

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #F2013–3; December 2013

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

- Phase out of the Bachelor of Science, Contemporary Science Program
- Change of name of the Minor in Criminal Justice to Minor in Criminology
- New Module in Acting/Dance Studies for the Creative Industries BA Program
- New Minor in Acting/Dance Studies, Ryerson Theatre School

A. PHASE OUT OF BACHELOR OF SCIENCE, CONTEMPORARY SCIENCE PROGRAM (WITH CO-OPERATIVE PROGRAM OPTION AND OPTIONAL SPECIALIZATION IN MANAGEMENT SCIENCES¹)

The process of Periodic Program Review (Senate Policy 126) has been undertaken by the Contemporary Science program over the past year. This review has assisted in formulating the recommendation that the Bachelor of Science (Contemporary Science) program be phased out – the last cohort of new students would enter the program in the Fall of 2014. The recommendation to phase out the program comes from the Faculty of Science, and has wide support among the academic units responsible for running the program.² The following report summarizes the main features of the Periodic Program Review self-study.

1. PROGRAM INFORMATION

- The Contemporary Science Program was developed in parallel with the new science programs in Biology, Chemistry, Medical Physics, and Mathematics and its Applications. Contemporary Sciences, Biology, and Chemistry were first to launch in Fall 2005.
- The program shares a point of entry with the B.Sc. programs in Biology, Chemistry, and Medical Physics with common curriculum in the first year, covering Chemistry, Biology, Physics, Mathematics, and Computer Science.
- Beginning in the second year, students focus on three different areas of science selected from seven different streams of focus: Biology, Chemistry, Computational Sciences, Environmental Sciences, Informatics, Physics, and Psychology. Students choose the three best suited to their interests and goals, selecting a minimum of one the following: Computational Sciences, Informatics, and Physics.
- To date, no student has completed the Co-operative program option and one student (only) is currently enrolled.
- All students enrolled in Contemporary Science may enroll in the Optional Specialization in Management Sciences.

¹ The Optional Specialization in Management Science remains available for all other programs to which it is currently available in the Faculty of Engineering and Architectural Science and in the Faculty of Science.

² All of the courses offered within this program are delivered in lecture format and 80% (12 of 15 courses) include laboratories or tutorials.

2. CURRICULUM

- Of the core courses in the program (i.e. courses that are required for all Contemporary Science students, regardless of stream) 80% (12 of 15) include laboratories or tutorials
- Students must complete six liberal studies courses, and a communications course,
- Students must complete six courses in each of three science streams:
 - Biology Stream - three required courses and three electives
 - Environmental Science Stream - three required courses and three electives
 - Chemistry Stream - three required courses and three electives
 - Physics Stream - two required courses and four electives
 - Informatics Stream - four required courses and two electives
 - Computational Stream - two required courses and four electives
 - Psychology Stream - two required courses and four electives

The best subscribed stream is Psychology, with 23 students having satisfied the required courses to date (although not all 23 have completed the additional electives). The next most popular stream is Biology, followed by Chemistry and Physics with 19, 9, and 9 students having completed the required courses for those streams over the eight-year history of the program. The Environmental Science, Computational Science, and Informatics streams, in contrast, are relatively less popular, with only 5, 5, and 4 students having completed the required courses in these streams to date. It is important to note that student must complete at least one stream in Physics, Computational Science, or Informatics. Thus **a maximum total of 18 students, over the eight-year history of the program, have satisfied the basic requirements to graduate from this program. There were just two graduates of the Contemporary Science Program in June, 2013.** The Contemporary Science program will continue to graduate a very small number of students each year. The data also demonstrate that many courses offered as electives have never been completed by Contemporary Science program students.

3. RATIONALE FOR PHASING OUT THE CONTEMPORARY SCIENCE PROGRAM

This program has been offered since 2005 and has not yet found traction. It was launched under the mistaken premise that it would have broad appeal to future high school science teachers. To date, the current program director has had a conversation with only one Contemporary Science student who identified this as a career goal. The current job market for teachers and recent proposed changes to Teachers' Colleges in Ontario make it unlikely that the demand for this program by aspiring teachers will increase in the near future.

As elaborated in the following paragraphs, the levels of student satisfaction and achievement, and the fact that the program cannot deliver on most of its expected Program Learning Outcomes or University Degree-Level Expectations, suggest that the program is unable to meet societal need. The Faculty of Science believes that cancellation of this program is in the best interest of the Faculty and the University as a whole. Continuation of the program gains little but jeopardizes the academic reputation of the new Faculty of Science.

Learning Outcomes and Degree Level Expectations: An analysis of the correspondence between curriculum and expected program learning outcomes indicates that the program, as structured, can only deliver 2 of the 7 expected outcomes. Further, the program curriculum does a poor job in support of 3 of 6 University Degree Level Expectations. The programs from which Contemporary Science draws do not, themselves, share these same deficiencies. These are rigorous, layered programs where lower-level courses build scaffolding, a basic level of proficiency and understanding within a discipline. Advanced

courses then build upon this scaffolding and a development of higher level proficiencies and professional skills. The deficiency in the Contemporary Science program is that students never ascend to these higher level courses (or ascend to a limited number) and opportunities to develop the skills for critical analysis, synthesis, and professional practice are limited.

Lack of Depth: The Contemporary Science program effectively has students 'minor' in three different science disciplines. However, in principle students get the general content equivalent of a 'minor' in each stream, attaining the equivalent of a 'major' in none. When the Contemporary Science program was launched, this was the best opportunity for students wishing to maintain breadth in science, as there were no opportunities for a student to 'major' in one field of science and 'minor' in another. With the development of the new Minors policy, this advantage of Contemporary Science is eroded. The advantage now only remains for the subset of students who explicitly wish to pursue three streams of science. Experience in the Contemporary Science program office suggests that most students have genuine interest in two streams, and are compelled to complete a third in which they have limited interest. This may contribute to academic difficulties in the third stream.

Student Success and Student Perception of the Program: Student academic success is poor for the Contemporary Science program relative to other programs across the University, and is lower than success in other science programs. Correspondingly, student engagement, and perceptions of the program suggest that Contemporary Science is not effectively meeting the needs and wants of its students.

Contemporary Science program students appear to view their program differently than students in other science programs, including during the first year when all are immersed in the same curriculum and share the same in-class experience. Contemporary Science students more commonly perceive an emphasis on superficial learning, with less emphasis on application and problem solving. This perception of lower academic expectations may contribute to the lower retention observed in the program, or it may be related to academically weaker students enrolling in the program.

It appears that Contemporary Science students view their educational program and the value derived in a less positive way than students in other science programs, in FEAS, or across the University. First year Contemporary Science students generally perceived less institutional contribution to the development of important skills such as critical and analytical thinking, problem solving, and working effectively (with others or independently). There is nothing in the educational experience during the first year of study to distinguish Contemporary Science students from students in Biology or Medical Physics.

4. CONTEMPORARY SCIENCE LEARNING OUTCOMES

Upon completing this program, students will be able to ...

1. demonstrate an understanding of fundamental concept in core scientific disciplines.
2. demonstrate an understanding of advanced concepts and theories in multiple scientific disciplines.
3. demonstrate an ability to apply concepts from multiple scientific disciplines to understand and solve complex, cross-disciplinary problems.
4. select and apply appropriate techniques to design experiments and test hypotheses within multiple scientific disciplines.
5. demonstrate the ability to effectively communicate concepts within multiple scientific disciplines.
6. demonstrate an ability to critically assess experimental data and synthesize results in multiple

scientific disciplines.

7. demonstrate professional skills in multiple scientific disciplines that are in demand by employers of recent B.Sc. graduates.

5. DATA FROM THE UNIVERSITY PLANNING OFFICE

The entering high school averages for Contemporary Science students have been comparable to those of other science programs over the history of the program (Table 1), but lower than those of the faculty (FEAS) and of Ryerson overall. Perhaps more revealing, however, has been the percentage of students entering the program with high school marks above 80% (Table 2). Between 2005 and 2011, this percentage has fallen between 13% and 32%, with a seven-year average of 22%. This is the lowest percentage among the science programs. Moreover, it is far below those of FEAS (41% seven-year average) and Ryerson overall (55%). The Contemporary Science program appears to be attracting a weaker cohort of students than other programs across the university. This creates a significant challenge for retention because these students are in a rigorous program with many demands (i.e. total lecture, laboratory and tutorial hours exceeding the norm across campus), and a far smaller percentage of the students enter with scholarships.

Table 1. Entrance Averages

YEAR	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Program							
Ryerson	78.8	79.8	80.2	80.6	81.5	81.4	81.9
Engineering Architecture & Science	77.7	78.5	78.4	79.3	79.8	80.1	-
Science	-	-	-	-	-	-	77.9
Biology	75.1	76	76.1	77.5	79.7	79.2	79.2
Chemistry	74.8	79.9	76.5	76.2	79.7	76.6	77.7
Contemporary Sci. - Undeclared	74.5	75.4	75.9	75.8	77.3	76.2	78.2
Mathematics	-	-	-	74.9	75.9	77.2	78
Medical Physics	-	75.7	78.0	79.1	77.6	77.5	77.4

Table 2. Percentage of students with entrance averages above 80%

YEAR	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Program							
Ryerson	41.3	48.4	52.2	55.1	61.7	61.6	66.0
Engineering Architecture & Science	32.3	38.5	36.6	42.8	48.0	48.8	-
Science	-	-	-	-	-	-	30.9
Biology	18.7	27.8	23.3	32.1	48.5	40.9	40.3
Chemistry	4.0	40.0	22.6	14.3	48.4	24.4	27.0
Contemporary Sci. - Undeclared	12.8	21.1	32.3	27.8	20.9	15.0	26.7
Mathematics	-	-	0.0	25.0	20.0	21.4	31.6
Medical Physics	-	22.7	30.0	44.0	26.7	27.6	23.3

Contemporary Science is a small program. The target enrollment for first year has been ~ 40 students for the past several years. The target was reduced to 28 for Fall, 2013. The program has generally met this target. Data presented in Table 3 reflects a pooling of enrollments (after November 1) for Contemporary Science. However, it should be noted this data is misleading as it aggregates Contemporary Science students with Undeclared Science students. Assuming the actual number in first year that are Contemporary Science students totals about 35 after November 1, there is a significant loss between years 1 and 2. The program appears to have reached a steady-state in which approximately 15 students

enter second year and 10-12 students enter the third and fourth years of the program. The total enrollments for Year 4 are also misleading as they aggregate students in years 4+. Contemporary Science Program students commonly take more than 4 years to graduate. As a result, the anticipated convocation of ~ 10 Contemporary Science students per year anticipated from Table 3 does not reflect experience.

Table 3. Undergraduate fall headcount enrolled by year level.

<u>Program</u>	<u>Year Level</u>	<u>F2005</u>	<u>F2006</u>	<u>F2007</u>	<u>F2008</u>	<u>F2009</u>	<u>F2010</u>	<u>F2011</u>
Engineering and Architectural Science	Total	3174	3115	3156	3280	3404	3516	3763
	Year I	900	906	921	1020	1050	1058	1105
	Year II	704	634	748	704	779	810	836
	Year III	753	602	565	671	628	672	721
	Year IV	817	973	922	885	947	976	1101
Science	Total	1074	1070	1185	1313	1354	1483	1641
	Year I	371	390	452	488	447	534	626
	Year II	182	238	277	337	338	336	367
	Year III	187	156	182	215	252	271	264
	Year IV	334	286	274	273	317	342	384
Contemporary Sci. - Undeclared	Total	66	74	78	107	107	108	106
	Year I	66	61	54	72	68	71	72
	Year II	-	13	16	21	15	15	15
	Year III	-	-	8	9	14	11	8
	Year IV	-	-	-	5	10	11	11

The proportion of students carrying a part-time load is greater in Contemporary Science than in the other Science programs (aggregate) or in the Faculty (FEAS). This cannot be attributed to Contemporary Science being a more rigorous program. It may be related to either the program attracting a weaker applicant pool than other science programs, or to challenges in accessing stream electives. Initiatives have been taken to make it easier for students to access these elective by including pre-requisites on the electives table, and by including courses that run more reliably. However, scheduling of courses is based on the needs of the home programs. A student trying to access elective courses from multiple different programs commonly experiences scheduling conflicts.

6. STUDENT SUCCESS AND ACHIEVEMENT

Contemporary Science program students have most often, over the history of the program, had lower academic success than students in other science programs, the broader Faculty of Engineering, Architecture, and Science, and the broadest group of Ryerson undergraduate students (across all programs). This is evident from the percent of students with Clear academic standing after first year, with a six year average below 50% (Table 4). This is approximately 20% lower than the percent clear for Ryerson students across all programs. The lower success rate relative to other science programs is surprising, as Contemporary Science students share a common first year curriculum with Biology, Chemistry, Mathematics and its Applications, and Medical Physics program students. It is suggestive that students opting for this program may be academically weaker, on average, than students choosing other science programs. This may be reflected in the lower entrance scores (Tables 1 & 2). It may also be that the program is attracting students it did not anticipate. Instead of appealing to students who are strong in many disciplines and who want to maintain currency in many disciplines, perhaps the program is appealing to students with a general interest in science but who are relatively weak in all areas.

Table 4. Percent with Clear academic standing after 1 year.

<u>Program</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>
Ryerson	64.2	66.9	66.8	74.7	76.1	74.2

Engineering Architecture & Science	53	59.7	56.5	63.9	67.2	-
Science	-	-	-	-	-	53
Biology	46.3	54.3	50	52.1	64.8	54.7
Chemistry	47.4	60.5	52.2	61.1	61.1	37.3
Contemporary Sci. - Undeclared	49.1	48.1	35.6	55	47.1	52.7
Mathematics	-	-	-	66.7	76.9	55.2
Medical Physics	-	58.1	55.2	70.3	76	56.8

This lower success among Contemporary Science students has translated to a lower retention rate within the program, relative to other programs across the University, the Faculty, and the other science programs. By the end of three years, retention in the program is less than 50%, lags other science programs by 4 to 25%, and lags the University by 20-25% (Table 5).

When retention within any Ryerson program is considered, Contemporary Science students fall substantially behind the broader Ryerson community. However, retention rates are comparable to those of other science programs. It has been common for Contemporary Science students to transfer to other science programs through completion of Plan Change forms. For the past two years, the number of students moving out of Contemporary Science and into a different science program has outnumbered those transferring in by ~ 3:1.

Table 5. Percent retained within the same program after 3 years.

<u>Program</u>	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Fall 2010</u>
Ryerson	71.28	70.27	70.36	-	-
Engineering Architecture & Science	64.82	59.46	-	-	-
Science	-	-	56.60	-	-
Biology	54.63	54.62	58.33	-	-
Chemistry	58.82	52.38	69.70	-	-
Contemporary Sci. - Undeclared	50.00	47.06	44.44	-	-
Mathematics	-	-	55.56	-	-
Medical Physics	63.33	55.17	61.11	-	-

The majority of students entering the Contemporary Science program enter Ryerson directly from high school. These students, in general, appear to fare better than students who are not new high school graduates. Among the former students, retention after 3 years is substantially better than retention overall (Table 6 versus Table 5). Retention among this group of students is comparable to other science programs, but again lags retention among other programs across the University.

Table 6. Percent retained of newly admitted secondary school students after 3 years.

<u>Program</u>	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Fall 2010</u>	<u>Fall 2011</u>
Ryerson	75.49	78.25	78.57	77.01	-	-
Engineering Architecture & Science	71.17	74.69	-	-	-	-
Science	-	-	64.04	67.68	-	-
Biology	60.24	56.94	63.10	67.95	-	-
Chemistry	65.52	85.19	60.00	66.67	-	-
Contemporary Sci. – Undeclared	66.67	65.71	53.85	58.82	-	-
Mathematics	-	-	-	33.33	-	-

Similarly, the percent of recent high school graduates admitted to the program in 2005, and who successfully graduated within 6 years, is comparable to Chemistry and Biology. However, students admitted to other Ryerson programs generally had greater success in graduation within this time.

7. HIGHLIGHTS OF THE NATIONAL SURVEYS ON STUDENT ENGAGEMENT (NSSE), 2007 AND 2011

In 2008, the first year students surveyed were members of the second cohort (admitted in Fall, 2007). There were no fourth year students in the program. The Contemporary Sciences program has a small enrollment, and therefore the number of first-year respondents was small for each survey (n=20 in 2008, n=14 in 2011). There were no significant differences in the first year curriculum for Contemporary Science students admitted in 2007 and 2010. Admissions requirements were the same for these cohorts. Therefore, these cohorts were considered to be equivalent, and results from 2008 and 2011 were pooled to permit more meaningful comparisons between Contemporary Science respondents and those of the general Ryerson population, FEAS students, and two other science programs (Biology and Medical Physics). Seven fourth year Contemporary Science students responded to the 2011 survey. The responses of these students were compared with Ryerson and FEAS fourth year students. These comparisons were made with caution, given the small number of science program respondents.

- In general, students in Contemporary Sciences appear less engaged academically than their general Ryerson cohort. As first year students, Contemporary Science program students are far less likely to ask questions in class or contribute to class discussions. This gap appears to persist over their academic career, although it narrows by fourth year. Over their career, Contemporary Science students are more likely to come to class unprepared and less likely to engage faculty in discussions about careers.
- Contemporary Science students are less likely than general Ryerson students to prepare papers or assignments that integrate ideas from multiple sources. They are far less likely, in both first and fourth year, to make an in-class presentation.
- Contemporary Science students in both first year and fourth year are far less likely to prepare multiple drafts of assignments than are their colleagues in other Science programs. The disparity in the first year is interesting since Biology, Medical Physics, and Contemporary Science share a common curriculum, with the same assignments, and presumably the same time constraints.
- Only 4 of 7 students in fourth year responded that they “probably” or “definitely” would choose Ryerson again suggests a concerning level of dissatisfaction with the program curriculum or specific skills training.
- Contemporary Science program students perceive much less program emphasis on analyzing basic elements of a theory, synthesizing ideas, assessing the value of data, and applying concepts than did students in other Science programs. These perceptions of program expectations continued through the fourth year of study, with Contemporary Science students seeing far less emphasis on applying theories to solving practical problems. These patterns are concerning. A Science education should develop skills in critical analysis and problem solving. The program emphasis on development of these skills is reflected in program learning outcomes. However, the perception of students that program expectations are on superficial learning (i.e. memorization) rather than deeper understanding suggests that students failed to recognize expectations, that the program failed to deliver on its goals, or both.

8. RESOURCES

One virtue of the Contemporary Science Program is that it requires minimal resources beyond those needed for the other Faculty of Science undergraduate programming. Operating the Contemporary Science program requires no additional faculty or staff, requires no administrative resources (as the program director and academic assistant double as the director and academic assistant for the first year science program), and no dedicated physical resources. Operating the program adds approximately two laboratory sections to each first year science course, necessitating sufficient laboratory space, provision of laboratory supplies, and hiring of an additional teaching assistant per course. It is arguable, however, that in the absence of the Contemporary Science program, intake to other science programs would expand and the same resource needs would be internalized to those programs.

9. CONCLUSION

Continuing to offer a program that fails to meet a societal need, fails to meet its own expected program learning outcomes and University Degree Level Expectations, which has a low success rate in terms of academic achievement and retention, and in which students feel disengaged threatens the academic reputation of Science at Ryerson and of the University more broadly.

10. PHASING OUT PLAN

1. The last admission cohort will be F2014.
2. In F2015, the Calendar Program Information, which is promotional, will either be removed or accompanied by a note to the effect that the program has been discontinued.
3. In F2015, the first-year curriculum will be deleted or noted as no longer offered because there will be no new students admitted. However, the first-year curriculum of Contemporary Science is common to Biology, Chemistry and Med Physics, therefore any student who is missing courses from first year will be able to enroll in them in 2015-16.
4. The curriculum for the remaining years of the program will be removed (or noted as discontinued) in their turn in subsequent years according to the schedule below. All courses in Contemporary Science are also offered to other programs in the Faculty, so there should be no issue for students who wish to enroll in those courses in subsequent years. The First Year Office (which manages the program) will facilitate enrolments of students who are in need of credits to graduate.
5. By F2020 there will be no further reference to Contemporary Science in the Calendar.
6. Students who started in the regular program in 2014 may continue towards their degree until academic year 2021-22 and those in Co-op may continue until 2023-24.

Regular Program	Co-Op Program	Last Offered
Year 1	Year 1	2014-2015
Year 2	Year 2	2015-2016
Year 3	Year 3	2016-2017
Year 4	Year 4	2017-2018
	Year 5	2018-2019

11. A SUGGESTION FROM ASC

The ASC is fully supportive of the phase out of this program. At the same time, Committee members recognize that there is an appetite among students on campus to explore general science concepts. The ASC suggests that the Faculty of Science consider the possibility of developing a Minor in Science which would address this interest among the broader Ryerson student body.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the phase out of the Bachelor of Science, Contemporary Science Program (with Co-Operative Program Option and Optional Specialization in Management Sciences)*

B. CHANGE OF NAME OF THE MINOR IN CRIMINAL JUSTICE TO MINOR IN CRIMINOLOGY

On November 5, 2013, Ryerson Senate voted to change the name of the Department of Criminal Justice and Criminology to Department of Criminology and the program name from Bachelor of Arts (Criminal Justice) to Bachelor of Arts (Criminology).

The Department Council voted on November 12, 2013 to change the name of the Minor in Criminal Justice to the Minor in Criminology. A approval for this change was also received from the Dean of Arts, Dr. Jean-Paul Boudreau.

Therefore, the Department of Criminology is requesting, for consistency, that the Minor in Criminal Justice be changed to Minor in Criminology.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the change of name of the Minor in Criminal Justice to Minor in Criminology*

C. NEW MODULE IN ACTING/DANCE STUDIES FOR THE CREATIVE INDUSTRIES BA PROGRAM

This is a proposal to add a new “creative-content module” to the list of modules offered in the interdisciplinary Bachelor of Arts (Creative Industries) offered within the Faculty of Communication and Design. This will bring the number of modules to thirteen.

1. BACKGROUND

All eight FCAD schools participate in the delivery of the creative-content modules for the Creative Industries program. Previously approved modules are:

- School of Fashion: *The Fashion Industry: Markets, Aesthetics & Creativity*
- School of Professional Communication: *Communication Studies*
- School of Image Arts: *The Art & Business of Film*
- School of Image Arts: *Visual Culture*
- School of Image Arts: *Curatorial Practices*
- School of Journalism: *The Business and Practice of News*
- School of Graphic Communications Management and the School of Creative Industries: *Concept to Reality: Publishing and Printing*

- RTA School of Media: *Storytelling in Media*
- RTA School of Media: *Media Business*
- RTA School of Media: *The Music Industry*
- Theatre School and Department of English: *Performance Studies*
- School of Interior Design: *Interior Design: Humanscale for Creative Thinkers*

The Creative Industries program requires all students to complete two creative-content modules. Each module consists of a menu of required and elective courses from which the student must complete six. Students will select one module at the start of their first year and another to commence in their second year, and will complete two courses per year in each module until the module is completed in year 3 or year 4. Delivered either exclusively by a professional school within FCAD or in tandem with a partnering school or department, each module is intended to introduce students to the historical and aesthetic aspects of a creative discipline while also examining how that discipline functions as a business. Certain modules also contain a studio or production component.

2. CURRICULUM FOR THE MODULE IN ACTING/DANCE

The module in Acting/Dance Studies introduces students both theoretically and experientially to Theatre and Dance as performance and production disciplines. Students will study the historical, artistic and business aspects of these art forms while enhancing their personal qualities of vocal and/or physical expression. Studio work will expose students to the rigorous technical preparation that performing artists must maintain throughout their careers.

Structure of the module: Two required and four elective courses

Required: (2)

THF 101	Elements of Production I
THF 200	Timelines of Performance History I

Elective: (4)

(at least 2 will be selected from THA 340, THD 220, THD 320 and THF 325)

THF 201	Timelines of Performance History II
THF 316	The Global Stage
THF 325	Musical Theatre
THF 405	Human Development in the Arts
THA 340	Improvisation
THD 220	Latin American Dance Forms
THD 320	Western Dance Styles
THF 403	Landmarks in Canadian Theatre

3. COMPARISON TO PROPOSED ACTING/DANCE MINOR

The Acting/Dance Studies module should be viewed as a “companion” to the Theatre School’s proposed Minor with the same title. While the course content is virtually the same as the Minor, the module differs in the following respects:

1. The module is offered exclusively to Creative Industries students who, upon completion, will receive credit toward their degree requirements.

2. THL 100, a liberal studies course, is not offered as an elective in the module, as students cannot apply liberal studies courses toward their module requirements (unlike students endeavouring to complete a Minor).

3. The module requires that students complete a minimum of 2 studio courses from the 4 studio courses offered. This is among the features that differentiate the Acting/Dance Studies module from the Performance Studies module offered currently by the Theatre School in partnership with the Department of English. While the latter module focuses on the historical, narrative and literary aspects of performance disciplines, the former incorporates an introduction to production and technique training through mandatory studio courses and the required production course, THF 201.

4. EXCLUSIONS AND COMMON FEATURES

Certain exclusions will apply. Because there is some course overlap between the Performance Studies module and the Acting/Dance Studies module, Creative Industries students can attribute only one of these modules to their degree requirements. Also, because Creative Industries students can undertake a Minor, it should be noted that students who have completed either the Performance Studies or Acting/Dance Studies module will not be eligible for the proposed Acting/Dance Studies Minor. However, Creative Industries students who have taken neither module would be eligible for the proposed Acting/Dance Studies Minor.

A common feature of the creative-content modules is that Creative Industries students take classes together with students enrolled in the teaching program. This is expected to be the case with most of the courses in the Acting/Dance Studies module with the exception of the four studio courses. Consistent with the Acting/Dance Studies Minor, these courses are intended for non-majors only, and cannot be taken by students enrolled in the Acting Performance or Dance Performance BFA programs.

5. LEARNING OUTCOMES

Upon completing this module, students will be able to:

1. Analyze theatrical and dance forms on the basis of both theoretical criteria and the application of historically derived staging conventions and performance techniques.
2. Contribute to the sustainability of performing arts companies through knowledge acquired in the practical realities of production, promotion, and funding structures.
3. Facilitate the work of theatre and dance artists through the provision of appropriate rehearsal, production and performance facilities.
4. Support the delivery of theatre and dance performances to diverse audiences on the basis of cross-cultural studies of these art forms.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the new Module in Acting/Dance Studies for the Creative Industries BA Program*

D. NEW MINOR IN ACTING/DANCE STUDIES, RYERSON THEATRE SCHOOL

Toronto is one of the major centres of performing arts activity in North America and Ryerson, located in the heart of Toronto, offers students unsurpassed access to shows, performers, and the theatre environment. With more than 125 professional dance and theatre companies, commercial and non-profit, the city produces over 10,000 live dance and theatre performances per year.

A Minor is an opportunity for a student to explore a secondary area of undergraduate study outside their degree program. It may facilitate an exploration of personal interest or may be related to the student's degree program and serve to support a career choice. Having the option of Minors at Ryerson University is a powerful tool for attracting students to a more varied and balanced learning experience and will enhance the scope of their education. The Minor can provide a "teachable" for those students wanting to undertake B.Ed. degrees and a teaching career.

Ryerson is one of the most innovative universities in one of the most progressive urban centres of the country. Part of building this reputation is working together to celebrate the primary ingredient that makes us so dynamic – our diverse community. A commitment to inclusiveness and diversity is imbedded within the teaching and learning offered in the Acting/Dance Studies Minor and indeed throughout the Theatre School. Courses offered in the Acting/Dance Studies Minor that address issues of diversity such as African Canadian drama, queer theatre/dance and aboriginal theatre include THF 201 Timelines of Performance History II, THF 316 The Global Stage, THF 405 Human Development in the Arts, THF 403 Landmarks in Canadian Theatre, and THL 100 Theatre in the Canadian Identity.

An Acting/Dance Studies Minor will foster cultural sensitivity and awareness of the way that art informs, reflects and contributes to both our culture and our economy. The inter-disciplinary aspect of sharing of courses with students in other Programs at Ryerson will not only enrich the student experience, it will promote accessibility between the various schools within the greater University.

By combining lecture courses already offered by the School of Theatre with four new studio- based acting and dance classes, the Theatre School believes this combination of lecture and studio-based courses has the capacity to stimulate self-motivation and discipline, instill confidence and open doors to creative solutions necessary and highly sought-after skills in today's marketplace.

CURRICULUM

To receive the Acting/Dance Studies Minor, a student must complete six courses from the following course of study:

REQUIRED

THF 101 Elements of Production I

THF 200 Time Lines of Performance History I

FOUR OF THE FOLLOWING

THD 320 Western Dance Styles

THF 325 Musical Theatre

THF 403 Landmarks in Canadian Theatre

THA 340 Improvisation

THF 201 Timelines of Performance History II (pre-requisite THF200)

THF 405 Human Development in the Arts

THD 220 Intermediary Tech I: Dance

THF 316 The Global Stage

THL 100 Theatre and the Canadian Identity

The two required courses include foundational Performance Industries concepts and history presented in a lecture format. Together these courses survey the seminal theories of theatre and dance, trace the

evolution of performance and staging practices, and study the interrelationship between the creative, practical and business aspects of performing arts production. The elective courses prepare students for a more in-depth knowledge about different aspects of the Acting and Dance disciplines. The Acting/Dance Studies Minor will offer focused aspects of both theoretical and practical knowledge as it applies to acting and/or dance methods and techniques. The combination of lecture and studio-based courses will benefit students by providing skills to increase the development of vocal and physical expression and enhance their understanding of the creative process.

The Acting/Dance Studies Minor is designed for those students who are interested in areas of performance – acting and/or dance – and who desire the opportunity to explore these areas through the prescribed course work of a minor.

Courses are appropriate for students who have little or no performance experience as well as those with a significant background in either acting or dance. Students may choose from a variety of possible combinations including courses in dance, acting and academic subjects. It is quite common for acting and dance students to enter into the B.F.A. programs in Acting and/or Dance with varying degrees of skills and experience and the Theatre School faculty is accustomed to developing learning and teaching strategies to effectively train students with less performance experience in a particular area of study. It is for this reason that the Acting/Dance Studies Minor can accommodate students with varying skills. Acting and dance classes are often a staple of many undergraduate programs at universities throughout North America and it is always the case that students enter these classes with a wide range of previous training and experience.

Studio space is an issue for the Theatre School as resources are very limited. Enrollment in some of the studio courses may be restricted by virtue of the size of the School's studios. If demand is great, the School will try to accommodate as many students as possible by seeking out additional studio space for a few hours a week, such as the Lower Gym.

The Acting/Dance Studies Minor is not available to RTS Acting and Dance students.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the New Minor in Acting/Dance Studies in the Ryerson Theatre School*

Respectfully Submitted,

A handwritten signature in black ink, appearing to be 'Chris Evans', written in a cursive style.

Chris Evans, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

John Turtle, Secretary of Senate

Chris Evans, Vice-Chair and Vice Provost Academic

Denise O'Neil Green, Assistant Vice President/Vice Provost, Equity, Diversity and Inclusion

Andrew Hunter, Faculty of Arts, Philosophy

Neil Tomlinson, Faculty of Arts, Politics

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

Jean Bruce, Faculty of Communication & Design, Image Arts

Mary Sharpe, Faculty of Community Services, Midwifery

Nick Bellissimo, Faculty of Community Services, Nutrition

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

Colin Ripley, Faculty of Engineering and Architectural Science, Architecture

Vadim Bostan, Faculty of Science, Chemistry & Biology

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

Naomi Eichenlaub, Library

Des Glynn, Chang School of Continuing Education

Eszteella Vezer, Faculty of Arts, Psychology