

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #F2016–2; Nov 2016

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

- **Electrical Engineering, Department of Electrical and Computer Engineering (FEAS) – Removal of Options**
- **Minor in Caribbean Studies (Faculty of Arts) – New**
- **Department of History (Faculty of Arts) – Removal of HIS400 – Reading, Writing and Using History**
- **Hospitality and Tourism Management (TRSM) – Curriculum Modifications**
- **Health Information Management (TRSM) – Curriculum Modifications**
- **Honours Degree Designation**
 - Professional Communication (FCAD)**
 - Hospitality and Tourism Management (TRSM)**
 - English (Faculty of Arts)**
- **For Information: Periodic Program Review Follow-up Reports (Biology; Chemistry; Fashion; Theatre; Hospitality and Tourism Management)**

A) ELECTRICAL ENGINEERING – REMOVAL OF OPTIONS

Introduction:

The Electrical Engineering (EE) program currently has four program options: Energy Systems; Microsystems; Multimedia Systems; and Robotics and Control Systems. Students in the EE program follow a common curriculum in the first five semesters. Starting in Semester 6 EE program students may take a maximum of eight option-specific courses (up to two courses in Semester 6, and up to six courses in Semesters 7–8). Not all option-specific courses are unique to a single program option; there is some overlap among option-designated courses. Students may also decide to follow the regular program (the “no-option” option) by freely selecting technical elective courses in Semesters 6–8 based on their interest and subject to course prerequisites. Completion of a program option is recognized on the student’s transcript.

Background:

The Department introduced program options in 2007–2008 with the following write up in the Ryerson undergraduate calendar: *To educate, train, and prepare the next generation engineers to address the technical issues and challenges raised by the emerging technologies, the undergraduate curriculum offered should be adaptable, dynamic, relevant, and efficient. With this emerging trend in mind, and considering the faculty expertise and the laboratory facilities in place, the Department of Electrical and Computer Engineering at Ryerson offers a modern, relevant, and efficient curriculum with four program options in the BEng Electrical Engineering program.* At that time, the prevailing view was that program options would differentiate the EE program at Ryerson from competitor programs in the GTA and elsewhere in Ontario, thus increasing the marketability of the program to prospective students.

The Challenge:

Program options require students to take pre-packaged sets of courses. However, uneven popularity of program options (possibly as a result of the prevailing job market conditions at the time when students enter the third year of the EE program) significantly skews enrollment patterns in option-specific courses. This presents significant challenges in loading, timetabling, scheduling and resource allocation.

Students (mistakenly) assume that the completion of a program option will make them more marketable as they will enter the workforce in two years’ time after their initial decision to follow a particular program option. However, curriculum differentiation at option level (mostly with introductory level courses) hardly allows a student to form an in-depth understanding of a particular specialization area.

Completion of program options may actually constrain job prospects of students. Some employers may (and do) decide not to consider a graduate from the EE program for a position within their company if they observe in the student's transcript that the student has completed a program option that does not align with the main activity of the company. Many students recognize this potential danger and do not apply to have the program option formally recognized in their transcripts even though they may have successfully completed the academic requirements for that program option. Graduation statistics support this observation. Between June 2012 and June 2015, 531 students graduated from the Electrical Engineering program: 4 students (0.75 per cent) formally graduated from the Energy Systems Option, 1 student (0.19 per cent) formally graduated from the Multimedia Systems Option, 526 students (99.1 per cent) graduated from the regular program (the "no-option" Option).

Enrollment patterns observed since the introduction of program options indicate that the courses grouped for the Energy Systems option are the most popular followed by courses in the Microsystems, Multimedia Systems and Robotics and Control Systems options. The Department is obliged to offer required courses in all program options irrespective of the number of students choosing specific program options. This increases the cost of delivery of low enrollment program options.

To investigate the viability of EE program options, the Department looked at the EE programs at ten Canadian (Alberta, Carleton, Concordia, McGill, McMaster, Queen's, University of British Columbia, University of Toronto, Waterloo, Western) and three US universities (MIT, Princeton, Illinois). Among the thirteen EE programs studied, only four EE programs (all at Canadian universities) offer formal program options. EE program options offered by University of Alberta, University of British Columbia and Western University include biomedical engineering, which is a stand-alone program at Ryerson University. All EE programs offer a wide variety of technical elective courses. Each program publishes extensive information on various specialization areas in electrical engineering (e.g. communications, robotics, microelectronics, power systems, nanotechnology, etc.) on their websites. EE programs without formal program options recommend groups of elective courses that are specific to each specialization area. At the same time, those programs emphasize that the recommended course groupings are not mandatory but rather represent a set of thematically coherent courses, and strongly advise students to select courses based on their interest.

Proposal to Eliminate Electrical Engineering Program Options:

The proposed curriculum aims to strengthen the fundamental knowledge base of all EE students without forcing students into curricular silos early in the program. Salient features of the new curriculum are as follows:

- Number of courses in all semesters and total program hours remain the same as in the current EE program (a total of 45 one-semester courses).
- Program balance will continue to be the same as in the current program with 25 professional (55%), 16 professionally-related (36%) and 4 liberal studies courses (9%).
- Changes in Semester 6: Number of required EE courses increases to four from two as a result of re-classifying ELE 632 Signals and Systems II and ELE 637 Energy Conversion courses as required. Among the ten EE programs at Canadian universities studied for this proposal nine have discrete-time signal and system analysis (content similar to what is being covered in the ELE 632 Signals and Systems II course) as part of their core curricula. Similarly, topics covered in the ELE 637 Energy Conversion course is part of the core curriculum in eight EE programs at Canadian universities.
- Changes in Semester 7: Technical elective courses ELE 604 Sensors and Measurements, and ELE 654 Power Electronics currently offered in Semester 6 will move to the technical elective pool in Semester 7 as ELE 704 Sensors and Measurements and ELE 754 Power Electronics. The current Semester 6 course ELE 614 CMOS Analog Integrated Circuits will be deleted from the curriculum as the topics covered in that course are now covered in Semester 7 courses.

Elimination of program options will not adversely affect course selection available to EE program students. The same technical elective courses in Semesters 6–8 (with the exception of the redundant course ELE 614

CMOS Analog Integrated Circuits) will continue to be part of the EE curriculum. The new EE curriculum satisfies all CEAB accreditation requirements.

Implementation Plan:

If approved, the Department will discontinue program options effective 2017–2018 academic year. Thus, these changes will be implemented for the cohort of students admitted to the program in F2015, who will be in Year 3 of the program in F2017/W2018. The Department will provide regular detailed information on specialization areas, course prerequisites and recommended grouping of courses. The Department will disseminate this information through the Departmental website as well as by holding information sessions each March prior to the course intention process.

Learning Outcomes and Undergraduate Degree Level Expectations:

The proposed curriculum changes do not adversely affect program LOs and UDLEs but rather they allow the program to continue meeting those expectations while further improving graduates' education and industrial preparedness. By removing the options, the Department firmly believes that they are greatly improving the EE program. By making the 3rd year course requirements common for all EE students, graduates have equal foundational pedagogy (which they did not with the options). This allows them to be able to choose any of the 4th year professional electives (Table I and Table II). This removes any erroneously perceived specialization by students and also provides for a wider exposure to various areas of EE. Ultimately, graduates will be better prepared and more marketable in the very wide and continually changing field of Electrical Engineering.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Electrical Engineering, Department of Electrical and Computer Engineering – removal of options*

B) MINOR IN CARIBBEAN STUDIES

Introduction and Rationale

Caribbean Studies courses continue to be popular at Ryerson University and there has been an increasing demand for this Minor by students. In 2014, a Certificate in Caribbean Studies was launched by The Chang School and has been very successful. It is anticipated that most undergraduate students will consider a Minor to be the best option to complement their major.

A Caribbean Studies Minor fits well with the several Ryerson programs whose students will develop future professional practices that involve clients and colleagues in some way closely related with the Caribbean. Even though Ryerson has generated links to the Caribbean for a number of years, the proposed Minor will provide opportunities to increase the efficiency and sustainability of these links on the strength of Ryerson's student body, faculty members, Ryerson International, and the scholarly and creative activities of the Ryerson community.

Caribbean Studies is a central component of an internationalized Ryerson curriculum. The interdisciplinary structure of Caribbean Studies provides an excellent opportunity to discuss issues of structural inequalities and allows students to situate themselves within a specific context – geographically, historically, socially, culturally – thereby giving them a greater understanding of themselves and the world around them. The Caribbean is a “world within a world”, an excellent site to study issues of diversity, multiculturalism, creolization, postcolonialism, and neocolonialism.

Objectives of the Minor

- to provide students with an in-depth knowledge of a region with which Canada has had long-standing economic and political ties, and a region central to understanding the development of capitalism and globalization

- to provide students with an understanding of Caribbean communities in Toronto and the rest of Canada
- to promote a structure for community practice and community development within the framework of several Ryerson degree programs
- to build on and enhance existing courses with a Caribbean focus now being offered throughout the university
- to provide a course of study that enhances the international knowledge and outlook of Ryerson graduates in an area of widespread and increasing globalization
- to provide faculty with increased opportunities for cross-disciplinary and interdisciplinary research and development in Caribbean Studies

Learning Outcomes of the Minor

- students will acquire a detailed knowledge of the Caribbean, its peoples, its regions, its history, its cultural activities, its politics and its sociocultural diversity
- students will demonstrate an understanding of the sociopolitical climate of the Caribbean with reference to colonialism, neocolonialism, racism and systemic inequality
- students will demonstrate an understanding of the complex relationships between the Caribbean and its diasporic communities, including those in Canada
- students will be able to apply academic research methods to the study of the Caribbean and its cultures from a multidisciplinary perspective

The Curriculum

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

Calendar Description:

The Caribbean Studies Minor provides an excellent site for studies of diversity, multiculturalism, colonialism and neocolonialism due to the region's complex history. Students will also learn about an important diasporic community in Canada, thereby engaging with issues such as migration, transnationalism, racism, and equity. The Minor fosters the development of important skills in research methods, critical analysis and academic writing.

To achieve a Minor in Caribbean Studies, students must complete six of the following courses:

MINOR IN CARIBBEAN STUDIES	Category	Prerequisite
Required (1)		
CRB100 Introduction to the Caribbean (required)	LL	None
Electives (5)		
CRB500 Families in the Caribbean	UL	None
CRB501 Racism and Caribbean Peoples in Canada	UL	None
CRB502 Cultural Traditions in the Caribbean	UL	None
CRB600 Postcolonial Caribbean Society	PR/OE	None
CRB603 Special Topics in Caribbean Studies	PR/OE	None
CRB605 Caribbean Tourism: Impacts and Resistance	PR/OE	None
CRB614 Caribbean Critical Thought	PR/OE	None
HST222 History of the Caribbean	LL	None
SPN804 Introduction to Latin American Culture II	UL	None
SPS502 Spanish Caribbean Literature & Cultures	UL	None

It is assumed that most students will take the required CRB 100 course early in their studies since this course is a Lower Level Liberal Studies course, while all the other Liberal Studies courses are Upper Level, with the exception of HST 222. There is one advanced course taught in Spanish which requires students to have proficiency in Spanish but it is one elective among many; its inclusion reflects the Minor's commitment to diversity and to internationalization. Only Engineering students will have difficulty gaining access to the

Minor, largely because their program has limited electivity due to the constraints of accreditation. No exclusions or restrictions are foreseen for this Minor.

Delivery Plan

The Caribbean Studies Minor will be readily available to students from almost all programs at Ryerson University, given that many of its courses are available as Liberal Studies courses, and four courses appear on the Open Electives table. Many of the courses reside on programs' professionally-related elective tables, and it is anticipated that other programs will follow suit. The department does not foresee any unreasonable increase in demand on current resources since the Minor is built on pre-existing courses, most of which run regularly and with reliable numbers.

As CRB courses are traditionally large (80-100 students), students should have no difficulty accessing these courses. Most of the courses in the Minor are offered at least once a year while others such as CRB 603 (to be offered for the first time in Fall 2017) and SPN 804 are offered less often. CCRB 100, CCRB 502, and CHST 222, available online, are offered one to three times each year. SPS 502, previously offered in the classroom, has also been developed as an online course and will be available online as of Winter 2017, which will ensure more flexibility in scheduling and greater access for students. Two courses, CRB 600 and CRB 614, have not yet been offered.

The Minor will be situated in the Department of Sociology which currently houses Caribbean Studies, and which provides the greatest number of electives. It will be governed by an interdisciplinary committee composed of at least one member from each department/school that is participating in Minor.

Programs with an interest in the Minor through letters of support include Arts and Contemporary Studies, English, History, Hospitality and Tourism Management, Languages and Intercultural Relations, Politics and Governance, Sociology, and TRSM.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Minor in Caribbean Studies*

C) DEPARTMENT OF HISTORY – REMOVAL OF HIS 400 READING, WRITING AND USING HISTORY

Overview:

The Department of History proposes to remove HIS 400 Reading, Writing and Using History from both the History curriculum and from the Undergraduate Calendar. This proposal results from a full department-level review, including consultations with History students, staff and faculty, as our first cohort of History BA students completed their degrees in spring 2016. History faculty voted unanimously on 8 June 2016 to accept the Curriculum Committee's recommendation to remove HIS 400. Note that the Department of History does not yet have a Department Council, pending approval of a draft Bylaw; accordingly, only RFA faculty vote on all departmental matters.

HIS 400 is currently a required second-year course for History BA students, for students in the History-English and History-Philosophy double majors, and for Arts and Contemporary Studies (ACS) program students who choose the History Option. This course is one of four compulsory "Historians Craft" (H-Craft) courses in the History BA (two are taken in second year, two in third year) in addition to two Senior Seminars completed in fourth year. HIS 400 is an optional course in the History Minor. It is also included on Professional and Professionally-Related Tables for a number of Arts programs, and is on the Open Elective Table.

In its place, second-year History BA students would be required to complete three courses from Required Group 1 instead of two courses from Required Group 1. Corresponding changes will also be made to the

History/English and History/Philosophy double-majors, in which students will take one additional course in Required Group 2 (two courses instead of one in Required Group 2), the ACS History Option (students will take one additional lower-level History course), and HIS 400 will be removed as an elective within the History Minor.

Rationale:

The Calendar description of HIS 400 Reading, Writing and Using History is as follows:

Taking lessons from the past can be dangerous. History easily can be distorted, even fabricated, to suit one's objectives. This course (H-Craft 1) makes extensive use of "case studies" to examine the often-precarious nature of history; the development of written history; the idea of the "archive"; and the use of written history in the service of ideology, politics, and governance by historical actors such as nation states, empires, political leaders, reformers, and corporations.

After delivering this course for the past four years, History faculty have concluded that the themes, objectives, and methodologies presented in HIS 400 are redundant to both History program students and to students in other programs who choose to take History courses. Accordingly, the course should no longer be offered in any context.

All of our History courses take pains to convey the contingent nature and limits of historical knowledge and the ways in which interpretations from various contexts and eras have depicted and often distorted, willfully or not, historical events. We emphasize that while historians aim to tell the "truth" about the past, a complete and unerring understanding of the past is impossible: eyewitnesses are unreliable, records are incomplete, and our ability to fully inhabit the minds of previous historical actors makes any reconstruction of the past an approximation. In this sense, all courses contain an element of historiography – that is, a history of the development of history and the understanding of its limits – which forms a core of the subject matter of HIS 400. The case studies promised in HIS 400 are provided, in much greater depth, through the historical narratives presented in regular History courses.

Students also gain an appreciation for historiography by taking a range of History courses in areas such as social, political, cultural, and economic history. Each of these sub-fields relies on particular source materials, methodologies, and theoretical underpinnings, approaches which are not only introduced to students (i.e., as in HIS 400) but employed directly by students enrolled in courses dedicated to these various subfields.

Finally, HIS 400 looks at the emergence of the idea of the archive and the ways in which historical documentation housed in archives can be analyzed, but again, we do this in greater detail in another required program course, HIS 505 Locating the Past: Archival Research. In our discussions about removing HIS 400, we decided to place greater emphasis in HIS 505 on the ways in which scholars of various theoretical and methodological leanings can derive different and sometimes conflicting information from the same records, thus demonstrating – once again, in a more hands-on way – the opportunities and dilemmas of historical analysis discussed in HIS 400.

While the results of our survey of third- and fourth-year History BA students showed general satisfaction with core Historians Craft (H-Craft) courses such as HIS 400, students consistently noted a lack of choice throughout their degree and requested more opportunities to pursue courses in aspects of History that particularly interested them such as particular time-periods, geographic areas or thematic approaches. Ryerson's History BA is tightly structured when viewed alongside other undergraduate History programs, and the number of compulsory History courses (in addition to SSH 105, 205 and 301) is considerably higher than in History programs at other Ontario universities. For example, there are no compulsory courses in the University of Toronto's History Specialist degree program; students must take courses in three distinct geographical areas and one course in pre-modern history, but they may choose from a list of classes in each category. York University's Honours BA in History allows students even more choice. We offer a wide range of courses, but our students have little choice until they reach their third and fourth years.

Removing HIS 400 would provide students with an opportunity to take one additional course of their choosing in their second year.

Impact:

With regard to the impact of removing HIS 400 on students in other programs, these students can develop the same skills and understanding of the study of the past by taking any of our other lower-level History courses. Moreover, very few students enroll in HIS 400 unless their program requires them to take it. Typically first- and second-year students who choose History classes as electives are drawn to learn more about particular aspects of the past – most commonly the ancient world, history of science and technology, and courses on wars, international relations, and colonialism – rather than to take methodologically-focused courses.

Finally, the removal of HIS 400 will not diminish the unique characteristics of Ryerson’s History BA program. Given that the key skills developed in HIS 400 are also covered in all other lower level History courses, we do not believe that another H-Craft course is required to replace HIS 400. Moreover, as noted above, with three remaining compulsory H-Craft courses (HIS 401, HIS 505 and one of HIS 500, 501 and 502), Ryerson’s History degree will still have a far more methods-focused approach than any other History program in Ontario – and beyond.

The Department of History has received approvals to remove HIS 400 from applicable options, PR tables, and double majors.

Learning Outcomes:

The learning outcomes for the program as a whole remain unchanged. We therefore propose to replace this course with one additional HIS/HST elective, leaving three required H-Craft courses (HIS 401, HIS 505, and one of HIS 500, 501 or 502) for both History BA students and double majors.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Department of History – removal of HIS400 Reading, Writing and Using History*

D) HOSPITALITY AND TOURISM MANAGEMENT – CURRICULUM MODIFICATIONS

The Ted Rogers School of Hospitality and Tourism Management’s Periodic Program Review was approved by Senate in June 2015. The Academic Standards Committee assessment of the PPR indicated that the follow-up report should include an update on the reduction of the number of the courses in the curriculum and the decoupling of HTM 402 Strategic Marketing Planning and HTD 500 Concepts Design Feasibility. This proposal addresses these items in addition to other curriculum modifications.

1. Reducing the number of required courses in the program

To reduce the number of courses from 45 to 42, six first and second year required professional courses are being combined into three courses as follows:

- HTF 100 Introduction to Foodservice and HTF201 Food and Beverage Cost Control Systems to become HTF 110 Food Service Operation and Control

HTF 100 Introduction to Foodservice (old)

As an introduction to the foodservice industry, this course will cover such basics as kitchen, safety, HACCP, sanitation, food preparation, terminology, menu planning and staff organization. Through demonstrations in the lab, students will see and experience a variety of food preparation techniques and sample a variety of food products. Students will be expected to create, cost and plan an event menu using the concepts and theories presented.

HTF 201 Food and Beverage Cost Control Systems (old)

This course examines control functions in food and beverage operations affecting profitability. Definition, planning, design, standards and analysis of food and beverage cost controls are studied. Topics include control of sales, income, inventory and labour costs, cost-volume-profit relationships, menu engineering and the use of technology in food and beverage planning and control.

HTF 110 Food Service Operation and Control (new)

This course introduces planning and control functions in food and beverage operations affecting profitability. This

course will first introduce such basics as kitchen, safety, HACCP, food preparation, and menu planning through lecture and demonstration in the demo kitchen and the restaurant. Then the course will examine the concepts and techniques of food and beverage cost controls. Topics include control of sales, income, inventory and labor costs, cost-volume-profit relationships, menu engineering and the use of technology in food and beverage planning and control.

- HTL 101 Lodging Industry and Organization and HTL 507 Lodging Facilities Management to become HTL 130 Lodging Management Foundation

HTL 101 Lodging Industry and Organization (old)

This course offers an introduction to the lodging industry. Students will become familiar with the major segments within the accommodation industry and also with the organizational structure of hotels. The concepts of chain affiliation, management contract, the stages of the guest cycle and the management of the Front Office, housekeeping, security, and engineering and maintenance will also be discussed. The students will be familiarized with the key metrics of room statistics and hotel performance measurement.

HTL 507 Lodging Facilities Management (old)

This course will focus on the major components of the engineering, housekeeping and maintenance of a hospitality operation from the management's perspective. The student will also be introduced to the fundamentals of major energy systems including electricity, water, heating cooling and air conditioning. Environmental responsibility, sustainability and conservation will also be discussed. Hospitality operations equipment and systems will be explored and the maintenance of such systems will be discussed.

HTL 130 Lodging Management Foundations (new)

This course offers an introduction to the fundamentals of lodging industry management. Students will become familiar with the accommodation industry and also with the organizational structure of hotels. The management of the front office housekeeping, security, and key aspects of facility management will be discussed. The students will be familiarized with the key metrics of room statistics and hotel performance measurement.

- HTT 202 Tourism Concepts and HTT 303 Travel Product Distribution to become HTT 150 Tourism Demand, Supply and Distribution

HTT 202 Tourism Concepts (old)

This course critically assesses travel and tourism as a system and develops its general interrelated and interdependent elements. Selected trends impacting the entire industry are also discussed as to their system wide impacts. Major economic, environmental and sociocultural concepts/impacts are discussed, including interactions between visitors and host communities. This course serves as a foundation for pursuing a career in any sector of the industry.

HTT 303 Travel Product Distribution (old)

In this course a functional approach is used to describe and analyze issues related to the market distribution channels for travel products and services. Analyses of the roles of retail travel agents, wholesalers, tour operators and specialty channelers, such as meeting planners are included. Thus, this course provides information necessary for student managerial career planning in the travel and tourism industry.

HTT150 Tourism Demand, Supply and Distribution (new)

This course covers tourism as a system, from tourists and their motivations to travel, to the production of the tourism experiences through different sectors, the impact of tourism activity on individuals, communities and industry, as well as the packaging and distribution of tourism services through suppliers, online agencies and others. Special attention is placed on the continually evolving nature of demand and distribution due to technological changes that will provide students with a broad appreciation of the business of tourism today, serving as a foundation to understand and work in a rapidly changing industry.

2. Decoupling HTM 402 Strategic Marketing Planning and HTD500 Concepts Design Feasibility

To address the decoupling of HTD 500 Concepts Design Feasibility from HTM 402 Strategic Marketing Planning, it was agreed by faculty members to remove the shared assignment between these two courses, as well as to move HTD 500 from a required course to the Professional Elective Table I. With this change, it was also necessary to move HTR 741 Hospitality and Tourism Research Concepts from fourth semester to third semester and to move one Table I Professional Elective course from fifth semester to fourth semester. HTD 500 will change from a co-requisite to a pre-requisite for HTM 402.

HTD 500 Concepts Design Feasibility

The emphasis in this course is on the planning function as it relates to the conceptualization, development, financing and feasibility of new businesses. The course focuses on the development process; concept identification and assessment; spatial planning; financial forecasting; capital budgeting; and valuation and sources of financing leading to the determination of the economic viability of a proposed business venture. The course has been designed to provide both a pragmatic and theoretical orientation requiring students to source primary and secondary data, analyze it and then write a major paper in the form of a feasibility study.

HTM 402 Strategic Marketing Planning

This course builds on the basic marketing concepts to enable the student to contend with marketing problems and opportunities that present themselves in the hospitality and tourism industry. Marketing research techniques and marketing planning are applied to actual situations. Student groups are required to undertake and prepare a documented market study for a business of their choice. Cases, industry events and guest speakers will supplement class lectures and discussions.

OLD – Co-requisite: HTR 741, Prerequisite: HTM 302

NEW – Prerequisites: HTM302 and HTR741

3. Introducing a new required pass/fail required course in the final year for the submission of required work experience hours

HTM is creating a new required Pass/Fail course, HTH 895 Work Experience Requirement for students to submit their required documented 1000 hours of work experience for approval. The work experience component that is currently attached to HTH 901 Management Career Strategies is being removed. Students will enroll in this required course during their final year. Students in the co-op program are not required to complete the 1000 hours of work experience over and beyond their co-op hours.

HTH 895 Hospitality/Tourism Work Experience Requirement (new)

In addition to completing all academic requirements for graduation, students in the Ted Rogers School of Hospitality and Tourism Management are required to complete a total of 1000 hours of documented work experience in the hospitality and tourism sector. Students must enroll in this course in their last year of studies upon completion of their work experience for final approval. This course is graded on a pass/fail basis.

4. Moving HTH 901 Management Career Strategies to third year

At the May 2016 faculty meetings, it was determined that HTH 901 Management Career Strategies would be better suited for students to take in the third year of the program, rather than currently in the fourth year. A critical reflection on students' work experience is now a requirement of HTH 901. This course will help HTM students prepare for their career search in the fourth year. Sixth semester course HTH 501 Advanced Service Management Systems will be removed as a prerequisite from HTH 901. One Table I Professional Elective course will be moved from sixth semester to seventh semester to fill the gap left when moving HTH 901 to fifth semester.

HTH 901 Management Career Strategies (old)

This course provides development of strategies and planning techniques for employment in Hospitality and Tourism Management. Leaders of industry share their experiences and views on issues that challenge today's management. Career planning, job search, company research alternatives, interviewing skills, identification of individual strengths, and developing networking strategies and dealing with workplace change are key components. The required 1000 hours of practical industry sector work experience must be completed before taking this course.

HTH 901 Management Career Strategies (new)

This course provides development of strategies and planning techniques for employment in Hospitality and Tourism Management. Leaders of industry share their experiences and views on issues that challenge today's management. Career planning, job search, company research alternatives, interviewing skills, identification of individual strengths, and developing networking strategies and dealing with workplace change are key components. The course heavily relies on students reflecting on their work experience (students should have completed some of the program's required 1000 hours of practical industry sector work experience before taking this course) and making a plan for work beyond graduation.

5. Additional new courses to Table I Professional Electives

To provide an opportunity to enhance or broaden the curriculum and capture the special expertise of faculty on relevant topics of benefit to HTM, the School is proposing to add the following new courses to the Professional Elective Table I:

HTT 600 - Special Topics in Hospitality/Tourism – (Subtitle)

This course explores special topics or themes that are relevant to the ever changing Hospitality and Tourism Industry. This course may have different content whenever it is being offered. The subtitle will reflect the topic of the course for that year. Students can take this course twice as two different topics.

HTT 610 - Business of Events and Entertainment

Students will get a top down perspective of the global event and entertainment industry including theory, business practices and career opportunities. The class will examine mega events, sporting events, concerts, festivals, arts and corporate events. Students will explore planning, managing and current issues affecting the industry. Through a variety of teaching methods including case studies, class discussions and guest speakers, students will be able to understand the unique characteristics and opportunities of the different event sectors.

HTT 700 - Current Issues in Hospitality/Tourism

This course surveys various current issues and events that influence the Hospitality and Tourism industry. Emphasis is also on how these factors will affect the careers of future professionals.

HTT 800 – Field Study in Hospitality/Tourism Management

This course is for students to have firsthand experience travelling and understanding how hospitality and tourism professionals manage and market their organizations in a real world context. Building on their previous courses, students will gain an integrated perspective and insight on the elements that determine the success and challenges that affect hospitality and tourism operations in a destination. This course may involve a field trip in North America or beyond (extra cost involved).

6. Changes to the Tourism Minor and other programs’ Professional Related Tables

Due to the proposed curricular changes, the Tourism Minor requirements will be affected. HTT 202 Tourism Concepts will be replaced by HTT 150 Tourism Demand, Supply and Distribution, and HTT 303 Travel Product Distribution will be removed from the list of electives for this Minor. HTT 202 and HTT 303 will be removed from the TRSM Business Management, Retail Management, Nutrition and other programs’ Professionally Related Table options, and the new HTT 150 will be added.

Program Balance (among professional/professionally-related and liberal studies)

The program balance among professional, professionally-related and liberal studies courses will remain consistent with Senate Policy #33, as shown in Table 1.

TABLE 1	Current Curriculum (45 courses)	New Curriculum (42 courses)
Professional (50-75%)	34 courses (27 req.,7 elec.) 75.6 %	31 courses (24 req.,7 elec.) 73.8 %
Professionally Related (10-40%)	5 courses 11.1 %	5 courses 11.9 %
Liberal Studies (8-20%)	6 courses 13.3 %	6 courses 14.3 %
Total	100 %	100 %

Effect upon the Undergraduate Degree Level Expectations (UDLES)

The removal of HTD 500 (Concepts Design Feasibility) from a required course to the Professional Elective Table I will not have any effect on the UDLES as all of the learning outcomes from that course are covered in many other required courses. All other curriculum modifications do not affect the program learning outcomes or UDLES.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Hospitality and Tourism Management – Curriculum Modifications*

E) HEALTH INFORMATION MANAGEMENT – CURRICULUM MODIFICATIONS

Introduction and Background

The School of Health Services Management (SHSM) offers both a Health Information Management (HIM) program and a Health Services Management (HSM) program leading to a Bachelor of Health Administration (BHA) degree. Both are part-time degree completion programs for professionals working in the healthcare sector. Most courses are offered in distance format as well as in the classroom.

SHSM is proposing changes to the curricula of the HIM program. The changes are motivated by the School's intentions to (1) certify the HIM program, (2) harmonize program lengths of HIM with HSM and (3) rationalize course offerings. The outcome should be a robust BHA that is both rigorous and accessible to motivated healthcare professionals.

The HIM program was endorsed by the Canadian Health Information Management Association (CHIMA), but this status has changed as CHIMA is promoting 4-year degrees in the program (previously the program was targeted at CHIMA certified diploma holders). The HIM program underwent program review in 2014 and curriculum changes were implemented in 2015 reflecting reviewer recommendations.

Reasons for the Proposed Changes

It is necessary that the School of Health Services Management sustains its vital, niche undergraduate programs that enable ambitious healthcare service professionals to proceed in their careers. AUPHA (Association of University Programs in Health Administration) certification is key to ensuring that the program remains relevant and useful. SHSM's accessibility and practical orientation, both linked to its roots in Continuing Education, express Ryerson's DNA, which should be preserved. Further, as credential creep proceeds, the School must position itself to deliver a Masters program, so has to ensure resources are efficiently deployed.

The three specific reasons for the changes are:

i. First time certification with the Association of University Programs in Health Administration (AUPHA): The HIM program has gaps in coverage of AUPHA's list of required degree content areas in managerial epidemiology, ethics in business and healthcare decision-making, management, strategy formulation and implementation, and organizational development/organizational behavior theory. AUPHA certification can be accomplished for HIM through relatively minor adjustments – by adding HSM 330 Managerial Epidemiology and PHL 444 Ethics in Health Services Management or PHL 302 Ethics and Health Care to the core, and by ensuring necessary management topics are covered in other existing HIM core courses. The AUPHA requirements notwithstanding, managerial epidemiology is particularly relevant in healthcare as institutional funding models change, making skills developed in this course valuable for all healthcare management professionals. As well, ethics in healthcare should be an element of a management program.

ii. Reducing or maintaining the number of courses in the program:

The current HIM degree completion program comprises 24 credits. While recently more students have entered the program with degrees, which allows them to apply transfer credits, the programs are lengthy to complete. Further, the discrepancy in the length of the two closely related programs should be eliminated (HIM = 24 credits; HSM = 22 credits).

Adding required courses while reducing or maintaining the total number demands choices. For the HIM it means removing required courses, and reducing the number of liberal studies or professionally related electives. The ratios of the liberal studies and PR electives will remain above Ryerson policy guideline minimums. Under proposed changes in the HIM program the Professional, PR and Liberal ratios will be 74%, 13% and 13%, respectively. Given the complementary nature of the HIM and HSM degree completion programs, and the range of social science (sociology, economics, politics) and humanities (e.g. ethics) fields the required courses are based on, students are sure to continue to experience considerable scholarly breath.

SHSM proposes removing ECN 104 Introductory Microeconomics and HIM 405 Issues in Health Information Management from the HIM core to reduce the HIM program length to that of the HSM program. Removing ECN 104 will require that HIM 404 Health Economics include a substantial introduction to microeconomics. This can be done, as health economics texts include reviews or introductions to appropriate principles/theories as they are applied in the field. We also propose to change the name of the HIM 404 from “Health Economics” to “Introduction to Health Economics”. This more accurately reflects the nature of the course as it now will not require economics as a pre-requisite.

HIM 405 is an interesting, but not essential course for the HIM program. The management and environment issues required by AUPHA while discussed in HIM 405 are adequately addressed in HIM 300 Managing Health Information Services.

iii. Rationalizing course offerings:

The existence of two programs (HIM and HSM) offered in the class and by distance, for a fairly small student number leads to some unpredictability when offerings must be cancelled due to insufficient numbers. Further the School recognizes that, especially in light of a proposed Masters program, it is important to limit the number of courses offered by the School, while ensuring core knowledge and skills are introduced.

Therefore, SHSM will stop offering HIM 403 Managerial Accounting and Finance and replace it with a very similar course HSM 407 HSM Healthcare Financial Management in the HIM required curriculum. HIM 403 has been taught in distance format to accommodate the national reach of the HIM program. Under the new curriculum HSM 407 will be offered once by distance and once in the classroom each academic year.

The addition of HSM 330 Managerial Epidemiology and PHL 444 Ethics in Health Services Management /PHL 302 Ethics and Health Care to HIM will increase class sizes and help make the courses more sustainable.

Proposed Changes to the HIM Curriculum

1. Delete HIM 403 Managerial Accounting and Finance and replace it with HSM 407 Healthcare Financial Management as a required Level 2 course.
2. Add HSM 330 Managerial Epidemiology for Healthcare as a Level 1 required course.
3. Delete ECN 104 Introductory Microeconomics as a Level 1 required course.
4. Add PHL 444 Ethics in Health Services Management or PHL 302 Ethics and Health Care as a Level 2 required course.
5. Reduce the number of Level 2 Liberal Studies Courses (Upper Level) from two to one.
6. Reduce the number of Level 2 Professionally Related courses from two to one.
7. Remove HIM 405 Issues in Health Information Management as a required course.

With these changes the number of courses in the HIM program will decline from 24 to 22, on par with the HSM program.

CURRENT Curriculum for Health Information Management (2016-17 Calendar) 24 courses	PROPOSED Curriculum for Health Information Management 22 courses
<p>Level 1 REQUIRED: ACC 100 Introductory Financial Accounting ECN 104 Introductory Microeconomics HIM 300 Managing Health Information Services HIM 301 Healthcare Information Analysis HIM 302 Health Information Systems Management HIM 408 Statistics for Health Services Managers HSM 301 The Healthcare Systems LAW 326 Law for Health Managers</p> <p>LIBERAL STUDIES: Two courses from Table B PROFESSIONALLY-RELATED: Two courses from Table I.</p>	<p>Level 1 REQUIRED: ACC 100 Introductory Financial Accounting HIM 300 Managing Health Information Services HIM 301 Healthcare Information Analysis HIM 302 Health Information Systems Management HIM 408 Statistics for Health Services Managers HSM 301 The Healthcare Systems HSM 330 Managerial Epidemiology for Healthcare LAW 326 Law for Health Managers</p> <p>LIBERAL STUDIES: Two courses from Table B PROFESSIONALLY-RELATED: Two courses from Table I.</p>
<p>Level 2 REQUIRED: HIM 403 Managerial Accounting and Finance HIM 404 Health Economics HIM 405 Issues in Health Information Management HIM 406 Practicum Seminar HIM 407* Practicum HSM 408 Program Planning and Evaluation HSM 417 Research Methodology HSM 437 Human Resources Management in Healthcare</p> <p>LIBERAL STUDIES: Two courses from Table B PROFESSIONALLY-RELATED: Two courses (not chosen in Level 1) from Table I. * This course is graded on a pass/fail basis.</p>	<p>Level 2 REQUIRED: HSM 407 Healthcare Financial Management HIM 404 Introduction to Health Economics HIM 406 Practicum Seminar HIM 407* Practicum HSM 408 Program Planning and Evaluation HSM 417 Research Methodology HSM 437 Human Resources Management in Healthcare PHL 444 Ethics in Health Services Management or PHL 302 Ethics and Health Care</p> <p>LIBERAL STUDIES: One course from Table B PROFESSIONALLY-RELATED: One course (not chosen in Level 1) from Table I. * This course is graded on a pass/fail basis.</p>

Calendar Changes

a. HIM 404 “Health Economics”, which will become “Introduction to Health Economics”, will not require ECN 104 and ECN 204, so they will be removed as pre-requisites in the calendar listing. The course description will be modified.

Current: HIM 404 Health Economics

This course will take students beyond using the fundamental tools necessary to apply basic economic principles to the health care field. Exposure will be provided on a balance of population-based health economics and consumer driven, managed health care economics. Consideration will be given to linking performance indicators to social goals. Emphasis will be placed on quality of life measures both from the local and international scenes.

Proposed: HIM 404 Introduction to Health Economics

This course introduces and applies fundamental economic principles to the health care field. Topics covered include the relevance of markets and incentives to healthcare policy and services, insurance, payment schemes and the economic evaluation of healthcare technologies.

b. HSM 407 “Financial Management” will become HSM 407 “Healthcare Financial Management”. This is to avoid duplication with an existing course – FIN 305 “Financial Management”.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Health Information Management – Curriculum Modifications*

F) PROPOSALS TO CHANGE UNDERGRADUATE DEGREE DESIGNATIONS TO “HONOURS”

Background

In December 2005, the Council of Ontario Universities (COU) endorsed the Guidelines for University Undergraduate Degree Level Expectations (UDLEs) developed by the Ontario Council of Academic Vice-Presidents (OCAV). The [UDLES](#) have two distinctive categories: (1) *Baccalaureate/bachelor's degree*, and (2) *Baccalaureate/bachelor's degree: honours*. Each Ontario university then developed its own institutional expression of the undergraduate and graduate Degree Level Expectations.

In May 2011, Ryerson University Senate approved its Institutional Quality Assurance Process (IQAP) [Policy 110](#) and three subsidiary policies, which establish policies and procedures for: new program development and approval ([Policy 112](#)); the periodic review of existing programs ([Policy 126](#)); and the modification of existing curricula and programs ([Policy 127](#)). Ryerson's Undergraduate Degree Level Expectations fall under the UDLEs category *Baccalaureate/bachelor's degree: honours*.

Since the approval of its IQAP in 2011, Ryerson's Senate has approved seventeen undergraduate periodic program reviews, eight new undergraduate programs, and thirteen undergraduate major curriculum modifications. A number of other undergraduate periodic program reviews are in progress at this time. All of the approvals have met the Undergraduate Degree Level Expectations for *Baccalaureate/bachelor's degree: honours*. Therefore, it follows that the designation “Honours” be considered for programs that meet the established requirements at the standard of performance consistent with the University's Degree Level Expectations for Undergraduate Programs (UDLEs).

Schools/Departments that choose to add the "Honours" degree designation are required to submit a proposal to the Academic Standards Committee, for approval by Senate. The proposal must demonstrate that the program meets the established requirements at the standard of performance consistent with the University's Degree Level Expectations for Undergraduate Programs (UDLEs).

If a degree designation change is approved, **all** current students in that program who meet Ryerson's graduation requirements will be awarded a Bachelor's Honours degree. Prior graduates of undergraduate programs approved to use the Honours nomenclature may be eligible to receive the Honours designation retroactively. The Office of the Registrar will publish eligibility criteria and a schedule for the roll out of retroactivity and will provide instructions on how former graduates may submit their request.

Proposals for the Honours Degree Designation 2016-2017

The Academic Standards Committee assessed three proposals from Schools/Departments that requested the Honours degree designation for their undergraduate program. The proposals, along with the information submitted, are summarized below.

<p>A. Proposals submitted for the Honours degree designation by Schools/Departments with <i>new undergraduate programs</i> that were approved by Senate in 2011 and later:</p> <p style="text-align: center;">Professional Communication (Faculty of Communication and Design)</p> <p>Proposals submitted for the Honours degree designation by Schools/Departments with <i>undergraduate periodic program reviews</i> approved by Senate in 2011 and later:</p> <p style="text-align: center;">Hospitality and Tourism Management (TRSM)</p>
<p>Proposals provided the following:</p> <ul style="list-style-type: none">• A rationale for the degree designation change, indicating that the program's curriculum was assessed as meeting the University's Undergraduate Degree Level Expectations for Bachelor's Degree: Honours• The date that the new program or periodic program review was approved by Senate• An analysis of comparator Bachelor's programs that use the Honours designation• Additional reasons for the degree designation change (optional)• The date and signature of approval by Department/School Council and by the Dean
<p>B. Proposals submitted for the Honours degree designation by Schools/Departments with <i>programs last reviewed prior to 2011, or programs that are pending their first periodic program review</i>:</p>

English (Faculty of Arts)

Proposal provided the following:

- A rationale for the degree designation change, demonstrating that the program's curriculum meets the University's Undergraduate Degree Level Expectations for Bachelor's Degree: Honours.
- A clear articulation of the intended program learning outcomes
- A description of the program curriculum and structure, including curriculum in calendar format
- An analysis of the relationship of the curriculum and individual courses to the program learning outcomes and an explanation of how the program goals are progressively developed over the course of the program
- The appropriateness and effectiveness of the methods of assessing student achievement of the defined learning outcomes and degree learning expectations
- An analysis of how the program addresses the Undergraduate Degree Level Expectations (UDLEs)
- A matrix mapping courses to program learning outcomes
- A matrix mapping courses and program learning outcomes to UDLEs
 - A course methods and assessments matrix
 - An analysis of comparator Bachelor's programs that use the Honours designation
 - Additional reasons for the degree designation change (optional)
 - The date and signature of approval by Department/School Council and by the Dean

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Honours degree designation for the following programs:*

Hospitality and Tourism Management (TRSM)

Professional Communication (Faculty of Communication and Design)

English (Faculty of Arts)

G) FOR INFORMATION: PERIODIC PROGRAM REVIEW FOLLOW-UP REPORTS

Five programs were required to submit a follow-up report following the approval of their periodic program reviews by Senate in 2015. Those programs were Biology, Chemistry, Fashion, Theatre, and Hospitality and Tourism Management.

i. BIOLOGY Periodic Program Review Follow-up Report

This follow-up report addresses the recommendation stated in the Academic Standard Committee's assessment of the Periodic Program Review of the Bachelor Science, Biology approved by Senate in June, 2015.

Recommendation: The Academic Standards Committee (June 2015) recommends that the program provide a follow-up report on the status of the initiatives outlined in the Developmental Plan. The follow-up should also include (1) an update on discussions regarding a biochemistry option and an option in biological chemistry, (2) updated faculty CVs, (3) a statement on the outcomes of the plan to promote the three Options: Bioinformatics and Computational Biology, Biophysics, and Environmental Biology, and (4) any update on initiatives that have been started to engage the students and to deliver the curriculum in innovative ways, as outlined in the developmental plan.

1. Progress with curricular development and delivery

In the last two years the department has hired five new faculty members – two in the environmental biology area, two in the cell and molecular area and one in big data (environmental bioinformatics). This coming year there will be a hire in biological organic chemistry. All the new hires allow the department to offer more upper year elective courses. The introduction of the Biomedical Science program in 2013 has also expanded the elective course offerings to Biology students. Examples of new courses that have been offered are: BMS 411 Cell Biology II; BMS 451 Medical Microbiology; BLG 667 Disease Ecology; and BLG 678 Special Topics in Biology.

2. Populating the options

The strategy to promote options within the Biology Program will initially be based on promotion of individual courses. This year a new faculty member in big data taught BLG678 Special Topics in Biology where ecoinformatics was taught – a course that highly reflects student interest in bioinformatics and computational biology – typically a very unpopulated option. A promotional brochure was developed to advertise the course. Seventeen students completed the course, where normally only 1 or 2 Biology students register for the regular Bioinformatics course. This approach is being adopted for all elective courses, since anecdotal evidence suggests that students do not choose these options because they are unfamiliar with the content of the courses or the instructor and therefore promotion material explaining the content should have a positive effect on enrollment. Furthermore, the bioinformatics course will be promoted to the Computer Science students as an elective. Enrollment in the options will be tracked to assess the effectiveness of the promotion material for the courses and, in the end, the effect of more populated course on the viability of the options.

3. New options

The Biology Curriculum Committee and the Chemistry Curriculum Committee had a joint meeting to discuss new options. Currently their view is to promote the Biological Chemistry option since it will benefit both programs. To this end, the Departmental Hiring Committee is currently advertising for an organic chemist “who uses synthetic, analytical or physical chemical methods to explore research problems at the interface of chemistry and biology.”

4. Student satisfaction

The department is very committed to promoting a positive learning experience for the students. To this end, there are many initiatives that address this experience including both student driven and faculty promoted programs. They include but are not limited to the involvement of students in the programs from the Outreach Office, the RyScimatch program, the annual alumni mentoring event, the Ryerson Student spaceflight experiment program in 2015, the new Science Zone earning initiative and a new international Global Science Citizen program.

5. Enhance the learning and teaching environment

Engagement of students is happening both within and outside the classroom. In the classroom, many faculty members are using new teaching strategies. One indicator of the initiatives and successes of the initiatives are highlighted each year at the Annual Faculty Conference on Teaching and Learning. In 2016, seven presentations or posters from Chemistry and Biology were presented at the conference that involved more than fifteen faculty, sessional instructors and students.

Outside of the classroom, the Science Working Group, composed of all the Program Directors in the Faculty, are working on the development of a credit course to allow students to work in research labs in the summer and be recognized for their contribution to the research on their transcripts. Additionally, ‘Science at the Interface’ is an annual interdisciplinary research symposium hosted by the Department to advance scientific research by facilitating the interchange of idea between researchers across Ryerson and the GTA. Registration for 2016 is expected to exceed 200 participants in this diverse symposium that includes faculty, students, staff, alumni and friends of the Ryerson University community.

6. Promote Research Growth

The Department has been successful at supplying a laboratory space for every researcher; however, the facilities are still tight and lack adequate infrastructure for some of the advanced experimentation. The MARs research facility will be available for eight faculty members to move into within the year and the modern facilities will give the researcher not only excellent facilities but also the space to accommodate more students in their labs. This additional student capacity will not only improve the student experience but also their profile as highly qualified personnel once they graduate from Ryerson.

The RySciMatch program supported by our department that allows students in labs to have other students shadow them in order to gain lab experience will also be supported by the expanded research space. Also, BLG 481 Biology and Chemistry Project Laboratory is being run in the summer of 2016 for the first time to allow undergraduate student the opportunity to gain lab experience. They will be required to work 10 hours a week in a research lab, write up weekly reports and present a poster at the departmental research day.

ii. CHEMISTRY Periodic Program Review Follow-up Report

This follow-up report addresses the recommendation stated in the Academic Standard Committee's assessment of the Periodic Program Review of the Bachelor Science, Chemistry approved by Senate in June 2015.

Recommendation: The Academic Standards Committee (June 2015) recommends that the program provide a follow-up report on the status of the initiatives outlined in the Developmental Plan. The follow-up should also include an update on (1) the mapping of core concepts and skills, (2) the analysis of entrance requirements, (3) the registration by cohort pilot project, (4) the co-operative education option revised model and (5) the renewal of laboratory experiments.

1. Mapping core concepts and skills

To date, many of the chemistry core concepts important to the first year general chemistry courses (CHY 103 and CHY 113) have been mapped, as well as the introductory courses in each of the five core specialties of chemistry, analytical chemistry (CHY 213 and CHY 223), biochemistry (BCH 261), inorganic chemistry (CHY 334 and CHY 449), organic chemistry (CHY 142 and CHY 242), and physical chemistry (CHY 381 and CHY 382). The mapping exercise has identified that intermolecular forces is not formally included in the general chemistry curriculum, yet is built on in the courses that follow from this. Faculty members are discussing ways to include this concept in general chemistry in a meaningful way.

The mapping also revealed gaps in designing experiments as well as oral and informal communication skills in the courses that were mapped. Some of these skills are developed in other courses later in the curriculum that have not yet been mapped. However, discussions are ongoing to bring some of these communication components into the foundational courses in a manageable way. This can be challenging with particularly large courses such as the general (first year) chemistry courses. The mapping will be extending to upper year core and elective chemistry courses and will also be used to refine the offerings in courses. General chemistry, analytical chemistry and inorganic chemistry have identified as courses on which to focus initial redevelopment efforts.

2. Analysis of entrance requirements

The First Year and Common Science Office and the Associate Dean of Undergraduate Programs in the Faculty of Science have begun a preliminary assessment of the academic backgrounds of incoming science students to determine indicators which could help identify students that could most benefit from early intervention strategies and/or additional academic support. In winter 2015, the Office of the Registrar provided background information and standing data for incoming students in the 2013-2014 and 2014-2015 academics years.

The only statistical category that appears to have a difference in determining whether or not a student will remain on Clear academic standing throughout their first 3 academic terms was the overall Best 6 Courses Average. Unfortunately only three students with incoming best 6 course averages over 85% enrolled in the Chemistry Program in Fall of 2013, and none of the incoming averages were above 90%. A slight improvement was noted in Fall 2015 where 11 students had averages of 85% (with 2 having averages of over 90%). In order to attract more students with Best 6 Course Averages above 85%, the FYCSO and Associate Dean's Office will be exploring the possibility of targeted recruitment and outreach activities.

3. Registration by cohort pilot project

A practice that has been shown to aid in the success of first year students is the practice of cohort registration – the scheduling of groups of students from the same academic program into the same sections of required courses, providing students with a sense of community that would continue throughout their undergraduate program, and promoting student success. Twenty two incoming Chemistry students were selected randomly to participate in a Cohort Registration Pilot Project. These selected students were all enrolled in common lecture, tutorial and laboratory sections in the Fall 2015 and Winter 2016 semesters. Students were notified that they were part of the cohort pilot project in both semesters.

Surveys were administered to the relevant student groups to see how participation or lack of participation in the Cohort pilot affected the first year experience for students, including the participation in other support activities such as SLG, career counseling, mentoring program and personal counseling. Results indicated that very few students (4 in the Fall and 5 in the Winter) remained in all of their cohort sections. In the Fall, the primary reasons for not remaining in all sections were primarily switching sections and dropping courses. The same reasons applied in the Winter, but there were also additional factors, such as failure to obtain prerequisite credits for the Winter courses and program transfer/withdrawal that affected the totals. The First Year and Common Science Office has been in contact with the Registrar, to begin working out details of a second attempt at a Cohort Pilot for Chemistry students in 2017-2018, where students will have the option to opt in to the Cohort when accepting an offer of admission. It is also recommended that additional events be planned for cohort members during (or prior to) Orientation Week, and during the semester, so that participants will be able to get to know each other outside of the classroom environment.

4. Co-operative education option revised model

The Co-operative education options have been revised, effective Fall 2016, to require that only three of the five Co-operative education semesters are completed. This is in keeping with newer Co-operative education program options at Ryerson and elsewhere in the province. It is too early to tell if this will have an impact on the number of students who choose to remain in the Co-operative education options.

5. Renewal of laboratory experiments

Four new IR spectrometers and two new UV-VIS spectrometers were purchased for the undergraduate labs. Over the past year experiments have been both developed and refined for CHY 113 General Chemistry II, CHY 142 Organic Chemistry I, CHY 330 Atomic and Molecular Spectroscopy, CHY 344 Inorganic Chemistry, CHY 422 Environmental Chemistry, and CHY 449 Inorganic Chemistry II.

CHY 422 was first taught in Fall 2015, so all three experiments that were developed were new to the program. New laboratory experiments were developed and tested for CHY 113, CHY 344, and CHY 449. In addition, two experiments were refined to reflect instrumentation upgrades in CHY 330. A new experiment for CHY 113 is being developed which will run in Winter 2017. These labs are expository labs which involve learning new skills and making use of new equipment relevant in all areas of chemistry. In CHY 142, an existing lab was modified to make use of newly acquired IR equipment, which students were asked to use to analyze the success of their synthetic work. An existing experiment for the CHY 142 course is also being reworked to make it a critical thinking exercise, in which the students must develop the protocol given a goal and parameters that need to be followed.

iii. FASHION Periodic Program Review Follow-up Report

This follow-up report addresses the recommendation stated in the Academic Standard Committee's assessment of the Periodic Program Review of the Bachelor of Design (BDes) Options: Fashion Communication, Fashion Design; approved by Senate in May 2015.

Recommendation: The Academic Standards Committee (May 2015) recommends that the program provide a follow-up report on the status of the initiatives outlined in the Developmental Plan and the Supplemental Plan. Also, the follow-up should include a review of the program learning outcomes, indicating how they

differentiate between Fashion Communication and Fashion Design, how the School plans to address outcomes identified within the self study that could be strengthened through curriculum revisions, and how some of the learning outcomes do not meet a level of proficiency.

1. Status of initiatives outlined in developmental and supplemental plans

It is important to note that the Developmental Plan's overarching theme focuses on re-imagining the School's curriculum to address the profound changes occurring in the global fashion industry within the context of industry-based skills and values and emerging theoretical and experiential models that seek to expand students' understanding of fashion as cultural practice. In arriving at recommending a new curricular structure, the following factors, as outlined in the Developmental Plan, were taken into account: student choice and curricular flexibility, diversity, zone education, technology, faculty recruitment and workload, and student performance. This list is not necessarily exhaustive; however, but meant to address questions that arose from the PPR.

2. Student choice and curricular flexibility

The new curriculum will propose to defer committing to a decision between the two options – Fashion Design (FD) and Fashion Communication (FC) – until later in the first year, once students have had an opportunity to explore the various facets of the fashion industry that are beyond the glitz and glamour that attracted them initially to fashion. Students who have been able to make a well-informed decision in their first year which specific discipline to pursue will look for choice within that discipline. This choice will focus primarily on electives to provide breadth and depth. The new curriculum will propose greater access to elective across disciplines. Finally, situations were addressed when students are changing their mind about which option they have chosen in the first place. The new curricular approach aims maximize choice of fashion disciplines, but once a discipline is selected, the choice within that discipline will be limited. By streaming students into a narrower discipline that most closely aligns with their skills and interests, there will be greater student satisfaction.

As fashion covers a broad spectrum of creative practice, business, and scholarship, the current curriculum does not properly address societal need. While the making of artefacts has been, is, and continues to be an important aspect of fashion in general and at Ryerson in specific, it excludes those prospective students who are not interested in making, but rather working with makers or in the study of fashion. The proposed new curriculum will effectively collapse the two separate fashion programs in Fashion Design and Fashion Communication into a single program “Fashion” with five Majors: Fashion Design (existing), Fashion Communication (existing), Materials and Fabrication (new), Fashion Studies (new), and Design Leadership (new). The School is confident that the new curriculum will focus on producing “industry leaders” rather than industry followers as highlighted previously by peer reviewers and ACS.

3. Diversity

Diversity in fashion is an emerging perspective in critical thinking and the School of Fashion is one of the global leaders in framing pedagogy and research first implemented in 2012/13. All students are exposed to the discourse of Eurocentric views on fashion and diversity in culture, ethnicity, size, age, gender, ability, sexual orientation, and personal beliefs in their first year through a series of interdisciplinary projects. Further, students are encouraged in subsequent years to investigate diversity from a human-centred design approach. In their final year, Fashion Design students articulate diversity through their collections by selecting their own models (as opposed to the traditional approach of fashion Schools selecting a narrow scope of models without student input). Fashion Communication student capstones projects investigate the implications of thinking diverse through installations, documentaries, artefacts, and critical writing.

The School of Fashion is the founding partner in FCAD's Centre of Fashion Diversity and Social Change, promoting collaborative research and creative work as most recently showcased by “Refashioning Masculinity”. The Centre has attracted current students and recent graduates in furthering its diversity and inclusion agenda and driving social change.

In the program, history and theory courses include readings and written assignments utilizing research coming from existing and emerging disciplines in disability studies, feminism, LGBTQ studies, and post-colonial theory. New elective courses that have been introduced include FSN 508 World Fashion: Contemporary Perspectives, FSN 556 Design and Cultural Diversity, and FSN 704 Dress – Cultural Transformation.

4. Zone education

The School encourages students to participate in zone learning programming offered by Ryerson and specifically the Fashion Zone. There are opportunities for projects that include commercially viable products or services to be further developed. Expanding participation beyond a few students continues to be challenging given the curricular course load and work commitments.

5. Technology

Improved access to technology, such as digital prototyping and fabrication, are critical to innovation for students and researchers. In addition to the School extensive inventory of traditional equipment to facilitate the construction of garments, this past year the focus has been on acquiring equipment for both Fashion Design and Fashion Communication students, including a laser cutter, 3D printers, and a digital textile printer. The School requires an additional full-time technician to operate and maintain the machines and support users in developing new applications. This investment in staffing has been proposed in the School's 2016/17 budget.

6. Faculty recruitment / workload

The School has requested the approval to hire 2 RFA in 2016/17 (due to retirements) to rebuild and maintain expertise in Fashion Design. These positions have been conceived with “forward-hiring” in mind to ensure that the School's new curriculum can be adequately supported.

The recent ratification of the RFA collective agreement leaves 10 courses per year in unaccounted for teaching and will have a significant impact on already tight budgetary constraints. The implications will be to offer fewer courses, increase sections sizes, and increase the number of CUPE instructors. This runs counter to peer reviewers' and ASC recommendations to enhance student learning by offering more electives to provide students with more choice and complement large lecture courses with smaller tutorials. The proposed new curriculum will take these parameters into consideration. A meeting with the University Planning Office to review the cost of delivering the current program versus the anticipated cost of delivering the new program is expected to be scheduled for August 2016.

7. Student performance

The School's objective is to balance large lecture classes with tutorials to allow students to review and apply concepts in a smaller, interactive setting. There are currently 9 large lecture courses. In Fall 2015, a common 2-hour lecture was implemented for 162 students and 6 1-hour tutorials with an average of 27 students for FSN 400 Fashion in International Markets. The tutorial instructors help guide students to develop their ideas in a number of areas - research and analytical skills for their group project and individual case study. Students had opportunities to interact, involve, and discuss their case study assignments and reading assignments. For Fall 2016, a similar approach is being applied to FSN 707 Research Methods for students in 3rd year. The intention is to introduce tutorials to one first year lecture course in 2017/18. Increasing written assignments in first year continues to be under development in the History of Art courses and under refinement in Introduction to Fashion and Fashion Concept and Theory courses. Introducing digital approaches to FSN 121 and 221 (Fundamentals of Design and Colour) in first year has now achieved a 30% digital and 70% traditional threshold. The goal is to achieve 50/50. The challenge is to schedule the MAC lab, which, as a shared FCAD facility, is already booked to capacity.

8. Strengthening learning outcomes through curriculum revisions

The School's approach to rethinking its existing curriculum is to strengthen program learning outcomes by narrowing specific skills requirements and acquisition to allow for expanded theoretical and conceptual knowledge development. In order for graduates of the program to function in the fashion industry, those students who are not interested in the making, nonetheless need to understand how making is performed, but that knowledge can be imparted through a lecture as opposed to learning the skill in a studio environment. Hence the School has rationalized the existing ten shared program learning outcomes into seven revised iterations with a unique learning outcome for each of the five proposed major areas in the new curriculum.

The seven shared learning program outcomes are:

- Identify and develop solutions to address issues related to fashion markets.
- Demonstrate integrity, social innovation, sustainability and ethical business practices.
- Think critically and articulate the resulting ideas in visual, written and oral forms.
- Think creatively and express the resulting ideas in visual, written and oral forms.
- Manage their own continual learning and development in changing circumstances within and beyond the field.
- Engage in experiential learning through a variety of academic and professional opportunities such as exchanges, internships, industry events and competitions.
- Work collaboratively to develop professional and interpersonal skills.

The unique program learning outcomes for each of the proposed major areas are:

Fashion Design

- Research, design, develop and construct apparel for people

Fashion Communication

- Research, design, develop and create modes of communication using traditional and emerging media

Materials and Fabrication

- Demonstrate innovative techniques and creative translation of ideas and materials in textiles and accessory design

Fashion Studies

- Contextualize the complex social role of fashion, design, and art through the study of history and theory

Design Leadership

- Develop leadership skills and apply innovative strategies through design thinking

9. Program Learning Outcomes Not Meeting Level of Proficiency

While the School is confident in students' exposure to diverse experiences in each of the program learning outcomes, there are examples where students may not meet the required level of proficiency upon completion of their program. Students meet challenges when presenting their ideas in written and oral forms. This can be contributed to a large number of lecture courses that are delivered passively and may not offer opportunities for students to submit more extensive written assignments. Additionally, there are few opportunities for students to present their work orally in front of their peers. In contrast, in lab courses with fewer students in a section, the delivery of the course focuses on critique and feedback by students to their peers and frequent opportunities to make in-class presentations.

Students equate a lack of access to technology as a barrier to creativity and innovation. The School has responded by investing in equipment such as 3D printers, laser cutter, digital sketch tablets and encouraging collaboration with Zone Learning opportunities. Limitations on available and suitable spaces that provide adequate ventilation may not meet the demand of students (and researchers) looking to use technology for their projects.

iv. THEATRE Periodic Program Review Follow-up Report

This follow-up report addresses the recommendation stated in the Academic Standard Committee's assessment of the Periodic Program Review of the Bachelor of Fine Arts (BFA) Performance Acting/Dance and Bachelor of Fine Arts (BFA) Performance Production, approved by Senate in June 2015. (Note: Theatre School was renamed School of Performance and approved by Senate May, 2016)

Recommendation

The Academic Standards Committee (June 2015) recommends that the program provide a follow-up report on the status of the initiatives outlined in the section entitled Vision, Goals and Strategies for 2013 – 2018. Also, the follow-up should include an update on (1) the review of upper-level course offerings in order to give students a broader choice, as noted by the program, the PRT, and the Dean, (2) the examination of assignments and course content (e.g. critical theory) to identify and resolve gaps and overlaps, and (3) the progress on the development of new Minors.

1. Facilities

Ryerson University has made it a top priority to provide new, adequate facilities to house the School of Performance by the end of Fall 2016. New facilities include offices and classrooms for audio, costume, and lighting in the Student Learning Centre (SLC); dance and performance studios in the basement of the SLC; two new acting studios and a music studio in Kerr Hall; and new offices and student work areas in the Atrium at Bay. While these new facilities are well designed, the physical fracturing of the School into many locations around campus is concerning. Also, the placement of the Dance Program underground is seen as a potential challenge for recruiting Canada's top dancers, many of whom are accustomed to training in rooms with windows and fresh air. Ryerson's administration acknowledges this relocation as Phase One of its plan to support the School of Performance. Phase Two – which may not occur for 5-8 years – will be the building of a "home" for the School of Performance to house Acting, Dance, Production under one roof.

2. Vision, Goals and Strategies

A review has begun to review upper-level course offerings in order to give students a broader choice; however, due to budget constraints and a focus on the relocation, no new courses have been developed at this point. There have been ongoing meetings with the Performance Curriculum Committee and with Chairs of RTA School of Media and Creative Industries to develop two new concentrations: Music Industry Performance and Production and Live Entertainment. The recent hire of a new two-year LTF for the School of Performance will aid in the development of the Live Entertainment concentration. Ongoing discussions between Performance, RTA School of Media, and Creative Industries to offer a Music Industry Performance and Production BFA hope to yield the launch of a new degree program in 2017 or 2018.

3. The PRT suggested an examination of assignments and course content to identify and resolve gaps and overlaps

In Fall 2015, for the first time in the history of the School, all of the CUPE (numbering over 50 instructors) and RFA faculty of the School of Performance attended a one-day retreat to discuss course content, course assignments and culminating projects in order to identify potential gaps/overlaps. Once Performance is fully relocated into its new facilities, additional retreats will be organized to more fully examine the current curriculum and plan holistically for the future.

4. Progress on the development of new Minors

The School of Performance successfully launched its Acting/Dance Studies Minor (for RU students at large) and a new Acting/Dance Studies Module (for Creative Industries) in Fall 2015. The Minor is quite popular and courses are full. Once the relocation of the School has fully occurred, the Curriculum Committee will begin considering and/or additional Minors for Performance.

5. RTS student recruitment and the undergraduate experience

RTS competes for students with programs throughout North America. It is a very popular choice for students interested in studying Acting and Dance. At the moment students must travel to Toronto to audition for the Acting Program or submit a recorded audition (which cannot be considered ideal) if they live more than 420 km from Toronto. The same holds true for Dance. The PRT agrees that Performance must ensure the expansion of future student bases and seek to accept only top tier students. A national audition tour (similar to the one undertaken by the National Theatre School of Canada or Julliard of New York) would help ensure Ryerson remains competitive on a national level.

The PRT recommended that Performance institute a national audition tour as soon as is financially feasible. This is currently under discussion with the senior faculty and program directors of the three areas of Performance (Acting, Dance, Production). In the meantime, a new “Summer Boot Camp” for high school dancers preparing to go into Grade 12 will be offered in Summer 2017. The final week of the month-long Boot Camp will include auditions for students wishing to be considered for the Performance Dance program in 2018. Also, the School has launched The Global Stage, a new producing entity for performances occurring outside of the academic year. These productions of theatre, dance, and music will have performances in Toronto and are also intended to tour throughout the GTA.

There are also increased international classes and training opportunities for School of Performance students in Greece (open to all FCAD students), Croatia (Acting); Cuba (Dance), Prague (Technical Production and Design), and the USA (all of Performance). There has also been a year-over-year enrollment increase in the Summer Programs (2016 will have over 300 enrollees).

v. HOSPITALITY AND TOURISM MANAGEMENT Periodic Program Review Follow-up Report

This follow-up report addresses the recommendation stated in the Academic Standard Committee’s assessment of the Periodic Program Review of the Bachelor of Commerce (BComm) Hospitality and Tourism Management (HTM); approved by Senate in June 2015.

The Academic Standards Committee recommends that the program provide a follow-up report on (i) the status of the initiatives outlined in the Developmental Plan. (ii) The follow-up should also include an update on (1) the reduction of the number of the courses in the curriculum, (2) the blanket articulation strategy with colleges, (3) the decoupling of HTM402 and HTD500, (4) retention issues, and (5) ACC100 concerns.

(i) Status of the Initiatives Outlined in the HTM Developmental Plan

a) Review admissions requirements.

The Ted Rogers School of Management is undergoing a major curriculum redesign and included in this project is the review of the admission requirements in all programs in TRSM to focus on quality students being admitted, rather than quantity. It is being proposed that HTM only take students with entering averages of 80% or higher. Also under consideration is the math admission requirement to be changed from “one of Grade 12 U Calculus and Vectors (MCV4U), Advanced Functions (MHF4U) or Mathematics of Data Management (MDM4U)” to “Advanced Functions (MHF4U)” and recommending students to also take “Calculus and Vectors (MCV4U) in addition to MHF4U”.

b) Enhance academic advising.

The HTM Program Coordinator continuously meets with students who are struggling, providing guidance to them and providing recommendations and referrals to the TRSM Student Services office. Faculty members are also aware that they should be identifying students, particularly in the first year courses, who appear to be having difficulty with their first assessments so they can reach out to them and offer support via the HTM office or Student Services. The Executive Director of Student Affairs presented to HTM the results of the National College Health Assessment (NCHA) and provided details on the challenging issues facing students. The School has become more aware of the work of the Centre for Student Development and Counselling and will continue to work and refer students to the CSDC when necessary.

c) Enhance student engagement.

HTM has provided students with several initiatives to enhance engagement including the opportunity to apply for research assistant positions, to participate in several case competitions, to enroll in a new experiential learning course, and to apply to attend the Young Hotelier Summit in Switzerland. The School will work more closely with the HTM Student Association (HTMSA) to increase the level of engagement provided to our students.

d) Reduce the number of required courses for degree completion.

After extensive consultations with faculty and students in the School Council Curriculum Committee, HTM School Council and the TRSM Faculty Council approved a curriculum proposal to reduce the number of courses from 45 to 42, as well as to add more professional elective courses.

e) Review the content of all courses and curriculum flow to ensure that learning outcomes are introduced, reinforced and where possible students become proficient. Specifically consider an additional course to reinforce tourism concepts in the required core, and integration of sustainability concepts, adding information communication technology concepts within existing courses, moving a meetings and event planning course from elective to required, and having additional focus on time and self-management skills in year one.

Two introductory tourism courses were merged into one. The new course will cover tourism as a system, from tourists and their motivations to travel, to the production and distribution of the tourism experiences through different sectors. We will continue to revamp the course content to integrate sustainability and information technology concepts within existing courses, particularly the use of Excel based assignments. HTT 607 Event Management will remain a professional elective; however, another events course is being added to the Professional Electives Table I and HTM is considering the development of an Event Management Minor to offer to other programs across the university. We will continue to focus on reaching out to first year students and partner with TRSM Student Services to inform students of the services they provide, as well as encourage students to sign up to the workshops available on time and self-management skills.

f) Review the content of third year required courses to ensure reinforcement of equity, diversity, and inclusion.

As we continue revamping the curriculum and with TRSM's curriculum review in the coming year, we will reinforce intellectual, social, cultural and political diversity of the world in which we live and work in our courses. In HTD 500 Concepts, Design and Feasibility, equity, diversity and inclusion is included in this course where it pertains to the development of a business concept. Students are exposed to examples of concept restaurants that have created a diverse, equitable and inclusive work place for employees and customers. In HTI 404 Hospitality Information Systems, students gain an understanding of how technology has helped companies and individuals to become more productive and enjoy amenities and communications that were not even imagined by previous generations. Students are made aware of the risks to equity, diversity and inclusion that technology creates. In HTH 501 Advanced Service Management Systems, a new lecture module called "Service and Diversity: Managing service organization in a multicultural environment," is being added, and in HTH 901 Management Career Strategies, a lecture module about "Workplace Diversity and your Career" will be integrated into the course.

g) Review all courses to incorporate emerging areas of entrepreneurial thinking, social innovation and community engagement, experiential learning, data analysis skills, and critical reasoning skills. Specifically consider moving the Ethics course from elective to required, ensuring principles of corporate social responsibility are addressed in required courses not just electives, upgrading and/or creating new courses that would incorporate emerging areas, and expanding the variety of elective courses offered.

The HTM Ethics course is currently an elective Table I course; however, in the new TRSM Curriculum that is being proposed ethics concepts and CSR will be covered as part of a required course common to all TRSM students. Ethics will also be embedded throughout the courses so that students can be exposed to ethical problems they may encounter in the hospitality and tourism field. It is currently taught with the use of mini case studies in which students have the opportunity to role play and come up with solutions to an ethical dilemma. In HTM's Curriculum Proposal for Fall 2017, three new elective courses have been added that will incorporate emerging areas: HTT 600 Special Topics in Hospitality/Tourism, HTT 610 Business of Events and Entertainment, and HTT 700 Current Issues in Hospitality/Tourism.

h) Employ more innovative teaching methods.

The faculty meetings in May 2016 included a presentation from a TRSM faculty member who specializes in teaching with a flipped classroom format. Some of the HTM faculty will begin incorporating a flipped classroom format to portions of their courses. Many faculty members also use Google Docs, iClickers and other tools such as Kahoots and Top Hat to engage students' participation in class. In-class activities, guest speakers and industry relevant group projects, site visits, day trips are also scheduled in many of our courses providing the students with real life projects and experiences.

i) Continue to address the lack of appropriate quantitative and qualitative analysis, problem solving, and decision making techniques to identify issues, trends, and solve business problems in courses.

Faculty members discussed this issue and with the new TRSM Curriculum redesign, these issues are also being addressed. We will be increasing the development of critical thinking skills through quantitative and qualitative analysis, and as mentioned earlier, increase the use of Excel skills within assignments.

j) Address the gaps in years 2 and 3 in reinforcing the learning goals to express ideas and convey information effectively, accurately, and appropriately through verbal presentation and express ideas and convey information effectively, accurately, and appropriately through use of media commonly used in business settings.

With HTM being included in this coming year's AACSB re-accreditation process, we have been implementing the TRSM Assurances of Learning goals in our courses to address the gaps in these learning goals.

k) Grow the Co-op program introduced in 2014-2015.

It has been difficult to recruit students for the HTM co-op program as students have the impression that we will place them in a co-op without them having to interview or compete amongst the other candidates for the co-op position. It is also very difficult for companies in our industry to offer paid co-op positions when they accept hundreds of college students whose co-op requirement for their studies are unpaid. Another difficulty with HTM's co-op program is the mandatory 1000 hours of work experience requirement in our regular program. Students do not see the advantage of a co-op when they can finish their degree faster if they choose the regular option and they can accumulate their work experience hours all throughout the semesters of study. TRSM has hired a Co-Op Coordinator to work with the Schools on increasing the promotion of the co-op programs with students and industry. This will help in attracting more students into co-op and securing quality placements in the industry.

l) Key actions outlined in PPR in graduate programming and research.

Several of our faculty have been advisors for Masters students' thesis and final projects and two of our faculty taught masters courses for MBA and MScM programs this past year. TRSM launched the MScM program in which one of the areas of specialization is in Hospitality and Tourism. It has been very well received and we now have 4 MScM students starting Fall 2016.

HTM's research culture has grown considerably over the past couple of years. Faculty members have been actively involved with securing grants and publishing papers in peer-reviewed journals, as well as presenting at industry and academic conferences. The Ted Rogers Institute for Hospitality and Tourism

Research has achieved all the goals set for this year, which include raising our visibility in terms of securing industry relevant research projects and these goals are aligned with the TRSM and Ryerson's research plans. The Institute has been actively promoting their projects through their website and social media channels.

m) Key actions outlined in PPR for international relations, industry partnerships and local community engagement.

The HTM Advisory Council has been revitalized by the addition of new members from different areas of the industry who will offer a global perspective. There is an emphasis on more involvement of the Council members to work on projects and industry trends influencing curriculum. HTM students continue to volunteer for community and industry events such as the Terry Fox Run sponsored by Four Seasons Hotels and Resorts, the Hotel Association of Canada Conference, Canadian Hotel Investment Conferences, Toronto International Film Festival, Terroir Symposium, Nuit Blanche and other events organized by the City of Toronto and several BIA's and associations in the city.

Faculty members also continue to engage with local hospitality businesses and associations such as the Greater Toronto Hotel Association, Destinations Canada and several tourist attractions to develop student lead projects for their service and research courses. The School is also working on partnerships with other academic institutions such as UQAM in Montreal, the Trinidad and Tobago Hospitality Institute, and IPK International Tourism Consulting Group in Europe to increase collaboration on research. We have also hosted a visiting professor from New Zealand and Spain this past academic year to share their research with our faculty.

(ii) Additional Points to be Provided in the Update

1. The reduction of the number of the courses in the curriculum and retention issues:

This report has noted the reduction of the number of courses in the curriculum as well as retention issues which will be addressed with the change of entrance requirements to a higher GPA of applicants and the new high school math requirement. We are also looking at ways to improve our HTM Mentoring program where senior students have volunteered their time to mentor first year students, as well as encouraging students to participate in the workshops and programs offered by Student Services to help them improve their study skills and be more successful in their first year to improve our retention.

2. The decoupling of HTD 500 Concepts Design Feasibility from HTM 402 Strategic Marketing Planning:

The decoupling of HTM 402 and HTD 500 is part of the proposed new curriculum to be implemented in Fall 2017. HTD 500 will become a Professional Elective, thereby eliminating the co-requisite HTM 402.

3. The blanket articulation strategy with colleges:

As a School we are in agreement with a blanket articulation with colleges; however, right now is not the time to proceed because of the TRSM curriculum redesign. Once this new curriculum is in place, we will pursue these agreements with colleges to continue attracting transferring students into the HTM program.

4. ACC100 concerns:

ACC100 is an ongoing topic in the TRSM Curriculum redesign phase. We will continue to work with the TRSM Faculty Council Curriculum Committee on this issue to be resolved by the implementation of the new curriculum in 2018.

Respectfully Submitted,



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