

## **REPORT OF ACADEMIC STANDARDS COMMITTEE**

### **Report #W2018–3; May 1, 2018**

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

- **Periodic Program Review – Politics and Governance, Faculty of Arts**
- **Chang Certificate in Global Management Studies – Discontinue**
- **Chang Certificate in Foundations of International Management – Proposal (new)**
- **Chang Certificate in Entering Foreign Markets – Proposal (new)**
- **Chang Certificate in Advanced International Trade Management – Proposal (new)**
- **Early Childhood Studies/York University BA/BEd Program – Curriculum Modification**
- ***For Information:* Chang Certificate in Preparation for Practice in Canada for Internationally Educated Professionals in Nutrition – Name Change**
- ***For Information:* Chang School Certificates – March and April 2018**

#### **A) PERIODIC PROGRAM REVIEW – BACHELOR OF ARTS POLITICS AND GOVERNANCE**

##### **EXECUTIVE SUMMARY**

The Bachelor of Arts Politics and Governance (POG) program was launched in 2005. Ten years later, the program is thriving. Since 2005, over 300 students have graduated, and the number of students applying to the program and being admitted annually continues to increase.

The Politics and Governance program was founded on the belief that there was a need and demand for a program that offered students an opportunity to critically examine and understand the political, social, and economic forces that influence and shape domestic through to global affairs. Hence, the decision to label the program ‘politics and governance’ rests on the recognition that politics, policy and political outcomes are a function of multiple interests and forces in society and that students need to understand politics as a function of those relations and interactions. The Department aimed to instill these learning objectives through a comprehensive curriculum structure and suite of course offerings. This means that all students graduating from the program will be exposed to all major sub-disciplines in the study of politics, while also being required to take courses relating to social identity, citizenship, and the non-profit sector. These requirements are more extensive than many other programs in Ontario. There are strengths and challenges with this structure. These requirements mean that students are exposed to the rich diversity and quality of teaching in the Department, as well as core components of a diverse discipline. This builds on the high quality of teaching in the Department. At the same time, the curriculum structure, along with the ongoing concerns about class sizes and student enrolments, means that the Department does not yet offer the range of courses that it desires. Hence, in the years to come, the Department faces an exciting opportunity: continue to build and invigorate a program that is well liked by students and that continues to attract good quality and high numbers of applicants, while simultaneously responding to Department and student desires to refresh the program to respond to changing internal and external demands and pressures.

In the short and medium term, the Department has several priorities. Some high priorities include: 1) reviewing and reinvigorating the curriculum, particularly to re-establish a clear progression in the upper years of the program; 2) examine ways that the Department can offer more opportunities for faculty to bring their unique research and teaching expertise to upper level program students; 3) establish an alumni outreach and engagement strategy; and 4) review student learning opportunities outside of the classroom, whether through placements or enhanced community engaged learning.

The Department of Politics and Public Administration celebrates the Politics and Governance program. It is enthused by the opportunity to critically reflect on the program and work with students and alumni in the coming years to continue to build and foster a diverse, positive, critical and engaged learning environment for Politics and Governance students.

### **FINAL ASSESSMENT REPORT (FAR)**

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

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

### **1) SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE POLITICS AND GOVERNANCE PROGRAM**

The Politics and Governance program submitted a self study report to the Vice Provost Academic on March 30, 2016. The self study presented the program descriptions and learning outcomes, an analytical assessment of the program, and program data including the data collected from a student survey along with the standard University Planning data tables. Appended were the course outlines for all core required and elective courses in the program and the CVs for each full-time faculty member.

Two external arm's-length external reviewers (Dr. Joseph Wong, Ralph and Roz Halbert Professor of Innovation, Professor, CRC, Political Science & Associate Vice-President and Vice-Provost, International Student Experience, University of Toronto; and Dr. Joanna Everitt, Professor of Political Science, and Dean of the Faculty of Arts at the University of New Brunswick in Saint John) were appointed by the Dean of the Faculty of Arts from a set of proposed reviewers. They reviewed the self study documentation and then conducted a site visit to Ryerson University on January 20, 2017.

The visit included meetings with the Interim Provost and Vice-President Academic; Interim Vice Provost Academic; Dean, Faculty of Arts; Associate Dean (Students and Undergraduate Studies), Faculty of Arts; Chair, Department of Politics and Public Administration; Interim Undergraduate Program Director, Politics and Governance; and the Program Assistant. The Peer Review Team (PRT) also met with several members of the Department including staff, students, and ten (10) Politics and Governance faculty members. A general tour of the campus was provided by the program Chair en route to meet with the Chief Librarian and staff in the Library.

In their report (March, 2017), the PRT provided feedback that describes how the Politics and Governance program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities.

The PRT noted that, because the Department of Politics and Public Administration also supports a BA in Public Administration and Governance and has a tradition of focusing on municipal or urban politics, the department has particular strengths in the subfields of Canadian politics and public governance, but somewhat weaker offerings in comparative politics, international relations, and political theory. As a large and major department within the Faculty of Arts, the Department of Politics and Public Administration designed the Politics and Governance program to reflect the "Ryerson style" of liberal

arts education: blending theory with community engaged learning and the development of career-oriented skills and opportunities.

Student responses, both in the information included in the self-evaluation and in the PRT meeting with students during the site visit, make it clear they believe the department is providing them with positive academic experiences. This occurs through direct participation in their courses; simulations in the classroom; novel on-line teaching tools; and experiential learning opportunities, such as the POG 499 'Field Experience' course, the CPOG 490 'Special Topics Course' that enables students to travel to Washington, and the CPOG 417 'Canadian-American Relations' course that collaborates with Penn State faculty and students.

The PRT noted that, while the department is hampered by limited access to teaching assistants in its larger introductory courses and the time it takes to prepare and promote experiential learning opportunities, some faculty members clearly make an effort to use non-traditional learning strategies in their classes.

The Chair of the Politics and Governance program submitted a response to the PRT Report on April 27, 2017. The Dean of Arts' response to both the PRT Report and the Program's Response was submitted on February 5, 2018.

## **2) SUMMARY OF THE PEER REVIEW REPORT RECOMMENDATIONS**

**RECOMMENDATION 1:** The Department should continue to enhance the experiential learning opportunities it provides for its students as a means of aligning itself with the university's academic plan and distinguishing itself from other competing Political Science programs in the area.

**RECOMMENDATION 2:** The Faculty and Department should provide adequate support and resources to enable faculty members to explore initiatives that provide students with opportunities for experiential learning and community engagement. This might come in the form of an "experiential learning coordinator" position within the department, lower caps on "experiential learning/community engagement courses", or course reductions for faculty members who take on these courses or those who incorporate new pedagogical approaches in their courses (new educational technology, webinars, podcasts etc.).

**RECOMMENDATION 3:** The Department should explore how experiential learning and community engagement opportunities can be built into and enhanced in all streams in the program, and not just those that focus on Canadian politics or public administration.

**RECOMMENDATION 4:** The Department should consider the development of new courses (similar to the POG 499 or CPOG 490 courses) that would provide students with internship opportunities with or exposure to other institutions/organizations that would benefit from employees with a Politics and Governance background.

**RECOMMENDATION 5:** The Department should examine the Politics and Governance curriculum and consider its redesign to reflect the greater diversity in the teaching and research expertise currently found among the faculty. However, it should do so keeping in mind the research focuses and pedagogical principles that make the Politics and Governance program distinctive from a more traditional Political Science degree program.

**RECOMMENDATION 6:** The Politics and Governance program should continue to emphasize its strengths in the department's community service ethos (i.e. courses in non-profits, citizenship, experiential learning, etc.) that align with the University's academic plan and distinguishes the program

from other Political Science programs, while considering ways that it can broaden and diversify its course offerings within the discipline.

**RECOMMENDATION 7:** The Department should consider reducing the number of required courses in years 1 and 2. This could be done in a number of ways including: collapsing the introductory courses into one or two courses; reducing the Canadian politics sequence from 2 courses to 1 course; requiring a student to take four of the five subfields rather than all five; or collapsing the Comparative Politics and Global Governance fields.

**RECOMMENDATION 8:** The Department should put more emphasis on department-wide curricular planning that opens up possibilities for linkages between courses across various subfields (for example, the possibility of more international and/or comparative course offerings in the Canadian and Public Policy fields such as courses in comparative federalism, the political economy of North America, or Canada's place in the international community).

**RECOMMENDATION 9:** The Department should consider allowing faculty to create new courses that they could offer on a rotational basis, such that the newly created courses do not necessarily mean the elimination of a previous course.

**RECOMMENDATION 10:** The Politics and Governance program should reduce the number of required 400-level courses from 5 to 3 (or even 2). Students could then take more courses at the 300 level, which would be more appropriate as larger class lecture style courses. Reducing the number of required courses would reduce the pressure on the 400 level-courses and make it possible to impose caps and create real seminar opportunities.

**RECOMMENDATION 11:** The Department should aim to reduce the class sizes for all 4th year courses (i.e. cap courses at 40 students) and designate specific 4th year courses as seminars (reading and research intensive), capped at 20-25 students. The department should work closely with the Provost and Faculty of Arts to ensure sufficient resources are available to do this.

**RECOMMENDATION 12:** The Department may wish to consider adding additional 300- or 400-level electives in the fields of methods or theory for those students who wish to pursue these fields in more depth.

**RECOMMENDATION 13:** The Department should consider exploring the establishment of double major programs (with cognate departments), which entail fewer core and elective POG courses.

**RECOMMENDATION 14:** The Dean's office should make greater effort to inform the department at an earlier date about the number of Graduate Assistantships available for 100- and 200-level classes.

**RECOMMENDATION 15:** The Department should identify a number of its 400-level courses as seminar courses so that students are provided the opportunity to engage in small class discussions in a seminar style format.

**RECOMMENDATION 16:** The Department should provide more opportunities to offer courses in comparative or global politics within the Politics and Governance program, particularly if those courses exploit the program's focus on "political governance," and not just a traditional "political science," and/or they engage students in both service and experiential learning. This could be done by emphasizing topics that support the internationalization of the campus and the city and provide opportunities for students to learn in meaningful and experiential ways, as conveyed to us by the Provost.

**RECOMMENDATION 17:** The Department should explore the possibility of counting upper level Politics (POL) or Public Administration (PPA) courses towards a Politics and Governance degree so as to provide students with more flexibility in their course options. (Program note: this is currently done.)

**RECOMMENDATION 18:** The Faculty of Arts should give serious consideration to the suggestions from the Department of Politics and Public Administration to help streamline the GA and Marker systems found on page 68 of their self-evaluation.

### **3) PROGRAM RESPONSE TO THE PRT REPORT RECOMMENDATIONS**

In April 2017, the Department of Politics and Public Administration met to consider the recommendations from the Program Review Team (PRT). It revised, and voted to endorse, a revised Development Plan, taking into consideration the recommendations provided by the external reviewers. These priorities are viewed as consistent with the Ryerson Academic Plan, and the general direction and goals of the Faculty of Arts. Further, these priorities are reflective of the successes and challenges the Department has experienced over the past ten years it has been delivering this program. The priorities are presented in relation to the expediency in which they need to be started or undertaken: immediate (next 1-2 years); medium-term (2-4 years); longer-term (4-6 years).

- Responsibility for leading initiative: Chair of Department of Politics and Public Administration
- Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

#### **Immediate Priorities (1-2 years)**

- The Department will review and examine the Politics and Governance curriculum (its total package of course offerings) to consider how best to reflect the diversity and interests of the student body, the teaching and research expertise of current and future faculty members, the subfields in the POG curriculum, and in consideration of the specific recommendations of the external reviewers. **PRT Recommendation 5, 9, 10, 12, 16**
- The Department will examine carefully its required courses and the number of required courses. The goal will be to examine opportunities to clarify and reinforce the relationship between lower and upper level courses, the balance between sub-fields, to expand student choice, and to meet Faculty and university goals. The Department will examine mechanisms for Department-wide curriculum planning, particularly the role of the Curriculum Committee and how it engages with students, faculty and sub-fields. **PRT Recommendation 5, 7, 8, 10, 12, 16**
- The Department is committed to ensuring that students have the opportunity to participate in seminar courses with no more than 25 students. The Department will determine ways that courses can be clearly identified as seminar courses, and once identified, that these can be rotated between interested faculty members and between different sub-fields, while maintaining enrolment in non-seminar courses. The goal of this exercise will be to explore the relationship within the curriculum between lower and upper level courses, and to provide an opportunity for students to have an advanced learning experience in which they are better exposed to faculty expertise. **PRT Recommendation 11, 15**
- The Department will examine the *Truth and Reconciliation Commission Calls to Action* directly relevant to post-secondary institutions, and consider carefully their connection to the POG curriculum, to indigenous student support and recruitment, and to faculty recruitment and support.

- The Department has a strong desire to gain more certainty and clarity about how Graduate Assistants (GAs) will be allocated in the future, particularly if there is an expectation that the Department should teach more students and larger classes. To allow for better course planning, the Department needs to develop, with the Dean's office, a clear plan for the allocation of GA and marking assistance and for the training of GAs. **PRT Recommendation 14, 18**
- In light of recent and expected retirements, the Department will consider how new faculty hires could assist in recruiting new undergraduate and graduate students and help the program differentiate itself from other politics programs in the GTA. **PRT Recommendation 1, 5**
- The Department has a strong record of using non-traditional learning (community engaged or experiential learning) in teaching. However, it does not have a formal strategy or plan for how or when students will encounter 'experiential learning' in the curriculum, with the exception of one elective course at the 400 level, POG 499. The Department will examine whether it is feasible to embed experiential learning opportunities more formally in the curriculum generally, and in each sub-field specifically, so students can associate specific courses with these forms of learning and so they can anticipate when those opportunities will arise. Formally increasing the number of courses with community engaged learning opportunities, and the frequency of these opportunities, will be contingent on: the curriculum review process; maintaining existing support for experiential activities; increasing support for students; and increasing support and resources for faculty and Departmental staff that will support and/or expand these initiatives. **PRT Recommendation 1, 2, 3, 4, 6**

#### **Medium-Term Priorities (2-4 years)**

- Several Departments in the Faculty of Arts have recently submitted a proposal for Double Majors. The Department will discuss which Arts programs might be most suitable for a student in POG to pursue a double major and discuss which 13 courses would be listed as 'required' for a major in *Politics and Governance*. The Department will also review whether to formally establish concentrations within the POG curriculum. **PRT Recommendation 6, 13**
- Working with the Undergraduate Recruitment office, the Department will document past, present and potential future recruitment strategies, particularly in the GTA. The Department will try to build on the popularity of the program within the City of Toronto and GTA and develop a strong recruitment and promotion strategy for the GTA, building on all of the strengths of the department relative to other competitors: city/urban-focused; policy; public administration; global and Canadian specialists; comparative; non-profit; indigenous. **PRT Recommendation: 1, 5**

#### **Longer-Term Priorities (4-6 years)**

- Working with the Faculty of Arts Student Experience Team, and Ryerson International, the Department will try to develop a way of regularly evaluating collaborative and international exchanges and opportunities that exist and that may be developed. To date, evaluation is largely done informally (e.g., by speaking with students after their exchange opportunity). Given that students have a desire to pursue international exchanges, but deem the real or perceived financial burden to be prohibitive, the Department will explore opportunities for funding to support student international exchanges. The Department will consider expanding opportunities for students to undertake exchanges with other Canadian universities, and formalize existing agreements. **PRT Recommendation 3, 16**

#### **4) ADDITIONAL PROGRAM RECOMMENDATIONS IN REVISED SELF STUDY**

- Responsibility for leading initiative: Chair of Department of Politics and Public Administration
- Responsibility for approving recommendation, providing any resources made necessary by the

recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

### **Immediate Priorities (1-2 years)**

- i. The Department will promote more prominently our Minors (Politics; Global Politics and Development) that are underpinned by POG courses.
- ii. The Department will promote more consistently the accomplishments of students, faculty and staff on the Department website.
- iii. The Department will endeavour to produce a plan for how it will rotate core elective courses in a way that reinforces faculty expertise and student choice, and will aim to share that plan with students, ideally, advertising it in advance of the course intentions period.
- iv. The Department will work with the Dean's office to establish and confirm a multi-year course-offering plan that includes approximate class sizes. In years past, faculty have sometimes learned of changes in class size just prior to the commencement of classes, thus challenging the proposed delivery and structure of courses. Confirming a course offering plan and the size of classes to be delivered will support better planning and teaching quality.

### **Medium-Term Priorities (2-4 years)**

- i. The Department will examine further opportunities for Politics and Governance students to enroll in public administration courses (PPA) without undermining enrolment in POG electives. Politics and Governance students are currently permitted to enroll in PPA courses with the consent of the Undergraduate Program Director. Politics and Governance students have an interest in more courses in the policy and administration areas and it would be a benefit to the Public Administration and Governance BA program to increase enrolment in some of these courses too, if possible. Generally, the Department will also consider ways to connect the Politics and Governance program and Public Administration and Governance program students.
- ii. The Department will develop an alumni strategy for the Politics and Governance program. The Department has had preliminary discussions with Ryerson Alumni Affairs and has consulted with other Departments in the Faculty of Arts. What it chooses to do and can do will be contingent on resources, including staff and faculty time, and on the range of technological options available to maintain a sustained alumni network.
- iii. The Department delivers many highly enrolled Liberal Studies courses, almost entirely to non-Politics and Governance students. Working with the Dean's office, the Department will clarify the expectations for Liberal Studies delivered by our Department (how many, how frequently, and class size goals). The Department will also review the complement of Liberal Studies currently offered, to determine whether to increase or decrease the total number of courses offered, given other opportunities, challenges and expectations. This issue is important to discuss and important for the Politics and Governance program because: a) the number of Liberal Studies courses the Department is expected to teach will affect how many faculty members are available to teach required and elective POG courses; and b) P Politics and Governance students can, with Department consent, direct upper level Liberal Studies politics (POL) courses to their Table 2 requirements (core electives) at the 300-level. While this option is not promoted, which upper level Liberal Studies courses the Department offers can and does affect the Politics and Governance curriculum.

### **Longer-Term Priorities (4-6 years)**

- i. The Department will investigate the feasibility and implications of increasing the number of

professional electives offered in spring/summer or the number of Upper Level POL courses, recognizing that any increase in courses offered in spring/summer will decrease the number of students taking courses in the fall/winter.

- ii. The Department will stay abreast of developments in online learning and continuing education, keeping in mind the potential benefits and tradeoffs of alternative course delivery and revenue generation.
- iii. The Department will examine new ways to assist students interested in post-graduate studies and careers relating to their degree, including strategies for working with the Career Centre.

## **5) DEAN'S RESPONSE TO PRT AND PROGRAM RECOMMENDATIONS**

In general, the developmental plan offers a feasible set of actions for strengthening the academic rigour and relevance of the program as well as raising the profile of the department. Many of the recommendations do have resource implications, which will have to be considered carefully by the Faculty of Arts, given the usual constraints of limited funding allocations from other levels of administration, collective agreement obligations and the implications of university-wide curricular structures. The major areas addressed in the PRT report, the self-study and the developmental plan are the following: curriculum development; experiential learning; Liberal Studies; resources to support curriculum delivery, including TA/GAs and full-time RFA hires; heightening of the departmental profile, in part with regard to enhancing student recruitment.

### **Curriculum development:**

As its immediate priority, the Politics and Governance department is committed to a complete review of its curriculum, in particular, to ensure sound academic progression from first year to fourth year. The department would like to introduce senior seminars with a planned maximum of 25 students. Increased electivity will be ensured by greater rotation of courses and the establishment, with the Dean's office, of a long-term plan for course offerings. The Department of Politics and Governance has long collaborated with the First Nations Technical Institute; "indigenization" of the program's curriculum is an important next step, in partial response to the Truth and Reconciliation Commission (TRC) report and the Ryerson University TRC Community Consultation. In the long-term, the development of double majors, which has only recently begun in the Faculty of Arts, will increase the attractiveness of the program and offer possibilities for growth.

The PRT has offered several recommendations and suggestions regarding curricular development, especially with regard to a more streamlined first year, the breaking down of silos within the department and its subfields, a reduction in the number of introductory courses, and a reduction in the number of subfields offered to the students. The program department will need to weigh the effectiveness of these proposals in improving the curricular structure of the program while maintaining the structural integrity of the discipline.

### **Experiential learning:**

The PRT commends the Politics and Governance program for the opportunities it offers for experiential learning and community engagement, citing for example, the field experience course, POG 499. The PRT and the department concur on the importance of experiential learning and its continued development and expansion, particularly beyond the courses that focus on Canadian politics and public administration. The PRT gives a number of suggestions to enhance initiatives in this area: the possible hiring of an experiential learning coordinator; lower caps on experiential learning courses; the development of internship programs; course reduction for faculty offering courses with innovative pedagogy. Obviously, these measures have resource implications and would require a careful cost-benefit analysis. It should be noted that the Faculty of Arts is currently establishing a working group on experiential learning in its diverse forms. Enhancement

of the student experience is essential, but there is no doubt that resources and limited economies of scale may be an issue for departments pursuing these initiatives independently. In addition, the Faculty of Arts must address matters such as course releases in an equitable manner across all programs.

#### Liberal Studies:

The Department of Politics and Governance would like to work with the Dean of Arts office to clarify the nature and extent of the department's role in offering Liberal Studies courses to students across the university. The department notes that advanced POL Liberal Studies courses may also be made available by departmental consent to students in the Politics and Governance program as professional electives at the 300 level. The department is concerned that with a limited number of faculty available to meet the demands of undergraduate and graduate level teaching, resources must be stretched to include Liberal Studies courses. I would point out that many of these courses are taught in the Faculty of Arts by contract lecturers rather than Ryerson Faculty Association tenure-track members and that the cost of Liberal Studies teaching is not borne directly by the department. Liberal Studies play an important service role in providing to students across the university breadth, writing skills and a critical awareness of the world in which they engage as citizens. Enrolments from outside the Faculty of Arts also facilitate the financing of our academic programs and their initiatives. Finally, it should be noted that the recent negotiations that allowed the Department of Politics and Governance to reduce the RFA workload from 2+3 to 2+2 included a commitment to maintain current teaching loads, including Liberal Studies, and this must be respected going forward.

#### Resources – faculty, staff and TA/GA/invigilators:

Both the PRT and the department attach great significance to improving the hiring and training of TA/GAs, a matter of importance for both undergraduate and graduate students. The Faculty of Arts is always pleased to streamline processes wherever possible. Currently, departments may submit their requests for TA/GAs as early as July for the Fall session and October for the Winter session. We can examine whether or not it is possible to move these dates forward but much depends as well on timely submission by the departments. The Dean of Arts Office places a high value on the use of Teaching and Graduate Assistants, as these positions improve both the graduate and the undergraduate experience. This calendar year, we increased the funding for TA/GAs with the intent that departments will decide for themselves where the money would best be spent. We are convinced that this will improve the teaching and learning environment.

#### Full-time RFA hires:

The Politics and Governance PPR indicates that in order to achieve its academic goals of diversifying its curriculum and its teaching complement as well as improving the student experience, it will require additional RFA members. The department points out that given the number of faculty that are seconded, on reduced workload or approaching retirement, new hires will be necessary. Fortunately, the current Provost Dr. Michael Benarroch has indicated that hiring more faculty members is a priority university wide. Like other departments, the Department of Politics and Governance has the opportunity to request new positions; however, it will be important to demonstrate the need for new positions in relation to curricular initiatives, new and old, as well as overall student enrolments, including Liberal Studies, in addition to the overall health of the department.

#### Raising the profile of the program and the department:

The department envisages a number of measures designed to raise the profile of the program: a focus on student recruitment highlighting the unique advantages of the Politics and Governance program in the GTHA; promotion of its minors; greater engagement with alumni, increased opportunities for international exchanges and engagement; continued strength in SRC; promotion of the accomplishments of students, staff and faculty. The Dean of Arts Office certainly concurs with the judgment of the PRT: "In general we feel that the Politics and Governance Program and Department of Politics and Public Administration at Ryerson is a strong department, with dedicated teachers and scholars clearly committed to their students."

(PRT, 12) I look forward to seeing the program become even stronger and more distinctive as it differentiates itself from similar programs in the GTHA through the initiatives outlined in its developmental plan.

#### Conclusion:

The department has carefully characterized its goals over the immediate, short and long-term in a manner that seems feasible. The most urgent matter is the review of curriculum, which the department is eager to pursue as quickly as possible. Given the recent changes in the tripartite curriculum at the university-wide level, all departments will be obliged to review their curriculum structure, so this review is very timely.

The program department's developmental plan is consistent with the Faculty of Arts Academic Plan (2014-2019) with its emphasis on academic excellence, innovation and experiential learning. The Dean of Arts office is willing to work with the department to address the recommendations set out in the PPR, the PRT report and the revised self-study, while taking into account the constraints placed upon us by the collective agreements in place at Ryerson University as well as resource allocation decisions made by the senior administration.

#### ASC EVALUATION

The ASC commends the Department for its thoughtful periodic program review and comprehensive plan for program enhancements moving forward.

The Academic Standards Committee recommends that the program provide a one-year follow-up report that includes:

1. The progress on implementing the recommendations in the revised self study.
2. A complete mapping of all required and elective courses to the current program learning outcomes (SSH required courses, POG 313, POG 315, POG 323, POG 235, INP 900, POG 240, and POG 430), as well as an analysis of the mapping, noting any current or future considerations for curriculum revisions.
3. Map teaching methods and assessments to the current program learning outcomes and provide an analysis of the mapping. (Refer to the "Course Methods and Assessments Matrix Template" on page 49 of the PPR Manual.)
4. A complete set of course outlines for all core required and elective courses. (Course outlines for the following courses were missing: SSH 105, SSH 205, SSH 301, POG 225, and POG 320.)
5. Refined program learning outcomes to clarify the intent. Consider adding EDI as a program learning outcome.
6. The missing CVs of all RFA faculty teaching core required and core elective courses in the POG program.
7. An update on curriculum revisions, including considerations for Concentrations, Double Majors, and experiential learning opportunities.

#### Follow-up Report

In keeping with usual practice, the one-year follow-up report, which addresses the recommendations stated in the ASC Evaluation section, is to be submitted to the Dean of the Faculty of Arts, the Provost and Vice-President Academic, and the Vice Provost Academic by the end of June, 2019.

Date of next Periodic Program Review  
2025 - 2026

#### Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Periodic Program Review – Politics and Governance, Faculty of Arts*

## **B) CHANG CERTIFICATE IN GLOBAL MANAGEMENT STUDIES – DISCONTINUE**

The current Certificate in Global Management Studies (GMS) is offered by the Department of Global Management Studies through The G. Raymond Chang School of Continuing Education and has been in effect since 2011. This is a proposal to discontinue the certificate effective Fall 2018. The certificate in Global Management Studies was initially launched in 2001 as the Certificate in International Business. It required completion of nine upper-level courses to graduate. An advanced certificate, admission requirements included:

- One of the following credentials: a Certificate in Accounting-Finance, Business Communications, Business Management, Hospitality and Tourism Management, Purchasing, or Retail Management; or UGrad degree; or 3-yr college diploma
- CECN 104, CECN 204, CGMS 401, CMHR 405, CMKT 100

Low enrollments prompted a review of the International Business certificate, which was completed in 2011. The certificate was renamed the Certificate in Global Management Studies, the number of courses required to graduate was reduced from 9 to 6, and courses not directly related to the subject area were removed. The certificate remained an advanced certificate as four pre-requisite courses are required. The current admission requirements are:

- OSSD with six Grade 12 U or M credits, or equivalent, or mature student status
- Eligible applicants must also have completed the following courses or equivalents:
  - CGMS 200 Introduction to Global Management
  - CGMS 401 Operations Management (prerequisites CGMS 200 and CQMS 102)
  - CMKT 100 Principles of Marketing

With the certificate revisions in 2011, the number of enrolments in the certificate increased from an average of 5 a year to about 10 a year, but are still very low. Students indicate that while we advertise the program as a six-course certificate, it actually takes ten courses to complete including the prerequisites. Students may not be clear about the focus and scope of a “global management” program and how it will benefit them in achieving their career goals. For adult students, especially those currently working, the requirement for a practicum can be a barrier. Only two students have completed the practicum in the past two years and only three students have graduated since the certificate was revised in 2011.

The Global Management Studies Certificate will be discontinued effective Fall 2018 and three new certificates are being proposed to replace the current program requirements. The new certificates will be more focused, shorter, and include the current prerequisites (see proposals for *Certificate in Foundations of International Management*, *Certificate in Entering Foreign Markets* and *Advanced Certificate in International Trade Management*).

Courses, including the capstone, will continue to be offered. Therefore, students currently enrolled in the certificate will be able to complete it. Students wishing to transfer to one of the new certificates will be assessed on a case by case basis.

### **Recommendation**

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang Certificate in Global Management Studies – Discontinuation*

### **C) CHANG CERTIFICATE IN FOUNDATIONS OF INTERNATIONAL MANAGEMENT – PROPOSAL (NEW)**

The goal of the Certificate in Foundations of International Management is to give students an understanding of the basic functions, operations and processes of management in an international context, as well as provide the foundation for upper level certificates such as the proposed Advanced Certificate in International Trade Management and other future planned Global Management Studies certificates. The Department of Global Management Studies will be the academic home for the certificate, which will require successful completion of four degree credit courses.

#### **History of Certificate offerings with Global Management Studies**

In 2010, low enrollments prompted a review of the original Advanced Certificate in International Business, which was completed in 2011. The certificate was renamed the Certificate in Global Management Studies, the number of courses required to graduate was reduced from 9 to 6, and courses not directly related to the subject area were removed. The certificate remained an advanced certificate as four pre-requisite courses are required for admission. The number of applicants to the current certificate remains low and it will be discontinued effective Fall 2018.

Despite the challenges outlined in the memo to discontinue the current certificate, there are a number of strengths that are worth retaining. The skills developed through the courses in the GMS certificate program fulfil an important societal need as, more than ever, organizations of varying sizes and across sectors seek to employ individuals who can manage within an increasingly uncertain global political and economic environment. The courses offered are degree credit, ensuring that the quality of the TRSM brand is accessible to working professionals. In addition, The Chang School certificate meets the needs of working professionals who want flexible programming that they can complete at their own pace.

#### **Certificate Goals**

The goal of the proposed Certificate in Foundations of International Management is to give students an understanding of the basic functions, operations and processes of management to support working in an international context. It will require the completion of four degree credit courses. The proposed new Certificate will give students:

- a shorter, more targeted program to meet the requirements of adult learners to upgrade their skills in a timely way; and
- the prerequisite foundations to prepare for entry into advanced certificates offered by Global Management Studies.

Since the courses offered are degree credit, graduates will be able to ladder into the full or part-time degree program if desired and will have completed some of the courses required for the Global Management major.

The courses in the Certificate will develop the following competencies:

<b>Competencies</b>
Effectively communicate ideas and concepts in a cross-cultural business environment
Define and understand the basic functions of management
Identify strategic decisions firms need to make to compete effectively in a changing global environment
Describe the production and operations management process involved in the transformation of goods and services from inputs into outputs
Apply various statistical techniques in the support of managerial decisions in the various functional areas of business
Differentiate factors that shape the approach to business in key geographic regions
Apply theory in real world case studies, simulations, or projects

This certificate exposes students to diverse perspectives, as the main functional areas of management are introduced within the global context. Students develop an understanding of how business is conducted in key geographic regions, taking into account the major cultural, political and economic factors that shape the approach to business in these regions. They also examine organizational culture and diversity, namely how diversity offers an organization a mixture of talents and perspectives for dealing with the uncertainties and complexities of the 21st century business environment, as well as its potential in contributing to an organization's competitive advantage.

The target audiences who would benefit from this certificate are:

1. new degree program graduates looking to elevate their business credentials
2. working professionals moving into an international environment
3. people who wish to take an advanced certificate offered by Global Management Studies, such as the Advanced Certificate in International Trade Management
4. continuing education students who may want to ladder into the part- or full-time undergraduate degree program

### Curriculum Structure

The Certificate in Foundations of International Management will consist of four degree credit courses of 39 hours each (156 hours in total) that build core skills for those working or wishing to work in an international environment.

Course/Curriculum	Prerequisite
<b>Required</b>	
CGMS 200 Intro to Global Management	
CGMS 401 Operations Management	CGMS 200 and CQMS 102
CGMS 400 The Global Business Environment	CGMS 200
CQMS 102 Business Statistics I	

CGMS 200, CGMS 401 and CQMS 102 are currently offered regularly in both online and classroom formats by the Ted Rogers School of Management through The G. Raymond Chang School of Continuing Education. CGMS 400 will be offered through the Chang School beginning in 2018/19.

### Equity, Diversity and Inclusion

This certificate exposes students to diverse perspectives, as the main functional areas of management are introduced within the global context. Students develop an understanding of how business is conducted in key geographic regions, taking into account the major cultural, political and economic factors that shape the approach to business in these regions. They also examine organizational culture and diversity, namely how diversity offers an organization a mixture of talents and perspectives for dealing with the uncertainties and complexities of the 21st century business environment, as well as its potential in contributing to an organization's competitive advantage.

### Societal Need

As the world has become increasingly interconnected economically through technology, open trade agreements and improved transportation systems, traditional business models are changing. Whether a company does business in other countries or chooses to focus on domestic markets, global forces such as international market competition, demographic shifts and political events impact businesses of any size and across sectors. Today, increased access to global products and services means customers are more informed

and have become more global. Therefore, even businesses with no global ambitions must essentially compete globally or risk losing market share.<sup>1</sup>

While the business world has become more globally competitive, it has also been characterized by alliances between industries, companies and governments. In addition, ever-larger and more complex groups are being formed through global mergers and acquisition.<sup>2</sup> These activities are occurring in places and with partners that, even 10 years ago, would likely not have been imagined.<sup>3</sup> To be successful in a global marketplace that is not only complex, but also brings ambiguity and uncertainty, a critical variable in a business's success will be in finding the right talent. Today, it is not uncommon for managers regardless of organization or sector, to engage with various stakeholders across countries, currencies, time zones, languages and cultures. These stakeholders could include customers, employees or business partners. Therefore, employers are typically looking for candidates who:

- understand how the global economy, as well as how the effects of political events, cultures and social institutions can impact a business and the industry within which it operates
- can effectively communicate, negotiate, contract, lead, organize, and coordinate activities across borders; can adapt their management style, when necessary
- understand and appreciate the complexities of interacting with people from other cultures

The Certificate in Foundations of International Business Management will give professionals whose companies are pursuing global initiatives or feeling the pressures of global competitors the foundations of managing and operating in an international environment. The certificate also provides a pathway to more advanced skill development.

### **Admission Criteria**

It is recommended that applicants have the following: OSSD with six Grade 12 U or M credits, or equivalent, or mature student status.

### **Comparator Certificate Programs**

Numerous educational offers are available within the Canadian higher education landscape in the area of international business. However, only a few of the assessed programs include continuing education options and flexibility in terms of scheduling and pace (McGill, U of T, and Seneca). College programs offer considerable cost benefits by being more affordable than university options for a graduate-level credential. It must be noted, however, that all college options are delivered exclusively as a full-time, day time program. Working professionals and new graduates who have entered the work force, need professional development opportunities that can be completed part-time in the evenings or online to fit around work schedules.

### **Recommendation**

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang Certificate in Foundations of International Management*

## **D) CHANG CERTIFICATE IN ENTERING FOREIGN MARKETS – PROPOSAL (NEW)**

The goal of the Certificate in Entering Foreign Markets is to develop the student's ability to assess international markets, determine appropriate strategies for entry, and implement effective cross-border

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<sup>1</sup> Goldsmith, Marshall, Cathy L. Greenberg, Alistair Robertson, Maja Hu-Chan. "Global Leadership: The Next Generation." Prentice Hall, 2003.

<sup>2</sup> Ibid

<sup>3</sup> Sharkey, Linda D., Nazneen Razi, Robert A. Cooke, Peter A. Barge. "Winning with Transglobal Leadership: How to Find and Develop Top Global Talent to Build World-Class Organizations." McGraw Hill, 2012.

marketing strategies. The Department of Global Management Studies will be the academic home for the certificate, which will require successful completion of four degree credit courses – three required and one elective.

The current proposal is to offer a new Certificate in Entering Foreign Markets that:

- is more targeted, with clearly defined areas of study; and
- is shorter to meet the requirements of adult learners to upgrade their skills in a timely way.

The goal of the Certificate in Entering Foreign Markets is to develop the student’s ability to assess international markets and determine appropriate strategies for entry. It will require the successful completion of four degree-credit courses. The courses offered are degree credit and graduates will be able to ladder into the full or part-time degree program if desired and will have completed some of the courses required for the Global Management major.

The courses in the Certificate will develop the following competencies:

<b>Competencies</b>
Effectively communicate ideas and concepts in a cross-cultural business environment
Define and understand the basic functions of management
Demonstrate an understanding of the theory and application of the 4 P’s of marketing
Use primary and secondary research in marketing metrics to inform decision-making
Formulate and implement effective cross border marketing strategies
Identify and analyze country risks for business
Demonstrate specialized knowledge of the business environment and its current issues in a specific global region
Apply theory in real world case studies, simulations and projects

### **Equity, Diversity and Inclusion**

One of the main focuses of this certificate is the diverse world of international marketing. Students will acquire a good working knowledge of how overseas markets are different from the Canadian market and understand the need to localize and adapt their entry strategy to foreign market conditions. Complementing the marketing courses, the regional courses in the elective category allow students to develop a comprehensive understanding of the socio-political and business environments in their chosen region. It also gives them experience in identifying strategies and approaches for effectively competing in that particular region.

### **Target Audience**

The target audience for this certificate includes:

- new degree graduates wanting to elevate their business credentials
- business professionals who need specialized skills in evaluating which foreign markets to enter
- advertising and communications professionals needing skills in marketing effectively across borders
- continuing education students who may want to ladder into the part- or full-time undergraduate degree program

### **Curriculum Structure**

The Certificate in Entering Foreign Markets will consist of four degree credit courses of 39 hours each (156 hours in total). The three required courses build skills in international business and marketing. The fourth course allows students to focus on developing knowledge and skill relevant to a specific geographical business region.

Course/Curriculum	Prerequisite
<b>Required (three)</b>	
CGMS 200 Intro to Global Management	
CMKT 100 Principles of Marketing	
CGMS 522 International Marketing	CMKT 100
<b>Electives (choose one)</b>	
CGMS 690 The North American Business Environment	CGMS 200
CGMS 691 Asian Business Environment	CGMS 200
CGMS 692 European Business Environment	CGMS 200
CGMS 695 Middle Eastern Business Environment	CGMS 200

The required courses (CGMS 200, CMKT 100, CGMS 522) are offered regularly by the Ted Rogers School of Management through The G. Raymond Chang School of Continuing Education and are available in both classroom and online formats. The status of the regional courses is as follows: CGMS 691 and 692 have been developed and are offered online through the Chang School a minimum of once a year; CGMS 690 is being developed and will be offered for the first time through the Chang School in Spring/Summer 2018; and CGMS 695 will be offered through the Chang School in 2018-19.

### Admission Criteria

It is recommended that applicants have the following:

OSSD with six Grade 12 U or M credits, or equivalent, or mature student status.

### Societal Need

Globally, we are more connected now than ever before, both economically and culturally. Referred to as globalization, this phenomenon has accelerated over the past 20 years due to new technologies (e.g. mobile phones, Internet), the movement towards more open trade and decreasing transportation costs. For many organizations, these advances make venturing into new foreign markets an attractive option in order to generate additional streams of customers and revenue, implement lower production costs and diversify business risk. However, despite these potential benefits, Canada's activity in international business is considered by many experts to be far below its potential, limited mainly to exporting natural resources and trading with the United States. Beyond these areas of activity, pursuing foreign markets has not been a priority for most Canadian companies. Out of a total of approximately 1.3 million Canadian companies that exist, only 100 are considered global leaders.<sup>4</sup>

For those companies that do decide to enter foreign markets, whether through exporting, franchising, licensing, setting up wholly owned subsidiaries or joint ventures, the initiative comes with high risk. Political, economic and cultural factors can still add unexpected complexity and unpredictability and therefore negatively impact expansion efforts. Despite the risks, however, many experts believe that the future will necessitate Canada to do more business internationally or be left behind. Factors that are driving businesses to focus on cultivating foreign markets include:

- Unpredictability in traditional Canadian export markets, in particular commodities such as oil, gas and lumber
- Stiff competition for our current export markets
- Availability of products and services globally
- The opportunity of new emerging markets

<sup>4</sup> Statistics Canada, CANSIM table 179-0005, data for 2013

With the effects of globalization, international business is expected to grow, and along with it, and the demand for professionals with an in-depth knowledge and understanding of global markets. A 2016 survey<sup>5</sup> conducted by Aimia found that of 123 Canadian companies that were considering going global, 50% indicated that they didn't know how to tell if their company is ready to make the leap. Almost the same number said that they found it difficult to assess which foreign markets to pursue for their expansion. Therefore, there is a clear need for professionals with specialized skills in evaluating which foreign markets to enter, when to enter them, and on what scale. Additionally, for many organizations, skills in marketing and communications effectively across regions are in demand in order to build a successful global brand and customer experience.

### **Comparator Certificate Programs**

Numerous educational offerings are available within the Canadian higher education landscape in the area of international business. However, only a few of the assessed programs include continuing education options and flexibility in terms of scheduling and pace (McGill, U of T, and Seneca). None of the comparator certificates offer a program specifically on entering foreign markets with the opportunity to focus on a specific regional area.

### **Recommendation**

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang Certificate in Entering Foreign Markets*

## **E) CHANG CERTIFICATE IN ADVANCED INTERNATIONAL TRADE MANAGEMENT – PROPOSAL (NEW)**

The goal of the Advanced Certificate in International Trade Management is to give students the ability to fully comprehend the complexities of the global trade environment and assess business risk by name in conducting international business transactions. The Department of Global Management Studies will be the academic home for the certificate, which will require successful completion of five degree credit courses – three required and two electives.

### **Certificate Goals**

The proposed Advanced Certificate in International Trade Management aligns with Ryerson's core mission of serving societal need by providing career-related and professional education. The current proposal is to offer a new Advanced Certificate in International Trade Management that is:

- more targeted, with clearly defined areas of study; and
- shorter to meet the requirements of adult learners to upgrade their skills in a timely way.

The goal of the Advanced Certificate in International Trade Management is to develop the student's ability to fully comprehend the complexities of the global trade environment and assess business risks by name in conducting international business transactions. It will require the successful completion of five degree-credit courses. Since the courses are degree credit, graduates will be able to ladder into the full or part-time degree program if desired and will have completed some of the courses required for the Global Management major.

The courses in the Certificate will develop the following competencies:

<b>Competencies</b>
Describe the significance of international trade to the Canadian economy and appreciate the role of the export manager in areas such as export pricing, documentation, shipping, insurance and sourcing private and public sector export promotion assistance.

<sup>5</sup> <https://aimia.com/en/landing-pages/100-global-champions.html>

Mitigate the risk to businesses in international trade by developing an understanding of INCO terms and their application
Identify and develop an understanding of the role of international trade agreements and institutions such as the WTO and NAFTA and how these influence the international sale of products and services
Describe the range in complexities of human resource management issues that arise in a multicultural workplace.
Develop an understanding of the importance of ethical leadership in dealing with government regulations (both domestic and international), customers, the community and employees
Demonstrate specialized knowledge in an area related to international trade
Apply theory in real world case studies, simulations, or projects
Differentiate factors that shape the approach to business in key geographic regions
Effectively communicate ideas and concepts in a cross-cultural business environment
Identify strategic decisions firms need to make to compete effectively in a changing global environment

### Equity, Diversity and Inclusion

This certificate allows students to gain new perspectives into the inherent complexities of the international trade environment. The interactions among various international stakeholders (e.g., governments, multinational firms), as well as the effects of external environmental factors, including cultural ones, are examined in context of the risks associated with trade. In addition, students have the opportunity to develop their ethical leadership skills in dealing with diverse groups.

### Target Audience

The target audiences who would benefit from this certificate are:

- graduates of the Certificate in Foundations of International Management
- professionals in both the private (start-ups, small and medium sized enterprises, multinational corporations) and public sectors who need to develop expertise in international trade

### Curriculum Structure

The Advanced Certificate in International Trade Management will consist of five degree credit courses of 39 hours each (195 hours in total). The three required courses build essential advanced skills for those working or wishing to work in the global trade environment. The electives allow students to develop knowledge in an area related to global management such as economics, law or project management.

Course/Curriculum	Prerequisite
<b>Required (three)</b>	
CGMS 723 International Trade	CGMS 200, CQMS 102, and CGMS 401
CGMS 724 Management of International Enterprise	CGMS 200, CQMS 102, and CGMS 401
CGMS 802 Ethics and Regulation of Intl Business	CGMS 200, CQMS 102, and CGMS 401
<b>Electives (choose two)</b>	
CECN 104 Introductory Microeconomic	
CGMS 400 The Global Business Environment	CGMS 200
CGMS 450 Project Management	CGMS 200, CQMS 102, and CGMS 401
CLAW 122 Business Law	
CLAW 724 Legal Aspects of International Business	CLAW 122

With the exception of CGMS 400, all of the courses are currently offered by the Ted Rogers School of Management through The G. Raymond Chang School of Continuing Education. CGMS 400 will be offered through the Chang School beginning in 2018/19. In addition, one of the required (CGMS 723) and two of the electives (CECN 104 and CLAW 122) are available online.

## **Admission Criteria**

It is recommended that students complete the Certificate in Foundations of International Management, which is comprised of the following four required courses: CGMS 200, CGMS 400, CGMS 401 and CQMS 102). Three of these courses are prerequisites for the Certificate in Advanced International Trade Management and CGMS 400 is an elective in the same certificate.

Applicants who do not complete the Certificate in Foundations of International Management are required to complete the three prerequisites (i.e. CGMS 200, CQMS 102 and CGMS 401) prior to commencing the Certificate in Advanced International Trade Management.

## **Societal Need**

All businesses in today's marketplace are affected by events taking place globally. The rise of China and India as major economic superpowers, new emerging worldwide markets, weakness in traditional markets such as the United States, decreasing costs and increasing ease of global transactions due to new technologies, and a protectionist sentiment in some countries are just a few examples of evolving trends impacting international trade today. In recent decades, Canada has benefitted significantly from increased international trade, made possible largely by the free trade agreements signed in the 1980s and 1990s. With guaranteed access to export markets, productivity in traditional areas such as manufacturing and natural resources (notably oil and gas) flourished. International trade plays an integral role in Ontario's economy. In 2014, Ontario's trade exports totaled approximately \$207 billion. Ontario's primary trading partner is the United States; 80% of Ontario exports are to the United States, and the United States is still the major supplier of goods to Ontario at 56.8% of imports coming from that country.

The Canadian Federal Government continues to prioritize international trade opportunities for Canada. Within the last two years, Canada has signed on to new trade deals: the Comprehensive Economic and Trade Agreement (CETA) with the European Union that will remove tariffs on 99 percent of its tariff lines (up from 25 percent) and covers almost all sectors;<sup>6</sup> and effective January 2017, the Canada-Korea Free Trade Agreement (CKFTA) allows 93% of Canada's exports to be eligible for duty-free access into Korea.

However, some experts believe there are significant challenges ahead for Canada. While the United States will continue to be a primary trading partner for Canada, the softening of its economy, increasing international competition for this market (in particular from China) and the increasing protectionist sentiment will put pressure on Ontario and Canada to seek new opportunities. All signs indicate that Canada will continue to pursue an international trade strategy, creating opportunities that require skilled people who can work in this complex sector.

While many people working in the area of international trade will work in export and import businesses of varying size, the Greater Toronto Area is also home to several international companies who require employees who have expertise in international trade policies, agreements, human resource and ethical issues when working with different cultures, and assessing risks. There are also opportunities to work in government, which recruits, for example, for International Trade Officer positions.

## **Comparator Certificate Programs**

Numerous educational offers are available within the Canadian higher education landscape in the area of international business. However, only a few of the assessed programs include continuing education options and flexibility in terms of scheduling and pace (McGill, Uof T, and Seneca). While a number of master-level options are comparable in subject-matter, master's credentials are substantially more expensive and have many admission requirements and thus not in direct competition with the proposed certificates.

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<sup>6</sup> Government of Canada. (2017). CETA: A progressive trade agreement for a strong middle class. Retrieved February 11, 2017, from <http://www.international.gc.ca/gac-amc/campaign-campagne/ceta-aecg/index.aspx?lang=eng>

College programs offer considerable cost benefits by being more affordable than university options for a graduate-level credential. It must be noted, however, that all college options are delivered exclusively as a full-time, day time program.

The results of the comparative programs scan indicate differences in target market between the current post-secondary international business programs and The Chang School's proposed certificates. It appears that the majority of available programs target recent graduates of undergraduate programs who may be interested in further full-time study, and not necessarily working professionals or those requiring part-time study.

### **Recommendation**

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang Certificate in Advanced International Trade Management*

### **F) EARLY CHILDHOOD STUDIES/YORK UNIVERSITY BA/BEd PROGRAM – CURRICULUM MODIFICATION**

The first cohort of concurrent students of the Ryerson/York concurrent BA/BEd program began the program in 2014 and will graduate with both a BA in Early Childhood Studies from Ryerson and a BEd from York in the Spring 2018.

To allow for greater equity and access for all ECS students interested in pursuing a career in education, we propose to change the delivery of the program from a concurrent to a consecutive model. The current model provides access to third year students in the full time program. However, the design of the program is prohibitive to part-time students who are unable to benefit from our in-house collaboration with York. The proposed change to a consecutive model will open this opportunity to all students, providing a more equitable program across all sectors of the ECS student body.

The new model will also provide clear benefits to all students through its compact 16-consecutive- month design. The new Ryerson-York model will include the same requirements as the 2-year BEd programs, but its overall organization has been juxtaposed to allow for coursework to begin immediately upon graduation from the BA in May and then run continuously through the following August - essentially returning students to the workforce a full year earlier than their counterparts at other institutions. We believe this to be a strong selling point for incoming students to our ECS program, many of whom wish to pursue a BEd at the end of their BA. For part-time degree-completion students, this model will be particularly attractive, as it will require only one year leave from the workforce, rather than the two that would be required at other institutions, including the main campus at York.

The concurrent model has presented several challenges that will be removed or greatly improved by the proposed change. Presently, the program relies heavily on the manual coordination of all aspects of the program bridging two university systems and processes – for example, the management of course schedules and offerings, academic records reporting to support progression in the program, and most significantly the coordination of OSAP funding. A transition to a consecutive model of delivery will create a more streamlined process which will ease the resource burden of coordination and ultimately benefit the students.

The proposed consecutive model will be accessible to all students enrolled in the BA - Early Childhood Studies regardless of entry point. Students will be invited to apply in the third year of the BA program, beginning the consecutive degree in the spring/summer semester, directly following degree completion.

**Implementation:**

If the proposed change to a consecutive model is approved, fourth year students who began the concurrent BA/BEd program in Fall 2017 would comprise the last cohort of students following the old model. An implementation plan, coordinated with York University, is in place to accommodate those students.

If the proposed change to a consecutive model is approved, students entering the fourth year of the ECS BA program in Fall 2018 will complete the BA degree in the same manner as all other ECS students as in the chart that follows. They would then begin the York BEd program in Spring 2019.

7th Semester (Fall 2018)	8th Semester (Winter 2019)
CLD 315, CLD 317 and CLD 464 One Table B, One Table II	CLD 307, CLD 445 One Table B, One Table II, One Table I

**Communicating Changes to Students:**

Together with our York partners, ECS met with interested students on April 2, 2018 to inform them of the proposed change and to discuss the application process. We made it clear to students that the proposal was still being reviewed at the university level and with the Ontario College of Teachers, and that they would be informed as to the model we would be moving forward with as soon as we had that information. If approved, active recruitment will begin in September. Information on the application process will again be shared via email, drop-in help sessions, and at a second in-person session. An online information session will be held for part-time students.

Should the proposed plan not be approved, we will move forward with immediate recruitment for next year's concurrent program. Students currently completing third year of the BA will apply through the spring semester, and we will work with York to expedite the admission process for commencement of the BA/BEd program in the fall. Recruitment in previous years took place in February with acceptance beginning mid-April, putting this timeline later than in the past, but still feasible.

**Recommendation**

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Early Childhood Studies/York University BA/BEd Program – Curriculum Modification*

**G) For Information: CERTIFICATE IN PREPARATION FOR PRACTICE IN CANADA FOR INTERNATIONALLY EDUCATED PROFESSIONALS IN NUTRITION – NAME CHANGE**

The proposed certificate title is Certificate in Canadian Dietetic Knowledge Competencies. The change will simplify the title and reduce the number of words for its presentation on the certificate graduation award document.

The title will still reflect the goal of the certificate. This certificate is designed to provide internationally educated professionals in nutrition with a Canadian university certificate to supplement their international credential(s), enabling enhanced opportunities for employment. The certificate is also designed to assist the graduates to achieve the academic knowledge required for practice-based training, the second required component to become a Registered Dietitian (RD) in Ontario. Graduates of this certificate will have demonstrated entry level academic competencies in dietetics, as defined by the Partnership for Dietetic Education and Practice's (PDEP's) Integrated Competencies in Dietetic Education and Practice (ICDEP).

The program name communicated to stakeholders and potential students will remain Internationally Educated Professionals in Nutrition (IEPN), in recognition that for those individuals who desire to meet the

requirements to write the registration exam to become an RD, that there is a second step that requires demonstration of practice-based competencies. This can be demonstrated through successful completion of the Practice Based Assessment, administered by the College of Dietitians of Ontario, which graduates of the existing IEPN certificate are eligible to take. For certificate graduates who wish to gain more experience in practice based settings, they can apply to participate in the three semesters of practicum courses currently offered by the IEPN program. By retaining the program name of Internationally Educated Professionals in Nutrition, we signal that the certificate and courses offered are specifically tailored for this population, in order to support bridging to practice within Canada.

**H) For Information: CHANG SCHOOL CERTIFICATES – MARCH AND APRIL 2018**

- a. Certificate in Community Engagement, Leadership, and Development: Course Addition and Deletion (Elective)
- b. Certificate in Economics: Course Addition (Elective)
- c. Certificate in Occupational Health and Safety: Course Deletion (Elective)
- d. Certificate in Project Management: Course Additions (Electives)
- e. Certificate in Project Management for Technical Professionals: Course Additions (Electives)
- f. Certificate in Public Administration and Leadership: Change in Admission Criteria
- g. Certificate in Food Security: Revised Course Addition (Elective)
- h. Certificate in Psychology: Course Addition (Elective)

Respectfully Submitted,



Marcia Moshé, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

John Turtle, Secretary of Senate

Marcia Moshé, Chair and Interim Vice Provost Academic

Denise O'Neil Green, Vice-President, Equity and Community Inclusion

Katherine Penny, Director, Curriculum Quality Assurance

Anne-Marie Singh, Faculty of Arts, Criminology

Anne-Marie Lee Loy, Faculty of Arts, English

James Nadler, Faculty of Communication & Design, Creative Industries

Wendy Freeman, Faculty of Communication & Design, Professional Communication

Thomas Tenkate, Faculty of Community Services, Occupational and Public Health

Annette Bailey, Faculty of Community Services, Nursing

Andy Gean Ye, Faculty of Engineering and Architectural Science, Electrical & Computer Engineering

Donatus Oguamanam, Faculty of Engineering and Architectural Science, Mechanical & Industrial Engineering

Vadim Bostan, Faculty of Science, Chemistry & Biology

Jeffrey Fillingham, Faculty of Science, Chemistry & Biology

Yi Feng, Ted Rogers School of Management, Finance and Accounting

Donna Smith, Ted Rogers School of Management, Retail Management

Val Lem, Library

Linda Koechli, Chang School of Continuing Education

Dalia Hanna, Chang School of Continuing Education

Amanda Grant, Student

Ashley Blumson, Student