

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #F2018–2; December 2018

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

- TRSBM LAW AND BUSINESS – Co-op Resequencing Proposal
- SCHOOL OF NURSING – Grading Variations
- *For Information: Periodic Program Review Follow-up Reports*
 - Business Technology Management
 - Criminology
 - Medical Physics
 - Health Services Management

A. TRSBM LAW AND BUSINESS – Co-op Resequencing Proposal

1. Introduction and Rationale

The Law and Business major in the School of Business Management proposes to amend the sequence of its Co-operative Education program by moving entry into co-op from the end of first year to the end of second year. The proposed change would commence in the 2019-2020 academic year and would defer the student intake from summer after first year to the Winter term in students' second year of study. The rationale for this change is as follows.

- It aligns the law and business department's co-op schedule with the other departments in TRSM, the majority of which accept entry at the end of second year.
- It permits law majors to take at least one law course prior to entry into co-op, as the first available law course is only offered to students in year 2 of their studies. This benefits not only students, but also to industry partners who are offering such work placements
- It will provide law and business students with a greater focus in their co-op experience and provide them with a sense of direction for their career aspirations.
- It will improve students' competitiveness in obtaining co-op placements. As a result of the intake change, the revised co-op sequence is proposed to start in the Winter term. With their first work placement in the Winter term, students will have more opportunities given that most other programs start their work placement in Spring/Summer.

Currently, Law and Business has 670 full time declared majors, representing about 10% of all Business Management students. Current enrolment in the Law and Business Co-op option is 31 students. With the proposed sequencing change, the number of students in the Law and Business major interested in participating in the co-op program is expected to grow.

2. Comparison between the Current (2017/2018 Academic Year) and the Proposed Curricula

	Fall	Winter	Spring/Summer
Year 1	1 st Semester	2 nd Semester	*Apply to co-op*
Year 2	3 rd Semester	4 th Semester	WKT131
Year 3	5 th Semester	WKT231	WKT331
Year 4	6 th Semester	7 th Semester	WKT431
Year 5	8 th Semester		

Summary of proposed co-op work term sequence: For students admitted Fall 2019 and after.			
	Fall	Winter	Spring/Summer
Year 1	1 st Semester	2 nd Semester	
Year 2	3 rd Semester	4 th Semester	*Apply to co-op*
Year 3	5 th Semester	WKT131	WKT231
Year 4	6 th Semester	7 th Semester	WKT331
Year 5	WKT431	8 th Semester	

3. Summary of the Proposed Curriculum Changes*

Year 1 – 2019-2020:

- No change to curriculum
- Co-op application deadline removed

Year 2 – 2020-2021:

- No Change to curriculum
- Co-op application deadline of June 1, 2021
- Spring/Summer term - WKT131 Removed

Year 3 – 2021-2022:

- Fall term – 5th semester remains unchanged
- Winter term – WKT231 is replaced by WKT131
- Spring/Summer term – WKT331 is replaced by WKT231

Year 4 – 2022-2023:

- Fall term – 6th semester remains unchanged
- Winter term – 7th semester remains unchanged
- Spring/Summer term – WKT431 is replaced by WKT331

Year 5 – 2023-2024

- Fall term – 6th semester is replaced by WKT431
- Winter term – added 8th semester courses

*Note: The operationalization of new or revised curriculum may require that implementation timelines be adjusted.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the School of Business Management's Law and Business Co-op resequencing proposal.*

B. SCHOOL OF NURSING – Grading Variations

1. Introduction and Rationale

In addition to the current standing variation of a 'C' grade or above in all nursing courses, it is proposed that the following **five 'clinical practice' courses** in the Ryerson, Centennial, George Brown Collaborative Degree Program include course grade variations related specifically to students' ability to demonstrate 'satisfactory' performance in the evaluation of clinically related skills:

NSE 12 A/B - Nursing Practice I

NSE 22 A/B - Nursing Practice II
NSE 32 A/B - Nursing Practice III
NSE 417 - Nursing Practice IV
NSE 418 - Nursing Practice V

The foci of these courses include the knowledge acquisition and application of a variety of hands-on nursing skills, beginning at an introductory level and progressing throughout the program to the level expected of a novice, newly graduated nurse (upon completion of the program), in compliance with the Standards of Practice of the College of Nurses of Ontario. In order to be eligible to write the profession registration exam and to enter practice in the province of Ontario, students must successfully graduate from an accredited nursing baccalaureate program. Accreditation of baccalaureate programs requires that students demonstrate their ability to implement the Standards of Practice throughout their baccalaureate nursing education.

Senate previously approved an academic standing variation for all courses in the Collaborative Nursing Degree Program whereby a course 'pass' grade is considered a 'C' or above. In the five practice courses, evaluation methods include a combination of written and oral assignments/exams (which are numerically graded) as well as a clinical practice performance evaluation (which is graded on a 'satisfactory'/'unsatisfactory' basis). All evaluations are based on pre-determined criteria, which appear in each course syllabus. Specifically:

NSE 12A/B Nursing Practice I: Introduction to Nursing Practice (Year 1)

To achieve the minimum required final grade of 'C' in order to pass the course, students are required to:

1. achieve a satisfactory evaluation in the Clinical Case Study Workshop (CCSW) (winter term week 5) in order to be admitted to the clinical setting and the student's clinical experience in weeks 7, 8, 9, 10 and 11. Students who fail to demonstrate competency and receive an unsatisfactory evaluation on their performance are given a one-time repeat CCSW opportunity to achieve a satisfactory grade. Students who fail to achieve a satisfactory on this second testing opportunity will not be admitted to the clinical setting. As a result, students will receive an unsatisfactory grade for the clinical component of the course.

In the Clinical Case Study Workshop students demonstrate their readiness for clinical practice. Students are expected to demonstrate a beginning understanding of safety and infection control principles relevant to the ADL care provided while utilizing communication strategies that will promote a therapeutic relationship with the client. These expectations are consistent with the College of Nurses of Ontario (CNO) Professional Standards for nursing practice.

2. achieve a satisfactory clinical placement evaluation; failure to achieve a satisfactory evaluation in the clinical component of this course will automatically result in a course failure (i.e., a final course grade of "F").

As this is a clinical course, students must be able to demonstrate their knowledge, skill and judgement, appropriate to their abilities as novice learners, in the clinical setting before moving on to the clinical course in year 2. Students are evaluated according the CNO Standards, within their scope of practice as year 1 students. The requirement for successful completion of the clinical practice component of a nursing practice course is typical in nursing programs throughout the province.

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NSE 22A/B Nursing Practice II: Acute and Chronic Care (Year 2)

To achieve the minimum required final grade of 'C' in order to pass the course, students are required to achieve:

- i. a mark of no less than 'C' or above on all three course exams, combined*; and

ii. a 'satisfactory' winter semester, final clinical performance appraisal.

Students who do not meet any one of the above two requirements will receive an 'F' final course grade, regardless of their accumulative numerical course grade.

* This requirement is integrally linked to students' ability to demonstrate satisfactory performance of the professional Standards of Practice - specifically the standards related to knowledge and knowledge application. Due to the number of students who require clinical placements, the difficulty in accessing adequate numbers of placement sites, and the variance in patient acuity in the hospital settings, clinical placements are varied and not all provide students with the opportunities to deliver the nursing care associated with the required content covered in the course. To counterbalance this, simulation and case study methodology is heavily incorporated throughout the course.

NSE 32A/B Nursing Practice III: Community Nursing (Year 3)

To achieve the minimum required final grade of 'C' in order to pass the course, students are required to:

- demonstrate satisfactory, safe and ethical community-focused nursing practice performance that integrates community nursing theory and the College of Nurses of Ontario Standards of Professional Practice (2002) at the level required of a year 3 student;
- *develop and successfully implement a learning plan that reflects community nursing concepts; and
- *attend all required practice-related hours including, but not limited to orientation activities, practice days, facilitation meetings and the maternal-child simulation.

*These requirements are directly linked to the students' ability to demonstrate satisfactory performance in the clinical setting.

NSE 417 Nursing: Practice IV (Year four, semester one)

To achieve the minimum required final grade of 'C' in order to pass the course, students are required to:

- *complete mandatory practice hours including: school and placement orientation, 179 hours of direct clinical practice and clinical conferences;
- *achieve a passing grade of minimum 80% in the drug calculation quiz. If a passing grade of 80% is not achieved after 3 attempts, the student may be deemed unsafe in clinical practice and removed from the course;
- *achieve a passing grade of minimum 80% in the infection control / PPE quiz. If a passing grade of 80% is not achieved after 3 attempts, the student may be deemed unsafe in clinical practice and removed from the course;
- *attend one (1) clinical simulation session, and
- *attend one (1) clinical skills workshop, and
- complete the HESI Exit Exam 1[®], and
- achieve a *satisfactory* score for the professional portfolio.

*These requirements are directly linked to the student's ability to demonstrate satisfactory performance in the clinical setting.

The rationale for the mandatory completion of the **non-graded components** are as follows:

Drug calculation and infection control tests: The knowledge tested provides evidence that the students have reviewed key material prior to beginning a new clinical placement. This testing supports student safety and success in the clinical setting and also meets the knowledge requirements determined by clinical placement agencies.

Attendance at one (1) clinical simulation session and one (1) clinical skills workshop: The knowledge and skills reviewed in these experiential learning opportunities also support student safety and confidence

in the clinical setting. Due to the current program structure, students have been away from an acute care setting for one year and the skills necessary for these settings require review so that the students are able to practice safely and then build on their skill set in terms of complexity and volume as they take care of an increasing number of patients/clients.

NSE 418 Nursing: Practice V (Year four, semester two)

To achieve the minimum required final grade of 'C' in order to pass the course, students are required to:

- *complete 350 hours of direct clinical practice including: school (online) and placement orientation, and clinical conferences;
- achieve a satisfactory standing **in all standards** in clinical practice;
- *complete the online orientation;
- complete the HESI CAT Exam[®], and
- achieve a satisfactory score for the professional portfolio.

*These requirements are directly linked to the student's ability to demonstrate satisfactory performance in the clinical setting. Satisfactory performance in practice as a course pass requirement is the norm in the professional baccalaureate education of nurses.

Completion of the HESI Exit Exam 1 and 2[®]: The series of exams are used as diagnostic tools to assess the student's current practice knowledge base. Research has shown that scores obtained on the HESI exams are highly predictive of success on the NCLEX licensing exam. This computerized testing opportunity allows students to: engage in a simulated testing setting; experience the computerized testing methodology; and receive a computer generated individualized report. This report is discussed and clarified with the Faculty Advisor so the student can create a study plan to prepare for the graded HESI exam in the winter term, the final NSE 418 practice exam, and the NCLEX licensing exam (after graduation). The goal is to enhance student success rates in this licensing exam.

Completion of the CAT Exam 1[®]: The computer adaptive testing (CAT) most closely mimics the experience of the NCLEX exam that students will write after graduation to become registered to practice in Ontario. This is their first opportunity to write an adaptive test. This is the final strategy used within the program to support student preparation and success on the licensing exam.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the School of Nursing course grading variations.*

C. For Information: PERIODIC PROGRAM REVIEW FOLLOW-UP REPORTS

The Business Technology Management undergraduate program was required to submit a one-year follow-up report following Senate approval of its periodic program review in 2017. Three additional undergraduate programs (Criminology, Medical Physics, and Health Services Management) submitted a two-year follow-up report following Senate approval of their periodic program reviews in 2016.

i. BUSINESS TECHNOLOGY MANAGEMENT One-Year PPR 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, Business Technology

Management, approved by Senate in April 2017.

Recommendation

The Academic Standards Committee (April 2017) recommends that the program provide a follow-up report which will include:

1. Progress on the developmental plan, as outlined in the supplemental report.
2. The most recent course outlines for all required courses in the program that are taught by Teaching Departments outside the School of Information Technology Management (e.g., CMN 124, GMS 200, SSH 105, ACC 100, etc.).
3. The mapping of the required courses taught outside of the School to the program learning outcomes. Include an analysis of the mapping of all required courses—taught both within and outside of the School—to the program learning outcomes and a plan to address any gaps that may be identified through the revised curriculum mapping. It is recommended that Ryerson's Curriculum Development Consultant be consulted for assistance with the mapping and analysis.
4. Progress on integrating equity, diversity and inclusion into the BTM curriculum.

Response

1. Progress on the Developmental Plan as outlined in the Supplemental Report

Priority 1: Full-time Faculty Complement

In the summer of 2017, BTM lost 4 LTF, hired 5 new LTF for a 3 year term, and renewed 1 LTF for a 1 year term that is about to expire. As a result, the School will have the same number of LTF in Fall 2018 as it did when this report was written. In addition, a new tenure stream faculty was hired in the summer of 2017 and another in 2018 respectively, while one tenured faculty member retired. BTM is in the process of transferring in another tenured faculty from another school within TRSM. In the meantime, the student body keeps growing; therefore, there is still much need for new full time faculty to bring the faculty to student ratio to Ryerson standards. Although not as fast as desired, the trend in the faculty complement is in the right direction.

Priority 2: Student Quality

The Math requirement TRSM wanted to implement as an admission standard was rejected by the university, and this was a big setback for BTM. In the meantime, at least as far as GPAs are concerned, we had a higher quality of incoming cohort in 2017 than that in any other academic year. The mean and median GPA for the 2017 cohort was 81.46% and 81.16% respectively, where these numbers were 80.40% and 80.33% in 2016 and below 80% before 2016. While less than half of BTM students had a GPA of 80% or above prior to 2016, that ratio was 55% in 2016, and jumped to 63.1% in 2017. We continue to advocate for higher admission standards in the hopes of increasing especially the math proficiency of the incoming cohort.

As for first year performance and retention, first year students take 3 ITM courses that are tracked. In ITM100, the averages were 2.39 in Fall 2016 and 2.49 in Fall 2017; in ITM107, the averages were 2.37 both in Fall 2016 and Fall 2017; in ITM207, the averages were 1.74 in Winter 2017 and 2.08 in Winter 2018. The average first year performance for BTM students is in the C- to C+ range with signs of upward trending. As well, the retention rates for the 3 courses are trending in a favorable direction, as follows:

ITM100: 89.74% in Fall 2016 and 94.4% in Fall 2017

ITM107: 80.43% in Fall 2016 and 85.66% in Fall 2017

ITM207: 72.37% in Winter 2017 and 84.33% in Winter 2018.

Priority 3: Curriculum Enhancement

In order to fill the gap in the learning outcomes related to the core courses, we included two important courses into our existing program. After updating the content of these courses (i.e., ITM 820 Information Systems security and Privacy and ITM 618 Business Intelligence and Analytics), they were added to the

list of BTM core courses effective Fall 2017 and Fall 2018. These courses are added as 3rd year core courses. These courses have improved all aspects of the learning outcomes (LO1 through LO14), with a focus on reinforcement and proficiency.

In addition, the following elective courses have been developed/updated in response our PPR review in order to improve core knowledge areas.

ITM 704 Mobile Application Development

ITM 711 Cloud Computing

ITM 735 ICT and Diversity Management

ITM 780 Web Design and Management

ITM 805 Big Data Analytics (Python & R)

As a final note, we are in the process of developing an advanced business process design course to complement the enterprise architecture offering, and we plan to launch a FinTech course in Winter 2019.

Priority 4: Experiential Learning Opportunities

The BTM Co-op program remains strong and growing. For the 2017-2018 academic year, we had 80 applicants to this program, all of whom were admitted. The number of applications grew to 142 for the 2018-2019 academic year; therefore, we are on target for accepting over 100 students into co-op this year. We have also made progress in increasing the diversity of capstone projects our students take on. As well, we are encouraging our students to increase participation in case studies for which we are running a preparatory workshop and have designed a new elective course.

Priority 5: Student Engagement for Learning and Career Success

The School continues to support, through financial means and through a faculty liaison, BTM student groups in their career and networking-focused activities and the alumni night events. We also continuously encourage these groups to reach out to the BTM student body and be as representative as possible. Through the same means, we also support students going to case competitions for their preparation and travel. As mentioned above, we are in the process of launching an IT case study course.

Priority 6: Diversity in the Community

BTM is one of the fastest growing programs in TRSM. The number of female students enrolled in the BTM program has increased from 20% in 2013 to 25.3% in 2017. To address the importance of diversity, we have introduced a unique course called ICT and Diversity Management to address issues of diversity in business and education. The School undertook new initiatives to support women in the program. The School's website and related social media pages highlight many success stories about our female students related to the Co-op program, scholarships and awards, and activities related to the ITM women student association (WITM).

As a final note, although our program does not control admissions, our efforts continue to make BTM an attractive program for a diverse group of potential students and to support female students.

Priority 7: Industry Ties

BTM continues to build its Program Advisory Council with new recruits who are strong industry leaders, three of whom joined the council since this report was submitted. The program goals have been communicated to each PAC member, and they seemed receptive to helping the program achieve all of them. BTM will keep strengthening its PAC as a firsthand connection to the Toronto business world.

Priority 8: Addressing the Competition

The School has achieved its goal of BTM accreditation and has sufficient applications to the co-op program (142) to meet the goal of a co-op cohort of 100. It has hired two tenure stream faculty experts in

artificial intelligence, analytics and machine learning with strong research records and future potential to be competitive in this critical area, and is in the process of transferring another faculty member with a proven record in analytics with the hopes of complementing our existing faculty in becoming a center of excellence in applied analytics and artificial intelligence.

2. Course outlines for required courses taught by Teaching Departments outside the School of Business Technology Management.

The required course outlines have been submitted.

3. Mapping and analysis of all required courses to learning outcomes.

All required courses, both those taught within and outside of the School of Business Technology Management, have been mapped and analyzed to program learning outcomes (see Priority 3).

4. Integration of equity, diversity and inclusion in the program.

Integration of EDI into the program has been addressed through the Priority 7 progress reported to date.

ii. CRIMINOLOGY Two-Year PPR Follow-up Report

This follow-up report addresses the recommendations stated in the Academic Standard Committee's assessment of the Periodic Program Review of the Bachelor of Arts, Criminology, approved by Senate in May, 2016.

Recommendation

The Academic Standards Committee (May 2016) also recommends that the program provide a two-year follow-up report, as follows:

1. The results of a graduate survey and a survey of employers.

Response

1. Results of Graduate Survey

The survey was sent out on February 13, 2018 to all 698 alumni up to Fall 2017, and a reminder email was sent on February 28, 2018. As of March 15, 2018, 23 responses were received. Due to the large number of alumni for whom we did not have valid email addresses (617 alumni), it must be noted that the responses are not representative of the entire population of Criminology alumni. The survey results should be interpreted accordingly. More than half of the respondents graduated in the last 4 years, and more than 80% of respondents are employed, as follows:

- 4 (17.4%) are employed in the criminal justice system
- 2 (8.7%) are in other government organizations
- 3 (13%) are practicing law
- 2 (8.7%) are at NGOs/community agencies
- 1 (4.3%) is employed in the private sector
- 7 (30.4%) are employed in other organizations
- 3 (13%) are currently completing other forms of schooling
- 1 (4.3%) is neither employed nor in school

More than half are employed in criminology or in a related field, and are in mid-level positions and above. About half of the respondents thought the Criminology program prepared them well/very well for employment, while more than 75% of respondents stated the Criminology program prepared them well/very well for further education. Over 80% of respondents indicated they either were, or were planning to pursue further education.

60.9% of respondents indicated that they finished the degree in 4 years. More than 80% of the respondents thought they made considerable or outstanding progress in knowledge of the discipline; about 70% of the respondents thought they made considerable or outstanding progress in research methods; more than 95% of the respondents thought they made considerable or outstanding progress in critical thinking; more than 60% of the respondents thought they made considerable or outstanding progress in policies; more than 85% of the respondents thought they made considerable or outstanding progress in communication; and more than 70% of the respondents thought they made considerable or outstanding progress in autonomy and professional capacity.

At least half of the respondents felt there should be more emphasis placed on knowledge of the discipline, on research methods, policies, communication, autonomy and professional capacity, while more than 40% thought there should be more emphasis placed on critical thinking.

Overall, 14 out of 23 respondents would recommend the Criminology program at Ryerson to others.

2. Results of Employer Survey

The employer survey was initially sent out in July 2017 to 24 employers and yielded no responses. The survey was sent out a second time on February 13, 2018, and a third and final time on March 22, 2018. We received a total of 3 responses. However, one of the respondents only answered the first five questions, so we are essentially looking at responses from 2 organizations.

The employers were generally positive about the likelihood that they would hire a graduate from the Criminology program at Ryerson University. They also generally agreed that the positive reputation of the criminology program would influence their decision to hire. The employers were generally positive in rating the quality of Ryerson graduates from the criminology program compared to those from comparable universities and in comparing the recent graduates of the criminology program with those of 5 to 10 years ago.

The employers generally agreed with the criminology program being current, academically rigorous, and practical. They also generally agreed with the criminology program preparing its students to apply principles of their discipline to solve key problems; develop new ideas; and plan and organize activities. The employers noted that the program could provide more in terms of culturally sensitive approaches for our graduates.

iii. HEALTH SERVICES MANAGEMENT Two-Year PPR 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 Health Administration in Health Services Management, approved by Senate in May 2016.

Recommendation

The Academic Standards Committee (May 2016) also recommends a **two-year follow-up report** for Health Services Management as follows:

1. Mapping and analysis of the required courses to the revised program outcomes.

Response

1. Mapping and analysis of required courses to revised program outcomes

The School of Health Services Management (SHSM) met in Fall 2017 to discuss and revise the Health Services Management program Learning Outcomes (LOs). They were approved by the School, and in June-July 2018 discussed with Curriculum Consultants in the Office of the Vice Provost, Academic. This

led to further revisions, and the LOs listed in Table 1. The LOs were then mapped to the HSM required courses.

Table 1: Health Services Management LOs and UDLEs

Undergraduate Degree Level Expectations	Health Services Management Learning Outcomes (LOs)
1. Depth & breadth of knowledge	LO1a. Define, describe, and apply relevant policy concepts and theories to support decision making in the Canadian healthcare services environment.
	LO1b. Identify and describe management skills associated with core functions (human resources, governance and strategy) within organizations across the health services sector.
2. Knowledge of methodologies	LO2a. Assemble, interpret, and evaluate extant research to support evidence-based management in healthcare.
	LO2b. Read and interpret financial reports.
3. Application of knowledge	LO3. Collect, analyze and interpret quantitative and qualitative data to develop and effectively communicate evidence informed solutions to health service delivery problems
4. Communication skills	LO4a. Communicate in written form clearly effectively for health service management audiences.
	LO4b. Communicate in verbal form (presentations) effectively for health services management audiences.
5. Awareness of limits of knowledge	LO5a. Discuss and acknowledge knowledge gaps with respect to decision-making in healthcare services.
	LO5b. Recognize, describe and analyze the roles of ethics, diversity and equity in health services management.
6. Autonomy and professional capacity	LO6. Exercise initiative and demonstrate personal responsibility and accountability.

Mapping HSM required courses to Learning Outcomes

The mapping revealed that the program’s Learning Outcomes are introduced and reinforced in the required core courses. Many LOs, particularly those related to communication in written and verbal formats, are addressed in a number of core courses. The program relies on the capstone Practicum and Practicum seminar, in which students complete a study in a host organization (not their own), to help students develop proficiency in all LOs, except for financial and management skills, ethics, and diversity and equity.

The mapping also shows that the program focuses primarily on evaluation, policy and public health related knowledge and skills. Coverage of financial and management skills is adequate, including at least two courses that introduce and analyze financial reporting, for example. However, the management and financial courses lead only to the reinforcement levels of proficiency. The situation is similar for ethics, diversity and equity, which reinforce outcomes in two courses.

In contrast, the program’s final courses, Research Methodology and Program Planning and Evaluation are sequenced to lead to the conducting of a program, or in some cases product, evaluation. This is not at all a criticism; rather it reflects the Program’s earlier home in the Faculty of Community Services. Students and industry value evaluation skills. As importantly, the techniques employed reflect an evidence-based approach to organizational problems, whether they are clinical, operational or managerial in nature.

Since the capstone course projects vary by student, they do not all necessarily address management-focused or ethics/diversity/equity issues explicitly. The School in future curriculum discussions will consider including a Practicum project element asking students to reflect on management, financial and ethical/diversity/equity implications of recommendations that arise from their studies.

Conclusions

The School has redrafted and adopted appropriate learning outcomes that reflect industry, and related student needs. Mapping these learning outcomes onto the program's required courses reveals they are being met. This exercise will inform our deliberations as we consider offering a single BHA program. This rationalization will enable the School to more efficiently deliver its BHA, together with three Certificates and the new MHA (CC).

As a follow up to the Academic Standards Committee's review (November 2018), the program is required to provide to ASC, by no later than June 30, 2019, a further follow-up report on the progress made to (a) address the gaps identified in the course mapping and to (b) more fully integrate equity, diversity and inclusion into the curriculum.

iv. MEDICAL PHYSICS Two-Year PPR 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 Science, Medical Physics, approved by Senate in May 2016.

Recommendation: The Academic Standards Committee (May 2016) also recommends a Two-Year Follow-up Report on the results of a student, alumni, and employer survey. The employer survey could include co-op employers.

Response

The Department of Physics conducted a student survey in selected courses in the Winter 2018 semester. The courses were PCS 228 - Electricity and Magnetism (a 2nd-year course), PCS 40A/B - Medical Physics Thesis (a 4th-year course). A survey of alumni of the Medical Physics BSc (Honors) Program was also conducted. A total of 33 students participated in the survey, as divided into the following groups: PCS 228 = 17 students, PCS 40A/B = 12 students, and Alumni = 4 students.

The survey included a total number of 18 questions that were categorized into four main groups:

- Program-related questions
- Teaching-related questions
- Instructor-related questions
- Concluding questions

The survey results revealed that students in various stages of the Medical Physics BSc (Honors) Program, including 2nd-year, 4th-year, and alumni, evaluated their degree of satisfaction with the program and its academic objectives as "Good" to "Very Good". Considering the very low response rate experienced in past surveys, the program is very pleased with both the participation rate and the received evaluations of the program. Moreover, it expects to further improve students' satisfaction with the full implementation of the new curriculum that will be in place starting Fall 2018.

As a follow up to the Academic Standards Committee's review (November 2018), the program is required to provide to the ASC, by no later than June 30, 2019, a summary of the results of an employer survey.

Respectfully Submitted,



Marcia Moshé, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

Donna Bell, Secretary of Senate

Marcia Moshé, Chair and Interim Vice Provost Academic

Anita Jack-Davies, Vice President/Vice Provost, Equity and Community Inclusion

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