 Data Analytics for Fundraising	REQUIRED	FALL	Newly developed
CVFM 302 Entrepreneurial Fundraising	<i>remove</i>	NA	NA
CVFM 303 Annual Giving Programs	<i>remove</i>	NA	NA
CVFM 304 Fundraising Techniques	Add/ REQUIRED	FALL	Develop a new course for fall 2022 (combining content from 202, 303 and 302).

2. Proposed new course: code, title and description

CVFM 304 Fundraising Strategies (TBC)

This course explores all of the different ways donors can contribute to a charity. Topics covered include direct mail and annual giving programs, major gifts and fundraising campaigns, planned giving, and other forms of philanthropic investments. Students will also learn about campaign development, evaluation, stewardship best practices, fundraising volunteer recruitment, and other effective fundraising tools.

Current Certificate Structure

Required Courses

CINP 912 Marketing for Nonprofits
CINT 916 Introduction to Fundraising
CVFM 201 Operations of Fundraising
CVFM 202 Donor Centered Fundraising

Electives (select 2)

CVFM 203 Fundraising Campaigns
CVFM 205 Data Analytics for Fundraising
CVFM 302 Entrepreneurial Fundraising
CVFM 303 Annual Giving Programs

Proposed Certificate Structure

Required Courses

CINT 916 Introduction to Fundraising
CVFM 201 Operations of Fundraising
CVFM 202 Donor Centered Fundraising

Implementation: Fall 2022

Appendix A - Fundraising Management Certificate Survey Report - July 2019

Fundraising Management Certificate Survey Report

Summary of Findings

The survey of all students enrolled in 2 Fundraising Management courses in Spring term 2019 as well as current active Certificate students was carried out in May 2019. From 81 students invited to take the survey, 25 have partially or fully completed the questionnaire[#]. The results presented in this report reflect the findings from fully and partially completed questionnaires. Most respondents were either registered or were planning to register in Fundraising Management certificate program. Learning and updating existing skills as well as professional development were the leading enrolment drivers for students.

The respondents were largely satisfied with the program and have commended the curriculum, program relevance to their careers, and transferable skills gained. Online delivery options were also praised. Within the suggestions, respondents recommended including a digital fundraising course/materials, bringing a professional designation (CFRE) into the program, and focusing more on Canadian content vs. US or UK based. One comment noted heavy concentration on major gifts and less on “smaller” donors and “behind the scenes jobs”. Incorporating more real life examples in lectures was also suggested. A co-op opportunity or a job board would be beneficial to students.

While the curriculum practicality and relevance to industry were agreed on by nearly all respondents, career progression was rarely the outcome achieved as a result of this certificate.

The most positive aspects of the program includes the flexibility, combination of personal learning and reflection with technical knowledge, videos and interactive discussions, variety of readings, instructors, the assignments, and peers.

Within the suggestions for improvements, several students asked for a greater availability of online and on-campus courses, and one respondent would have liked more info about the workload prior to enrolling. Discussion board improvements, and more video lectures and visual examples of projects were also mentioned. One student criticized an instructor for their lack of preparedness.

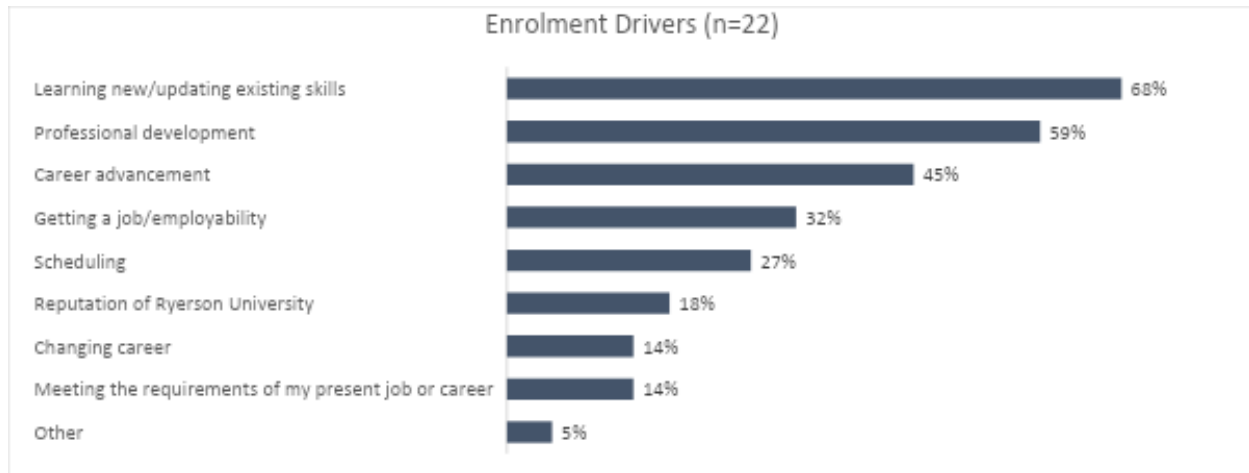
Registration Status

n=30	#	%
I am currently registered in Fundraising Management	12	40%
I intent to register in Fundraising Management	2	7%
I have no intention to register in any certificate**	13	43%
I am either registered or intend to register in a certificate other than Fundraising Management*	3	10%

[#]If selected, this option routed a respondent to a “thank you” page and excluded from the questionnaire.

^{**} A number of students who had no intention of enrolling in any certificate program did not complete the questionnaire (i.e., only partially completed).

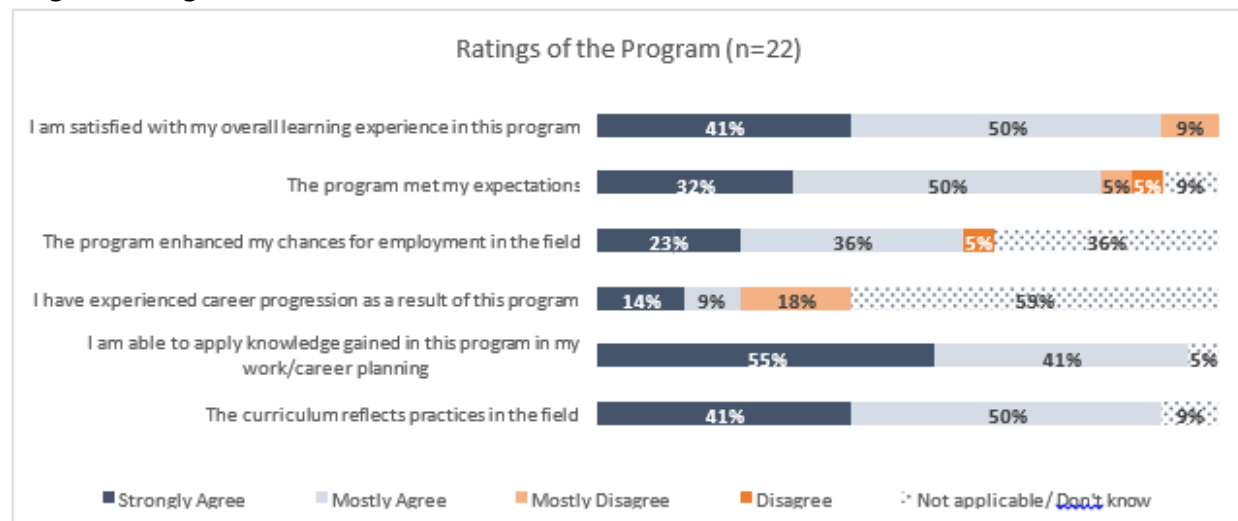
Enrolment Drivers



Other:

- *Online availability*

Program Rating



Student Comments: Program curriculum and its application to their career objectives

I'm only one course in, but quite a bit of the reading material is UK and US based as opposed to Canadian. Good content but I'd rather see more local content where possible.

Very good course!

Overall the certificate program has been great - I am working in the fundraising field even before I've finished the certificate.

I very much like the online format, so I can continue my career while building skills in the evenings and weekends.

Please allow for work experience to transfer to credits. Website said to email, but response was that work experience doesn't apply.

It gives a good solid base of knowledge and skills. As a certificate, it wouldn't be reasonable to expect further depth.

The only comment I have, which is probably due to the profession itself and not necessarily Ryerson's program, is the strong leaning towards Major Gifts style fundraising. While I really do understand that many fundraisers are drawn to that part of fundraising and that many jobs in the sector funnel people towards major gifts, my preference and personality are better suited to 'smaller' donors, writing, thank yous, and those types of more behind the scenes jobs. I also strongly believe fundraisers in general are a bit behind the times when it comes to digital fundraising! Ryerson should consider looking into having an entire course dedicated to online fundraising and the digital world we now live in. It is a very different style of fundraising and needs a different approach from direct mail and major gifts. These topics were touched upon but not heavily talked about in most courses.

I really enjoy the program so far, but I wish there was a job board or some way of connecting students with employers like a co-op in order to help us get our foot in the door in the professional door. The certificate is great and I do see value in my schooling, however, without a co-op opportunity attached to Ryerson University I know it will be really difficult to find a job after this (like every other discipline), so I would hope the school finds a way to have a co-op opportunity after the certification to help students find work where these skills are applicable.

I think the program is a good baseline for people. I have used the program as a way to confirm the knowledge I gained through working in the non-profit sector. There might be more opportunity to bring in details for a CFRE into the program, maybe even recommend how to achieve a designation.

I think for the most part, it has been a very good learning experience for me.

I appreciate that the curriculum provides skill sets that are transferable.

I find so far that the curriculum is well suited to the career objectives.

Too many discussion posts, more real life examples would have been nice

Reflection on the Program: Most Positive Aspects

So far good

Philanthropy

I've enjoyed being able to do it all online. As someone who works full time and has other after-work endeavors, the flexibility has been very necessary.

The two courses in which I am enrolled are my first but I intend to pursue the Fundraising Management certificate program, and have found the two courses extremely valuable for understanding aspects of fundraising at the small organization I work for. I can also see it helping me if I wish to pursue a career further and apply to other, larger organizations in the non-profit sector.

I liked the quizzes.

I am taking the introductory course right now and am loving the personal learning and reflection coupled with building technical knowledge. It is helping me apply what I am learning and to think about fundraising from a donor's perspective.

I have enjoyed courses that have a variety of readings (ie. not primarily a single textbook) and that require conversation between students

The faculty has always been wonderful! People with great experience and stories to share. Also, fellow students have been lovely to get to know, and the vast majority were also willing to share stores, tips, information, etc from their own careers.

The modules are positive. The assignments are good ways to start learning the professional processes in this field.

Learning that enhances my skills and knowledge.

The online courses have offered a range of teachings and all have different outlines and ways of learnings (essays, tests, groups work, etc.). It has been positive to build a network of people from a cross the country who can be resources for each other (including professors).

I think the videos and interactive discussion were the most positive, because it gave me a chance to get support from my peers and hear their thoughts as well.

The instructors have been phenomenal!

This is only my first course and as such, I feel as if I would need more experience in order to effectively answer this question.

The prof is awesome.

Suggestions for Improvements

More availability of online courses each semester. It would be nice to know that all classes could be completed in a 2 year window. Looking ahead it seems as though it will be a challenge to get all classes in

Everything seems alright

The only reason for not marking "strongly agree" on all has more to do with individual instructors than the program in its entirety. I've found that some courses, for example, require outdated texts (my very expensive and required marketing book was more than a decade old and talked about MySpace). During other courses it's clear that the instructor hasn't taken the time to look through the modules and make sure they're current (links don't work, due dates haven't been updated). For the amount I pay and the time I put into it, those details matter to me. Overall, however, I'm very happy with the certificate program and am glad I enrolled.

I completed my MSc online, and I was a little bit taken aback by the amount of deadlines and assignments for both the courses I am in. I would have loved more information about this work before signing up for two courses. In future, I will take only one.

A better method to the discussion boards. Many people seem to participate near the end of the week.

Offer courses on-campus a bit more often so the option of doing it 'live' is available.

Perhaps adding more video lecture material over the strict powerpoint style of module notes.

No. I am completely satisfied

The online course offerings are very spread out. It might be helpful to recommend an order or plan to offer the courses in a particular order to help people with planning. I will not be able to complete my program until 2020 as my last course is not available until Jan. I will have a term of taking no course as I have completed all others.

I think that story-telling is something I enjoy and so it would have been really nice to hear about past experiences, so that I can compare and contrast to my own experiences. It's always a fun way of learning.

It would be helpful if there were more visual examples of projects e.g. campaign plan

So far, I feel that more courses should be made available to students in order to complete the program within a 1 yr timeline. I found that the 900 series courses were not available in order to take the next set of courses. This set me back in terms of being able to keep on track to finish the certificate within a year

Demographic Profile

Gender		
	#	%
Female	17	81%
Male	4	19%
Age (n=22)		
20 to 24	4	18%
25 to 29	2	9%
30 to 34	6	27%
35 to 39	1	5%
40 to 44	3	14%
45 to 49	1	5%
50 to 54	2	9%
55 or older	1	5%
Prefer not to answer	2	9%
Education		
High school graduate	4	18%
College certificate	1	5%
College diploma	3	14%
Bachelor's degree	8	36%
University graduate certificate	1	5%
Master's degree	5	23%
Employment		
Working full-time	14	64%
Working part-time	6	27%
Studying full-time	3	14%
Studying part-time	10	45%
Doing something else (e.g., looking after dependents)	2	9%
Voluntary position/Co-op/Internship	4	18%

Place of Residence

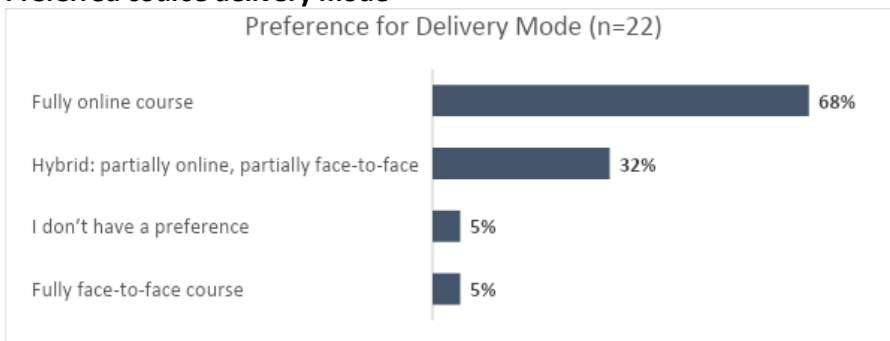
- *Aurora, Ontario*
- *Halifax, NS*
- *Hamilton*
- *Los Angeles, California, USA*
- *Milton*
- *Mississauga*
- *Toronto*
- *Winnipeg, MB*

Job Title

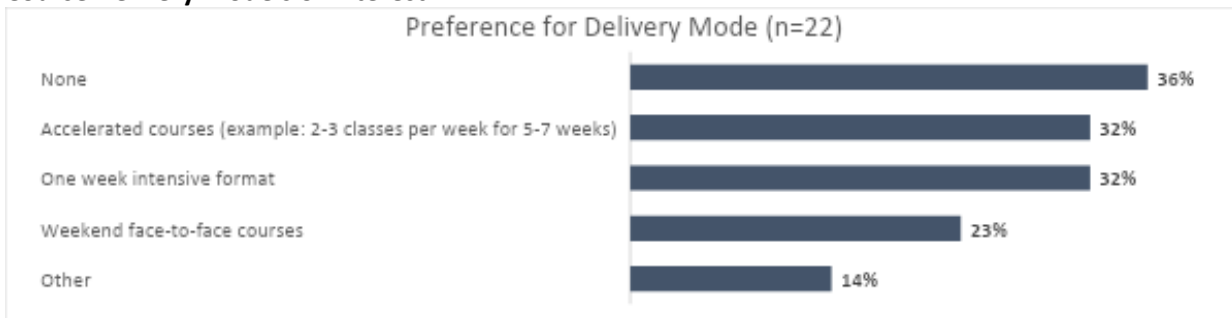
- *Development Coordinator*
- *Outreach program for seniors*
- *Coordinator, Individual Giving*
- *Program Manager*

- *Public Sector Manager*
- *Director of Education*
- *Designer and Marketing Coach (Freelance)*
- *Executive Director*
- *Philanthropic Gift Advisor*
- *Donor Advised Funds Specialist*
- *Event Executive*
- *constant observer at hospital*
- *Emergency After Hours Social Worker - Children's Aid Society (part time)*
- *Summer student job for the summer, admin ass. Studying full time in the school year*
- *Senior Manager, Cultural Services*
- *Copywriter and Residential Support Worker*

Preferred course delivery mode



Course Delivery Models of Interest



Other:

- *Distance Ed for me is only online, but some webinar type classes may be helpful*
- *I need fully online*
- *Weeknight courses*

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***That Senate approve the certificate modifications to Fundraising Management – Chang School.***

D. CHANG SCHOOL – Certificate Modification for Project Management for Technical Professionals

Introduction

We are proposing the repositioning of the course CKPM 217 *Agile Project Management* from the elective category to the required category.

Rationale

In addition to CTEC 210 *Fundamentals of Project Management*, we need to add CKPM 217 *Agile Project Management* as a second required course to ensure that we cover both predictive (traditional / waterfall) and adaptive (agile and hybrid) project management, based on the latest update to the *PMP Exam Content Outline*.

Current Curriculum Structure

Required Course

CTEC 210 Fundamentals of Project Management

Electives – Group A (select 3)

CKPM 123 Strategic Project Mgt (Tech Prof)
CKPM 203 Planning and Scheduling
CKPM 211 Leadership in Project Management
CKPM 212 Project Cost and Procurement Management
CKPM 216 Project Management Internship
CKPM 217 Agile Project Management
CKPM 220 Rescuing Failing Projects
CKPM 456 Enterprise Project Mgt (Tech Prof)

Electives – Group B (select 2)

CCMN 114 Short Management Reports
CCMN 432 Communication in the Engineering Professions
CDCE 400 Exploring Leadership Skills
CKSS 210 Lean Six Sigma Continuous Improvement
CKSS 211 Lean Six Sigma Sust Bus Enterprise
CMHR 405 Organizational Behaviour
CMHR 650 Management of Change

Revised Curriculum Structure

Required Course

CTEC 210 Fundamentals of Project Management
CKPM 217 Agile Project Management

Electives – Group A (select 3)

CKPM 123 Strategic Project Mgt (Tech Prof)
CKPM 203 Planning and Scheduling
CKPM 211 Leadership in Project Management
CKPM 212 Project Cost and Procurement Management
CKPM 216 Project Management Internship
CKPM 220 Rescuing Failing Projects
CKPM 456 Enterprise Project Mgt (Tech Prof)

Electives – Group B (select 1)

CCMN 114	Short Management Reports
CCMN 432	Communication in the Engineering Professions
CDCE 400	Exploring Leadership Skills
CKSS 210	Lean Six Sigma Continuous Improvement
CKSS 211	Lean Six Sigma Sust Bus Enterprise
CMHR 405	Organizational Behaviour
CMHR 650	Management of Change

Implementation Date

The requested implementation date is Fall 2022.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***That Senate approve the certificate modifications Project Management for Technical Professionals – Chang School.***

E. PERIODIC PROGRAM REVIEW – Early Childhood Studies – Faculty of Community Services

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 **Early Childhood Studies** 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 EARLY CHILDHOOD STUDIES PROGRAM

The Early Childhood Studies (ECS) program submitted a self-study report to the Vice-Provost Academic on June 14, 2019. The self-study presented the program description and learning outcomes, an analytical assessment of the program, and program data including the data collected from student, alumni and employer surveys, along with the standard University Planning data tables. Appended were the course outlines for all core required and elective courses in the program and the CVs for all faculty members in the Department of ECS and other faculty who have recently taught core courses (required and/or elective).

Two arm's-length external reviewers, Dr. Laurie Ford, Director, Early Childhood Education Programs and Director of Training Ph.D. Program, School and Applied Child Psychology, University of British Columbia, and Dr. Nathalie Rothschild, Director, Early Childhood and Elementary Education, Department of Education, Concordia University, were appointed by the Dean of Community Services from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a virtual site visit via video conferencing (Zoom) on February 22, 23 and 25, 2021.

The visit included meetings with the Provost and Vice-President Academic, Vice-Provost Academic; Dean, Faculty

of Community Services; the program Director, the periodic program review team, representatives from the Curriculum Committee, the Chief Librarian, and an additional library representative. The Peer Review Team (PRT) also met with several faculty members and staff of the Early Childhood Studies program, the Early Learning Centre (ELC) Manager, the Program Advisory committee, students and alumni.

In their report, dated April 6, 2021, the PRT provided feedback that describes how the Early Childhood Studies program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The PRT commended the program for developing a clear and detailed self-study report and appendices. The main areas of strength identified by the PRT include:

- **Engagement.** Through our meetings and through the documents shared with us, we can see very high levels of passion and engagement with the program. This was seen across all levels: faculty, students, staff, community members, alumni. There is a lot of pride in this program. The graduates are excellent ambassadors for the program in the field of early childhood, and the program is very well respected in the community and sector.
- **Reflective of Ryerson Mission.** It was highlighted during the PPR process that Ryerson has a very strong focus on experiential learning given its polytechnic roots, and that its location as an urban institution is advantageous in that it gives students the ability to connect with leaders in culture, business, government. The ECS program clearly reflects this mission, in terms of the diverse internship opportunities it offers students, the make-up of the program advisory committee, and its community partnerships.
- **Reflective of the Field of Early Childhood Studies.** The ECS program is very reflective of the field of early childhood in terms of the range of courses offered, the fact that it presents diverse perspectives on early childhood (i.e., developmental, sociocultural, etc.), the research profiles of its faculty members, the three lab schools, and the community partnerships. In this way, students get a very realistic picture of the field. The breadth of the curricular opportunities for students, including a wide array of practicum opportunities, is beneficial not only to more traditional undergraduate students but also those students from a less traditional pathway into university.
- **Strong Faculty and Support Team.** The ECS team is very strong. The faculty have active research programs in diverse and contemporary areas. There is a caring and supportive advising team. The staff are highly skilled and supportive, and clearly very appreciated by students and faculty. Both faculty and staff have strong and positive relationships with the students. Current students and alumni speak highly of the program faculty and staff.
- **Commitment to Diversity.** The ECS program appears to have a strong commitment to equity, diversity, and inclusion as well as indigeneity in multiple ways. This commitment is reflected in the diversity of students admitted; faculty research, teaching and service to the profession; new hires; and practicum placements. A diversity of theoretical perspectives throughout the curriculum, faculty teaching, and research, and practicum experiences is also valuable.

The self-study also identified areas of improvement, such as:

- **Program Sequence and Integration (Scope and Sequence of the Program).** There are many strengths to the program itself and breadth of course work offered. The reviewers also recognize that given the challenges posed by the COVID-19 pandemic in the last year, the curriculum committee has not been able to meet as frequently as it has in the past and through the interviews, faculty indicated that indeed work in this area was originally a goal for the past year. With this in mind, the reviewers strongly recommend that time be made and care taken to look carefully at how the program works together. As often happens, new courses come online, new instructors are hired, etc., and it can be difficult to make

time to step back and look at how everything works together while trying to run the program. We recommend time be spent examining the following:

- The scope, sequence, and overall integration of the program (what is taught where and why). Keep the overall plan and goals of the program at the forefront and make that clear not only to the core faculty but also the sessional instructors. Ensure that sessional instructors are clear where the courses they teach fit into the overall scope and sequence of the program. Consider both horizontal and vertical linkages across courses in the program, to identify overlap and gaps across coursework and identify a learning sequence where courses build on one another.
- While there are opportunities for instruction on professional writing in the program, the students indicated that this was often elective and not systematic. As part of the curriculum revisions, we suggest exploring ways to integrate systematic instruction in professional writing very early (first term) in the program and embed throughout the program. Scaffold the scholarly writing preparation throughout the curriculum to help students move to greater skill and independence.
- As a part of the work on scholarly writing, explore ways to be more strongly and systematically connected with the experiences available at the library early in the program and throughout.
- The students also raised a need to incorporate more information on supporting the mental health and social emotional learning needs of young children given the challenges faced by young children today. This could be incorporated systematically into core courses and/or through new coursework or electives with this focus.
- The students raised the need to look more critically at the expectations and requirements in each year of the program, as the third year seems particularly heavy. The reviewers could see how this may be a difficult year. As the curriculum revisions are completed, a critical eye in dispersing work load expectations more evenly throughout the program is suggested.
- There does not appear much opportunity in the curriculum for preparation on leadership and management in the field of early childhood. Given the current priorities in the sector, and student career interests, it might also be helpful to consider an additional elective course (perhaps in the upper levels) in this area for students wanting to pursue that career path in response to needs of the profession. For example, an advanced leadership course in place of one of the research methods courses for students who do not plan to pursue graduate study.
- **Faculty Hires, Core Faculty/Sessional Faculty Coordination, Access of Undergraduate Students to Core Tenure Track Faculty**
 - Given class sizes are increasing, there does appear to be a need for additional tenure track faculty. If there are additional hires, it is important to ensure they are connected not only with the the graduate programs but also through teaching in the undergraduate program.
 - There are strong sessional instructors in the program but students reported that they could complete the program with little or no contact with core tenure track faculty. Explore increased and systematic opportunities for students to learn from and engage with tenure track faculty. If there is not opportunity for core faculty to do more teaching in the undergraduate program, find creative ways to systematically connect undergraduate students with the core faculty in meaningful ways so they make connections through colloquia series, guest presentations/visits/lectures in other classes, community of practice models for larger classes with lectures and small group discussions sessions, etc.
- **Sessional Faculty Support.** Continue to explore useful meaningful work space for sessional faculty so they have private space to meet together and with students.
- **Efficiency and Clarity on Roles of Program Advisors and Staff Support**
 - There is a very strong staff team with different roles, including program advisors. Faculty and students spoke highly of their work and support. It may beneficial to use this time of PPR to look

carefully at and review roles and responsibilities. Ensure equity and not too much burden on any one or two staff members. Make sure that students are clear on the roles of different staff members and where to turn for advisement and support so as to again not over burden any one or two staff.

- The workloads are extremely heavy and the COVID-19 pandemic has added even more work to a highly skilled and hard-working team. As the program grows, these workloads will likely continue to grow. The reviewers perceive a need to explore some additional staff support (new hires) to better support the needs of the program faculty and students as well as the overall well-being of the staff team.
- Ensure that there is proactive mental health and wellness resources for staff along with ensuring they have opportunities for specific intervention and support when needed.
- **Other**
 - The information on the Program Advisory Council was impressive in the Self Study document, but the mission and clarity were less clear from the perspective of members at our session. This may be the result of COVID-19 and changing membership; however, perhaps it would be a good idea to look at the overall purpose of the group and ensure the members around the table are clear on their purpose and roles.
 - There was some mixed feedback on the opportunities for students to provide feedback on the program across the Self Study and our conversations with alumni and current students, with the latter indicating limited opportunities for feedback on the overall program while in the program. The PRT suggests this be carefully monitored to ensure that current students have an opportunity to provide feedback in a safe, systematic, and meaningful way.
 - The PRT suggests the program collect more consistent data on current students and graduates. This information is important and helpful in targeting applicants to the program and ensuring a diverse group of graduates. It can also be helpful in better understanding completion and/or attrition rates.

The Director of Early Childhood Studies submitted a response to the PRT Report on May 17, 2021. The response to both the PRT Report and the Program's Response was submitted to the Vice-Provost Academic by the Dean of Community Services on November 9, 2021.

The Academic Standards Committee completed its assessment of the Early Childhood Studies Program Review on March 17, 2022. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the implementation plan feedback from students, alumni, employers and peer reviewers, and outlined a comprehensive plan for program enhancements moving forward.

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

1. The mandated One-Year Follow-up Report be submitted by June 30, 2023 to include:
 - a. An update on the status of the recommendations in the Implementation Plan, including revisions to the program learning outcomes.

Presented to Senate for Approval: **April 5, 2022**

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

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

RECOMMENDATION 1a. *Program Sequence and Integration (Scope and Sequence of the Program)*. Maintain a clear sense of the overall plan and goals of the program so that all faculty (including sessional instructors) are clear about where courses they teach fit into the broader scope/sequence of the program.

Department's Response: Faculty in ECS agreed that this was important feedback and therefore we allocated time to discussing ways in which we could integrate sessional instructors more into our planning, which will require us to put associated costs in the budget (as sessional instructors are not paid to participate in this way within the current structure of the university and the CUPE collective agreement).

Dean's Response: The School agrees with the need to consider linkages across program courses including identifying overlap and gaps and developing a strong course sequencing. The School had been aware of this need and included its intention to engage in ongoing curricular review in the Self Study. The School's curriculum committee is moving forward with this plan.

The School acknowledges that integrating sessional instructors into planning is important, but that it comes with associated costs to support instructors to attend planning meetings (not work which is included in their current contracts).

RECOMMENDATION 1b. *Program Sequence and Integration (Scope and Sequence of the Program)*. Integrate systematic instruction in professional writing from the first term in the program and scaffold scholarly writing preparation throughout the curriculum.

Department's Response: We have set up a sub-committee to address writing, and the library will be consulted in support of proposed changes. The sub-committee will review the possibility of renewing a course in writing that has been included in previous years in the first year of the program.

Dean's Response: The School agrees and has established a curriculum sub-committee to build cohesion across the program, beginning with exploring how to best meet writing expectations. The sub-committee will consider integrating a writing course into the first year of the program.

RECOMMENDATION 1c. *Program Sequence and Integration (Scope and Sequence of the Program)*. More strongly and systematically connect with library services early in the program and throughout to support scholarly writing.

Department's Response: We have set up a sub-committee to address writing, and the library will be consulted in support of proposed changes.

Dean's Response: The School and the curriculum sub-committee looking at writing expectations will consult with the library in support of any proposed changes.

RECOMMENDATION 1d. *Program Sequence and Integration (Scope and Sequence of the Program)*. Incorporate content on supporting the mental health and social/emotional learning needs of young children

into the curriculum through integration into existing coursework or through the development of new (elective) courses.

Department's Response: We agree that it is important to think of new ways to consider the wellness of our students, and that embedding reflection opportunities and support into the program is a positive idea. While some faculty have engaged in this kind of initiative, we could expand this with guidance from beyond our school so that we are considering mental health and wellness in new, embedded ways.

Dean's Response: The School agrees that this is an important curricular area and notes that some faculty have engaged in initiatives to embed reflection and support opportunities into their courses. The School notes that this could be expanded to be considering issues of mental health and wellness in new ways.

RECOMMENDATION 1e. Program Sequence and Integration (Scope and Sequence of the Program). Disperse workload expectations and requirements more evenly across the curriculum to avoid a heavy third year in particular.

Department's Response: In terms of the third year being more difficult than others, we would like to know more from the reviewers, if possible. If more detail about aspects of the third year curriculum could be provided, they would inform the questions and focus groups that we could carry out among our students to identify concrete areas for change. For example, is it related to overlapping assignment dates among different courses, the nature or impact of placement, specific courses in combination or the number of required courses?

Dean's Response: The School was not clear about the source of the heavy workload in the third year of the program. In order to address this concern, the School is considering focus groups with students to better understand the nature of the problem (overlapping assignment dates, nature or impact of the third year placement, combination of specific courses, etc.).

RECOMMENDATION 1f. Program Sequence and Integration (Scope and Sequence of the Program). Consider the addition of an advanced leadership course in place of one of the research methods courses for students who do not plan to pursue graduate study but who would benefit from preparation in leadership and management in the field.

Department's Response: The ECS faculty understand that the research methods sequence can be challenging for some students, but we wish to respond to this concern as well as to the suggestion of incorporating a leadership course in the place of one of our research courses. First, while our degree program enables our graduates to register with the College of Early Childhood Educators of Ontario (CECE), it is also an academic program with the requirement to interpret research. Even from the CECE's perspective, there is a need to be able to engage with research in the practice of ECE:

The CECE's Code of Ethics and Standards of Practice "sets out the professional knowledge, skills, values and expectations applicable to all [registered early childhood educators] RECEs" (p.4). RECEs are legally obligated to follow the Code of Ethics and Standards of Practice. The expectation is that RECEs maintain currency by engaging in research is illustrated by several standards of practice (see Standards 1 through 4C available on their website: <https://www.college->

ece.ca/en/Documents/Code_and_Standards_2017.pdf

The CECE's standards of practice highlight why it is important that students in our program complete research courses, as it is an expectation that as RECEs they will continue to engage with research to ensure that their practice is based on the most current evidence in the field.

While leadership courses are important for RECEs who wish to pursue a management career, the focus of the standards of practice is that RECEs "understand the value of reflective practice and leadership development" (p. 14). Professional development that enhances leadership can be undertaken once our students graduate from the program. Community colleges offer post-diploma (degree) certificate programs related to early childhood management/administration. Community colleges also offer Honours Bachelor of Early Childhood Leadership programs degrees.

Because of the many academic courses that are built on theory and research in the program, being able to consume this material requires a high level of understanding, both in learning about research methods (Research I) and in carrying out a student-driven research project (Research II). In this way, Research II provides experiential learning through the design and carrying out of a research project, which is in line with the university's priority in experiential learning. Our school is not alone in this need to balance professional knowledge building with academic and research knowledge building - 7 of the 9 schools in the Faculty of Community Services have 2 or more research course requirements. Our program enables all of our graduates to go on to being reflective educators, graduate students or professionals in a range of child-related fields with the foundational knowledge of how to consume, interpret and apply research-based knowledge. We believe that when the reviewers have this broader context they will understand the need to retain our current research curriculum, as delivered in both of our research methods courses as well as its embedded nature throughout our curriculum. To address the suggestion of having a professional leadership course, we wish to highlight that many of our students will not pursue a career as an Early Childhood Educator, nor will they be qualified with a bachelor's degree to act in a leadership role in the field. For those students who wish to pursue leadership in the field after gaining valuable experience working as an RECE, they will be well served by a certificate in leadership at that time.

Dean's Response: The School did not accept this recommendation. They confirm that while their program enables a professional registration (with the College of Early Childhood Educators of Ontario), it is also an academic program with the goal of teaching students to interpret research. The School is committed to balancing professional and academic/research knowledge building within the program. The School will retain their current research methods curriculum which they believe enables graduates to become reflective educators, graduate students or professionals in a range of fields. The School responded that professional development to enhance leadership may best be pursued once students graduate from the program. They indicate that students wanting to pursue leadership in the field will be better served by a certificate in leadership or other post-diploma or degree programs related to early childhood management/administration. The Dean's Office supports the School's focus on research methods as core to the curriculum.

RECOMMENDATION 2. Faculty Hires, Core Faculty/Sessional Faculty Coordination, Access of Undergraduate Students to Core Tenure Track Faculty. There is a need for additional tenure-track faculty based on increasing class sizes. In the event of new hires, ensure they are involved in undergraduate teaching. Explore increased

and systematic opportunities for students to learn from and engage with tenure-stream faculty. If tenure-stream faculty cannot do more teaching in the undergraduate program, find other routes to connect students and faculty in meaningful ways (colloquia series, guest lectures in classes, etc.).

Department's Response: We are unclear on the reviewers' suggestion that we ensure that tenure track faculty are not only engaged in graduate teaching, but also in undergraduate. Our confusion lies in the fact that many new tenure stream faculty do not teach in the graduate program in their first year, but even if they do, their course requirements pre-tenure are to teach $\frac{3}{4}$ courses in the undergraduate program. Perhaps there was a misunderstanding of our workloading model. We appreciate the acknowledgement here that with increasing enrollments over the years, that our tenured faculty complement has not grown in proportion to that increase. We are indeed aware that students may graduate from our program with little to no experience with

tenure-track/tenured faculty. We are somewhat concerned about the point made on limited opportunities for the core faculty to teach in the undergraduate program, because in fact they do, but yes, there are not enough contact-hours with the current number of core faculty to reach all of our students. We completely agree with this assessment and would like to be able to increase hires in the school of core faculty, particularly since Ryerson University ranks 19th of the 21 Ontario universities in faculty to student ratios

<https://www.rfanet.ca/wp-content/uploads/2021/05/Ryerson-University-student-to-faculty-ratio-2006-20..pdf>.

Dean's Response: The School agrees that their tenure-stream faculty complement has not grown in proportion to increased enrollment and is aware that students may graduate from ECS with little or no experience with tenured or tenure-stream faculty. They recommend hiring 2-3 additional (non-replacement) RFA faculty, with a focus on hiring racialized faculty.

As part of the university's response to the TRC a number of Indigenous-focused positions were added across the university, and ECS received a new (non-replacement) .5 tenure-stream position (shared with Child and Youth Care). This position has been filled by an Indigenous scholar. ECS additionally hired a Black scholar in July 2021, although this is not a new position (replacement hire).

The Dean's Office understands that many departments and programs in the university sector are experiencing the need for a greater number of tenure-stream faculty. Given the constrained fiscal times, it is unlikely that additional faculty positions will be provided from the university in the next few years. Given this, PRT report's suggestions of ways to ensure greater contact between undergraduate students and tenure-stream faculty could be helpful to the School in meeting this goal in the immediate future.

RECOMMENDATION 3. *Sessional Faculty Support.* Explore meaningful work space for sessional instructors so they have a private space to meet with students.

Department's Response: Thank you for thinking about our sessional faculty and the important role that they play in our school. As mentioned above, we do wish to take your suggestion of incorporating them into planning through including paid time for them to attend faculty strategizing meetings in our budget, and also to looking and advocating for more space for them to work and to meet with students privately.

Dean's Response: The School agrees and appreciates the important role sessional instructors play in the School.

In addition to finding ways to include instructors in program planning, the School is advocating for more space for instructors to meet privately with students.

The Dean's Office recognizes the need for private meeting spaces for instructors and students. As a result of tremendous growth over the last two decades, Ryerson is facing a space crisis that impacts all levels of the university.

The Dean's Office will work with ECS to continue to advocate for space for sessional instructors to meet with students.

RECOMMENDATION 4. *Efficiency and Clarity on Roles of Advisors and Staff Support.* Review the roles and responsibilities of the staff team to distribute work equitably across the team and to ensure students know where to turn for advising and support. The workload for staff (enhanced by the pandemic) is heavy and growing and increased staff positions to better support faculty and students are needed. Ensure proactive mental health and wellness resources for staff.

Department's Response: Thank you for thinking of our very dedicated staff members, and yes, there is absolutely no question that they have been overburdened due to COVID. We are always looking for clarity in their roles and how best to communicate that, and I as Director of the school take your feedback very seriously and have begun discussions on how to define and log work that is being done, identify gaps and ensure that we all work together to lessen load. This may help to identify ways in which potential new hires could fill those gaps. Your suggestion speaks not only to protecting our staff from burnout and supporting their wellness, but it also speaks to the very real issue of retention. I think that the suggestion to clarify to students is critical, as well. This year we began to create FAQs and refer students to not only the right person for a given matter within the school, but beyond it. We will continue to think of ways to make this information not only clear and readily available, but redundant through multiple modes of communication that are relevant to our students (e.g., D2L Brightspace notifications, Twitter, and others). You also suggest that there be proactive mental health and wellness resources for staff and we look to the university and its leadership in this area, as formal measures, time off for working extra hours during the pandemic, sessions offered through the university and other initiatives will go a long way to supporting our hard-working staff.

Dean's Response: The School understands that clarity on staff roles and communicating this transparently is important. The School Director has begun the process of logging work, identifying gaps and spreading work across the team. The School has created FAQs to help refer students to the appropriate staff, both within the School and beyond. The School looks to the university for mental health and wellness support for Staff. The Dean's Office supports the School to continue encouraging staff to use the university's resources. Over the course of the pandemic, the university has increased its attention to and offering of support through Mental Health and Wellbeing.

RECOMMENDATION 5a. *Other.* The Program Advisory Council (PAC) could be more clear about their role and purpose.

Department's Response: Thank you for your feedback on your meeting with the Program Advisory Council, and we regret that the membership has just changed recently and that indeed, we must clarify the roles within the

council for clarity. We are very privileged to have these many voices contributing to our program, and we look forward to meeting them within the coming months and getting their input on the many changes that we hope to continue with as we move forward with our curriculum, and with your recommendations.

Dean’s Response: The School acknowledges that membership on the PAC had changed immediately prior to the PRT site visit, and that they are looking forward to working with the PAC to clarify roles as they make curricular changes and respond to the PRT report

RECOMMENDATION 5b. Other. Ensure that students have the opportunity to provide feedback about the program in safe, systematic and meaningful ways.

Department’s Response: Regarding the opportunities for student feedback, we completely agree and during our May meetings we discussed the importance of yearly surveys and focus groups to constantly have input on our program and on our student needs. We will also think through, and consult on, ways to provide new forums for our students to share in which they will feel supported, but in which faculty and staff may not be present. We will also work in partnership with our Course Union, the student representatives, towards establishing new ways to raise student voices.

Dean’s Response: The School agrees and has discussed the importance of yearly surveys and focus groups. They are planning on creating new forums for students to share feedback in supportive ways. They are working with the Course Union to establish ways to raise student voices.

RECOMMENDATION 5c. Other. Collect more consistent data on current students and graduates to aid in targeting applicants to the program and ensuring a diverse group of students.

Department’s Response: No Department-specific response was given.

Dean’s Response: The Dean's Office supports, where possible, the collection of data to inform School practices, especially with the goal of identifying communities to target for outreach and to ensure an ongoing diverse group of applicants to the School. The Dean's Office also recognizes that this work is often beyond the capacity of Schools who are already overburdened with administrative work.

IMPLEMENTATION PLAN

RECOMMENDATION AND IMPLEMENTATION PLAN
Recommendation # 1
Recommendation: Hire more full-time faculty
Rationale: Identified as a need in faculty SWOT. This will support the development of a doctoral program and will enhance capacity for nonteaching tasks and initiatives
Objective: Hire 2-3 additional (non-replacement) RFA faculty, especially those representing ethno-racial minorities - in particular from Indigenous groups

<p>Actions:</p> <ul style="list-style-type: none"> • Advocate for positions with the Dean • DHC to develop appropriate recruitment materials and strategies to attract suitable candidates • Review CV, short-list, interview, select and appoint
<p>Timeline: July 2021: .5 FTE non-replacement Indigenous hire was completed. 2022-23: 2-2.5 additional non-replacement hires.</p>
<p>Responsibility for leading initiative: Director and DHC Chair</p>
<p>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean</p>

<p>Recommendation # 2</p>
<p>Recommendation: Collect, communicate, and facilitate more career options for students</p>
<p>Rationale: Identified as a need in NSSE by students: the shift from ECE to ECS broadens curriculum and focus, but more opportunities are needed for student to learn about career options reflected in this change.</p>
<p>Objective: Enhance graduates' employment opportunities</p>
<p>Actions:</p> <ul style="list-style-type: none"> • Seek guidance from other Schools / Universities • Develop and maintain appropriate databases • Offer advisory and referral services • Work more closely with Ryerson's Career and Co-op Centre
<p>Timeline: Starting in Fall 2021. Ongoing monitoring and evaluation to be conducted</p>
<p>Responsibility for leading initiative: Program Director</p>
<p>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean</p>

<p>Recommendation # 3</p>
<p>Recommendation: Conduct ongoing curriculum review</p>
<p>Rationale: Curriculum mapping exercise, students' focus groups, and study by Dr.Berman pointed to need for ongoing curriculum review</p>
<p>Objective: Review curriculum for gaps, overlaps, coherence, and rigour</p>

<p>Actions:</p> <ul style="list-style-type: none"> • Faculty to collectively identify priorities and responsibilities • Individual faculty members to identify areas of interest (e.g. Field Education, writing skills), methodology for review, timelines and resources needed • Procure internal resources to examine specific aspects of the curriculum, conduct study & report back to faculty for curriculum revision
<p>Timeline: Starting in May 2021.</p>
<p>Responsibility for leading initiative: Chair of Curriculum Committee</p>
<p>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Chair / Director of School</p>

<p>Recommendation # 4</p>
<p>Recommendation: Develop a doctoral program in ECS</p>
<p>Rationale: Identified in faculty SWOT; need for appropriately qualified instructors, researchers and policy advisors; raising profile of work with young children and families</p>
<p>Objective: Write the proposal for the doctoral program</p>
<p>Actions:</p> <ul style="list-style-type: none"> • Build on current LOI initiative by Dr. Langford & Berman to write a full proposal • Seek support from with the Ryerson community (student, colleagues and administrators), and other organization (e.g. Colleges, the College of ECEs and other stakeholders) for the proposed program
<p>Timeline: LOI submitted 2019. Full proposal by Fall 2022- Spring 2023.</p>
<p>Responsibility for leading initiative: Dr. Berman and other interested faculty</p>
<p>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Director of School & Faculty Dean, YSGS</p>

<p>Recommendation # 5</p>
<p>Recommendation: Develop a plan for recording, sharing, reviewing and celebrating excellent teaching</p>
<p>Rationale: Teaching and its quality is currently conceptualized/assessed/recorded/shared etc. in very limited ways. ECS faculty, including RFA and CUPE instructors, are well- positioned to expand the scope of this work.</p>
<p>Objective: To develop processes for recording, sharing, reviewing and celebrating teaching within the School; to create a model for other schools to consider</p>

<p>Actions:</p> <ul style="list-style-type: none"> • Set up a school committee for Teaching (as for SRC, Curriculum etc.) to define its mandate, prepare and present a plan, report on progress etc. • Work with the Teaching Chair in FCS • Work with the Learning and Teaching Office • Recognize and celebrate excellence through nominations for teaching awards
<p>Timeline: Begin work in Winter 2022 and report progress to faculty at the end of the academic year</p>
<p>Responsibility for leading initiative: Departmental Curriculum Committee</p>
<p>Responsible for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Chair/Director of School</p>

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 Early Childhood Studies, Bachelor of Arts – Faculty of Community Services.***

F. For Information: CHANG SCHOOL CERTIFICATE – Revision (March 2022)

- i) Certificate in Nursing and Interprofessional Healthcare Leadership and Management: Course Deletion (Elective)

Respectfully Submitted,

Kelly MacKay, Chair for the Committee

ASC Members:

Robyn Parr, Interim Registrar

Donna Bell, Secretary of Senate

Kelly MacKay, Chair and Vice-Provost Academic

Marcia Glasgow, Office of the Vice President Equity and Community Inclusion

Jason Lisi, Director, Curriculum Quality Assurance

Andrea Migone, Faculty of Arts, Politics and Public Administration

Andrew Hunter, Faculty of Arts, Philosophy

Christopher Gibbs, The Creative School, Creative Industries

Abhay Sharma, The Creative School, Graphic Communications Management

Eric Liberda, Faculty of Community Services, Occupational & Public Health

Diane Pirner, Faculty of Community Services, Nursing

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

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