

## REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #F2021–1; October 5, 2021

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

- A. PERIODIC PROGRAM REVIEW – Civil Engineering – Faculty of Engineering and Architectural Science
- B. TRSM – Discontinuation of the Business Technology Management Direct Entry program
- C. TRSM – Discontinuation of the Part-Time Retail Management program
- D. FCS – Admission changes to the Part-Time Social Work program
- E. ARTS – Department of English – New Interdisciplinary Minor Program in Black Studies
- F. FCS – Midwifery Education Program – Exception to Senate Policy #2: Program Balance
- G. FCS – Occupational Health and Safety Two-year Degree Completion Program – Exception to Senate Policy #2: Program Balance
- H. FCS – Occupational Health and Safety Two-year Post-Baccalaureate Degree Program – Exception to Senate Policy #2: Program Balance
- I. FCS – Occupational Public Health Two-year Post-Baccalaureate Degree Program – Exception to Senate Policy #2: Program Balance
- J. FCS – Urban and Regional Planning Two-year Post-Baccalaureate Degree Program – Exception to Senate Policy #2: Program Balance
- K. FCS – Urban and Regional Planning Two-year Post Diploma Degree Completion Program – Exception to Senate Policy #2: Program Balance
- L. FOS – Medical Physics Degree Program – Exception to Senate Policy #2: Program Balance
- M. FOS – Biology- option in BioPhysics Degree Program – Exception to Senate Policy #2: Program Balance
- N. FOS – Biology option in Bioinformatics and Computational Biology – Curriculum modifications
- O. FOS – Mathematics and its Application option in Computer Science – Curriculum modifications
- P. FOS – Mathematics and its Application option in Economics – Curriculum modifications
- Q. ARTS – Politics and Governance – Curriculum modifications
- R. FCS – Occupational Health and Safety - Fast-Track BSc Co-op Program Proposal
- S. TCS – Creative Industries – Curriculum modifications
- T. FEAS – Multiple Programs – Proposal to Restructure the Optional Co-operative Internship Program

### **A. PERIODIC PROGRAM REVIEW – Civil 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 **Civil 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 CIVIL ENGINEERING PROGRAM**

The Civil Engineering (CVL) program submitted a self-study report to the Vice-Provost Academic on November 13, 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 CVL and other faculty who have recently taught core courses (required and/or elective).

One arm's-length external reviewer, Dr. Hesham El-Naggar, Department of Civil and Environmental Engineering, Western University, and one internal reviewer, Dr. Chris Evans, Department of Chemistry and Biology 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 virtual site visit via video conferencing on April 7 and 8, 2020.

The visit included meetings with the Vice-Provost Academic; Dean and Associate Dean (Undergraduate Studies), Faculty of Engineering and Architectural Science; Chair, Associate Chair Undergraduate, Associate Chair Graduate, Civil Engineering; and the Chief Librarian. The Peer Review Team (PRT) also met with several members of the CVL program, including staff, students, and faculty members, as well as with the Chairs of the Departments of Chemistry and Biology, Computer Science, and Mathematics.

*In their report, dated May 7, 2020, the PRT provided feedback that describes how the CVL 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 program provides a solid curriculum which is current and meets societal needs. Further, the curriculum content supports the program learning outcomes articulated in the self-study and these, in turn, map well to Ryerson's Undergraduate Degree Level Expectations.
- The Department of Civil Engineering is comprised of a strong, well-qualified faculty base. Faculty members generally feel well supported by the Department, Faculty and University.
- The staff are highly committed, feel well supported and are creative problem solvers who enjoy their work and their working environment.
- The students of the Civil Engineering program are generally of high quality.
- The Faculty of Engineering and Architectural Science (FEAS) provides good support to the program, as does the Ryerson University Library and Archives.

The PRT also identified areas for improvement, such as:

- The student-to-faculty ratio is very high and can have negative impacts on program delivery and student engagement.
- Students interviewed by the PRT raised the issue of academic integrity lapses. The PRT encourages the program to continue to work towards a culture of ethics with respect to academic integrity.
- Career placement issues and general career relevance of course materials and relevant projects within the program were also noted by students.
- Issues related to physical infrastructure, including insufficient laboratory space and broken elevators require attention.

The Chair of the Civil Engineering program submitted a response to the PRT Report in November, 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 May 5, 2021.

The Academic Standards Committee completed its assessment of the Civil Engineering Program Review on June 10, 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 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 May 27, 2021 feedback memo);
  - c. Update on the action plan to address academic integrity concerns raised; and
  - d. Report on EDI initiatives to improve diversity of students, with particular attention to Indigenous students.

Presented to Senate for Approval: **October 5, 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 PRT recommends that the student-to-faculty ratio be addressed as soon as possible. The current ratio is very high (nearly 28:1). It is the highest within FEAS and, indeed, the highest among the 30 Civil Engineering programs in Canada. This high ratio will have negative impacts on program delivery, student engagement and faculty morale. A decision to hire is beyond the scope of the Department alone. It must be supported by the Dean and, ultimately, by the University's senior administration.

**Department's Response:** The student-faculty ratio mentioned above should be 29.3:1. The reason is that the University provided a faculty position to the Department in replacement of the University President position in the Department as a loan. This means that when the President comes back to the Department as a faculty member, the replacement of a faculty retirement at that time will not be granted. In any case, the faculty hires are beyond the scope of the Department's own actions. The Department will continue submitting requests to the Dean in annual basis per the self-identified Recommendation # 1 in the Department Developmental Plan.

**Dean's Response:** The Faculty of Engineering and Architectural Science continuously monitors the staffing requirements for its programs. Civil Engineering has hired three faculty positions over the last four years and FEAS continues to advocate for more faculty positions.

**RECOMMENDATION 2.** Strengthen the culture of ethics and academic integrity. Both undergraduate and graduate students raised the issue of academic integrity lapses. While this issue is not unique to Civil

**Engineering, the PRT asks the program, and FEAS as a whole, to continue to work towards a culture of ethics with respect to academic integrity.**

**Department's Response:** The Department agrees that there is an issue with academic integrity among a few students in the program. The Department encourages faculty members and sessional instructors to report identified cases of academic misconduct to the Academic Integrity office for action. Since this recommendation was not among the Department Developmental Plan in the self-study report, the Department Chair, Associate Chair for Undergraduate Program, Curriculum Committee and Departmental Council will discuss developing an action plan and time line to address this concern.

**Dean's Response:** FEAS supports the Chair of Civil Engineering in his stated efforts to develop an action plan and timeline to address the stated concerns of the reviewers with respect to cultivating a stronger culture of ethics with respect to academic integrity. We would also like to reinforce that this is an area of significant importance and focus for the entire Faculty.

In March 2018, FEAS launched a Faculty Task Force with ambitions to identify, pilot and spread the professional development, resource and other needs required to advance the vision of the *All In Approach to Education* with an intentional focus on micro and macro ethics for students as members of the Ryerson community and as future professionals.

Our Senior Manager, Education Planning and Development is working in partnership with the Faculty Task Force and individual Civil Engineering faculty members to address ethics and integrity. For example, we have already developed several new case studies that integrate ethical concepts into curriculum at various levels. We are also continuously reinforcing the importance of academic integrity through our co-curricular programming at Faculty level (i.e. the FEAS Peer Network Program) and Ryerson wide. For example, the University has launched a game, 'Academic Integrity in Space' that students can play to learn more about the University's policies and practices.

**RECOMMENDATION 3. Strengthen the number of career-related opportunities and student awareness of them. Career placement issues were noted by students. These included a shortage of internship placement opportunities for those pursuing the optional Co-operative Internship Program, as well as lack of information about career opportunities post-graduation. The respondents were also concerned that information about career opportunities was not being conveyed effectively to them. The department should identify and implement ways to create a more extensive pool of internship placements and career opportunities, as well as means to ensure students and graduates are aware of them. Initial steps along this path have been proposed by the program in its self-identified Recommendation 3.**

**Department's Response:** This recommendation is part of the self-identified Recommendation #3 in the Department Developmental Plan to increase industry database and communication in the Department to bring ample Co-operative Internship Program (CIP) positions to students. In addition to the CIP Co-coordinator position in the Department, the Dean of FEAS created a new position for a Senior Manager, Co-operative Internship & Experiential Learning Initiatives to assist in increasing enrollment in the CIP program. As for providing information to students about career opportunities post-graduation, the Department informs 4<sup>th</sup>-year students of job opportunities as received from industry partners. Also, the Department supports the Ryerson Civil Engineering Student Society and the CSCE Ryerson Chapter to host an annual industry symposium with presenters from

industry to inform student how to search for career jobs. The Geomatics group in the Department hosts a Geomatics Career Fair every year. Also, Ryerson University organizes the Ryerson Career Fair for students every year. The Department will hone in this matter to increase student satisfaction.

**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 Civil Engineering) 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 civil 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. Curriculum-related recommendations**

**a) Introduce project-based, integrative curricular elements earlier in the program. A significant number of program students feel their courses are not sufficiently career relevant. The PRT recommends that the program explore introducing project-based course elements as early as Year 2. The idea would be that these project elements, which would continue in Years 3 and 4, would allow students to start the process of integrating their course material to address real-world issues earlier in the program. This would make the relevance of program courses to the world of work more evident. The PRT feels this approach would also augment the integrating role of the capstone design project courses.**

**b) Review the grading variation for CHY102 and considering revision or elimination. The rationale provided for the CHY102 grading variation does not make sense. It must be addressed. This is an issue for the Faculty rather than the program, per se, and can probably be best dealt with through the Office of the Dean.**

**c) Adjust the content of select courses to better support Learning Outcomes. While the courses generally map well to the program LOs, the self-study did identify several gaps (See Section 3.1.b of this Report). Efforts should be made to ensure that course content appropriately supports program learning outcomes.**

**d) Assessment methodologies mapping for capstone design project courses. As presented in self-study Appendix A-I-I (Course Method and Assessment Matrix) and summarized in section 3.4.b of this report, the mapping of assessment methodologies to LOs for the capstone projects CVL71A/B and CVL72A/B seem**

**incomplete. The program should review the mapping to confirm whether this is simply a reporting error. If it is not a reporting error, the program must revise the assessment approach in these capstone courses to avoid, for example, having a final report worth 65% of the course grade that apparently maps to no learning outcomes (e.g., both CVL 71B and CVL 72B).**

**Department's Response:** a) The Curriculum Committee, the Department Council, and the Program Advisory Committee will discuss this recommendation and develop an action plan and timeline for implementation. This will include changes in the contents of a few courses in years 2 and 3 in the undergraduate program.

b) The Dean's office will deal with this recommendation.

c) The CEAB-GA Co-ordinator will communicate with the Associate Chair and the Curriculum Committee to address the gaps in the curriculum mapping with respect to Individual and Team Work, Communication Skills, and Life-Long Learning. Changes are expected to be in the curriculum mapping, course contents and assessment methods.

d) The Associate Chair and the Curriculum Committee will discuss this issue with faculty members who teach the Capstone Project courses to ensure consistency in course contents, delivery and assessment methods.

**Dean's Response:** FEAS supports the Chair of Civil Engineering in his stated efforts to develop an action plan and timeline to address the stated concerns of the reviewers with respect to introducing project-based, integrative curricular elements earlier in the program.

FEAS is confident that Civil Engineering faculty members have access to the resources they need to integrate project based learning opportunities into their courses. For example, the Senior Manager, Education Planning and Development recently created a database of pedagogical resources for this purpose. Furthermore, as a result of the pandemic, the Canadian Engineering Education Association has created E-CORE, a national collaborative initiative providing support and resources to all engineering educators.

With respect to the issue of a potential grading variation for CHY102, we have checked with the Department of Chemistry and Biology and confirmed that there are no grading variations for CHY 102.

With respect to the recommendations to adjust the content of select courses to better support Learning Outcomes, FEAS supports the Chair's stated commitment to ensure the CEAB GA (Graduate Attributes) Coordinator communicates with the Associate Chair and the Curriculum Committee to address the gaps in the curriculum mapping with respect to Individual and Team Work, Communication Skills, and Life-Long Learning. Changes are expected in the areas of curriculum mapping, course contents and assessment methods.

Finally, with respect to recommendations for assessment methodologies mapping for capstone design project courses, FEAS supports the Chair's stated commitment to ensure that the Associate Chair and Curriculum Committee will discuss this issue with faculty members who teach the Capstone Project courses to ensure consistency in course contents, delivery and assessment methods.

**RECOMMENDATION 5. Laboratory space for new faculty. This issue is not unique to Civil Engineering. It is a concern across all disciplines at Ryerson in which faculty rely on access to lab space to carry out their research. Solutions to this issue are beyond the scope of the Department to address on its own. The PRT encourages the**

**Dean – who is aware of the concerns – to work with the Department and with senior administration to find creative solutions. Failure to do so risks stifling the careers of promising new faculty members which may have negative impacts on the undergraduate program and its delivery.**

***Department's Response:*** The Department have been working continuously with the Dean to address space need. In spring 2020, The Dean assigned a new space in the CUI building to two environmental engineering professors to assist in creating environmental labs for research. Also, he made an agreement with the Aerospace Engineering Department to allow a structural professor to use the Wind Tunnel lab in research. Moreover, he assigned a storage space for research materials in the ENG building which is currently under construction to resolve the storage space issue in the Department. The Department will continue working with faculty members and the Dean to address space concerns.

***Dean's Response:*** In Spring 2020, the Dean assigned a new space in the CUI building to two environmental engineering professors in Civil Engineering to assist in creating environmental labs for research. Moreover, the Dean made an agreement with the Department of Aerospace Engineering to allow a structural engineering professor to use the Wind Tunnel Lab for research. Furthermore, the Dean assigned a storage space for research materials in the ENG building which is currently under construction to resolve the lab material storage space issue in the Department of Civil Engineering. The Dean will continue working with the Department of Civil Engineering and faculty members to address space concern.

**RECOMMENDATION 6. The state of elevators in the Monetary Times Building. The elevators have been out of commission for months at a time. Apart from the legislative infractions this implies, it means that faculty, staff and students have had to deal with impaired access to classrooms, offices and labs on a daily basis. This is not acceptable for a university which prides itself on its commitment to equity, diversity and inclusion, and it undermines program delivery. Both the Department and Dean are aware of this issue but cannot solve it on their own. The PRT calls on the senior admiration to take this problem in hand and quickly find a permanent solution.**

***Department's Response:*** The Department will continue reporting malfunction of the elevator to the University with the hope that the University really provides a permanent solution.

***Dean's Response:*** The Monetary Times Building elevator was on a list of nine elevators campus wide that were slated for modernization in the 2020/2021 academic year. The modernization project includes the installation of new equipment, controllers, interior cab finishes and life safety upgrades. The project for modernizing the Monetary Times Building elevator was completed and passed TSSA inspection in February 2021 and is back in service.

**RECOMMENDATION 7. Gender balance. The self-study data demonstrate that the faculty and student cohorts in the program are heavily skewed towards men (about 85% male to 15% female). This is not unique to Civil Engineering but is a North America-wide reality for engineering programs. The PRT recognizes that both the Department and FEAS as a whole have worked diligently over a number or years to deal with this issue. Nonetheless, the PRT recommends that both the Department and FEAS continue to strive to improve gender balance.**

**Department's Response:** The PRT recommendation # 1 to address the high-student faculty ratio will reinforce this recommendation for gender balance. Also, the Action Plan of the self-identified Recommendation # 1 in the Department Developmental Plan includes addressing gender balance. Once a new faculty position is assigned to the Department, the Department Hiring Committee (DHC) will work with the Dean and Human Resources to explore ways to address gender balance.

**Dean's Response:** Civil Engineering is among numerous STEM disciplines and professions which continue to face a significant challenge with respect to equity, diversity and inclusion. When FEAS (and other partner universities) were awarded funding from Hydro One in 2012 to attract and retain more women to the profession, we had already engaged in over 20 years of programming that had failed to move the needle. The Hydro One University Partnership came at a time that coincided with a larger cultural shift in public awareness about how identity issues such as race, disability, sexual identity and class—or broadly speaking: issues of privilege, play a more significant role in marginalization than gender alone. FEAS realized we needed to change our perspective. We needed to diversify our understanding of diversity.

Over the course of 2017-2018, we undertook a series of actions to transform a traditional focus on Women in Engineering (WIE) towards a holistic view of Equity, Diversity and Inclusion (EDI). For example, Dean Thomas 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 and at the 'Navigating the Glass Obstacle Course' Conference.

In 2017 FEAS carried out two student surveys that provided direction regarding what students wanted 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 identity-based groups 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 informed the development of a new Office of Equity, Diversity and Inclusion to replace what was formerly called the Women in Engineering Office. The appointed Manager of the FEAS Equity and Community Inclusion Office is a past recipient of Ryerson's Alan Shepard Equity, Diversity and Inclusion Award.

Engineering outreach at the Faculty of Engineering and Architectural Science includes a number of activities for students in grades 3 to 12 including:

- Eureka (<http://www.ryersonsummerdaycamps.com/portfolio-item/eureka/>)
- Engineering Badge Day (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/girl-guides-ontario-engineering-badge-day/> )
- Engineering Experience (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/engineering-experience/> )
- Go CODE Girl (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/go-code-girl/> )
- Go ENG (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/go-eng/> )
- Pitch Black (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/pitch-black/> )



- WEMADEIT (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/we-made-it/> )
- Global Changemakers Engineering Competition (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/global-changemakers/> )

These programs are designed to reach audiences representing identity based groups traditionally marginalized from engineering programs and are offered as part of a larger strategy managed by the FEAS Equity, Diversity and Inclusion Office. This Office is currently working with Ryerson's Student Pow Wow Committee which is distributing five engineering workshop videos to their stakeholders in the Indigenous community.

With respect to undergraduate student recruitment, the Engineering Admissions team has been conducting 70+ virtual school visits/events in addition to the current Schools Ryerson visits posted on our site currently. The team also liaises with the Aboriginal Outreach and Recruitment Officer, Thunder Alphonse in Aboriginal Student Services when it comes to providing application support and admission academic counselling applicants who self-identify as Indigenous.

In 2018, the Faculty began the process of intentional culture change by adopting the All-In Approach to Education (AIA), which articulates the Faculty's vision to develop critical, collaborative and imaginative leaders equipped to engage in ethical, sustainable and democratic practice. In 2020-2021, the All-In Approach is a driving force in the Faculty's strategic planning, advancement goals, student recruitment and retention, curricular and co-curricular programming, internal culture change and community engagement.

The All-In Approach is a philosophy and pedagogical framework rooted in our commitment to developing creative and ethical leaders who are ready to co-create transformational futures. At its core, the AIA is a response to the societal call for a culture shift in engineering and architectural science. This ethos is demonstrated by our on-going commitment to improve engineering outreach and recruitment and work toward a more inclusive and diverse culture and community.

FEAS Departments have made significant changes to faculty recruitment, interview and selection process in keeping with enhanced guidelines related to equitable hiring at Ryerson University. FEAS' strategic vision and ongoing collaborations are grounded in the compelling evidence that an integrative, diverse and inclusive engineering and architectural science culture accelerates learning, professional development, and innovation in the academy and broader society.

When the COVID-19 pandemic hit in March 2020, FEAS launched Communities of Practice to support learning and unlearning with respect to Teaching and Learning and Equity, Diversity and Inclusion. These events have been well attended.

#### **PRT's Further Suggestions:**

**Suggestion 1. To support the Department's outreach ambitions, the FEAS as a whole may wish to consider the SciXchange model used in Ryerson's Faculty of Science (<https://www.ryerson.ca/scixchange/>). This Faculty of Science-wide initiative is devoted to, among other things, commitment to community engagement, fostering**

**of collaborations, provision of experiential learning opportunities for students and promotion and support of faculty in science communication and outreach.**

**Department's Response:** The Department provided an action plan and timeline for the Department outreach in the self-identified Recommendation # 7 in the Department Developmental Plan. The Department will discuss with the Dean the SciXchange model for possible implementation in FEAS.

**Dean's Response:** The Faculty of Engineering and Architectural Science (FEAS) is a devoted supporter of the Faculty of Science's (FoS) SciXChange. In fact, in 2016 when the concept for SciXChange was initially discussed, the FEAS Manager, Equity and Community Inclusion (FEAS) met with FoS counterparts many times to share FEAS successes and best practices in STEM outreach. We understand that FEAS outreach efforts were an important part of their environmental scan which informed their direction, [as outlined in their strategic plan](#). We have continued to share best practices, collaborate on outreach activities and support our shared ambitions of advancing inclusion and equity in STEM.

FEAS is inclusive of a number of STEM disciplines and professions which continue to face a significant challenge with respect to equity, diversity and inclusion. When FEAS (and other partner universities) were awarded funding from Hydro One in 2012 to attract and retain more women to the profession, we had already engaged in over 20 years of programming that had failed to move the needle. [The Hydro One University Partnership](#) came at a time that coincided with a larger cultural shift in public awareness about how identity issues such as race, disability, sexual identity and class—or broadly speaking: issues of privilege, play a more significant role in marginalization than gender alone. FEAS realized we needed to change our perspective. We needed to diversify our understanding of diversity.

Over the course of 2017-2018, we undertook a series of actions to transform a traditional focus on Women in Engineering (WIE) towards a holistic view of Equity, Diversity and Inclusion (EDI). For example, Dean Thomas 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](#) and at the '[Navigating the Glass Obstacle Course](#)' Conference.

In 2017 FEAS carried out two student surveys that provided direction regarding what students wanted 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 identity-based groups 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 informed the development of a new Office of Equity, Diversity and Inclusion to replace what was formerly called the Women in Engineering Office. The appointed Manager of the FEAS Equity and Community Inclusion Office is a past recipient of Ryerson's [Alan Shepard Equity, Diversity and Inclusion Award](#).

In 2018, the Faculty began the process of intentional culture change by adopting the [All-In Approach to Education](#) (AIA), which articulates the Faculty's vision to develop critical, collaborative and imaginative leaders equipped to engage in ethical, sustainable and democratic practice. AIA is an overarching philosophy that recognizes how a student's success depends on their academic, personal, community and professional experiences at Ryerson University and beyond. This philosophy recognizes that equity diversity and inclusion are practices that must be woven into all that we do.

In 2019, FEAS' Senior Manager, Education Planning and Development completed a 200+ reference literature review on best practices in pedagogy related to the themes of the All-In Approach and released a comprehensive model for operationalizing AIA values. In it learning outcomes for the five AIA hubs (Well-being, Academic Success, Leadership, Career Development and Experiential Learning) were defined. That same year, each department undertook a mapping exercise to better understand the Faculty's strengths and gaps in supporting holistic student development.

In 2020-2021, the All-In Approach is a driving force in the Faculty's strategic planning, advancement goals, student recruitment and retention, curricular and co-curricular programming, internal culture change and community engagement.

Engineering outreach at FEAS includes a number of activities for students in grades 3-12 including:

- Eureka (<http://www.ryersonsummerdaycamps.com/portfolio-item/eureka/>)
- Engineering Badge Day (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/girl-guides-ontario-engineering-badge-day/> )
- Engineering Experience (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/engineering-experience/> )
- Go CODE Girl (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/go-code-girl/> )
- Go ENG (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/go-eng/> )
- Pitch Black (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/pitch-black/> )
- WEMADEIT (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/we-made-it/> )
- Global Changemakers Engineering Competition (<https://www.ryerson.ca/engineering-architectural-science/community-engagement/kids-parents-teachers/global-changemakers/> )

In our outreach programming, one of our priorities is conveying the social impact of engineering. The following participant quote following a Pitch Black workshop is an example of this: *"I like that the activity was presented in a real-life scenario so that you can see how you would apply that knowledge in real life."* Another priority is designing programming that provides students the confidence to continue their STEM journey after a workshop, the following quote following an outreach event for grade 8 students exploring the basics of programming is an example of this: *"Paari and Warda (facilitators) were incredible. I used to think of programming as very overwhelming and I had no clue what to do. Now I understand how the commands work together to create messages and solve problems using variables."* Since March 2020, the FEAS Equity, Diversity and Inclusion Office has reached over 2570 students and 40 teachers through our virtual programming such as Pitch Black, Powering Up, Go Code Girl, Go ENG and the Global Changemakers Engineering Competition.

We have seen an overwhelming interest in engineering outreach programs in the last few years, as evidenced by our oversubscribed Go CODE Girl 2021 event, which resulted in a waitlist of nearly 200 students. In response to this, the FEAS Equity, Diversity and Inclusion Office offered two additional Go CODE Girl events.

We know that these outreach events are transformative, as nearly 88% of students survey respondents report actively considering a career in engineering after participating in the Global Changemakers Engineering Competition. This competition event is designed for grade 7-10 women to explore real life problems that engineers face around the world, while also understanding how engineering can be used to support the [United Nations' Sustainable Development Goals](#).

FEAS outreach programs are designed to reach audiences representing identity based groups that have been systematically marginalized from engineering programs. These programs are offered as part of a larger strategy managed by the FEAS Equity, Diversity and Inclusion Office.

**Suggestion 2. The PRT applauds the efforts made by the program to ensure consistency in teaching practice and assessment across the program. Encouragement of faculty and instructors to take advantage of institutional professional development opportunities is also noteworthy. The PRT suggests that such efforts continue and be expanded. For example, perhaps the Department could introduce departmental teaching awards to augment those already offered by FEAS and the University. These would be aimed at faculty, sessional instructors and, importantly, graduate assistants. The latter might help with the issue of GA quality noted in the self-study. This could also support a more robust framework for feedback to GAs about their performance.**

**Department's Response:** The Department suggests that the University increases the number of awards to faculty members, Sessional Instructors, Graduate Assistants and staff, given the large population at the University, faculty and department levels.

**Dean's Response:** Ryerson University currently offers the following teaching awards: Chancellor's Award of Distinction, President's Award for Teaching Excellence, Provost's Award for Teaching Excellence, Dean's Teaching Award – Faculty, and Dean's Teaching Award – Contract Lecturers. The Faculty of Engineering and Architectural Science will investigate the suggestion of establishing teaching awards for graduate assistants.

**Suggestion 3. The PRT suggests a continuous process of seeking feedback from employers as well as from internship/co-op students on the relevance and assessment of LOs and related skills. While this creates some work for the Department, it is likely to yield more useful information for program improvement than relying on surveys carried out once every 8 or so years.**

**Department's Response:** The Department will work on increasing the frequency of conducting student and alumni surveys. The Dean's office can conduct surveys among CIP students and their employers given the new administrative structure of the CIP program in FEAS.

**Dean's Response:** The Faculty of Engineering and Architectural Science thanks the PRT's team for this suggestion. The FEAS CIP Office seeks feedback from employers as well as from internship/co-op students in various ways. The engagement activities with employers carried out by the FEAS CIP Office include: 1) Periodic engagement meetings: These meetings are held throughout the year during employer engagements with existing employer partners and through the Office's business development activities, outreaching potential new employer partners. During these meetings, the Office collects employers' feedback about labour market insights and hiring trends; 2) Employer check-in meetings: These meetings are held with host employers to collect their feedback about the placed students' performance; and 3) Annual alignment meetings: These meetings are held at the end of the

hiring/placement cycle (June-August) with the aim of having in-depth conversations with the CIP top hiring employers about their relationship with the Faculty, their experience with CIP, and feedback on future engagements and collaborations. The two main groups of students served by the FEAS CIP Office are: enrolled students who intend to participate in the co-operative internship program and placed students who are employed by an employer partner. The FEAS CIP Office collects feedback from internship/co-op students through various activities, including 1) One-on-one advising meetings (enrolled students): These meetings are scheduled by students based on their needs. During these meetings students ask questions, share concerns, and through this process, they provide us with feedback on ways to improve current processes in CIP; 2) Group drop-in sessions (enrolled students): These sessions are scheduled regularly for students to ask questions and clarify concerns, similar to the one-on-one meetings but as a group. In these sessions, the Office has open conversations about what concerns students in CIP. During these conversations, the Office highlights what might not be working well and addresses any gaps in how we support our students in CIP; 3) Post-workshop/event feedback surveys/forms (enrolled + placed students): These forms/surveys are shared with students after selected events and workshops to collect student feedback. This is a work in progress as the Office aims to include these forms/surveys after all workshops and events this year; 4) Check-in surveys (placed students): These are mandatory check-in surveys sent to all placed students. The aim of these surveys is to check on the students' safety, wellbeing and job onboarding, and to provide the students with the opportunity to connect with a CIP staff if they need to express any concerns or feedback about their placement; 5) One-on-one check-in meetings (placed students): These are mandatory meetings following the first check-in survey sent to students during the first 1 to 3 months of their placement. During these 20-30 minute meetings, CIP staff connect with the students to follow up on their survey feedback and further engage with students to uncover any issues, and highlight future engagement opportunities in CIP, (i.e. CIP alumni engagement, attending CIP events and workshops that are planned for placed students etc.); and 6) Competency & career development surveys (placed students): These are currently in development and will follow the check-in surveys.

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

1. **Increase faculty complement**
2. **Increase Quality of Graduate Assistants**
3. **Improvement of the program co-curriculum**
4. **Continually review and improve program curriculum**
5. **Promote wellness, sensitivity and inclusivity attributes in faculty and staff**
6. **Morale of faculty members**
7. **Civil Engineering Department Outreach**

**IMPLEMENTATION PLAN**

<b>Priority Recommendation # 1: Increase faculty complement</b>
<b>Rationale:</b> <i>An increase in faculty complement will address the high student-to-faculty ratio, which is currently the highest among FEAS departments as well as the other 29 civil engineering programs in Canada. Also, hiring new RFA members will address the uneven enrolment in undergraduate courses and assist in reducing the significant number of courses currently offered by CUPE Sessional Instructors. Moreover, new hires will also help ease the current low presence of female faculty members in the department.</i>
<b>Implementation Actions:</b>

1. Consult with faculty members and the Teaching Standard Committee to identify pertinent courses in both the undergraduate and graduate programs and teaching assignment gaps to be fulfilled by new faculty members.
2. Respond to an internal CFP of an NSERC CRC Tier 2 hire.
3. Work with the Dean, FEAS to advocate for the new RFA positions.
4. Special attention will be paid to hiring female faculty members as the department currently has only 2 female faculty out of 22.

**Timeline:**

- ✓ Develop a proposal for the NSERC CRC Tier 2 in the area of sustainable and resilient infrastructure using digital twin and artificial intelligence, 2021/2022
- ✓ Advocate for four new RFA faculty positions by 2025
- ✓

**Responsibility for**

**a) leading initiative:** *Department Chair*

**b) approving recommendation, providing resources, and overall monitoring:** *Dean of FEAS, Provost*

**Priority Recommendation #2: Address gaps of learning outcomes revealed in the curriculum mapping**

**Rationale:** *The ASC recommend that the Learning Outcomes (LOs) be expanded to a more detailed version with sub-categories that fall under each of the main categories, in order to increase relevance and specificity for Civil Engineering. In addition, the UDLEs are to be mapped to program LOs.*

**Implementation Actions:**

- 1) Review the CEAB Graduate Attributes, the Program LOs, and the UDLEs, and create a learning outcome mapping;
- 2) Review the current curriculum mapping;
- 3) Revise the curriculum mapping.

**Timeline:** All these action items to be completed by the end of 2021/22 academic year.

**Responsibility for**

**a) leading initiative:** *Associate Chair/Undergraduate Program*

**b) approving recommendation, providing resources, and overall monitoring:** *Department Chair, Associate Dean/Undergraduate Programs*

**Priority Recommendation #3: Conduct follow-up student and alumni feedback surveys**

**Rationale:** *The ASC recommend that a follow-up student and alumni feedback surveys on the program be conducted in the one-year follow-up study. This is also part of PRT Suggestion #3 on seeking feedback from employers and CIP students. Such a survey will also be timely to review the performance of the restructured curriculum introduced in 2014.*

**Implementation Actions:**

- 1) Discuss the aims, scope, method and timeline of the feedback survey;
- 2) Design survey questions;
- 3) Implement the survey;
- 4) Analyze survey data;
- 5) Develop action plan based on the survey results.
- 6) Report results to the Department Retreat and Program Advisory Council

**Timeline:**

- 1) Survey planning, Fall 2021
- 2) Survey implementation, Winter 2022
- 3) Survey analysis, Winter 2022

**Responsibility for**

**a) leading initiative:** *Department Chair*

**b) approving recommendation, providing resources, and overall monitoring:** *Dean for additional fund, considering hiring students through the Career Boost program.*

**Priority Recommendation #4: Strengthen the culture of ethics and academic integrity**

**Rationale:** *Ethics and Academic Integrity concerns were raised by the PRT based on student feedback. In response to the PRT report, the Department "agrees that there is an issue with academic integrity among a few students in the program. The Department encourages faculty members and sessional instructors to report identified cases of academic misconduct to the Academic Integrity office for action. ... the Department Chair, Associate Chair for Undergraduate Program, Curriculum Committee and Departmental Council will discuss developing an action plan and time line to address this concern."*

**Implementation Actions:**

1. Review the current practice in assignment grading, exam proctoring and grading, and overall grading;
2. Include the academic integrity issue as part of the survey in #3;
3. Develop plan to enhance ethics and academic integrity

**Timeline:**

1. Review current practice: Fall 2021
2. Survey: Fall 2021/Winter 2022
3. Plan development: Winter 2022

**Responsibility for**

**a) leading initiative:** *Associate Chair/Undergraduate*

**b) approving recommendation, providing resources, and overall monitoring:** *Department Chair, Department Council*

**Priority Recommendation #5: Continually review and improve program curriculum**

**Rationale:** *The action will help keep the program dynamic, relevant and responsive to the evolving needs of the civil engineering discipline, its practitioners, and the society at large*

**Implementation Actions:**

1. Ask Curriculum Committee to regularly review and improve, as needed,
  - the mapping of program learning objectives to courses for consistency and coverage
  - assessment methods and evaluation weights in program courses
  - course management policies
2. Ask the CEAB-GA Co-ordinator to regularly review the Graduate Attribute assessments submitted by faculty and CUPE instructors for possible course and program curriculum improvement. Establish an efficient procedure to:
  - collect course materials and CEAB-GA assessment reports after the end of each term,
  - review CEAB GA assessment reports by the CEAB-GA Co-ordinator, and

<ul style="list-style-type: none"> <li>○ review of the entire outcome of GA assessments and potential curriculum improvement by the Curriculum committee twice times per year.</li> </ul> <ol style="list-style-type: none"> <li>3. Encourage faculty members and CUPE instructors to abide by timelines, be pro-active in communicating with students through emails and course websites, participate more in teaching conferences, and help students learn better by evenly spreading course topics and assessments across the semester.</li> <li>4. Ask the Associate Chair for undergraduate program to establish procedure to monitor the progress of course delivery by CUPE instructors.</li> <li>5. Encourage undergraduate student representatives in the departmental council to be more proactive with respect to reporting any issue regarding course delivery and learning environments and increase their interaction with their peers in this regard. Establish strategies to increase participation in surveys conducted by students, alumni, employers and Advisory Council members.</li> </ol>
<p><b>Timeline:</b></p> <ol style="list-style-type: none"> <li>1. <i>Department Chair mandates the Curriculum Committee to develop a plan, Fall 2021</i></li> <li>2. <i>CEAB-GA Coordinator gives a presentation to faculty members and CUPE Instructors on GA assessment requirements and provides feedbacks on previous assessment reports;</i></li> <li>3. <i>Associate Chair for undergraduate program establishes a procedure for monitoring the progress of courses delivery by CUPE instructors, Winter 2022</i></li> <li>4. <i>Department Chair coordinates the progress of this priority item with Items #2 and #3; Fall 2022 and Winter 2023</i></li> </ol>
<p><b>Responsibility for</b></p> <p><b>a) leading initiative:</b> <i>Associate Chair, Undergraduate Program</i></p> <p><b>b) approving recommendation, providing resources, and overall monitoring:</b> <i>Department Chair</i></p>

<p><b>Priority Recommendation #6: Increase quality of Graduate Assistants</b></p>
<p><b>Rationale:</b> <i>This recommendation is to reflect on student and alumni surveys.</i></p>
<p><b>Implementation Actions:</b></p> <ol style="list-style-type: none"> <li>1. <i>Review the process of selecting GAs in the department to ensure that the best GAs with enough technical background and good communication skills are selected by professors and CUPE instructors.</i></li> <li>2. <i>Establish online procedure for the submission and marking of assignments and lab reports by the GAs.</i></li> <li>3. <i>Ask the curriculum committee to establish an annual student survey and/or encourage student representative in the departmental council to be more proactive in conveying student learning issues to the council.</i></li> <li>4. <i>Provide space for professors and staff for brainstorming ideas for improvement.</i></li> <li>5. <i>The Associate Chair for the undergraduate program meets with GAs more frequently to their needs to perform their duties and to hear from them regarding issues and potential improvements.</i></li> </ol>
<p><b>Timeline:</b></p> <ol style="list-style-type: none"> <li>1. <i>The department leadership team meets to develop an overall strategy, September 2021</i></li> <li>2. <i>Problems and solution alternatives are discussed and consulted across the department through department meetings, department council meetings, and graduate council meetings as well as with the Dean; October and November 2021</i></li> <li>3. <i>The best solution is approved by the Council, Winter 2022.</i></li> </ol>
<p><b>Responsibility for</b></p> <p><b>a) leading initiative:</b> <i>Associate Chair/Undergraduate, Associate Chair/Graduate Studies</i></p> <p><b>b) approving recommendation, providing resources, and overall monitoring:</b> <i>Department Chair, Department Council, Graduate Council; Dean, FEAS for budget</i></p>



<p><b>Priority Recommendation #7: Expand Civil Engineering Department outreach</b></p>
<p><b>Rationale:</b> <i>This recommendation is meant to increase awareness and reputation of the civil engineering department at the national and international levels, with an ultimate goal of attracting highly-qualified undergraduate and graduate students to join Ryerson University.</i></p>
<p><b>Implementation Actions:</b></p> <ol style="list-style-type: none"> <li>1. Establish a faculty role as an Outreach Co-Ordinator to join efforts with the Administration Manager to jointly administer the outreach activities to be developed.</li> <li>2. Establish an Outreach committee from faculty members, staff and graduate and undergraduate students to work with the Outreach Co-Ordinator and the Administration Manager in developing and implementing outreach activities.</li> <li>3. Organize and prepare outreach materials for events, including banners, A-Frames, promotional items, print materials, tables, chairs, etc.</li> <li>4. Consider promoting the department through media, newspaper, websites, e-mails, radio, television, community Fairs, annual on-campus University-Industry Open House, etc.</li> <li>5. Contact local industry and alumni to increase industrial internships and host annual job fair on campus, especially for fourth-year undergraduate students.</li> <li>6. Encourage students to participate in national and international engineering competitions and community outreach projects.</li> </ol>
<p><b>Timeline:</b> <i>The assigned Outreach Co-ordinator and the Administration Manager will take the lead with the department chair, associate chairs to implement the action plan within the next 5 years.</i></p> <ol style="list-style-type: none"> <li>1. <b>Complete the students and alumni survey as per item #2, Spring 2022</b></li> <li>2. <b>Form an Outreach Committee, Fall 2022</b></li> <li>3. <b>The Outreach Committee develops a work plan, Fall 2022</b></li> <li>4. <b>Implement the plan, 2022 - 2024</b></li> </ol>
<p><b>Responsibility for</b>  <b>a) leading initiative:</b> <i>Outreach Co-ordinator; Administration Manager</i> <b>b) approving recommendation, providing resources, and overall monitoring:</b> <i>Department Chair</i></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 the Civil Engineering Program, Bachelor of Engineering (Electrical Engineering) – Faculty of Engineering and Architectural Science.*

**B. TRSM – Discontinuation of the Business Technology Management Direct Entry program**

**Introduction and Rationale** - The Year Three Direct Entry Business Technology Management (BTM) program was first offered in 2000. The program accepts graduates of approved three-year Advanced Diploma programs with a specialization in Information and Communication Technology (ICT) from a public Ontario College to the third year of the BTM program. Students must complete all course requirements in third and fourth year of the BTM program in addition to up to eight (8) single-term prescribed first and second year reachback courses depending on the student previous academic preparation. Due to the accelerated nature of the Direct Entry program, students often have difficulties accessing some courses due to prerequisites and are as a result compelled to take some reachback courses during the Spring/Summer semesters.

From 2016 to 2020, the Ted Rogers School of Information Technology Management accepted a total of 4 students. Future enrollment in the Direct Entry BTM program is unlikely to change from its current level due to many factors, including:

1. The pool of approved Advanced Diploma programs with a specialization in Information and Communication Technology from a public Ontario College has become even smaller after the Ted Rogers School of Information Technology became accredited by the Association to Advance Collegiate Schools of Business (AACSB).

2. Many Ontario colleges started offering Bachelor programs in business and information technology, making the Direct Entry BTM program a less attractive option for potential applicants given the substantial number of required reach back courses and associated prerequisites.

Given the factors mentioned above and the near nil enrollment in the 3rd Year Direct Entry BTM program for the last five years, the administrative overhead of the program and the constraints it creates on the evolution of the BTM curriculum are no longer justifiable. It should also be noted that the School of Information Technology Management has a degree completion program available to student graduating from a three-year Advanced Diploma in Business Administration from a public Ontario College.

**Implementation** - The intent is for implementation to begin in Fall 2022. Students currently enrolled in the Direct Entry BTM program will continue to follow the curriculum in place when they were enrolled. The discontinuation of the Year Three Direct Entry BTM program has no impact on any of the programs or certificates offered by the Ted Rogers School of Information Technology Management.

**Approvals** - ITM Curriculum Committee – January, 2021; ITM School Council – March 17, 2021; TRSM Undergraduate Curriculum Committee – March 23, 2021; TRSM Faculty Council – May 12, 2021.

**Recommendation**

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the discontinuation of the Business Technology Management Direct Entry program – Ted Rogers School of Management*

**C. TRSM – Discontinuation of the Part-Time Retail Management Program**

**Introduction and Rationale** - The School of Retail Management proposes to discontinue the Part-Time offering of the Retail Management Bachelor of Commerce degree curriculum, effective immediately. Admission to the Part-Time program has been temporarily suspended since 2017 for further review. This change is necessary and justified as outlined in our Periodic Program Review (PPR) recommendations that were approved by Senate on June 2<sup>nd</sup>, 2020 with the following rationale:

- Low enrollment (i.e. single digits since 2015). With admissions paused since 2017, there are currently only 4 part-time students enrolled in the Retail Management degree.
- Long times to graduation (14-year max) lead to retention & curriculum substitution issues. Since 2014/15, the retention rates for the part-time program have ranged from 0 to 33% after 4 years of studies. Retention rates for this group were only 16.7% as of 2019 – the most recent data available.

<b>Indicator 5j4</b>										
<i>Reported for part-time programs</i>	Percentage of students retained (excluding those who graduated) in any year level at Ryerson after four years of study									
	Cohort:									
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
	Retained in:									
	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
<b>Ted Rogers School of Management</b>	<b>42.8</b>	<b>40.8</b>	<b>36.1</b>	<b>46.0</b>	<b>49.6</b>	<b>44.9</b>	<b>35.8</b>	<b>44.6</b>	<b>39.3</b>	<b>33.6</b>
Business Mgt PT	41.5	39.4	34.8	43.0	51.3	42.1	34.9	47.0	41.6	31.4
Business Technology Mgt 4 yr PT	50.0	46.8	41.2	50.6	46.3	53.6	38.7	43.5	35.8	40.0
Retail Mgt PT	0.0	40.0	35.3	52.6	40.0	25.0	25.0	0.0	33.3	16.7

- Inflexibility of key courses in curriculum where offerings are not appropriate for Chang School and only available as single section, once-per-year with on-campus requirement. Due to the timing and nature of several core courses, including 4th year capstone classes (RMG500, RMG801, RMG908, RMG925), part-time students find it challenging to attend during the day yet the School sees limited demand or ability to offer evening, online or tied sections through continuing education for these senior level courses. As a result, the use of course substitutions for core retail courses has been less than ideal but often the only way to help part-time students complete their requirements for graduation.
- Under-qualified students consider part-time status as a “back door” entry to the degree.

Students who wish to study retailing on a part-time basis at Ryerson have several possible paths:

- The Certificate in Retail Management offered through the Chang School is an appropriate option for students with no post-secondary experience as well as those who have completed a 2 or 3-year college diploma and/or a university degree in other disciplines and require intermediate to advanced retail subject knowledge.
- The B.Comm in Business Management continues to be available part-time with an option to complete a Minor in Retail and Services Management.

**Implementation** - As of January 2021, there are **only 4 students** enrolled in the part-time program.

- 1 is on track to graduate in 2021;
- 1 requires nine more credits to graduate (6 of these being electives with many options for timing and format);
- 1 requires 16 more credits and will continue to work with Academic Advising on the best path to complete the program;
- The fourth student has only completed 1 credit with 3 failing grades on their transcript and appears unlikely to progress through the degree.

In all current cases, students will continue to be supported to reach their goals with respect to graduation following the discontinuation of the part-time program.

Future students who choose to complete the part-time degree in Business Management now have access to the Minor in Retail and Services Management that wasn't available when the part-time degree in Retail was launched and all of these courses are available online through the Chang School as well, providing further flexibility.

**Approvals** – Retail Management School Council – March 10, 2021; TRSM Undergraduate Curriculum Committee - May 4, 2021; TRSM Faculty Council – May 12, 2021.

### **Recommendation**

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the discontinuation of the Part-Time Retail Management program – Ted Rogers School of Management*

### **D. FCS – Admission changes to the Part-Time Social Work program**

**Introduction and Rationale** – The Faculty of Community Services School of Social Work proposes to changes the admission requirements to its Part-Time Program Third-Year Entry Advanced Standing Program, effective Fall 2022. Since 2015, Admissions has been accepting applications for the School of Social Work's Part-Time Program Third-Year Entry Advanced Standing Program from students with the Assaulted Women/Children's Counsellor/Advocate, Child and Youth Counsellor/Child and Youth Worker, and, more recently, Community and

Justice Services diplomas, on exception. Over the past three years around 20% of the applicants selected for the program have had these exceptional diplomas.

To save time and simplify the work involved, rather than continue this one-by-one exception process, both Admissions and the School of Social Work would like to add these diplomas to the list of eligible ones for admission.

We expect that more students will apply to the Part-Time Program Third-Year Entry Advanced Standing Program once it is clear that the three mentioned diplomas are acceptable for admissions.

**Current and Proposed Calendar Copy –**

<b>Current Calendar Copy</b>	<b>Proposed Calendar Copy</b>
<p>Consideration for admission to Advanced Standing (in third year) will be given to students who have the following qualifications; (A) and (C) or (B) and (C):</p> <p>(A) A baccalaureate degree in the humanities or social sciences from a Canadian university (or equivalent), with at least (2) years accumulated, paid, full-time equivalent, relevant work experience in the social services field.</p> <p>Or</p> <p>(B) A Social Service Worker or Human Service(s) Counsellor Diploma (or any diploma from a public Canadian college that is eligible for registration with the Ontario College of Social Workers and Social Service Workers see Summary of the Criteria for Registration, external link ), with a cumulative grade point average of 3.0 ('B') or higher, plus at least two (2) years accumulated, paid, full-time equivalent, relevant work experience in the social services field.</p> <p>And</p> <p>(C) Completion of a prerequisite course, CVSW15A/B Foundations of Social Work II with at least a 'B' level grade.</p> <p>Employment prerequisites must be completed before taking CVSW15A/B. Admission to CVSW15A/B is limited by space availability. Applicants will be pre-selected to take this course by Undergraduate Admissions in conjunction with the School of Social Work. Applicants will be selected based on post-secondary academic performance and employment in the social services field.</p>	<p>Consideration for admission to Advanced Standing (in third year) will be given to students who have the following qualifications; (A) and (C) or (B) and (C):</p> <p>(A) A baccalaureate degree in the humanities or social sciences from <b>an accredited</b> Canadian university (or equivalent), with at least (2) years accumulated, paid, full-time equivalent, relevant work experience in the social services field.</p> <p>Or</p> <p><b>(B) An eligible college diploma as indicated below:</b></p> <ul style="list-style-type: none"> <li>• <b>Assaulted Women/Children’s Counsellor/Advocate</b></li> <li>• <b>Child and Youth Care / Child and Youth Worker</b></li> <li>• <b>Community &amp; Justice Services</b></li> <li>• <b>Addiction &amp; Mental Health Worker Program</b></li> <li>• <b>Native Child &amp; Family Services Program</b></li> <li>• <b>Human Services Counsellor</b></li> <li>• <b>Human Service Counsellor</b></li> <li>• <b>Community Worker</b></li> <li>• <b>Social Work Diploma</b></li> <li>• <b>Social Service Worker</b></li> <li>• <b>Community Worker Outreach &amp; Development</b></li> </ul> <p><b>with a cumulative grade point average of 3.0 ('B') or higher, plus at least two (2) years accumulated, paid, full-time equivalent, relevant work experience in the social services field.</b></p> <p>(C) Completion of a prerequisite course, CVSW15A/B Foundations of Social Work II with at least a 'B' level grade.</p>

	<p>Employment prerequisites must be completed before taking CVSW15A/B. Admission to CVSW15A/B is limited by space availability. Applicants will be pre-selected to take this course by Undergraduate Admissions in conjunction with the School of Social Work. Applicants will be selected based on post-secondary academic performance and employment in the social services field.</p> <p><b>Please note: Applicants who hold a diploma from a public Ontario College (or the equivalent) or a baccalaureate degree from an accredited Canadian university (or equivalent) that is not listed above, and who have at least (2) years accumulated, paid, full-time equivalent, relevant work experience in the social services field, may be considered on an individual basis.</b></p>
--	--

**Implementation** - Applications for Fall 2022 open in September 2021. Pending Senate approval, and with the support of the Registrar’s Office, the School will publish the changes and implement them for the Fall 2022 admission cycle.

**Approvals** – School of Social Work’s School Council - March 15, 2021; FCS Dean – May 7, 2021.

**Recommendation**

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the admission changes to the Part-Time Social Work program – Faculty of Community Services.*

**E. NEW INTERDISCIPLINARY MINOR – Black Studies**

This proposal for a minor in Black Studies is brought forward by the Department of English, and draws its required and elective courses from these disciplines/programs: the Faculty of Arts (Criminology, English, Geography and Environmental Studies, History, Languages, Literatures and Cultures, Politics and Public Administration, Sociology), The Creative School (Fashion, Interior Design, Image Arts, Journalism, RTA School of Media), and the Ted Rogers School of Management.

**Background and Rationale** - Anti-Black racism continues to be a problem on college and university campuses across Canada, and X University is no exception. According to the Anti-Black Racism Campus Climate Review Report, there is underrepresentation of Black faculty in most post-secondary institutions in Canada, including X University. This underrepresentation has an impact on the ability to deepen, expand, and experiment with new and innovative curriculum in Black Studies/anti-Black racism scholarship, something that the report calls for. As the report claims, “a concerted and deliberate effort to diversify disciplines and programs should be undertaken” (p.15). The minor in Black Studies seeks to address underrepresentation in curriculum. This diversification can be supported by the growing core of Black faculty members with subject matter expertise in Black histories and cultures, anti-Black racism, Black feminist, and critical race theory.

The proposal for this minor responds directly to the recommendations of the Anti-Black Racism Campus Climate Review and the Department’s equity and diversity report card produced by the Student Diversity Self-ID Report

(Toward Inclusive Education at Ryerson) (2021). According to the Anti-Black Racism Campus Climate Review, students find that while Ryerson's various curricula have a surface-level diversity, they remain, in substance, a "white experience".

In addition to fulfilling a growing student demand for a focus on the diverse complex histories of the African/Black diaspora as it relates to the Canadian context, the Black Studies Minor is part of an academic field that provides the knowledge, critical tools, and language through which members of the African/Black diaspora and their allies can "find common ground, which can lead to common solutions to long-term issues that affect Black people globally". It also recognizes that as a field, Black Studies has been marginalized in academia. A Black Studies Minor is, therefore, more than simply a course of academic study. Instead, it allows the University to make a key intervention into systemic racism facing the African/Black diaspora in Canada and beyond.

The proposed minor will also complement other university initiatives geared at recognizing Black scholarship and addressing anti-Black racism, including the establishment of

- The Black Mosaic (in Creative Industries), a virtual hub and support project for Black creators to share their creative works;
- FCS and Faculty of Arts' support for curriculum (re)development with a focus on Black scholarship and Black studies;
- TRSM's postdoctoral research on diversity in Canadian sport;
- A number of new Black student associations (e.g., Black Student Fashion Association);
- The Law School's initiatives around race and criminal injustice and Ryerson University's Black Law Students' Association; and
- The Black Innovation Programs (BIP) and Ryerson's DMZ supporting startups led by Black entrepreneurs.

This minor, recent Black-identified hires in Arts (and across the University), and research funding and curriculum redevelopment grants for Black scholarship will contribute to the emerging field of Black Studies at X University, to better reflect the needs, realities, and interests of today's students, and to help Ryerson fulfill its potential for becoming a recognized leader in academic diversity.

This Black Studies Minor will offer students knowledge of the importance and complexity of the field and the opportunity to focus specifically on long overlooked rich histories and contributions of Black peoples. A Black Studies Minor will begin to fill the existing gap of Black scholarship in the academy and will centre the importance of Black peoples and epistemologies. Students will have an opportunity to critically engage with a diverse set of thematic and scholarly concerns, including histories of colonialism and imperialism, slavery, culture, literature, migration and transnationalism, identity, technology, gender and sexuality, representation, media, Black empowerment, and resistance.

This knowledge has direct relevance not only for the X University community, given the diversity of the Black-identified student body, but for a broader understanding of the nuances of race in the Canadian context. This minor will be imperative in allowing marginalized students the space to situate themselves in academia. This, in turn, allows students to access tools that will help them to understand the world around them and their positionality within it. A Black Studies Minor would demonstrate X University's commitments to listening to and learning from its diverse student body. Moreover, it would display X University's willingness to be a leader in equity and diversity in Canada and in inclusive education. The Anti-Black Racism Campus Climate Review Report not only identifies a need to expand the curriculum as it relates to Black scholarship but also "other program practices that impact student success". Similarly, the 2019 Student Diversity Self ID Report (Toward Inclusive Education at X University (2021) called for "targeted initiatives that address anti-Black racism" (p. 9). This minor

will allow for CELT (Community Engaged Learning and Teaching) engagement and help Black students develop a sense of belonging within X University and the academy more generally.

A Black Studies Minor will also promote greater understanding of Black peoples around the world who are too often considered as a monolith. It also represents an attempt to de-centre Eurocentric models of learning, which coincides with calls to decolonize university curriculum. Further, it will centre the unique Black Canadian perspectives which are often ignored in the broader field. A Black Studies minor will be fundamental in creating space for academic and personal growth while working to challenge, examine, and dispel existing racist stereotypes within Canadian society. X University has the unique opportunity to position itself as a leader in Canada by including a long necessary Black Studies Minor in its curricular offerings. This minor is imperative in centring Black Canadian voices as well as the importance of Black scholarship and Black epistemologies worldwide.

**Objectives and Learning Outcomes** – The objectives for the minor are as follows:

- To recognize the existence of Black Studies programming and the importance of Black scholarship, Black epistemologies and Black ontologies.
- To provide students with a greater understanding of Black peoples and Black diasporic communities in Canada and globally.
- To offer a Black perspective on how Blackness operates historically and in contemporary society.
- To examine the historical conditions under which racism, oppression, colonialism, and imperialism operate.
- To build on existing course offerings which centre Blackness and Black peoples and to link these courses thematically and cohesively.
- To address the needs of X University's diverse student body and of the community.
- To prioritize the importance of Black scholarship and to spur more Black scholarship and research for students and faculty.
- To offer an interdisciplinary course of study which provides students with rigorous scholarship and the tools to examine the world in which they live.
- To bring new, diverse and broad perspectives to the University.

The learning outcomes for the minor are:

- Students will acquire knowledge regarding the diverse origins of Black peoples and their diasporic communities. They will learn about Black peoples' histories and cultures through multiple frameworks. Students will understand the past, present, and possible futures of Black peoples in Canada and throughout the world.
- Students will gain the tools to analyze and critique contemporary issues facing Black peoples.
- Students will gain essential critical thinking, research, analysis, and problem-solving skills which they can apply across multiple disciplines.
- Students will be able to demonstrate the cultural, historical, social, political, and linguistic relevance of different Black peoples and their histories.
- Students will develop an awareness of the impacts of the trans-Atlantic slave trade and the complex relationships it has created for Black peoples in current society.
- Students will be able to demonstrate an understanding of the negative impacts of slavery, colonialism, racism, oppression, neocolonialism, systemic inequality, and anti-Black racism.
- Students will be able, as interdisciplinary scholars, to apply academic research methods to Black Studies across multiple disciplines.

These learning outcomes will be achieved with the completion of all six courses. The required course ENG 142 will introduce students to these core concepts. Taking a variety of courses in the field of Black Studies across multiple disciplines will reinforce the above learning outcomes, resulting in a degree of proficiency in understanding the complexity and depth of this field once the 6 courses are completed.

**Curriculum** – Curriculum as it would appear in the Calendar

**Minor in Black Studies**

Requires the completion of 6 courses

Required

ENG 142	Black Arts, Black Power <sup>1</sup>
---------	--------------------------------------

Minimum of three (3), maximum of five (5) of the following courses:

CRI 560 <sup>2</sup>	Black Creative Practices
CRM 250	Criminalizing Blackness
ENG 653	Black Literatures and Cultures
ENG 1xx <sup>3</sup>	Afrofuturism: The Future is Black
FRE 605	Francophone Language and Culture
FSN 610	Carnival Arts
FSNxxx <sup>4</sup>	Fashion and Race
FSNxxxx	Black Fashion
GMS 694	The African Business Environment
HIS 107	Colonization, Colonialism and Independence
HIS 854	African-American History
HST 633	Modern Africa
IDE 501	Africa and Beyond: The Decolonization of Design Culture

<sup>1</sup> This one required course for the minor is a Table II elective for English students, would currently count as a Professionally-related elective for Arts students, and will be on the Open Electives Table available for non-Arts students. By September 2022, there will no longer be an Open Elective table and the Professionally-related category will cease to exist. Students will be able to take any available, non-restricted course as an Open Elective.

<sup>2</sup> In Winter 2022 the course will use a Special Topics course code - CRI560 - then it will become CRI470 in Winter 23

<sup>3</sup> Course codes including “xx” or “xxx” are courses that are new courses that are currently being developed.

<sup>4</sup> This course is running in 2021-22 as a Special Topics course and will be a permanent course in 2022-2023.



JRN 333 <sup>5</sup>	Reporting on Race
MPC 203	Theorizing Blackness in Modern Art
NNS333	Covering Race
POL 688	Colonialism and Imperialism
RTA 484	Music of the African Diaspora
RTA 183	Rhythm, Beat and Groove
SOC 221	The Hip Hop Lens on Society
SOC 530	Blackness and Freedom
SOC 576	Colonialism and Anti-Blackness

Minimum of zero (0) to a maximum of two (2) of the following courses:

CRB 501	Racism & Caribbean Peoples in Canada
ENG 620	English Caribbean Literatures and Cultures
FRS 602	French Caribbean Literature and Culture
GEO 705	Environment and Society of the Caribbean
GMS 693	The Latin American and Caribbean Business Environment
HST 222	The History of the Caribbean
SPS 502	Spanish Caribbean Literature and Culture

**Description of the Minor as it would appear in the calendar** - The Black Studies Minor provides students with an interdisciplinary approach to exploring the histories and cultures of Black diasporas, ideologies of anti-Black racism, themes of Black resistance to oppression and exploitation, and the range of political strategies and community-based mobilization tactics Black activists and their allies have employed to counter systemic and institutionalized oppressions and fight for social justice.

**Exclusions** - Students may use a maximum of two (2) courses in any given discipline (indicated by the subject prefix of the course code) toward completion of the minor in Black Studies. To enhance the cross-disciplinary range of the minor and to limit overlap with the Caribbean Studies minor, students are limited to only two (2) Caribbean Studies courses in the Black Studies minor; a maximum of two from the following: CRB 501, FRS 602, GEO 705, GMS 693, HST 222, SPS 502, ENG 620. Please note, it is not possible for students to use the same course to count for more than ONE minor.

---

<sup>5</sup> JRN333 Reporting on Race will be for Journalism students and will have a prerequisite of JRN272 (a foundational reporting course) and will be a Table I Core Elective for 3rd year Journalism Students. The sister course, NNS333 Covering Race will be an open elective with no prerequisite and will benefit anyone who wants to take it and who is also interested in the minor.

## **Course Descriptions –**

### **CRB 501 - Racism & Caribbean Peoples in Canada**

The immigration of Caribbean peoples to Canada will be analyzed within the context of Canadian immigration laws and practices, labour market demands, and institutional responses to racial and ethno-cultural diversity. The major focus of the course will be on the establishment and growth of the Caribbean population in Canada, including employment, business and settlement patterns, changes to family structure, development of Caribbean organizations and community development activities, and issues of systemic and individual racism.

*Prerequisites: N/A; UL*

### **CRI 560 – Black Creative Practices**

What do jazz pianist Oscar Peterson, dancer and choreographer Len Gibson, actor and playwright Trey Anthony, hip-hop artist Kardinal Offishall, and Caribbean carnivals across the country have in common? They are all rooted in a Black creative practice, historical and contemporary. Black Creative Practices will expose students to case studies of creatives across multiple genres (music, dance, theatre, carnival, media, and the visual arts) unpacking their origins, form and style, as well as contributions.

*Prerequisites: N/A*

### **CRM 250 – Criminalizing Blackness**

This course examines how the criminalization of Blackness operates through criminal justice and other institutions. It historicizes contemporary anti-Black state violence by tracing the logics of the Transatlantic Slave Trade, the years following emancipation, and neo-colonial relations. The course employs an interdisciplinary approach to understand how anti-Blackness intersects with ethnicity, gender, sexuality, citizenship status, and class to construct notions of criminality, deviance, and punishment. We explore liberatory possibilities drawn from community-led acts of resistance and mobilization.

*Prerequisites: CRM 100*

### **ENG 142 – Black Arts, Black Power**

Black textual and cultural productions reveal the material conditions of Black experience. Students are introduced to Black Studies by exploring cultural production throughout the Black diaspora in its historical and social contexts, including the Middle Passage, slavery, emancipation, segregation, civil rights activism, immigration, and post-colonial revolution. Students analyze literary texts and intellectual traditions in the Black experience of North America. Specific attention is paid to the Black Canadian context.

*Prerequisites: N/A*

### **ENG 653 – Black Literatures and Cultures**

Students explore a wide range of literatures produced by authors and critics throughout the Black diaspora that examine how Blackness is articulated, claimed, challenged, and produced. From Negro spirituals, to hip hop; from slave narratives to Afro-futurism; from early community newspapers to contemporary podcasts -- students enhance their critical skills by exploring the roots and routes of Black literary expressions. This course may be organized thematically or by specific geographical location.

*Prerequisites: ENG 108 or ENG 110 or ENG 142*

### **ENG 620 – English Caribbean Literatures and Cultures**

The lives of peoples from the English-speaking Caribbean are extensively explored in dramatic works, films, music, art, novels and stories produced in the region and by Caribbean expatriates in Canada, the US and the UK. By situating examples of such works within their cultural contexts, the course raises a number of questions about Caribbean identities and experience and uses these questions to illuminate the history, struggles, and

triumphs of these peoples and to imagine future possibilities.

*Prerequisites: N/A; UL*

### **ENG 1xx - Afrofuturism: The Future is Black**

“Afrofuturism”: a term for Black cultural productions that use futuristic tropes to explore Black experience in the past, present, and future. Students explore Afrofuturism’s vast cultural expanse -- from comet-seared New York to a Toronto populated by Caribbean ghosts and gods; from a fugitive alien in Harlem to a prince in Wakanda; from the sounds of Sun Ra to the music videos of Janelle Monae – and consider the possibilities and limitations of the genre.

*Prerequisites: N/A; UL*

### **FRE 605- Francophone Language and Culture**

This course is for students who wish to further their knowledge of cultural studies, as well as literary and linguistic analysis. While gaining an appreciation of the language and culture of the Francophone regions outside Europe, students examine texts of all types. Essay-writing skills and organization form an integral part of the course. Special attention is given to language registers both written and oral as well as sociolinguistic issues in the Francophone world.

*Prerequisites: FRE 601 or placement test required*

### **FRS 602 – French Caribbean Literature and Culture**

This course, taught in English, will focus on the literature, culture and arts of the Francophone Caribbean (Martinique, Guadeloupe, Haiti). Issues of colonialism and postcolonialism, slavery and freedom, exile and immigration, tensions between race and gender, between languages (French and Creole) will be examined through poetry, novels, storytelling, theatre, music and film analysis. Readings include major authors such as Césaire (father of negritude), Condé, Schwartz-Bart, Chamoiseau, J.J. Dominique.

*Prerequisites: N/A; UL*

### **FSN 610 – Carnival Arts**

This course explores the history, development and meaning of Carnival and its contemporary contributions. Students engage in cultural research to explore the significance of Carnival communities worldwide. Working collaboratively, students will design, plan, manage and produce a carnival collection.

*Prerequisites: N/A*

### **FSNxxxx - Fashion and Race**

This course will investigate the ways in which fashioned identities emerge within a racialized context in an effort to gain access, visibility and power—bridging key concepts in fashion studies with foundations in critical race theory, as well as methodologies from disciplines such as sociology, anthropology, art history and material culture. Discussions and exercises will address topics such as (but not limited to): The history of ‘race’ and the Western beauty canon; how race sets the limitations of belonging and citizenship when it comes to dress and appearance; cultural appropriation and the boundaries of material ownership; how the business of fashion grapples with race in retail spaces, image-making and employment diversity.

### **FSNxxxx - Black Fashion**

### **GEO 705 - Environment and Society of the Caribbean**

This course is issue oriented, and emphasizes the interrelatedness of historical, economic, social and cultural phenomena from a regional perspective. The Caribbean is a region because of the shared history, production systems, location in the global economy, patterns of cultural and physical background. Within this framework,

the course will focus on contemporary issues and debates relevant to understanding the regional basis and diversity of the Caribbean.

*Prerequisites: N/A; UL*

### **GMS 693 – The Latin American and Caribbean Bus Environment**

GMS 693 examines the business environment in Latin America and the Caribbean (LAC). The economic, political and cultural differences and similarities between the countries are reviewed and the implications for trade and foreign direct investment discussed. Issues of political stability, natural resource endowments and the relations with the United States and China are examined. Latin American government relations with the United States and China are examined. Latin American government relations with foreign multinational firms are also carefully analyzed. The major institutions that impact business activity in the Region will be discussed. The course will also examine regional economic integration including the prospects for new agreements such as the Caribbean Single Market and Economy (CSME) and the FTAA, as well as the performance of established blocs such as Mercado Commun del Sur (MERCOSUR). The strategies of multinational enterprises entering this Region will be examined and the emergence of LAC multinationals also discussed.

*Prerequisites: GMS 200 or MGT 200 or Direct Entry*

### **GMS 694 – The African Business Environment**

This course examines the challenges of conducting business in Africa. The region as a whole is profiled in terms of history, culture, demographic trends, political risk, economic performance and market opportunity. Barriers to trade and foreign direct investment will be examined along with important institutions that impact business activity. The search for opportunities and the problems associated with doing business in subsistence economies on the African continent will be a central focus of this course. Intra-regional differences in levels of economic development are discussed. Economic integration in the Region and its challenges will also be examined by assessing the performance of blocs such as the Economic Community of West African States (ECOWAS) and the Common Market for Eastern and Southern Africa (COMESA). North American and European interventions in the Region are also discussed along with China's growing economic and political influence. The implications for business in Africa are developed.

*Prerequisites: GMS 200 or MGT 200 or Direct Entry*

### **HST 222 - The History of the Caribbean**

This course examines the development of societies in the Caribbean from the intrusion of European explorers and settlers c.1492 to the dismantling of the slave systems in the 19th century, and beyond to issues, such as independence, affecting the region in modern times.

*Prerequisites: N/A; LL*

### **HIS 107 – Colonization, Colonialism and Independence**

This course provides an introduction to European colonialism in Asia and Africa. We will examine the motives behind territorial acquisition, the methods employed to establish colonial control, and the responses to colonialism among subject populations, including forms of resistance and movements for independence. We will also analyze the impacts of colonialism on the societies of both the colonizers and the colonized. Some key terms in this course are: race, culture, economy, resistance, and violence.

*Prerequisites: N/A*

### **HST 854 – African American History**

The African American experience spans four-hundred years, from the establishment of the transatlantic slave trade through to the present. Beginning with the long road to freedom and concluding with contemporary

struggles for civil rights, this course explores the strategies African Americans employed to challenge institutional racism and white privilege and build vibrant communities in even the most hostile of environments.

*Prerequisites: N/A; UL*

*Anti-Requisites: HIS 854*

### **HST 633 – Modern Africa**

What historical dynamics have produced the Africa we know today? How far are today's problems rooted in the colonial experience? This course examines the history of the continent from the beginning of the colonial period to the present. Some of the themes covered include: resistance to colonial rule, the development of nationalism, class formation, changing gender roles, Africa in the world economy, and democratization movements. This course is best taken with HST 533.

*Prerequisites: N/A; UL*

*Anti-Requisites: HIS556 and HIS656*

### **IDE 501– Africa and Beyond: The Decolonization of Design Culture**

This course will question mainstream narratives in design culture by invoking underrepresented paradigms in the building arts. In particular, building traditions and design cultures on the African continent will be examined, from their pre-colonial origins to the modern struggles that would follow. This analysis will propel discussions on the continued mechanisms of division, the role of designers in decolonizing their discipline, and methodologies towards inherently inclusive and sustainable societies.

*Prerequisites: N/A*

### **JRN 333 - Reporting on Race**

Students in our new Reporting on Race will look at how the media contributes and reflects racism affecting Black communities in Canada today and learn how to ensure you bring an anti-bias perspective to all your reporting to become a stronger journalist.

Prerequisite: JRN272

### **MPC 203: Theorizing Blackness in Modern Art**

The course approaches the topic of modern and contemporary art from the purview of Africa, Latin America, the Middle East, and Asia. Students will investigate the material contexts under which artists worked and organized themselves; the nuanced concept of Blackness; how people make use of art in periods of uncertainty; and, how curators display these histories of representation and art use in museums and gallery spaces.

*Prerequisites: MPC103*

### **NNS333 - Covering Race**

Course description not yet available. See JRN 333 Reporting on Race. The two courses will be antirequisites for each other.

### **POL 688 – Colonialism and Imperialism**

Colonialism and imperialism have affected the lives of peoples for centuries and their impact continues to shape the political, economic and cultural life of contemporary communities in Africa, Asia and the Americas. Foundational to this course are issues of dispossession, identity, power and resistance in colonial and post-colonial societies and contemporary imperialism. Course readings and case studies compare and contrast experiences in selected countries from Asia, Africa and the Americas.

*Prerequisites: N/A*

**RTA 484 – Music of the African Diaspora**

African traditions have fed into and shaped many genres of popular music around the globe, including funk, soul, reggae, son, salsa, zouk, rap, house and grime. This course explores the transnational flows through which the sonic practices and cultural traditions of African peoples have infused a succession of musical styles. Students will gain an understanding of the global history of Black musical innovation and its social, political and aesthetic implications.

*Prerequisites: N/A; LL*

**RTA 183 – Rhythm, Beat and Groove**

Latin America's music spans nightclub salsa, Brazilian samba, Latin jazz, African-derived carnival music, Haitian voodoo, and urban hip-hop, among others, and reflects dynamic cultural fusions of past and present. Through hands-on musical exercises, lecture, and examination of audio-visual media, this course explores the socio-cultural and aesthetic impact of Latin American musical genres, with a particular focus on Latin rhythm, beat and groove. (Formerly MUS 403).

*Prerequisites: N/A*

**SOC 221 – The Hip Hop Lens on Society**

This course introduces individuals to sociological perspectives on the roots of hip hop culture and its global impact. Hip hop provides a powerful understanding of society from below, expressing the experiences and world-views of people marginalized by the dominant power relations. The course will examine the musical and textual forms of hip hop, as well as the social and political contexts in which these cultures arose.

*Prerequisites: N/A; LL*

**SOC 530 – Blackness and Freedom**

This course explores the impact of transatlantic slavery, dispossession and indentureship of Black diasporic peoples within and outside of Canada. It critically engages with themes of labour in the afterlife of slavery, the spatial and physical erasures of blackness, the surveillance and medicalization of Black bodies and blackness in white imagination. In "talking back" to systems of oppression, this course will also explore the politics of Black resistance that ultimately broaden horizons of Black freedom.

*Prerequisites: SOC 11B or SOC 103 or SOC 104 or SOC 105 or SOC 111*

**SOC 576 – Colonialism and Anti-Blackness**

There is an emergent body of scholarship bringing into conversation Indigenous and Black studies to interrogate how settler colonialism intersects with anti-Black racism give rise to white settler societies at the expense of Indigenous and Black life. This course introduces those key theoretical, methodological, and ethical frameworks for inquiries into historical and contemporary societal structures, state violence, and social movements. Taking an interdisciplinary approach, students appraise white settler societal formations while exploring decolonial, abolitionist possibilities.

*Prerequisites: SOC 427*

**SPS 502 – Spanish Caribbean Literature and Culture**

This course, taught in English, is intended to introduce students to the Spanish speaking Caribbean. Through the study of literature, painting, and cinema, students will have a broad overview of Hispanic Caribbean cultural traditions. Students will study three principal countries: Cuba, Puerto Rico and the Dominican Republic. Major authors to be studied may include Rosario Ferré, Miguel Piñero, Nicolas Guillen, Aida Cartagena Portalatin, Julia de Burgos, Gertrudis Gomez de Avellaneda and Lydia Cabrera.

*Prerequisites: N/A; UL*

**New Upcoming Courses** – Many of the courses that make up the curriculum are generally well-established (16/30), some (7/30) will be offered for the first time in the academic years 2021–2022 and a few (7/30) in 2022–2023.

Currently running consistently

1. CRB 501– Racism and Caribbean Peoples in Canada
2. FRS 602–French Caribbean Literature and Culture
3. SPS 502– Spanish Caribbean Literature and Culture
4. HST 222 - The History of the Caribbean
5. ENG 620 -- English Caribbean Literatures and Cultures
6. FRE 605 - Francophone Language and Culture
7. GMS 693–The Latin American and Caribbean Bus Environ
8. GMS 694–The African Business Environment
9. HIS 107– Colonization, Colonialism and Independence
10. HIS 854–African-American History
11. HST 633–Modern Africa
12. IDE 501–Africa and Beyond: The Decolonization of Design Culture
13. POL 688– Colonialism and Imperialism
14. RTA183– Rhythm, Beat and Groove
15. SOC 221– The Hip Hop Lens on Society
16. SOC 530–Blackness and Freedom

Offered in 2021-2022

1. CRI 560 - Black Creative Practices (will become CRI470 in Winter 23)
2. CRM 250 - Criminalizing Blackness
3. MPC 203 - Theorizing Blackness in Modern Art
4. RTA 484 – Music of the African Diaspora
5. SOC 576 – Colonialism and Anti-Blackness
6. CGEO 705 - Environment and Society of the Caribbean
7. FSNxxxx - Fashion and Race

Will be offered in 2022-2023

1. ENG 142 – Black Arts, Black Power
2. ENG 6xx - Black Literatures and Cultures
3. ENG 1xx - Afrofuturism: The Future is Black (2023-2024)
4. FSN 610 - Carnival Arts
5. FSN xxxx - Black Fashion
6. JRN 333 - Reporting on Race
7. NNS333 - Covering Race

**Resource issues** - We do not foresee any unreasonable increase in demand on current resources since most of the minor is built on pre-existing courses, most of which run regularly and with consistently healthy enrolments. The new courses reflect the increasing diversity of faculty and their interests and as such, do not pose resource issues.

**Delivery** - The Black Studies Minor would be readily available to students from almost all programs at X University in different capacities. A number of courses in the minor are Liberal Studies courses and others (as of

Fall 2022) will be used as Open Electives (subject to availability and prerequisites). Some courses are also offered through the Chang School.

**Governance** - The Black Studies Minor will be situated in the Faculty of Arts, which provides the greatest number of electives to the minor and offered through the Department of English. It will be governed by a multidisciplinary committee composed of a majority of Black-identified scholars and students, including at least two professors and one Black-identified student from each of the Faculties that participates in the Minor. The committee’s mandate will be to meet as needed to consider proposals, to add or delete courses or make other changes to the curricular structure. Any such changes will be administered by the Department of English, with the approval of the Dean of Arts, as well as approvals from the teaching departments and the Faculty Dean of the courses involved.

**Recommendation**

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve the new Minor Black Studies.*

**F. FCS – Midwifery Education Program – Exception to Senate Policy #2: Program Balance**

**Introduction and Rationale** – The Faculty of Community Services Midwifery Education Program proposes an exception to Senate Policy #2: Program Balance. This proposal stems from a recommendation by the Academic Standards Committee as a result of the program’s periodic program review, and a result of the program requiring a minimum of 50% placement content to meet accreditation requirements.

The first three semesters of the program (year 1 and Fall semester of year 2) contain 2-3 liberal arts credits (>= 16% of the course load per semester). The Accreditation of this professional program requires a required number of clinical care elements (prenatal, intrapartum, postpartum and prenatal care) in which safe demonstration of core competencies is required. After the clinical portion of the program begins, full-time clinical placement while taking 24 hour call is required, which precludes taking liberal arts courses.

The majority of the enrolled students have already received postsecondary education in which liberal arts electives have previously been met, leaving them to graduate with the expected university developmental learning expectations.

<b>Degree to which the program(s) vary from Senate Policy:</b>			
	<b>Senate Policy 2: Expected Range (%)</b>	<b># Courses in Program</b>	<b>% Courses in Program</b>
<b>Core Studies (required + core elective)</b>	<b>60-75</b>	21	80.8%
<b>Open Electives</b>	<b>10-25</b>	1	3.8%
<b>Liberal Studies</b>	<b>15-20</b>	4	15.4%
<b>Total</b>	<b>100</b>	26	<b>100</b>

**Recommendation**

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve this exception to Senate Policy #2 – Program Balance.*



**G. FCS – Occupational Health and Safety Two-year Degree Completion Program – Exception to Senate Policy #2: Program Balance**

**Introduction and Rationale** – The Faculty of Community Services Occupational Health and Safety Degree Completion Program proposes an exception to Senate Policy #2: Program Balance. This program is a 2-year degree completion program. Admission is available to applicants who have completed the Workplace Safety and Prevention Diploma from Lambton College, Seneca College or Cambrian College with a minimum B/3.0/70% overall average. Students complete 19 core courses and 3 liberal courses (instead of the 30 core and 10 liberal/open electives required for the 4-year program). The other liberal/open elective requirements are covered by the students’ previous Diplomas. The current program was approved by ASC and Senate in 2018.

<b>Degree to which the program(s) vary from Senate Policy:</b>			
	<b>Senate Policy 2: Expected Range (%)</b>	<b># Courses in Program</b>	<b>% Courses in Program</b>
<b>Core Studies (required + core elective)</b>	<b>60-75</b>	19	86
<b>Open Electives</b>	<b>10-25</b>	0	0
<b>Liberal Studies</b>	<b>15-20</b>	3	14
<b>Total</b>	<b>100</b>	22	<b>100</b>

**Recommendation**

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve this exception to Senate Policy #2 – Program Balance.*

**H. FCS – Occupational Health and Safety Two-year Post-Baccalaureate Degree Program – Exception to Senate Policy #2: Program Balance**

**Introduction and Rationale** – The Faculty of Community Services Occupational Health and Safety Post-Baccalaureate Degree Program proposes an exception to Senate Policy #2: Program Balance. This program is an accelerated 2-year ‘fast-track’ program. Admission is available to applicants who hold a bachelor’s degree or higher from an accredited university, including completion of three (lower or upper level) liberal studies courses. Students complete 26 core courses (instead of 30 core and 10 liberal/open electives required for the 4-year program). Students in the program have already completed their liberal/open elective course requirement in their previous degree and already have a heavy course load compared to the four-year program (average of 6-7 courses per semester, compared to 5 courses per semester for the four-year program). This fast-track format is not new and has been part of the School’s programs for over a decade. The current program was approved by ASC and Senate in 2018.

<b>Degree to which the program(s) vary from Senate Policy:</b>			
	<b>Senate Policy 2: Expected Range (%)</b>	<b># Courses in Program</b>	<b>% Courses in Program</b>
<b>Core Studies (required + core elective)</b>	<b>60-75</b>	26	100
<b>Open Electives</b>	<b>10-25</b>	0	0
<b>Liberal Studies</b>	<b>15-20</b>	0	0
<b>Total</b>	<b>100</b>	26	<b>100</b>

**Recommendation**

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve this exception to Senate Policy #2 – Program Balance.*

**I. FCS – Occupational Public Health Two-year Post-Baccalaureate Degree Program – Exception to Senate Policy #2: Program Balance**

**Introduction and Rationale** – The Faculty of Community Services Occupational Public Health Post-Baccalaureate Degree Program proposes an exception to Senate Policy #2: Program Balance. This program is an accelerated 2-year ‘fast-track’ program. Admission is available to applicants who hold a bachelor's degree or higher from an accredited university, including completion of three (lower or upper level) liberal studies courses. Students complete 26 core courses (instead of 30 core and 10 liberal/open electives required for the 4-year program). Students in the program have already completed their liberal/open elective course requirement in their previous degree and already have a heavy course load compared to the four-year program (average of 6-7 courses per semester, compared to 5 courses per semester for the four-year program). This fast-track format is not new and has been part of the School’s programs for over a decade. The current program was approved by ASC and Senate in 2018.

<b>Degree to which the program(s) vary from Senate Policy:</b>			
	<b>Senate Policy 2: Expected Range (%)</b>	<b># Courses in Program</b>	<b>% Courses in Program</b>
<b>Core Studies (required + core elective)</b>	<b>60-75</b>	26	100
<b>Open Electives</b>	<b>10-25</b>	0	0
<b>Liberal Studies</b>	<b>15-20</b>	0	0
<b>Total</b>	<b>100</b>	26	<b>100</b>

**Recommendation**

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this exception to Senate Policy #2 – Program Balance.***

**J. FCS – Urban and Regional Planning Two-year Post Baccalaureate Degree Program – Exception to Senate Policy #2: Program Balance**

**Introduction and Rationale** – The Faculty of Community Services Urban and Regional Planning Two-year Post Baccalaureate Degree Program proposes an exception to Senate Policy #2: Program Balance. The two-year PLAB post-baccalaureate degree program was designed to respond to the demand for a second-degree program in Planning with an applied focus, combined with the Ministry’s desire to develop study continuation program to produce professionally accredited planners. **Students with another undergraduate degree** have the opportunity to complete the program in two years and receive a professional Planning degree. The program was first accredited by the Canadian Institutes of Planners (CIP) in 2005.

The core of the PLAB program is identical to the third and fourth years of the four-year Bachelor degree program (PLAN) program at SURP. However, to meet the professional accreditation requirement related to the functional and enabling competencies, several adjustments to the rest of the curriculum had to be made. First, it is expected that students would have taken a significant number of courses during their previous undergraduate studies, which would qualify as Professionally-related/ Open Electives courses AND Liberal Studies courses, and satisfy the objectives of section 4.4.4 of Policy 2 (Provision of multiple curriculum opportunities) and Section 5.2 of policy 2 (Open Electives: provides students with the opportunity....to choose degree level courses outside their core). At the time of the inception of the program, the academic standards committee (ASC) recommended that **by virtue of the previous degree, a student would have met these requirements.** We argue that duplicating those similar courses would be counter-productive. As a result, the approved curriculum only includes courses that can be identified as “core studies” (required and core electives).

This approach allows us to introduce and reinforce topics and skills related to all functional and enabling competencies required by the Professional Accreditation Board (PSB).

Furthermore, to meet the accreditation-related competency standards, students must successfully pass CVUP100 (Foundations of Planning; offered through Chang School) in order to be admitted to the PLAB program. Students are further required to take an economics course (ECN104) in their first semester and an ecology course (PLG240) in their second semester.

A change to the current balance of the PLAB program would significantly impact the programs professional accreditation (PSB) and SURP’s vision “to provide excellence in planning education that prepares graduates to contribute as leaders in the community and the profession”. The current accreditation (for a 5-year period) was secured in 2020.

<b>Degree to which the program(s) vary from Senate Policy:</b>			
	<b>Senate Policy 2: Expected Range (%)</b>	<b># Courses in Program</b>	<b>% Courses in Program</b>
<b>Core Studies (required + core elective)</b>	<b>60-75</b>	20 (14 required + 6core electives)	100
<b>Open Electives</b>	<b>10-25</b>	0	0
<b>Liberal Studies</b>	<b>15-20</b>	0	0
<b>Total</b>	<b>100</b>	20	<b>100</b>

**Recommendation**

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve this exception to Senate Policy #2 – Program Balance.*

**K. FCS – Urban and Regional Planning Two-year Post Diploma Degree Completion Program – Exception to Senate Policy #2: Program Balance**

**Introduction and Rationale** – The Faculty of Community Services Urban and Regional Planning Two-year Post Diploma Degree Completion Program proposes an exception to Senate Policy #2: Program Balance. The two-year PLAD post-diploma degree completion program was created in response to two external factors. The first was a policy direction from the Province of Ontario to create new articulation programs between the community colleges and universities in the Province. These programs would provide a clear route for college students to attain admission (transfer) to university undergraduate degree programs. The second factor was a request by the Ontario Professional Planners Institute and the Canadian Institute of Planners to create a well-defined path for diploma holders from accredited planning technician programs to move to an undergraduate degree award in planning. Both professional institutes wished to establish the completed four-year university degree award as the base criteria for eligibility for membership in the Institutes.

PLAD students enter into the third year of the four-year undergraduate program. To be considered, **students must have completed the Urban and Regional Planning Technician-GIS Diploma from Mohawk College of Applied Arts and Technology, or the GIS and Urban Planning Diploma from Fanshawe College of Applied Arts and Technology.**

To meet the professional accreditation requirement related to the functional and enabling competencies, several adjustments to the four-year curriculum had to be made. First, it is expected that students would have taken a significant number of courses during their previous diploma studies, which would qualify as Professionally-related/ Open Electives courses, and satisfy the objectives of section 4.4.4 of Policy 2 (Provision of multiple curriculum opportunities) and Section 5.2 of policy 2 (Open Electives: provides students with the opportunity to choose degree level courses outside their core).

However, in recognition of the needs “to develop students’ capacity to understand and critically appraise the social, cultural, natural, and physical context in which they will work as a professional and live as an educated citizen” (Section 5.3 in Policy 2) and an acknowledgement of the lack of opportunities to complete relevant course work in a community-college degree program, the students are required to complete similar number of Liberal Studies courses within a two-year period, when compared to our four-year PLAN program, increasing their proportional representation in the overall curriculum.

As a result, the approved curriculum only includes courses that can be identified as “core studies” (required and core electives) and Liberal Studies. Furthermore, to meet the accreditation-related competency standards, students must successfully pass CVUP100 (Foundations of Planning; offered through Chang School) in order to be admitted to the PLAD program. Students are further required to take an economics course (ECN104) in their first semester, an ecology course (PLG240) in their second semester, and a Senior Planning Project Course (PLG805) that emphasizes critical thinking and analysis. As a result, the overall course load of this program is higher than our four-year program (23 courses in two years, compared to 20 courses for PLAN students). This approach allows us to introduce and reinforce topics and skills related to all functional and enabling competencies required by the Professional Accreditation Board (PSB), while also allowing opportunities to improve student capacity with regard to critical thinking and writing.

A change to the current balance of the PLAB program would significantly impact the programs professional accreditation (PSB) and SURP’s vision “to provide excellence in planning education that prepares graduates to contribute as leaders in the community and the profession”. The current accreditation (for a 5-year period) was secured in 2020. We have attached our submission to the PSB (PSB Accreditation Self Study 2020) with this application. **Any change would have to also agreed upon with the colleges, and the articulation documents would have to be revisited.**

<b>Degree to which the program(s) vary from Senate Policy:</b>			
	<b>Senate Policy 2: Expected Range (%)</b>	<b># Courses in Program</b>	<b>% Courses in Program</b>
<b>Core Studies (required + core elective)</b>	<b>60-75</b>	18 (15 required + 3core electives)	78
<b>Open Electives</b>	<b>10-25</b>	0	0
<b>Liberal Studies</b>	<b>15-20</b>	5	22
<b>Total</b>	<b>100</b>	18	<b>100</b>

**Recommendation**

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this exception to Senate Policy #2 – Program Balance.***

## **L. FOS – Medical Physics Degree Program – Exception to Senate Policy #2: Program Balance**

**Introduction and Rationale** – The Faculty of Science Medical Physics Degree Program proposes an exception to Senate Policy #2: Program Balance. To meet the standards of the professional accreditation and provide a competitive, sector-based education, to continue accepting Ryerson graduates into our accredited graduate program and to maintain multidisciplinary approach, BSc (Honours) in Medical Physics is seeking the approval of the Academic Standards Committee and Senate for a variation from the specified program balance as outlined in Policy 2, section 6.

To prepare our students to enter into the medical and health professions, and to fulfill the CAMPEP accredited program entrance requirements, the applicants need multiple upper year physics courses. Without fulfilling the CAMPEP entrance requirements students cannot proceed to the CAMPEP accredited graduate programs. To achieve this, the Medical Physics undergraduate program is structured with three or four level of prerequisite courses that must be accompanied with academic advising to ensure students successfully complete the requirements. For example, to take PCS 406: Radiation Dosimetry and Health Physics students need to take following physics courses sequence: PCS 120 (Physics I; first term), PCS130 (Physics II; second term), PCS229 (Introduction to Medical Physics; third term), PCS325 (Nuclear Physics; six term). In parallel they require proficiency in mathematics, which is achieved by guiding students through a list of required mathematics courses. Another example is PCS350: Computational Methods in Medical Physics, which has [PCS 622](#) or ([MTH 501](#) and [MTH 430](#)) as pre-requisites. On the Physics side, students need to pass PCS 120 (Physics I; first term), PCS130 (Physics II; second term), PCS300 (Modern Physics), PCS521 (Mathematical Physics) and PCS622 (Mathematical Methods in Medical Physics) to reach PCS350. This multilevel pre-requisite structure prevents creating places in the existing curriculum for the open elective courses without compromising the Program goals and training of the next generation of Medical Physics ready for the next steps in their education.

To apply for a CAMPEP accredited graduate programs in Medical Physics, a student must have a minimum of 3 upper year Physics course. The preferred courses are Nuclear Physics, Quantum Physics I or II, Electricity and Magnetism I or II, Thermodynamics, Statistical Physics and Mathematical Physics, to name some. Similarly, as explained above, to reach these upper year physics courses students need to take a multilevel pre-requisite courses, which require early planning in their studies.

Medical Physics is a bridge between Science and Medicine. Our Medical Physics program is a Science program that is multidisciplinary in nature. It requires a well-defined curriculum structure to achieve the professional and educational needs in the field. To achieve the required knowledge in physics and related supporting sciences, as for the core required courses, it is comprised of 17 physics and medical physics, 5 math, 5 chemistry and biology, and 1 computer science course. Also 4 professionally-related elective courses are included in the curriculum. The coverage in Biology and Chemistry is presently suboptimal in the program (2 required and 2 elective Chemistry courses; 3 required and 7 elective Biology courses), which is a weak point of the Program. These deficiencies cannot be addressed due to the lack of course spaces in the curriculum. With the 6 mandated Liberal Study courses, the program has only 4 spaces left for core elective courses allowing students to achieve their desired paths or other academic aspirations associated with applying to professional schools. There are no additional spaces for OE courses since any substitutions of existing courses will prevent students from focusing their education in Medical Physics, Computational Physics or Physics or other relevant sciences required to advance their careers in the Medical Physics field.

**Current curriculum structure showing current program balance**

<b>Term/Year</b>	<b>current</b>
Year 1	10 core required 1 liberal
Year 2	9 core required 1 liberal
Year 3, semester 5	4 core required 1 from Table I (core electives)
Year 3, semester 6	3 core required 1 from Table I (core elective) 1 liberal
Year 4, semester 7	2 core required 1 from Table I (core elective) 2 liberal
Year 4, semester 8	2 core required 2 from Table I (core electives) 1 liberal
<b>Total (semesters 1-8) Curriculum balance</b>	<b>30 core required 5 core elective 6 liberals (LS)</b>

<b>Degree to which the program(s) vary from Senate Policy:</b>			
	<b>Senate Policy 2: Expected Range (%)</b>	<b># Courses in Program</b>	<b>% Courses in Program</b>
<b>Core Studies (required + core elective)</b>	<b>60-75</b>	35	85
<b>Open Electives</b>	<b>10-25</b>	0	0
<b>Liberal Studies</b>	<b>15-20</b>	6	15
<b>Total</b>	<b>100</b>	41	<b>100</b>

**Recommendation**

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this exception to Senate Policy #2 – Program Balance.***

**M. FOS – Biology- option in BioPhysics Degree Program – Exception to Senate Policy #2: Program Balance**

**Introduction and Rationale** – The Faculty of Science Biology- option in BioPhysics Degree Program proposes an exception to Senate Policy #2: Program Balance. The Biology program has a regular program and 3 options. Although 3 of the curricular streams will be amended to comply with Policy 2, the Biophysics option is a multidisciplinary stream that requires a substantial amount of knowledge in 2 fields – Biology and Biophysics and would not have the space in the curriculum to accommodate more courses.

Briefly, the biophysics option is available to students entering their 3rd year of the biology program. Biophysics, the discipline, typically address biological problems at the molecular level by drawing knowledge and experimental techniques from a wide variety of disciplines to indirectly observe or model the structures and interactions of individual molecules or complexes of molecules. The courses are drawn from the Medical Physics curriculum program and as such are typically studied at the graduate level which makes this option at Ryerson Unique.

Students who choose this option will enhance their undergraduate biology education with course such as Radiation Biology, Health Physics, and Medical Physics. Biophysics offers careers in teaching and research and development at educational, medical and government institutions, R and D at pharmaceutical, biotechnology and nanotechnology and other biologically oriented high-tech companies and in regulation and public policy at all levels of government and private organizations. This undergraduate option can also lead to post-graduate studies towards certification as a health or medical physicist.

The program already draws from 2 distinct disciplines and as such is multidisciplinary in nature. Students who choose this option will be aware that they are limiting their OE choices in favour of a concentration in this unique area so that they are better prepared for job opportunities in this area. Furthermore, the option is selected by a small number of students and therefore very few students would be affected.

**Table B. Current curriculum structure showing current program balance**

<b>Term/Year</b>	<b>current</b>
Year 1	10 core required 1 liberal
Year 2	9 core required 1 liberal
Year 3, semester 5	4 core required 1 liberal
Year 3, semester 6	4 core required 1 liberal
Year 4, semester 7	2 core required 2 from Table III (core electives) 1 liberal
Year 4, semester 8	2 core required 2 from Table III (core electives) 1 liberal
<b>Total (semesters 1-8) Curriculum balance</b>	<b>31 core required 4 core electives 6 liberals</b>

<b>Degree to which the program(s) vary from Senate Policy:</b>			
	<b>Senate Policy 2: Expected Range (%)</b>	<b># Courses in Program</b>	<b>% Courses in Program</b>
<b>Core Studies (required + core elective)</b>	<b>60-75</b>	35	85
<b>Open Electives</b>	<b>10-25</b>	0	0
<b>Liberal Studies</b>	<b>15-20</b>	6	15
<b>Total</b>	<b>100</b>	41	<b>100</b>

**Recommendation**

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve this exception to Senate Policy #2 – Program Balance.*

**N. FOS – Biology option in Bioinformatics and Computational Biology – Curriculum modifications**

**Introduction and Rationale** – The Biology Program with the Option in Bioinformatics and Computational Biology is proposing curricular modifications to gain compliance with Policy 2. The program currently consists of 41 credit courses. Currently the students take 31 cores courses, 3 Professionally related electives, and 6 liberals. The large number of core course in the program are due to its multidisciplinary nature which spans, Biology, Chemistry, Computer science and Math. However, 4 OE can be accommodated by removal of the requirement of the core course BCH463 (Advanced Biochemistry II) from the curriculum (this course will remain available to students as an Open Elective) and removing the requirement for students to take 3 courses from Table IV (Professionally-related courses, all now offered in OE). The removal of the core course does not impact the vision of this option as the student will already have 2 biochemistry courses which is more than enough to understand its relationship to computational biology. Table IV will be deleted from the calendar. Table IV was used to offer more diversity of courses to the student which can easily be accomplished by OE. This change does not affect the program’s outcomes, learning objectives, timed offerings, etc. The changes are highlighted the table below.

**Table D. Changes in curriculum structure to accommodate 4 OE\***

<b>Term/Year</b>	<b>current</b>	<b>proposed</b>
Year 1	11 courses	No change
Year 2	10 courses	No change
Year 3, semester 5	4 core required 1 liberal	4 core required 1 liberal
Year 3, semester 6	4 core required 1 liberal	3 core required 1 liberal 1 from OE
Year 4, semester 7	3 core required 1 liberal 1 from Table IV	3 core required 1 liberal 1 from OE
Year 4, semester 8	2 core required 1 liberal 2 from Table IV (PRs)	2 core required 1 liberal 2 from OE
<b>Total (semesters 5-8)</b>	<b>13 core 3 from Table IV (PRs) 4 liberals</b>	<b>12 core required 4 from Open Electives 4 liberals</b>

\*All these programs will also change the terminology of their “Professional and Professionally Related” Tables to fall in line with the terminology outlined in Policy 2.

**Recommendation**

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this curriculum modification.***

**O. FOS – Mathematics and its Application option in Computer Science – Curriculum modifications**

**Introduction and Rationale** – Mathematics and its Application Program with the option in Computer Science is proposing curricular modifications to gain compliance with Policy 2. The program with the option in Computer Science currently consists of 41 credit courses. It concentrates its curriculum over 2 diverse areas, mathematics and computer science. Currently the students take 25 cores courses, 10 Professionally related electives (4 that



are within the mathematics area (Table I) and 6 from the computer science area (Table II)), 2 OE and 6 liberals. The proposal will remove a professional elective (core elective) from both Table I and Table II to increase the OE from 2 to 4. This change does not affect the program’s outcomes, learning objectives, timed offerings, etc. The changes are highlighted in the table below.

**Changes in curriculum structure and delivery to accommodate 4 OE\***

<b>Term/Year</b>	<b>current</b>	<b>proposed</b>
Year 1	11 courses	No change
Year 2	10 courses	No change
Year 3, semester 5 and 6	5 core 2 from Table I 2 from Table II 1 liberal	No change
Year 4, semester 7 and 8	1 core 2 from Table I 4 from Table II 2 OE 1 liberal	1 core 1 from Table I 3 from Table II 4 OE 1 liberal
<b>Total (semesters 5-8)</b>	<b>6 core</b> <b>4 from Table I</b> <b>6 from Table II</b> <b>2 OE</b> <b>2 liberals</b>	<b>6 core</b> <b>3 from Table I</b> <b>5 from Table II</b> <b>4 OE</b> <b>2 liberals</b>

\*All these programs will also change the terminology of their “Professional and Professionally Related” Tables to fall in line with the terminology outlined in Policy 2.

**Recommendation**

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this curriculum modification.***

**P. FOS – Mathematics and its Application option in Economics – Curriculum modifications**

**Introduction and Rationale** – Mathematics and its Application Program with the option in Economics is proposing curricular modifications to gain compliance with Policy 2. The program with the option in Economics currently consists of 41 credit courses. It concentrates its curriculum over 2 diverse areas, mathematics and economics. Currently the students take 25 cores courses, 10 Professionally related electives (4 that are within the mathematics area (Table I) and 6 from the economics area (Table III)), 2 OE and 6 liberals. The proposal will remove a professional elective (core elective) from both Table I and Table III to increase the OE from 2 to 4. This change does not affect the program’s outcomes, learning objectives, timed offerings, etc. The changes are highlighted in the table below.

## Changes in curriculum structure and delivery to accommodate 4 OE\*

Term/Year	current	proposed
Year 1	11 courses	No change
Year 2	10 courses	No change
Year 3, semester 5 and 6	5 core 2 course from Table I 2 course from Table III 1 liberal	No change
Year 4, semester 7 and 8	1 core 2 course from Table I 4 course from Table III 2 OE 1 liberal	1 core 1 course from Table I 3 course from Table III 4 OE 1 liberal
<b>Total (semesters 5-8)</b>	<b>6 core</b> <b>4 from Table I</b> <b>6 from Table III</b> <b>2 OE</b> <b>2 liberals</b>	<b>6 core</b> <b>3 from Table I</b> <b>5 from Table III</b> <b>4 OE</b> <b>2 liberals</b>

\*All these programs will also change the terminology of their “Professional and Professionally Related” Tables to to fall in line with the terminology outlined in Policy 2.

### Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this curriculum modification.***

### Q. ARTS – Politics and Governance – Curriculum modifications

**Introduction and Rationale** – Politics and Governance in the Faculty of Arts is proposing curricular modifications (a reduction in Core Required Courses) to gain compliance with Policy 2, as well the addition of four new concentrations.

#### Reduction in Core Required Courses

This proposal aims to reduce the number of required courses in the POG curriculum, a modification that was recommended specifically (Recommendation #7) by the 2018 Periodic Program Review (PPR) and is aligned with Ryerson’s phased-in implementation of Senate Policy #2, in which a revised Tripartite Curriculum structure features Core (Required and Elective), Open Electives, and Liberal Studies. These changes combine to offer greater choice and flexibility for students. The table below demonstrates the changes between the current and proposed curriculum models.

New Curriculum Model			
Number and % of Core Required Course Counts	Number and % of Core Elective Course Counts	Number and % of Liberal Studies Course Counts (indicate LL/UL)	Number and % of Open Elective Course Counts
7 specific courses plus a minimum of 4 Table 1 (2 Humanities and 2 Social Sciences). 11 = 27.5%	2 Core Elective Group 14 Core Elective Table II TOTAL 16 = 40%	2 ULLS 4 ULLS TOTAL 6 15%	7 = 17.5%
Old Curriculum Model			
Number and % of Required Course Counts	Number and % of Professional Elective Course Counts	Number and % of Liberal Studies Course Counts (indicate LL/UL)	Number and % of Professionally-Related Elective Course Counts
13 specific courses plus a minimum of 4 Table 1 (2 Humanities and 2 Social Sciences). 17 = 42.5%	10 = 25%	2 LLLS 4 ULLS TOTAL 6 15%	7 = 17.5%

Rationale for Reducing the Number of Required Courses:

1. The introductory requirements of the existing Politics and Governance program exceed the norm of many other political science majors in Canada. Those programs are widely seen to equip their students with adequate skills and knowledge in the field of politics.
2. The number of required introductory courses in the POG program is also higher than in several other programs in the Faculty of Arts.
3. The requirements of related double-major programs involve fewer required courses, and that has been recognised as sufficient to declare that a student has majored in Politics and Governance. More closely aligning the required elements of the single major increases the coherence and consistency of requirements between the single- and double-majors.
4. The PPR recommends fewer required courses.
5. The PPR also notes that many of the currently-required courses are at a lower level, so reducing their number would enable students to a) take more upper-level courses, including seminars, that would advance their skills and knowledge; and b) expand their ability to take upper level courses with faculty in their areas of expertise.
6. The PPR recommends greater balance in our curriculum between the traditional subfields.
7. The POG co-op program requires students to complete three semesters of work placements. Making the curriculum more flexible will assist co-op students in completing their degrees on time.
8. The University is moving towards the full implementation of Senate Policy #2 (which includes Open Electives), offering students more choice in their degrees. Increasing flexibility and choice in the POG major aligns with the University's general direction.
9. The proposed modification is consistent with the Learning Outcomes (**Appendix D**) and UDLEs (**Appendix E**). Both were revised in April 2021, with the assistance of Paola Borins, Curriculum

Development Consultant. The modifications, together with the addition of seventeen (17) POG courses since 2012, will afford students a much more realistic choice in terms of whether to aim for breadth or depth within the discipline.

10. The POG electives are offered regularly, which facilitates broader student choice and will also facilitate the successful completion of the proposed concentrations.

### **Introduction of four Concentrations**

1. **Canadian Democracy.** A Concentration in Canadian Democracy offers students in the Politics and Governance Program the opportunity to select core program electives that will enhance and develop their expertise in democratic processes and institutions in the Canadian context. The Department of Politics and Public Administration offers students an array of courses that relate to Canadian politics. Completion of the Canadian Democracy Concentration allows students to signal to graduate schools and/or potential employers that they have chosen to specialise in this area of the discipline.
2. **Politics of Identity.** We live in an era where the impact of identities on political events and governing policies has never been more stark. Historically, political identities on the left and right have been central to the organization of power, society and governance, with identity-based categories mobilized as organising principles for the distribution of power and its benefits in society. Class, indigeneity, ethnicity, race, gender, religion, ability/disability, gender/sexual difference, along with post-colonial identities, represent key bases for political mobilization, engaging politics of recognition and making claims to state power and self-determination at all levels of governance. The Concentration is deliberately designed to cut across subfields and to cover subject matter that draws upon the program's five subfields. As the whole field of identity increases in importance within the discipline, students who complete this Concentration will enhance their applications for graduate or legal education and/or for employment.
3. **Public Policy.** The Department of Politics and Public Administration has significant strength in relation to public policy that is demonstrated in courses at both the undergraduate and graduate levels. But, because many universities do not offer Public Policy as an undergraduate subfield of Political Science, there is a need to make it possible for students to signal clearly to graduate schools and/or potential employers that they have a strong body of knowledge in public policy.
4. **World Politics.** The Department has considerable faculty strength in the subfields of Global and Comparative Politics. The World Politics Concentration draws on that expertise to offer students the opportunity to focus their undergraduate studies in the international arena, which is of particular interest to many students. Completion of the Concentration in World Politics will strengthen the application of students wishing to pursue further education in areas of International Relations, Global Politics, or Comparative Politics; and will also be helpful to those seeking employment with international entities, both governmental and non-governmental.

### **Effect of Concentrations on program learning outcomes.**

The introduction of these concentrations reflects a change in thinking about the *breadth* and *depth* within the program. The previous curriculum structure quite deliberately forced introductory exposure to all five of the subfields offered by the Department of Politics and Public Administration, thus ensuring that students would be able to take, in their third and fourth years, any Core Electives (Table II) on offer. The revised curriculum –

equally deliberately – leaves to students the decision as to whether to focus broadly (across subfields), or to concentrate more narrowly on three subfields (the minimum to which they will be introduced).

The addition of concentrations simply formalizes – and makes more intentional – something that has actually been possible within the degree for many years. Table II has always been arranged by subfield, signalling to students what they should do if they wish to concentrate their studies within particular subfields. When Senate policy was amended to permit concentrations – and to have them recognised on the students' transcripts – it made sense for the Department to develop coherent Concentrations, not necessarily along subfield lines. In short, the addition of optional Concentrations supports the program learning outcomes. Their optional character allows students who prefer breadth to depth to explore multiple subfields and that, too, is consistent with the program's learning outcomes.

### **Curriculum**

The following also shows the structure of each concentration.

#### Canadian Democracy

**Required** (Students are advised to complete POG 210 in Year 2)

POG 210: Power and Authority in Canada

**Select any five courses from the following:**

POG 310: Provincial Politics

POG 313: The Politics of Race and Ethnicity

POG 315: Equity and Human Rights in Canada

POG 320: Social Identity and Citizenship

POG 391: MP/MPP Office Placement

POG 410: Canadian Urban Politics

POG 411: Canadian Foreign Policy

POG 416: The Politics of Canadian Federalism

POG 417: Canadian-American Relations

POG 440: Indigenous Justice/Governance

POG 442: Women and Comparative Politics

POG 446: Voters, Elections and Parties

POG 494: Women in the House

POL 720: Canada in the Continent

PPA 301: Administrative Law

PPA 319: Politics of Work and Labour

INP 900: Understanding the Nonprofit Sector

#### Politics of Identity

As is the case with Core Elective Table II, a maximum of 2 POL courses may be used to satisfy Core Elective requirements.

**Select any six courses from the following:**

POG 240: Intro Comparative Politics

POG 313: The Politics of Race and Ethnicity

POG 315: Equity and Human Rights in Canada

POG 316: Social Policy

POG 317: Education Politics and Policy

POG 320: Social Identity and Citizenship

POG 323: Politics of International Development  
POG 331: Politics and Cinema  
POG 342: Politics in Africa  
POG 343: Politics in Latin America  
POG 423: Nationalism and Identity  
POG 424: Human Rights and Global Politics  
POG 426: Global Conflict and Peace  
POG 427: Women, War and Peace  
POG 430: Contemporary Political Thought  
POG 431: Power, Domination, and Resistance  
POG 432: Varieties of Democracy  
POG 440: Indigenous Justice/Governance  
POG 442: Women and Comparative Politics  
POG 494: Women in the House  
POL 501: Women, Power and Politics  
POL 510: Politics of Sexual Diversity  
POL 540: Issues in Third World Politics  
POL 588: Neo-Liberalism and its Alternatives  
POL 601: Social Movements and Politics  
POL 609: Global Justice  
POL 613: International Law for Human Protection  
POL 620: Sports and Politics  
POL 688: Colonialism and Imperialism  
PPA 319: Politics of Work and Labour

#### Public Policy

**Required** (Students are advised to complete POG 214 or PPA211 in Year 2)

POG 214: Controversial Policy Topics **or** PPA211: Public Policy

**Select any five courses from the following:**

POG 316: Social Policy  
POG 317: Education Politics and Policy  
POG 411: Canadian Foreign Policy  
POG 412: Government and the Economy  
POG 415: Environmental Politics and Policy  
PPA 301: Administrative Law  
PPA 403: e-Government  
PPA 411: Advanced Public Policy  
PPA 414: Comparative Public Policy

#### World Politics

As is the case with Core Elective Table II, a maximum of 2 POL courses may be used to satisfy Core Elective requirements.

**Required** (Students are advised to complete POG 225 and POG240 in Year 2)

POG 225: Global Governance  
POG 240: Intro to Comparative Politics

**Select any four courses from the following:**

POG 323: Politics of International Development  
POG 324: Global Political Economy

POG 327: Non-State Actors and Global Security  
POG 328: Peace and Security in Asia  
POG 341: US Politics  
POG 342: Politics in Africa  
POG 343: Politics in Latin America  
POG 392: Washington, DC: Seat of US Gov't  
POG 411: Canadian Foreign Policy  
POG 423: Nationalism/Identity  
POG 424: Human Rights & Global Politics  
POG 426: Regional Economic and Political Integration  
POG 427: Women, War, and Peace  
POG 431: Power, Domination, and Resistance  
POG 432: Varieties of Democracy  
POG 490: Special Topics (Dept consent required to enrol)  
(must be on a topic relevant to World Politics)  
POG 498: Directed Topics (Dept consent required to enrol)  
(must be on a topic relevant to World Politics)  
POG 499: Field Experience (Dept consent required to enrol)  
(must be on a topic relevant to World Politics)  
POL 540: Issues in Third World Politics  
POL 588: Neoliberalism and its Alternatives  
POL 607: Politics of Technology and Globalization  
POL 609: Global Justice\*  
POL 613: International Law for Human Protection  
POL 688: Colonialism and Imperialism

### **Delivery Plan**

The term/year of study, specified by the program, when a student must declare a Concentration.

- Declaration/deletion of a concentration can occur at any time via the RAMSS link in the student centre. Students can add, change, or remove concentrations until their application to graduate goes under review. Beyond that point, any changes must be done via email to [gradinfo@ryerson.ca](mailto:gradinfo@ryerson.ca)

Evidence that students will have reasonable access to the courses in the Concentrations.

- The courses that are required in each Concentration will continue to be offered on an annual basis. The other courses necessary to complete these concentrations are offered regularly and with sufficient capacity to meet demand. Core electives at the 200-level may have up to 100 students, at the 300-level about 80 students, and at the 400-level, usually 30 to 50 students. The exceptions are experiential courses and seminar courses, both of which may have reduced capacity.

A plan to deal with course accessibility issues, if any.

- It is unlikely that there will be accessibility issues but, should any arise, the Undergraduate Program Administrator and Undergraduate Program Director will try to provide a solution.

A plan to deal with resource issues, if any.

- No change from current resource needs. The Concentrations have no identifiable effect on program course offerings.

A plan to track (i) student declaration and completion of the Concentration; and (ii) any issues concerning the Concentration.

- The department will hold an information session about Concentrations in Winter 2023 (before the deadline for course intentions) for all students admitted in Fall 22 or earlier. Thereafter, an information session will be held annually at the same time, for students completing second year intentions. These information sessions will be the joint responsibility of the Undergraduate Program Director and the Undergraduate Program Administrator.

Proposed implementation date.

- September 2023

### **Recommendation**

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this curriculum modification.***

### **R. FCS – Occupational Health and Safety - Fast-Track BSc Co-op Program Proposal**

**Introduction and Rationale** – The purpose of this proposal is to argue for extending the optional co-op program in the Occupational Health and Safety (OHS) BSc program to the two-year fast-track program. This extension would provide students in the OHS fast-track program with similar access to experiential learning opportunities as the five-year program, and comes as a result of both demand from students and the availability of co-op work opportunities for OHS students with employers. The OHS fast-track program will be positioned to provide additional ways of preparing students for future careers through the extension of the co-op program to its students. The challenge in securing work after graduation is summed up precisely by an OHS fast-track student who offered the following feedback when asked about interest in having co-op: “Having 2 degrees and 0 experience is still 0 experience, and no employer wants that.” It would be a benefit to a significant number of students to have co-op as an option within the program.

As a degree-granting program with four semesters of academic study, [national co-op guidelines](#) indicate that students in the program would require co-op experience equating to a minimum of 25% of their time spent in academic study. We are proposing that OHS fast-track students be required to complete a total of two work terms in order to obtain a co-op designation upon graduation, making for a more robust hands-on learning experience. The addition of co-op for OHS fast-track would not require any changes to the existing curriculum and timetable. However, given the time students will spend completing work terms, this will extend the program from 2 to 3 years for students who pursue co-op.

This proposed change is aligned with Ryerson’s [2020-2025 Academic Plan](#), ensuring OHS fast-track students are able to benefit from industry as partners in their learning, as part of supporting an enhanced student experience. The uniqueness of this offering will also reflect the Plan’s stated values of Excellence, Boldness and Access. With regards to the uniqueness of the OHS fast-track program in Canada, earlier this year the Career & Co-op Centre consulted with the Chair of [Co-operative Education and Work-Integrated Learning \(CEWIL\)](#) [Canada](#)’s Accreditation Council, who indicated that the requirements for co-op for a fast-track program would be consistent with co-op requirements for full-time degree program.



Given that there has been considerable demand for co-op from students in the program, the ability of the labour market to support additional OHS co-op students in securing work opportunities, and the existing infrastructure and supports in place to run the program through the Career & Co-op Centre, extending the OHS co-op option to fast-track students would provide significant impact with minimal additional resources. Co-op has been running successfully in the five-year OHS BSc program for several years now, with 88 students currently participating in co-op (as of June 2021), and a 3:1 ratio in the number of co-op jobs made available by employers for each student each year. Extending the existing co-op infrastructure and supports in place as an option for fast-track students would thus be seamless from a resourcing perspective, but with the ability to have a significant impact on the career readiness of participating students.

### **Program Description Summary**

Consistent with the existing OHS co-op program, fast-track students will apply to enter co-op at the end of the first year of academic study, and will be considered based on having achieved a cumulative grade point average (CGPA) of 2.67 in addition to an application package consisting of a Resume, Letter of Intent, and Online Form Submission. Students will be required to complete two 4-month work terms.

Prior to commencing their first work term, all students must complete a D2L course that introduces them to initial concepts of Co-op and a creation of standard job search documents and techniques. They must also attend a mandatory full day Symposium, run by the Faculty's Co-op team, as part of preparing them for the job search. Depending on the program, students also attend mandated preparation sessions run by their Co-op Program Specialist (CPS), to best set them up for success on their Co-op work term.

The Career & Co-op Centre uses an online career management system called Orbis to facilitate and manage the job application process for students. Co-op students must commit to applying to a minimum of 35 jobs on the portal in order to increase their chances of securing their first work term position. Jobs on Orbis are pre-approved by staff as relevant for their programs, and are sourced through existing partnerships with current employers as well as business development with new employers.

To receive an academic credit for their WKT, students must submit a WKT report, marked as pass/fail, to their Co-op Faculty Advisor, together with an employer evaluation.

Students in co-op are required to pay [co-op fees](#), which exist as additional fees on top of tuition and incidental fees. Co-op fees are calculated in accordance with the policies of Ryerson University and the Ministry of Training, Colleges and Universities (MTCU). Fees cover the costs associated with the administration and operation of the co-op program. The total co-op fee for OHS fast-track students will be \$1,800.00. The fee will be paid in installments spread over the course of the student's study in order to reduce the financial burden on the student. Co-op fees are participation fees and are not a placement fee. This means each installment is paid for the support provided by the co-op program.

### **Enrollment**

There are currently 88 Occupational Health & Safety students enrolled in co-op (as of July 2021), with an average of 3 job postings per student in the co-op program. Thus, there exists room to increase the size of the OHS co-op cohort and support additional students from the fast-track program.

**Table 1: Overview of projected co-op growth**

Based on labour market data, student interest and eligibility:

PROGRAM	Current Class Size *19/20	Class Enrollment Fall 2022	Class Enrollment Fall 2023	Class Enrollment Fall 2024	Class Enrollment Fall 2025	Class Enrollment Fall 2026
Occupational Health & Safety Fast Track	211	50	60	75	90	100

**Calendar Changes**

The co-op option for the fast-track program would see students complete their first three semesters of academic study in a schedule consistent with students in the regular program. After the third semester, students will complete their first work term, in the Winter semester of Year 2.

Students would then be required to complete an additional work term in the following Fall semester. If students are asked to continue on by their employer after their first work term, they will be able to, however this will be considered a summer job and not eligible for a work term. This decision was made to minimize the impact on students in the five-year co-op program (see [Section 13.0](#) of this document for more information).

After completing their second work term, students would then complete their final semester of academic study in the Winter semester of Year 3. This is in line with CEWIL standards, which dictate that accredited co-op programs must both begin and end on an academic study term. The co-op option would thus extend the fast-track program from 2 years to 3 for participating students.

**Current Calendar**

Occupational Health & Safety Two-Year Fast-Track	Fall	Winter	Spring/Summer
<b>Year 1</b>	<b>1st semester</b> ENH 121    ENH 220 CHY 152    OHS 301 OHS 314    OHS 323	<b>2nd semester</b> ENH 122    ENH 440 OHS 322    OHS 421 OHS 516    OHS 709 POH 201	<b>OFF</b>
<b>Year 2</b>	<b>3rd semester</b> ENH 522    ENH 825 OHS 477    OHS 509 OHS 523    POH 705	<b>4th semester</b> OHS 422    OHS 621 OHS 623    OHS 800 OHS 811    POH 407	<b>OFF</b>

## Amended Co-op Calendar

Occupational Health & Safety Fast-Track Co-op Program	Fall	Winter	Spring/Summer
Year 1	<b>1st semester</b> ENH 121    ENH 220 CHY 152    OHS 301 OHS 314    OHS 323	<b>2nd semester</b> ENH 122    ENH 440 OHS 322    OHS 421 OHS 516    OHS 709 POH 201	OFF
Year 2	<b>3rd semester</b> ENH 522    ENH 825 OHS 477    OHS 509 OHS 523    POH 705	WKT 210	OFF
Year 3	WKT 310	<b>4th semester</b> OHS 422    OHS 621 OHS 623    OHS 800 OHS 811    POH 407	

### Program Learning Outcomes

As part of a student's Co-op participation, a work term report must be submitted at the close of each work term. The report includes the student's reflection on their progress towards achieving the learning outcomes, as well as the setting of goals for future learning and their careers after graduation. This is in addition to employer evaluations, which inform the student's pass / fail on work term.

Overall, **the Co-op student experience will continue to support those learning outcomes which focus on the following:**

- The application of theoretical knowledge to practical and professional contexts;
- Communication of ideas to a range of audiences;
- Working collaboratively as part of a team and building working relationships.

### Resources

The Faculty of Community Services does not anticipate requiring additional faculty resources to accommodate the extension of co-op to the fast-track program. With an anticipated enrollment of 50 fast-track students in co-op, the current Faculty Advisor model in OHS will be able to accommodate support for the additional number of students. Given that the Faculty agreed on a transfer of ownership to the Co-op team of steps related to Co-op application and approvals in Summer 2020, this has already placed less demand on the Faculty for the operation of the co-op program.

Additionally, the co-op schedule for the fast-track program has been designed in a way that will not require the Faculty to offer any additional courses or any courses at different times of the academic year.

The Career & Co-op Centre supports the existing five-year co-op program through a dedicated Co-op Program Specialist, whose role as a member of the Co-op team includes helping prepare students for the job search and

application process, providing advice and guidance to students throughout the co-op journey, supporting the Faculty Advisor with administrative requirements of the co-op program, and building relationships with current and potential employers. The Co-op team's model of support will be able to accommodate the additional students who join the program through the fast-track program.

### **Communication Plan**

We propose co-op be extended to fast-track students as an option beginning in the 2022/23 academic year. This will allow a full academic year for the Faculty and Co-op to communicate the extension to current and prospective students.

Co-op and the Faculty have a number of communication methods by which students and employers will be made aware of the inclusion of the fast-track program in co-op:

- Student and employer emails via contact data from Ryerson Career & Co-op Centre's Orbis and Salesforce platforms.
- Co-op Program Specialists who work closely with Co-op students and employers.
- Career & Co-op website, School of Occupational & Public Health website
- Notification during key events for prospective candidates / co-op applicants, including: Co-op Discovery Session programs, Open Houses and Ontario Universities Fair.
- Faculty of Community Services Career & Co-op weekly e-newsletter to students.
- Email announcements and social media channels commonly used to reach students, including Career & Co-op's Facebook, Twitter, Instagram and LinkedIn groups.

### **Implications for Current Co-op Students**

Given that students in the fast-track program come to Ryerson with a range of previous academic and professional experiences, significant consideration has been given to how their inclusion in the co-op program may affect current OHS co-op students. The sequence for the fast-track co-op program has been designed to avoid fast-track students competing with OHS undergraduate students for their first work term. Five-year OHS students are required to complete up to 3 summer work terms. For this reason, as well as the availability of co-op jobs, fast-track students will complete their work terms during the Winter and Fall semesters. If an employer wants a student to continue on after their first work term in the Winter semester of Year 2, the student will be able to, however this will be considered a summer job and would not qualify for a completed work term. This ineligibility could act as an incentive for employers to hire students from the five-year OHS program instead for the summer, thus avoiding competition amongst students from the two programs.

### **Alignment with Policy 169: Experiential Learning**

The co-operative program fulfills and aligns with the [Policy 169](#) in the following ways:

1. By offering a fully curated opportunity for students to experience working in their intended professions. Students work in 'real-world' roles in companies and other organizations for periods of up to twelve weeks at a time (for a minimum of two placements). They are immersed in the workplace and can sometimes be appointed to relatively senior roles, depending on their level of experience. The students are supervised and managed by their employers while employed (since they are actually employed, rather than just being placed into the workplace), but the university (through the Career & Co-op Centre) maintain contact with the students and will conduct on-site visits to ensure that the placement is working for both the employer and the student.
2. On completion of their work placements students are required to complete a reflective essay, detailing their role and what they learnt from it. This essay also allows students to reflect on their experience and how it relates to both their academic program and their future careers. Employers also complete an

assessment of the student, allowing the students to see where they are doing well and also where they could improve. This process is completed in an open manner.

3. For each placement, applications, interviews and appointments are all carried out within the purview of the university. There is an administrative and an academic contact for the students. There are contracts, job descriptions and insurance for all students on placement and a named individual in the workplace who will supervise/manage them. Any matters of academic misconduct (or general misconduct) are dealt with either by the employer (in consultation with the university) or the School of Occupational & Public Health.
4. All health and safety issues are the responsibility of the employer, but the university (during the initial contact with potential employers) ensures that the employer has appropriate policies and controls in place and is aware of their responsibilities. The Career & Co-op Centre does a pre-screening of all employers that speaks to the health and safety policies that students will be trained on while working at the organization. Employers are also sent an 'Employer Responsibility' sheet that outlines the expectations of employers that work with Ryerson. Additionally, Co-op Program Specialists conduct site visits with employers and students every semester to ensure the working relationship is positive, while also checking in on the health and safety of the student.

### **Recommendation**

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this proposal for an Occupational Health & Safety: Fast-Track BSc Co-op Program.***

### **S. TCS – Creative Industries – Curriculum modifications**

**Introduction and Rationale** – The purpose of this proposal is to reduce the number of program credits from 42 to 40. This change is being done in parallel to two minor curriculum modifications (reladdering of the core curriculum and reorganization of the Creative Industries/Business Core Curriculum). This will bring the program in line with the recommended number of courses for undergraduate program (Policy 2).

The 3rd year of the CI program requires students to take an additional course per semester, with 6 courses as opposed to 5. This increase in course load creates issues for students and administration that ultimately outweigh the benefits of the additional courses. As the CRI and TRSM core courses are the integral foundations of the CI program, a reduction in module courses is the most effective solution for this problem. CI students are required to take two modules representing 6 courses each. While students have a lot of flexibility to choose modules, many have problems finding, and scheduling, enough courses to complete modules and therefore require the use of course directives.

Because the availability of courses and seat allocation is not under the control of the CI program, it represents a significant challenge to manage. Additionally, the high enrollment numbers in CI and FCAD create competition amongst students to take the module courses when available. The reduction from 6 to 5 module courses will ease some of the competition for courses and additional administrative pressures that result. This change in modules from 6 to 5 would have limited impact on the learning objectives (LOs) for the program. At this time, the module courses sit outside the core curriculum and are thus not mapped to CI learning outcomes.

The reduction from 42 to 40 courses will require the CI curriculum to be reladdered as per the table below.

### *Reladdered CRI Curriculum*

Curriculum	Position
CRI 600 The Creative Process	Fall 3rd Year to 2nd Year
CRI 700 Human Resources in Creative Industries	Fall 4th Year to Fall 3rd Year
CRI 710 Creative Industries Research Methodology	Fall 4th Year to Fall 3rd Year
Table I/Open Elective	Fall 3rd Year to Fall 4th Year
Upper Level Liberal Studies	Fall 3rd Year to Winter 4th Year

Presently TRSM teaches 6 of the 42 courses for CI students. Four of the courses are required and two are selected from [Creative Industries Professional Table III](#). Based on the findings from the PPR process, we are proposing to reorganize CI's TRSM core curriculum in order to reduce content repetition, improve table complexity and ladder the application of quantitative information, as proposed by the table below.

### *Recommendations for CI/TRSM Curriculum*

MKT100	Addition of required course TRSM MKT 100 Principles of Marketing in 2nd year (replacing one course from CI Professional Table III)
ACC340	ACC 340 Financial Management will be retired and replaced with a new course directed by CI, CRI 460, which will remain in the Fall of 3rd year
CRI500	Addition of required course CRI 500 Project Management in Fall 4th year (replacing one course from CI Professional Table III)

### **Advantages of Proposed Changes**

The proposed curriculum changes outlined above offer the following advantages:

- No impact to student learning outcomes
- Mitigate course scarcity that has arisen due to number of students and popularity of courses
- Reduce scheduling conflicts
- Ease administrative strain
- Improve laddering of quantitative skills
- Reduce content repetition
- Simplify course table complexity

### **Program Balance**

The proposed curriculum changes will maintain the appropriate program balance as directed in Sentate Policy 2, as shown below.

*Program Balance for Revised Curriculum*

Category, Program Balance		Core and Core Elective I	Open Elective	Liberal Studies
Ryerson Recommended		60-75%	10-25%	15-20%
CI Breakdown	Course Count	30	4	6
	Course %	75%	10%	15%

**Current Curriculum vs. Proposed Curriculum**

Note that the first year curriculum would not be affected by these proposed changes.

*2nd Year comparison curriculum map*

Current	Fall	Winter
	CRI 300 Digital Design Studio	CRI 400 Entrepreneurship in Creative Industries
	One course Table II (Module A)	One course Table II (Module A)
	One course Table II (Module B)	One course Table II (Module B)
	One course Table III (Business Module)	One course Table III (Business Module)
	One course Table A - Lower Level Liberal Studies	One course from Table B - Upper Level Liberal Studies
Recommended	Fall	Winter
	CRI 300 Digital Design Studio	CRI 400 Entrepreneurship in Creative Industries
	One course Table II (Module A)	One course Table II (Module A)
	One course Table II (Module B)	One course Table II (Module B)
	One course CRI 600 <sup>1</sup> or MKT 100 <sup>2</sup>	One course CRI 600 <sup>1</sup> or MKT 100 <sup>2</sup>
	One course Table A - Lower Level Liberal Studies	One course Table B - Upper Level Liberal Studies

*3rd Year comparison curriculum map*

Current	Fall	Winter
	ACC 340 Financial Management	CMN 313 Organizational Problem Solving and Report Writing
	CRI 600 The Creative Process	BSM 600 The Mature Business
	One course Table II (Module A)	One course Table II (Module A)
	One course Table II (Module B)	One course Table II (Module B)

	One course Table I or Open Elective Table	One course Table I or Open Elective Table
	One course Table B - Upper Level Liberal Studies	One course Table B - Upper Level Liberal Studies
Recommended	Fall	Winter
	CRI 460 Financial Management for Creatives <sup>2</sup>	CMN 313 Organizational Problem Solving and Report Writing
	CRI 700 HR in Creative Industries <sup>2</sup>	BSM 600 The Mature Business
	CRI 710 CI Research Methodology <sup>2</sup>	One course Table II (Module B)
	One course Table II (Module A)	One course Core Elective Table I or Open Elective
	One course Table II (Module B)	One course Table B - Upper Level Liberal Studies

*4th Year comparison curriculum map*

Current	Fall	Winter
	CRI 700 Human Resources in Creative Industries	CRI 810 Studies in Creative Collaboration
	CRI 710 Creative Industries Research Methodology	CRI 800 Managing Creative Enterprises
	One course Table II (Module B)	One course Table II (Module B)
	One course from Table I or the Open Elective Table	One course from Table I or Open Elective Table
	One course from Table I or the Open Elective Table	One course from Table I or Open Elective Table
Recommended	Fall	Winter
	CRI 500 Project Management <sup>2</sup>	CRI 810 Studies in Creative Collaboration
	One course Table B - Upper Level Liberal Studies <sup>1</sup>	CRI 800 Managing Creative Enterprises
	One course Table II (Module B)	One course Core Elective Table I or Open Elective
	One course Core Elective Table I or Open Elective	One course Core Elective Table I or Open Elective
	One course Core Elective Table I or Open Elective	One course Core Elective Table I or Open Elective



The new curriculum will come into effect for the 2022/23 academic year. All cohorts entering the program from Fall 2022 onwards will be under the new curriculum. Those who entered the program prior to Fall 2022 will continue to follow the old curriculum from the year they entered with one exception. Effective F2022, ACC 340 will be retired and a new course CRI 460 will be launched in its place (remaining in Fall of 3rd year). Starting in F2022 all CI students in the program will need to have completed either ACC 340 (prior to 2022) or CRI 460 (starting in F2022) prior to degree completion.

Although there will be some out of phase students who may need accommodating, we are confident the proposed curriculum changes will have minimal effect on current students. The table below outlines a year by year timeline of curriculum change implementation. The proposed minor changes in the curriculum to reladder CRI courses will necessitate additional teaching resources to support double cohorts. With three CI courses being moved earlier in the curriculum, CRI600 will have a double cohort in 2023/24 and CRI 700 and CRI 710 will have double cohorts in 2024/25. These double cohort years will require additional teaching resources in the way of CUPE sessionals or RFA.

*Implementation Timeline*

	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/26
Cohort A	1st Year	2nd Year	3rd Year	4th Year			
		Table III	CRI 600 CRI460	CRI 700 CRI 710			
Cohort B		1st Year	2nd Year	3rd Year	4th Year		
			CRI 600* MKT 100	CRI 700* CRI 710* CRI 460	CRI 500		
Cohort C			1st Year	2nd Year	3rd Year	4th Year	
				CRI 600 MKT 100	CRI 700 CRI 710 CRI 460	CRI 500	
Cohort D				1st Year	2nd Year	3rd Year	4th Year
					CRI 600 MKT 100	CRI 700 CRI 710 CRI 460	CRI 500

These proposed changes will be communicated to students as per the following timeline:

#### *Timeline Communicating Changes*

Timing	Message
August 2021	Communication of approved curriculum change and impact to current students. 2022/23 retirement of ACC340, and introduction of CRI 460.
March 2022	2022/23 Course Intention Messaging (New Calendar Release).
May 2022	2022/23 Course Intention Adjustment period.

#### **Impact on Resources**

The overall impacts of these proposed changes will be positive to the university, but require re-distribution of teaching resources from other schools. Affected departments and deans of TCS and TRSM have been consulted and are in agreement with the proposed changes.

#### **Recommendation**

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve the curriculum modification.***

#### **T. FEAS – Multiple Programs – Proposal to Restructure the Optional Co-operative Internship Program**

**Introduction and Rationale** – The Faculty of Engineering and Architectural Science (FEAS) proposes restructuring its existing Co-operative Internship Program (CIP) in seven undergraduate programs, namely:

- Aerospace Engineering,
- Biomedical Engineering,
- Civil Engineering,
- Computer Engineering,
- Electrical Engineering,
- Industrial Engineering, and
- Mechanical Engineering.

The current CIP program includes work placements of eight to sixteen months after completing the third year of academic study. The proposed restructuring encompasses a new Co-op program having work placements of 12 to 16 months and an optional Internship Program of 8 months within a regular program. Students can enroll in the Co-op program after completing their third year of study and obtaining a 12–16 month job offer. The proposed Co-op program meets the requirements of Canada’s Co-operative and Work Integrated Learning (CEWIL) and the Ontario Ministry of Colleges and Universities. With the new restructuring, students who complete the Co-op program will have the co-op designation on their degree, which is very important for current and prospective students.

### **Current Optional Co-operative Internship Program**

Except for the Chemical Engineering program, which has a required integrated co-op program and the Architectural Science program where students can choose to take the five-year undergraduate program with a co-op component, the other seven undergraduate engineering programs in the Faculty of Engineering and Architectural Science at Ryerson University (Aerospace Engineering, Biomedical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Industrial Engineering, and Mechanical Engineering) offer an optional Co-operative Internship Program (CIP). Third-year students with CLEAR Academic Standing in their program of study, may opt to enroll in the CIP. If they are selected by one of the partnering employers, they spend a period of 8 to 16 months, between May to September of the following year, as engineering interns at the corresponding organizations. After the completion of the CIP, students return to the academic program to complete their final year of studies. Enrolment in the Co-operative Internship extends the program length to five years.

FEAS's optional co-operative internship program has been in operation since late 1990s. Prior to 2019, the program was managed by the respective academic departments. The strategic planning process in FEAS identified a goal of enhancing the experiential learning by increasing student participation in the FEAS Co-operative Internship Program, and improving and revitalizing its existing set up and structure. In 2019, the optional co-operative program's operations were centralized with the establishment of a new co-op office within the Dean's office. Several issues are identified with the current offering of the optional co-operative internship program:

1. Students' participation in the co-operative internship program is not recognized in their degree designation and parchments they receive.
2. Current set up of the co-operative internship program does not meet the requirement of Canada's Co-operative Education and Work-Integrated Learning (CEWIL) for the total duration of work placement, which is the time spent in periods of work experience should normally account for 50%, or a minimum of 30%, of the time spent in academic study, which corresponds to a minimum of 12 months.
3. The Ontario Ministry of Colleges and Universities has similar requirements as CEWIL in terms of time spent in periods of work experience.

### **Proposed Co-operative Program**

The Faculty of Engineering and Architectural Science proposes to create the following co-operative programs:

- Aerospace Engineering - Full-time, Five-Year Co-operative Program,
- Biomedical Engineering - Full-time, Five-Year Co-operative Program,
- Civil Engineering - Full-time, Five-Year Co-operative Program,
- Computer Engineering - Full-time, Five-Year Co-operative Program,
- Electrical Engineering - Full-time, Five-Year Co-operative Program,
- Industrial Engineering - Full-time, Five-Year Co-operative Program, and
- Mechanical Engineering - Full-time, Five-Year Co-operative Program,

within the following respective undergraduate programs:

- Aerospace Engineering,
- Biomedical Engineering,
- Civil Engineering,
- Computer Engineering,

- Electrical Engineering,
- Industrial Engineering, and
- Mechanical Engineering.

A student with CLEAR Academic Standing in the respective undergraduate engineering program, after completing the first three years of academic study in the program, has options of continuing with the regular program or enrolling in the required co-operative program in which the student must complete a minimum of twelve months of work experience. After completing their co-operative job placement, a student in the co-operative program will return to the respective program to complete their degree requirements. After the implementation of the proposed restructuring, students with CLEAR Academic Standing will have the opportunity to switch to the Co-operative Program once they receive a 12–16 month placement. The eight-month work-integrated placement will be renamed as the Internship Program, and remain an optional part of students’ engineering program.

Figure 1 shows a comparison of the proposed programs and existing programs, and Table 1 shows the academic and work term sequence of the proposed co-op programs.

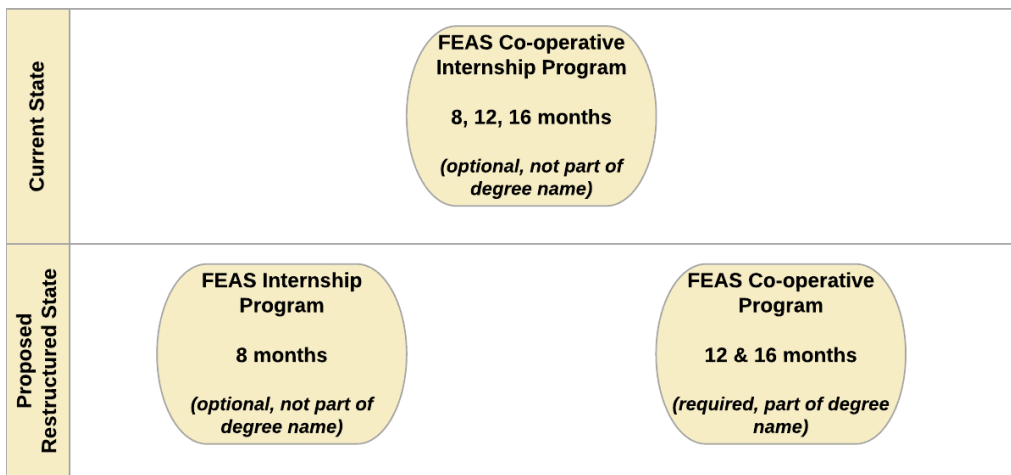


Figure 1: Current Co-Operative Internship Program and new programs after implementing the proposed restructuring

Table 1: Illustration of the academic and work term sequence for the proposed Co-operative Program, 12–16 month placements.

	Fall	Winter	Spring/Summer
<b>Year 1</b>	1st Semester	2nd Semester	--
<b>Year 2</b>	3rd Semester	4th Semester	--
<b>Year 3</b>	5th Semester	6th Semester	Work Term I

<b>Year 4</b>	Work Term I <i>or</i> II	Work Term II <i>or</i> III	Work Term III <i>or</i> IV
<b>Year 5</b>	7th Semester	8th Semester	--

As stated earlier, students in the engineering program have optional opportunities in the form of 8 month internships. Academic and work term sequence for the regular engineering program with 8-month internship option is shown in Table 2.

Table 2: Illustration of the academic and work term sequence for optional Internship Program, 8 month placements.

	<b>Fall</b>	<b>Winter</b>	<b>Spring/Summer</b>
<b>Year 1</b>	1st Semester	2nd Semester	--
<b>Year 2</b>	3rd Semester	4th Semester	--
<b>Year 3</b>	5th Semester	6th Semester	Work Term I
<b>Year 4</b>	Work Term I <i>or</i> II	Work Term II	--
<b>Year 5</b>	7th Semester	8th Semester	--

### **Rationale for the Proposed Co-operative Program**

One of the top inquiries we get from potential applicants is whether or not we offer a co-op program. Given our current structure, where the co-op designation is not on the degree we cannot give a clear answer. We also know that current CIP students have shown desire for their co-op experience to be recognized in their degree name. A co-op program is an important reason for so many students to choose to join a particular engineering program and it therefore is an important recruitment tool. Students benefit from this recognition being part of their degree name as it distinguishes them from non co-op students when they graduate and start looking for jobs. Industry understands and values participation in such programs. Furthermore, students in the current CIP program have been unable to continue with interest-free status on previous OSAP loans during the work placement.

Enrolment in the new Co-operative Program will provide eligible students with a number of benefits:

- Students can earn an academic credit on their transcript and degree upon successful completion of the program's requirements. This makes our students and their degrees compatible with our competitor's programs/degrees in the province.
- Students can graduate with a co-op designation as part of their degree name.
- Students' work placement experience can be recognized and accredited by CEWIL.
- Students can qualify to apply for OSAP's Continuation of Interest-Free Status on previous OSAP loans during the work placement.

### **Alignment with Senate Policy 169 Experiential Learning**

The FEAS Co-op office supports meaningful, relevant and safe co-op experiences that tie in with the students' career and academic goals, and the Core Defining Aspects of Experiential Learning as outlined in Policy 169. The FEAS Co-op office works in alignment with Ryerson's expectations for experiential learning as outlined in Senate Policy 169. All FEAS co-op opportunities go through a rigorous approval process to ensure that they are academically relevant and integrated, with clear learning objectives and direct connection to the academic program. In addition to that, all FEAS co-op opportunities follow a process of constructive assessment and evaluation to ensure learning objectives are met. The FEAS Co-op office works with faculty advisors, employers and students to collect feedback and discuss program improvements.

### **Consultation and Approval**

The FEAS Co-op office has held a number of focus groups and consultations with students, department chairs, co-op faculty advisors and co-op administrative staff about what needs to be done to improve the overall student experience. The FEAS Co-op office is continually receiving feedback from students about the lack of recognition the existing Co-operative Internship Program has when it comes to acknowledging attained work experience as part of their degree designation and parchment, in addition to the missing ability to continue with interest-free status on previous OSAP loans during the work placement. The proposal was endorsed by:

- the Department of Aerospace Engineering Council on June 10, 2021,
- the Department of Civil Engineering Council on June 11, 2021,
- the Department of Electrical, Computer, and Biomedical Engineering Council on June 3, 2021,
- the Department of Mechanical and Industrial Engineering Council on June 10, 2021, and
- Dr. Thomas Duever, Dean, Faculty of Engineering and Architectural Science on August 23, 2021.

### **Implementation Plan**

Upon Senate's approval, we anticipate offering the new Co-operative Program to eligible students entering 3rd year in the fall of academic year 2022 to 2023. Those students will commence their co-op terms in Spring/Summer or Fall 2023.

### **Recommendation**

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this proposal to Restructure the Optional Co-operative Internship Program.***

Respectfully Submitted,

Kelly MacKay, Chair for the Committee

#### ASC Members:

Charmaine Hack, Registrar

Robyn Parr, Interim Registrar

Donna Bell, Secretary of Senate

Kelly MacKay, Chair and Vice-Provost Academic

Denise O-Neil Green, 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  
Amirnaser Yazdani, Faculty of Engineering & Architectural Science, Electrical, Computer & Biomedical Engineering  
Hilary Evans Cameron, Lincoln Alexander School of Law, Law  
Francis Duah, Faculty of Science, Mathematics  
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  
John Papadopoulos, Library  
Linda Koechli, Chang School of Continuing Education  
Dalia Hanna, Chang School of Continuing Education  
Zaima Aurony, Student  
Kavin Nguyen, Student